



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BABA GHULAM SHAH BADSHAH UNIVERSITY

BABA GHULAM SHAH BADSHAH UNIVERSITY, DHANORE, RAJOURI

185234

www.bgsbu.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Baba Ghulam Shah Badshah University has been established by Act No. XVI of 2002 of the Government of Jammu & Kashmir and is recognized by UGC under section 2(f) and 12(B) of the UGC Act 1956. The University is located in a border district of Rajouri and is spread over 605 acres of eco-friendly, hilly and serene landscape, in the foothills of the Pir Panjal. The unique geographical location offers ideal ambience for teaching and learning. The University was initially established to cater to the educational need of the people of Pir Panjal who were otherwise being deprived to pursue higher studies in this hinterland of J&K.

The University has a total enrollment of 2187 students, offers residential facilities in the form of 10 boys & girls hostels. Initially starting with only 4 postgraduate programmes in 2005, the University registered a spectacular growth and now has 60 basic and job-oriented academic programmes at undergraduate, postgraduate and doctoral level along with few diploma courses.

The University is mandated to impart quality education in Science & Technology and has 9 Schools, 20 Departments, 4 Colleges, 1 Polytechnic and 2 Centres. The Central Library, several Departmental and College Libraries, equipped with on-line educational resources, has the membership of DELNET and maintained by UGC-INFLIBNET. The University has skill Development & Placement Centre, Start-Up Cell, Tinkering Lab., NKN, Wi-Fi enabled Campus, IQAC, facilities for online MOOCs & SWAYAM courses, NAD and other digital initiatives (PFMS, PMSS, GEMs, Online admission and recruitment through stand-alone ERPs). Recently, the University was sanctioned Rs. 10 crores World Bank Grant under TEQIP III programme and the laboratories are now provided with state-of-the-art Infrastructure facilities. Students are given free GATE Coaching and Employability Skill Training. Other amenities in the Campus include on-campus Bank & Post Office, Cafeteria, Shopping Mall, Health Centre, Transport facilities in addition to co-curricular activities such as Cultural Club, Gym and playground etc.

Over the years, the University has emerged as a popular academic destination for the students of J&K and created its own niche in higher education in the state of J&K.

Vision

“Steady onward march for human development through science and technology on one hand and our national ethos on the other”.

The University has translated its vision into action by launching teaching programmes aimed at bringing about social change and helping banish illiteracy, superstition and unemployment in this hinterland of the country. In its very first phase the University laid emphasis on teaching of science and technology and accordingly, academic programmes have been introduced in the following fields/specializations:

- Computer Sciences
- Information Technology
- Biotechnology
- Botany

- Zoology
- Physics
- Mathematics
- Computer Science & Engineering
- Information Technology Engineering
- Electronics & Communication Engineering
- Electrical Engineering
- Civil Engineering
- In addition, various teaching and research programmes in humanities and social sciences are being imparted in English, Urdu, Arabic, Islamic Studies, Management Studies, Education, Economics, Tourism and Hospitality, Vocational courses and Community College based courses.

Mission

“Work toward preparing men and women who are intellectual adventurers and not camp followers; who are architects of the future and not curators of the past.”

With a view to translate the mission of the University into action, a comprehensive strategy has been adopted. Induction programmes are held for the newly admitted students to familiarize them with the academic environment of the University. They are encouraged to formulate innovative scientific ideas and experiment with them in the tinkering laboratory. Such of the ideas which qualify the experimental stage are supported through the incubation cell. Students participate in outreach programmes and internships and are facilitated to undergo live projects. The students are further groomed through leadership programmes which are conducted from time to time.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A large Campus spread over 605 acres of land
- Thoughtfully conceived Vision and Mission.
- Salubrious, peaceful, pollution-free ambience.
- Residential nature that provides long hours for interaction among teachers and the learners.
- State-of-the-art infrastructure for ongoing academic and research pursuits.
- Transparency and participative management.
- Young and dedicated faculty and support staff.
- Integrating feedback of stakeholders in curriculum development for OBE.
- Fully functional CBCS across PG programmes.
- Strong research, innovation culture for collaborative inter-disciplinary/multi-disciplinary research.
- Support for research, faculty exchange, professional development programmes and incentives for research.
- Initiatives like use of renewable energy, rain water harvesting.
- On-Campus hostel facility for girls and boys.
- 1 Gbps Internet connectivity through National Knowledge Network.
- Active national/international collaborations/MoUs for quality research and academic outcomes.

Institutional Weakness

- Geopolitical disadvantage.
- Reluctance of senior-level faculty to serve due to remote location.
- Non-availability of plain-land for stadium, play grounds etc.
- Less Consultancy Work.
- Lack of International Students.
- High attrition rate among faculty.
- Difficulty to get water from ground zero through long and vulnerable pipe line.

Institutional Opportunity

- To develop reputation as an institution where students from across the State can study in serene and eco-friendly environment.
- Consultancy Initiatives.
- Enhancement of research impact for rural upliftment and societal development through innovative technologies.
- To conserve fast dwindling endemic animal and plant bioresources.

Institutional Challenge

- Geopolitical disadvantage
- Conversion of existing weaknesses into opportunities.
- Consolidation and strengthening of on-going teaching and research programmes.
- Introduction of more job-oriented courses to answer the need of local youth.
- Initiation of teaching and research in emerging disciplines.
- Promoting of interdisciplinary teaching and research.
- Increasing mobility of students among different Departments of the School, and different Schools of the University under Choice based Credit System.
- Incentivizing senior faculty by offering higher perks, greater amenities and more academic freedom.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The University has adopted Outcome Base Education (OBE) approach and follows a systematic process in the design and development of curricula which includes rigorous brainstorming sessions, series of programme-specific discussions and survey of academic as well as industrial trends keeping in view societal needs, market demand and the feedback received from teachers, learners and the civil society.

The feedback received is collected, analyzed and appropriate action is taken through the statutory academic bodies to incorporate such suggestions which enhance the curricular aspects of the programme.

Conscious effort is made to ensure that course curriculum inculcates skill development, entrepreneurship and employability. The University has adopted Choice Based Credit system in all postgraduate programmes and is

in the process of adopting them for the undergraduate programmes also.

The university conducts gender audit every year at the beginning of academic session. The figures available indicate that there is upward trend in female enrolment. The University offers gender related courses which focus on gender sensitivity, gender equity and related issues. Exclusive courses on Gender studies such as Literature and Gender, Islam and Gender etc. are offered to make students aware about various theories and texts regarding Gender studies and Feminism.

Such courses help in enhancing professional competencies while others aim to inculcate general social and ethical values, human values and environment sensitivity.

Regular employability and skill development programmes are conducted for the benefit of students.

Field projects and internships are inherent part of many programmes and students are encouraged and facilitated to undertake them within and outside the State.

Teaching-learning and Evaluation

The University has adopted online admission process which facilitates students to apply for admission from all parts of the State and the Country.

The Teachers, who have appointed from within and outside the State, actively participate in student-mentorship to counsel students for academic and stress related issues. An optimal student-teacher ratio is maintained to facilitate holistic growth of the students.

Cognizance is taken of advanced learners and slow learners and appropriate mechanism has been adopted to address their needs and facilitate their teaching-learning process.

In order to provide representations to disadvantaged sections of the society, 49% seats in all academic programmes have been reserved for them. Ramps have been constructed to facilitate movement of differently-abled students. Wi-fi Projectors and Internet facility has been provided to all departments to facilitate ICT based learning.

Students are encouraged to prepare presentations on various conceptual topics to inculcate spirit of participative learning. Group-discussions, Tutorial classes, seminars, conferences and invited lectures are conducted for participative learning.

The Program Outcomes, Program Specific Outcomes and Course Outcomes for all programmes offered by the University are stated in the curricula of the programme and displayed on the University website.

There is a well established and efficient continuous assessment and evaluation system spread throughout the duration of each semester. Various reforms have been undertaken during the past few years that have made a positive impact on the examination management, some of which are mentioned below:

- Table marking
- Choice Based Credit System
- Re-evaluation

- Right to Information
- National Academic Depository

Research, Innovations and Extension

The University has made a policy decision to transform from a teaching university to a teaching-cum-research University. Teachers are encouraged to prepare research proposals and undertake projects through various funding agencies of the Government of India and the State Government. In order to facilitate research, the University has established the following:

- Central Instrumentation Centre
- Green House
- Central Fabrication facility

The Biotechnology Programme offered by the University is funded by the Department of Biotechnology, Government of India.

Most of the Teachers have a sanctioned research project or a start-up project from funding agencies. MoU's have been signed with different research/ academic institutions to facilitate research and knowledge-exchange. The Teachers regularly present research papers in National and International Journals / conference-proceedings. They are also actively involved in research guidance and the number of PhD pass-outs has been consistently increasing.

The University has established an Innovation Cell and a Start-up Cell to foster the culture of innovation and for promotion of schemes like Start-up India, Make in India, Skill India and Digital India. The Innovation Cell of the University works in unison with MHRD's Innovation Cell (MIC). Fourteen start-ups have been facilitated through the Incubation Centre of the University during 2013-2018.

Outcome based workshops and seminars are regularly conducted in the University. The University has a strict policy for anti-plagiarism and a code of ethics has been established to check any malpractice in research. Incentives are provided to Teachers who undertake nationally recognized research projects. Students regularly participate in activities under Swachh Bharat Abhiyan and gender sensitization.

Infrastructure and Learning Resources

The University has consistently invested in infrastructure development through grants received from the State Government and the UGC as a result of which cumulative built-up area in the Campus has been incrementally increasing. There are all facilities for curricular, co-curricular and extra-curricular purposes including games, sports, and cultural activities. The academic community makes optimum utilization of these facilities and services.

There is a robust IT infrastructure in the Campus. The classrooms have state-of-art furniture, Wi-Fi Projectors, audio-visual aids and access to other ICT based teaching aids. There are two virtual classrooms, each of capacity 100+ with facility for lecture recording and streaming facilities. Usage of open source software is encouraged and many utilities from open source community are used for conduct of classes and laboratories.

The University has established “Lead Botanical Garden for North Western Himalayan Region” which is home to more than 400 indigenous species, has been recognized as participant in the worldwide implementation of the international agenda in support of plant conservation BGCI, KEW London in 2018.

The Central Library has a collection of over 45000 documents, 708 back volumes of journals, 2000 CD documents, 2164 project reports, and 90 Theses/Dissertations. The Library is automated and provides access to e-resources like e-Shodhsindhu , National Digital Library, NDL resources, IEEE e-journals, e-thesis through Shodhganga, DELNET and databases like ISID, JCCC and JSTOR.

There is a dedicated Engineering wing which caters to routine repairs and maintenance works in the buildings. The Arboriculture department manages the landscape of the Campus in order to keep it neat and beautiful.

Student Support and Progression

The University facilitates students to apply for various scholarship schemes of the State Government as well Government of India for which appropriate awareness is made for the benefit of students. Capability enhancement and development schemes have been adopted for competitive exams, career counseling, soft skill development, remedial coaching, language lab, etc. Students are encouraged and mentored to appear in prestigious examinations like NET/SLET/ GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations.

The University has established an International Student Cell to cater to requirements of foreign students. There are pro-active committees to address student grievances, prevention of sexual harassment and anti-ragging.

The Training and Placement Cell works in coordination with student representatives and facilitates opportunities for Campus placements by inviting multinational corporations from across the Country. Wherever required, campus placement interviews are conducted through SKYPE.

The University has an active Student Council comprising of the representative students of each department who are nominated on the basis of academic excellence. The Student Council has an important role in the overall governance of the University.

The University has facilities for indoor and outdoor sports including Gymnasium and Yoga Centre which provides facilities to students and staff to maintain physical fitness through access to large number of fitness-equipments. Sports and cultural activities are conducted round-the-year through the Cultural Clubs and Literary Clubs and students are encourages to participate in them. Equipments, infrastructure, trained manpower and other facilities for developing sports and cultural activities are provided by the University.

Alumni members of the University have an autonomous and independent association named as BGSBU Alumni Association and they regularly interact with the students and mentor them for career progressions.

Governance, Leadership and Management

The organizational structure of University is a well-defined framework that enables it to provide quality services in a coherent and organized manner. It comprises of the Executive Council, Academic Council, General Administration, Schools, Departments/ Centres with the Vice Chancellor as the Chief Academic and

Executive Officer. Policy decisions are taken by the statutory bodies and other committees and their decisions are implemented in letter and spirit to ensure holistic growth and development of the University.

The University follows the rules and regulations notified by the UGC and other regulatory bodies from time to time for maintaining standard in respect of recruitment and career progression of the Teaching Staff and officer level cadres.

The teachers are encouraged to attend in-service training, orientation and refresher courses to recharge themselves and rejuvenate their interest. Such faculties who are non-Ph.D. are encouraged to enroll for Ph.D. within and outside the University. Teachers are facilitated to apply for research grants and adequate support is provided for implementation of research projects. Teachers are given liberty to accept invitations for delivering lectures in colleges, universities and research institutes within India and abroad to showcase their leads in research.

There is a fair and transparent method for grievance redressal of students and staff. E-Governance is implemented in students services, finance and examinations. The University follows transparency in financial management. Statutory Audit is conducted every year in accordance with the University regulations. The Internal Quality Assurance Cell (IQAC) has a significant role in institutionalizing the quality assurance strategies. The University has been making incremental improvements in academics, research and infrastructure development.

Institutional Values and Best Practices

BGSBU strongly believes in value-based education and robust and participatory administrative system. Regular programmes are conducted on gender equity and special provision is made for safety and security of the girl-students, besides provision of counseling rooms and common rooms. There is an Internal Complaints Committee which is open to grievances from all segments of the University particularly those from female students and employees.

Policy has been framed for solid, liquid and e-waste management, which is being implemented in letter and spirit. Most of the buildings have provision of rain-water harvesting. Green practices like car pooling and pedestrian friendly roads are encouraged. There is a consortium of Solar Energy panels in the Campus which augments the supply of electricity as a measure to harvest solar energy.

Complete transparency is maintained in the financial, academic, administrative and auxiliary functions of the university. There is a Code of conduct handbook for students, teachers, governing body, administration including Vice Chancellor, Officers and support staff. Nationalism and patriotism is the core value inculcated among the students in accordance with vision of the University.

Community College has been established which aims to train the youth particularly those of neighboring areas to enhance their employability skills in the industry after acquiring adequate knowledge and skills required for employment or for starting their own venture.

The University has encouraged entrepreneurship programmes with particular focus on restoration of degraded forests, recharging of ground water, bio-based skill development, establishment of independent skill development models and specialized skills like apiculture, which have turned out to be a successful venture and has produced a marketable product named 'BGSBU Forest Honey'.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	BABA GHULAM SHAH BADSHAH UNIVERSITY
Address	Baba Ghulam Shah Badshah University, Dhanore, Rajouri
City	Rajouri
State	Jammu And Kashmir
Pin	185234
Website	www.bgsbu.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Javed Musarrat	01962-2641001	9760785651	01962-2641012	vc@bgsbu.ac.in
IQAC / CIQA coordinator	Haider Mehraj	-	7006298484	-	iqac@bgsbu.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	23-04-2002
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	07-03-2005	View Document
12B of UGC	26-07-2011	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Baba Ghulam Shah Badshah University, Dhanore , Rajouri	Urban	605	49781	UG, PG, Diploma, Research Programmes		
<i>Institutes</i>	<i>College Of Nursing, Rajouri, School Of Nursing And Bio medical Sciences , Baba Ghulam Shah Badshah University, Rajouri-185234</i>	<i>Rural</i>	<i>1</i>	<i>557</i>	<i>BSc Nursing</i>	<i>15-12-2015</i>	<i>05-04-2016</i>

<i>Institutes</i>	<i>College Of Nursing Kishtwar, School Of Nursing And Bio medical Sciences , Near Mini Bus Stand, Hadyal Chowk, Kishtwar-182204</i>	<i>Rural</i>	<i>1</i>	<i>300</i>	<i>BSc Nursing</i>	<i>15-12-2015</i>	<i>15-06-2016</i>
<i>Institutes</i>	<i>College Of Nursing, Jammu, School Of Nursing And Bio medical Sciences , Baba Ghulam Shah Badshah University, Kangar Morh, Kot Bhalwal , Jammu -181122</i>	<i>Urban</i>	<i>1.5</i>	<i>6202</i>	<i>BSc Nursing</i>	<i>15-12-2015</i>	<i>15-06-2016</i>

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	3
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes				
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>103909_3356_1_1558440284.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	103909_3356_1_1558440284.pdf	
SRA program	Document				
AICTE	103909_3356_1_1558440284.pdf				

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	20				45				141			
Recruited	1	0	0	1	3	0	0	3	75	15	0	90
Yet to Recruit	19				42				51			
On Contract	4	0	0	4	0	0	0	0	39	14	0	53

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				400
Recruited	145	18	0	163
Yet to Recruit				237
On Contract	80	9	0	89

Technical Staff				
	Male	Female	Others	Total
Sanctioned				60
Recruited	42	5	0	47
Yet to Recruit				13
On Contract	15	1	0	16

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	1	0	0	1
Ph.D.	1	0	0	3	0	0	44	9	0	57
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	0	0	0	27	5	0	32

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	0	0	0	6	2	0	12
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	33	11	0	44

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	1	0	0	1
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	School of Biosciences and Biotechnology	Mahatma Ghandi Chair	MOEF

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Pre Doctoral (M.Phil)	Male	7	0	0	0	7
	Female	6	0	0	0	6
	Others	0	0	0	0	0
Diploma	Male	116	0	0	0	116
	Female	22	0	0	0	22
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	53	0	0	0	53
	Female	24	0	0	0	24
	Others	0	0	0	0	0
PG	Male	376	0	0	0	376
	Female	385	2	0	0	387
	Others	0	0	0	0	0
UG	Male	925	0	0	0	925
	Female	190	0	0	0	190
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arabic	View Document
Biotechnology	View Document
Botany	View Document
Centre For Hospitality And Tourism	View Document
Civil Engineering	View Document
Computer Science And Engineering	View Document
Computer Sciences	View Document
Economics	View Document
Education	View Document
Electrical Engineering	View Document
Electronics And Communication Engineering	View Document
English	View Document
Information Technology	View Document
Information Technology Engineering	View Document
Management Studies	View Document
Mathematical Sciences	View Document
Physics	View Document
Zoology	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
60	53	39	37	32
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of departments offering academic programmes

Response: 19

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2106	1852	1773	1856	1827
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
456	502	474	463	403
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1753	1621	1604	1646	1562
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
153	230	92	1	1

3.3 Teachers**Number of courses in all programs year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
1423	1218	1148	1087	976
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
154	119	93	96	87
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
206	184	177	161	161
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4183	3639	3429	4217	2889
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
453	400	332	332	309
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Total number of classrooms and seminar halls

Response: 93

Total number of computers in the campus for academic purpose

Response: 380

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1854.00	2063.10	524.38	740.69	696.49

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

Baba Ghulam Shah Badshah University has adopted Outcome Based Education (OBE), a comprehensive approach to organize and operate our educational system that is focused on and defined by successful demonstration of learning sought from each student, in shaping the future of education to match local, national and global needs.

Keeping in view the Vision and Mission of the University, the design and the development of curricula includes rigorous brainstorming sessions, series of programme-specific discussions and survey of academic as well as industrial trends done by the faculty members of the institute by actively involving all stakeholders of the University. The details of this entire process are as follows:

1. **Formation of the Core Committee:** Hon'ble Vice Chancellor forms a core committee of senior faculty members, mainly consisting of the Dean of various Schools, Heads of Departments, to monitor the overall process of development of curriculum.
2. **Design of the Overall Curriculum Structure:** The members of the core committee constitute programme-wise Heads of the committees with a respective team of academic experts along with industry experts to design the curriculum structure. To enhance employability ratio and enable youngsters to become job creators, the academic and industry experts design the scheme of curriculum for different programmes. The design involves decisions pertaining to the types of courses, (e.g. basic sciences and humanities, programme-wise core and elective courses, open electives and also mandatory courses), teaching scheme (number of contact hours for Lectures / Tutorials / Practical's etc.), examination scheme (mark-distribution over In-Semester and End-Semester exams) and credits for different programmes.
3. **Framing of Syllabus:** In the discussions for framing syllabi, the academic, industrial and societal needs are taken into account by considering the inputs from all the stakeholders, such as industry experts, parents, alumni etc. Considering the inputs from stakeholders and experts, syllabus is framed and drafted in the BOS meetings, which is presented to the Academic Council for approval.
4. **Implementation:** The curriculum structure finalized by the Academic Council is implementation by the University.
5. **Feedback:** The university has a policy to collect students' feedback on the implemented curriculum at the end of each academic year.
6. **Revision:** The feedback is analyzed and the syllabus is revised after every four and three years in UG and PG, respectively.

This results in the development of relevant courses with flexibility to suit the professional and personal needs of the students and realization of core values.

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years**Response:** 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 60

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 60

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years**Response:** 29.75

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
426	373	332	328	284

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**Response:** 6.94

1.2.1.1 How many new courses are introduced within the last five years

Response: 375

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 5401

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 41.67

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 25

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum****Response:**

For integrating the cross cutting issues concerning gender, environment, sustainability, human values and professional ethics, University has incorporated various types of courses in the curriculum, some of them help in enhancing professional competencies while others aim to inculcate general social & ethical values, human values, environment sensitivity etc., thereby leading to the holistic development of students.

1. Gender Sensitivity: Gender related courses are offered in various degree programmes of the

University. The various courses focusing on Gender equity & its related issues are offered to the students at under graduate and post graduate level. The University also offers some exclusive courses on Gender studies, such as Literature and Gender, Islam and Gender Studies, Urdu Mein Taneesi Adab etc. that make students aware about the various theories and texts regarding Gender equality and Feminism. Through these courses students get to know about conceptual, theoretical and analytical understanding of the gender as a social construction and various approaches to work towards gender equity from a cross-cultural perspective. It is pertinent to mention here that the University has a dedicated Women Cell that acts as a nodal centre to address grievances of women. The Women Cell in collaboration with various Departments plays an important role in creating awareness about women's rights, issues and laws.

2. **Human Values and Professional Ethics:** Several PG & UG programmes run by the University have designed their curriculum in such a way that their course focus on the Human values & Professional ethics especially those offered by School of Management Studies, School of Islamic Studies & Languages and School of Education. For instance, courses such as Introduction to Sufism, Human Rights in Islam, Business Ethics & Environment, Inclusive Education etc widen the horizon of thinking.
3. **Environmental Studies** University offers various courses that focuses on Environmental issues & Sustainable development. Plant Bio-resources and Animal Bio-resources are the two courses taught in the Department of Biotechnology which emphasize on sustainable development of plants and conservation of threatened Fauna across the India, particularly in Jammu and Kashmir. Besides this Forest Ecology, Ecology and Environmental Biology, Biodiversity Conservation and Plant Biotechnology are offered in Department of Botany, dealing with various environmental issues. Environmental Economics, Tourism Resources & Geography of India are taught in the Department of Economics and Centre for Hospitality & Tourism respectively dealing directly or indirectly with the environmental issues. Environmental Education, a course offered in Department of Education is designed to acquaint the students with the concept and scope of environmental education. The course on Environmental Science & Engineering is offered to the B.Tech. students of the University. Motivated by such curricula, a celebration of World Environment Day, Plantation Week, and Earth Day etc. is organized annually where huge participation of students contributes significantly towards the cause of Environment and Sustainability.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 0

1.3.2.1 Number of value-added courses are added within the last five years

File Description	Document
List of value added courses	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 0

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

1.3.4 Percentage of students undertaking field projects / internships

Response: 20.85

1.3.4.1 Number of students undertaking field projects or internships

Response: 439

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.03

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	02	0	0	0

File Description

Document

List of students (other states and countries)

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 4.52

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1074	935	723	723	680

File Description

Document

Demand Ratio (Average of Last five years)

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 54.05

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
213	227	169	171	198

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Diversity is the very essence of life so the learners in all fields of knowledge have different levels of understanding and comprehension. If some learners are sharp to comprehend, some others are slow to respond.

The different requirements of the students are identified and addressed by way of a strategic approach. Since students in the classroom have differential backgrounds in terms of geographical, economic, linguistic and quality of schooling, the Departments have been assessing the learning levels of the students from its inception. The aim is to attract students from diverse backgrounds, to realize their relative strengths and to address their weaknesses effectively. In this respect, after the commencement of classes, conduct of initial class tests, participation of students in classroom interactions, classification of students into slow and quick learners, helps the Departments in designing an appropriate course of action to affect the desired outcome.

Following strategy is followed to address the needs of various categories of students:

For Advanced Learners:

- Quick learners are identified through their performance in examinations, interaction in classroom, conceptual understanding and articulation abilities, etc.
- The above average students are referred to advanced level material and books from a range of reference material. This is to cater to the requirements of individual students given their abilities and ambitions.
- Choice based credit system is in place in the university, advanced learners have a natural opportunity to take on additional subjects that interest them and help them grow. Therefore, the students are counseled towards the benefits and choice of various subjects offered under CBCS.

- Additionally these students are encouraged to take lead in initiating certain practices and projects that motivate them and help the overall students as well.
- Further these students are encouraged to orient towards developing creative mindset through learning basics of research.
- The Departments promote independent learning and interdisciplinary activities that contributes to their academic growth critical thinking and overall personality development.
- Orientation and coaching to the advanced learners to prepare for competitive exams such as IAS, KAS, NET, SET, GATE etc. They are acquainted with the syllabi of these exams, provided access to relevant books and literature, and encouraged directly and indirectly.
- Use of ICT facilities in the Departments for communicating concepts through smart board illustrations and use of audio-visuals.

For Slow Learners:

The University adopts the following methods to facilitate the slow learners:

- Frequent interactions between faculty members and slow learners after the routine class work in the Departments.
- Appointment of Academic & Personal Mentors in every Department who interact with slow learners to identify their specific needs and adopt certain strategies to fulfil them.
- Providing opportunities to the students who don't fare well in the internal assessments for improvement.
- Emphasizing on developing writing and speaking skills for slow learners.
- Augmentation of the classroom teaching by providing accessible and useful reading material to the students which especially helps the slow learners.
- Remedial Coaching classes for slow learners.

2.2.2 Student - Full time teacher ratio

Response: 13.68

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.24

2.2.3.1 Number of differently abled students on rolls

Response: 05

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

University has always remained active to initiate and focus on the student centric teaching-learning methods which help a lot in attaining learner autonomy and independence.

Student activity

- To boost the participative learning, the students are encouraged to participate in various activities organized by their concerned Department and present novel ideas and information gathered from different sources. Students encouraging students to make presentations on various conceptual topics related to their course work. This increases the knowledge of other students and integrates them as an information sharing unit within the Department/University. Participative learning is imparted through group discussions and faculty student interactions on regular basis.
- Various seminars, workshops and lectures are conducted from time to time to enhance the participative learning of students.
- Test series and regular assignments are conducted in order to acquaint students with problem solving methods.
- In order to keep students updated with the current affairs and others sources of knowledge; the students are given free access to internet where they surf through various websites to increase their knowledge base. In this way, ICT is fully integrated with the teaching system.
- The University also engages the students in the collaborative team work characterized by the blend of ideas and greater comprehension. The students are made into groups and given a task which they have to accomplish in a stipulated time. In this way they are given freedom to use personalized technology and enhance their decision making power.

Teacher activity

The following measures are in place which has been adopted by the teacher to ensure enhancement of learning experiences:

- Lecture method is adopted by all the faculty members. This method facilitates the teacher to

interpret, explain and revise the content of the text only for better understanding of the subject by the learners.

- The interactive method makes learning easy and interesting with greater participation of students by motivating them to take part in group discussions, role play, subject quiz, news analysis, educational game, discussion and question and answer sessions.
- ICT enabled teaching includes wi-fi enabled projection facility, language labs, smart class rooms, E-learning resources. Virtual class room links the guest lecturers of eminent to develop their core knowledge in the subject.
- The case study analysis and discussion methods are being opted in the Department where students gain skills in critical thinking, communications and group dynamics.
- Minor projects
- Major projects carried out in industries.
- Training imparted for Higher studies – GATE/SET/CSIR-NET/UGC-NET.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 154

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 15.73

2.3.3.1 Number of mentors

Response: 131

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 61.13

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 33.24

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
67	39	30	30	23

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 5.31

2.4.3.1 Total experience of full-time teachers

Response: 818

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 16.39

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	4	5	3	3

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 6.7

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	16	10	8	8

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 64.8

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
74	73	70	48	59

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 5.74**2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
153	230	92	1	0

File Description**Document**

Any additional information

[View Document](#)**2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years****Response:** 72.78**2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
133	207	80	1	0

File Description**Document**

Any additional information

[View Document](#)**2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system****Response:**

BGSBU has a well-established and efficient continuous evaluation system with different types of assessments spread throughout the duration of each semester. Various reforms have been undertaken during the past few years that have made a positive impact on the examination management.

[A] Continuous Assessment System

Forty percent of the total marks for each theory course in a subject are reserved for internal assessment. The various components of the internal assessment comprise sessional tests, seminar, term papers and class

room attendance. Class room attendance has been kept as a part of internal assessment in order to ensure punctuality in the class.

[B] Reforms in the Examination System:

Over the number of years, the following reforms have been introduced in the examination system at Baba Ghulam Shah Badshah University.

- **Table Marking:** Introduction of Table Marking in B.Tech. Examinations to ensure speedy declaration of results without any delay.
- **Choice Based Credit System:** University has adopted the Choice Based Credit System in all Post Graduate Programmes from academic year, 2016-17. The Choice Based Credit System is a flexible system of learning which offers cafeteria approach to choose wide variety of courses out of the large available choice.
- **Re-evaluation:** Introduction of Re-evaluation in all the Courses for the candidates who so desire to ensure objectivity and transparency in the evaluation system.
- **Right to Information:** Through RTI the students can get a copy of their evaluated Answer-script so that they can go through the Answer-script for their satisfaction.
- **National Academic Depository:** Establishment of NAD cell enables the students to access their Marks Cards/ Degree Certificates from anywhere in the world without worrying about the loss of hard copy.

The University has constituted the following committees for the smooth and fair conduct of Examination in a student friendly manner:

- **Committee for Scrutiny of Complaint Regarding Question Papers:** The main function of this Committee is to scrutinize and dispose of complaints against any question paper received from the students during End semester examinations.
- **Committee for Misconduct and Unfair means:** This Committee is for scrutiny of Misconduct and Unfair means cases in the university examinations and takes decision (s) in accordance with the statutes.
- **Inspection Committee for Inspection of Internal Assessment record:** It is to ensure the proper maintenance of the record in accordance with the university Regulations.
- **Inspection Squad for inspection of the examination Centres:** To ensure the fair and smooth conduct of examination.
- **Result Declaration Committee:** The purpose of this committee is to discuss the results of all the courses of a programme and in case if there is fall in the percentage of the result of a particular course (s) in comparison to the previous year or the number of failures is more.

[C] IT Integration in the Examination Management System:

- Computerization of most steps in the examination system.
- Online Student's registration
- Online Hall ticket generation for University selected Entrance Tests.
- Development of Result Processing Software.
- Marks cards generation.
- Availability of information and results on the University Website.
- Establishment of NAD Cell.

2.5.5 Status of automation of Examination division along with approved Examination Manual

A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: D. Only result processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The **Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (Cos)** for all the programmes offered by the University are stated in the curricula of the programmes and displayed on the University website. In tune with the Vision and Mission of the University, the learning outcomes are defined to ensure that:

- The Learning outcomes are clearly specified and are computable on a standard scale.
- The outcomes are assessed using different tools in different disciplines, with similarity to identify the extent to which programmes and courses taught have been effective.
- The resources in terms of faculty, library, laboratories, tools and other facilities and pedagogic strategies adopted for effective course delivery and student learning corroborate with the learning outcomes to be achieved.
- The skills as enshrined in the skill-based courses are imparted to students who feel confident in using them in life.
- Students face and qualify competitive examinations at the State or National level and that is an indirect indicator of the successful course outcome in terms of their learning.

These outcomes are communicated to the students and other stakeholders through the following means:

1. Conducting induction workshops at the Departmental level immediately after the admissions.
2. In the introductory class of every fresh batch and each semester, teachers sensitize students about the programme outcomes and course outcomes.
3. Uploading the programme outcome and course outcome details on the University website.
4. The University publishes the detailed prospectus annually giving details of all the Programmes offered by the university a copy of which is given to each student desirous of admission.

Students are also sensitized about the prospects and various opportunities available to them on the successful completion of their respective academic programme.

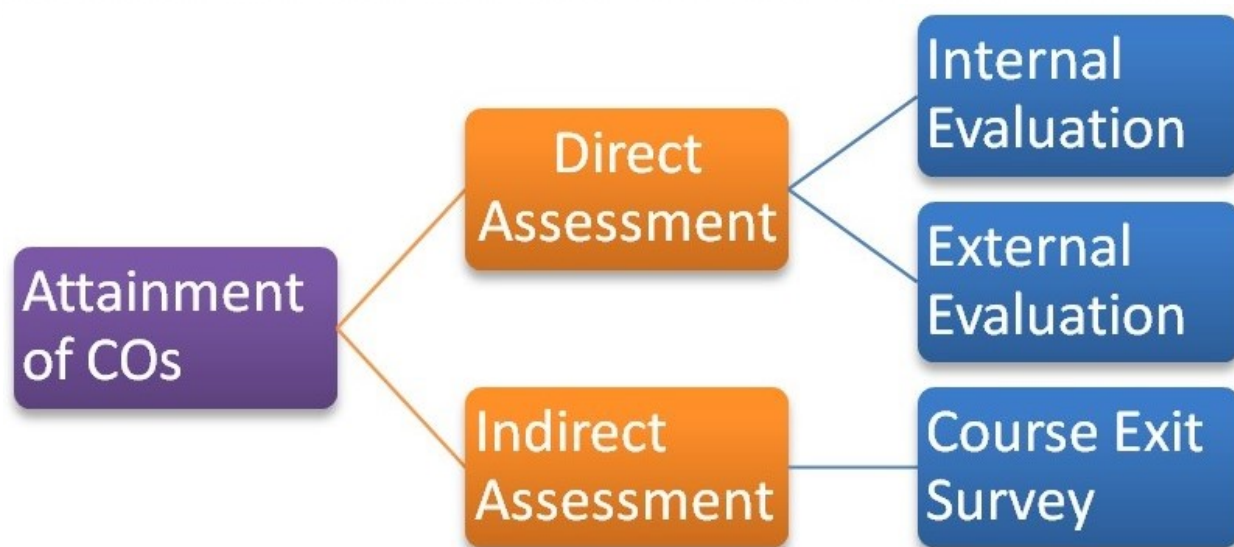
File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

CO attainment:

Attainment of COs are measured directly and indirectly. Direct attainment of COs is determined from the performance of students in University Examination and Internal Examination. Indirect attainment of COs is obtained from the Course Exit Survey. Weightage to direct assessment is kept as **80%** and to indirect attainment it is kept at **20%**. Figure below represents the assessment tools used for attainment of COs:



Attainment of CO in Internal Evaluation is decided by Internal Examinations and Assignments. In Internal

examination and Assignments, each question is linked to a particular CO and allotted marks are indicated. Total marks allotted for each CO addressed is noted. A table is prepared indicating the marks scored by each student of the class against each CO addressed by the test and Assignments and then percentage is calculated for each CO. Percentages are converted to a corresponding level of attainment as per below table:

Score	Grade
< 40%	1
40% - 70%	2
>=70%	3

In order to calculate the level of attainment of CO, the average of the grades is calculated. A CO is said to be achieved by a student, if he/she scores >60% in that particular CO and if more than 60% of students in a class achieve that CO, then CO is said to be attained. The weightage given to internal and external assignment is 40% and 60% respectively.

PO and PSO Attainment:

Attainment of Program Outcomes are evaluated by Direct and Indirect Assessment. Direct assessment of POs for a course is obtained by mapping the average value of Course Outcome attainment with the mapping of the target or expected POs for the particular course. For the attainment of POs from COs, a Course Articulation matrix is determined with correlation levels 1, 2 or 3 as defined below:

- 1.Slight (Low)
- 2.Moderate (Medium)
- 3.Substantial (High)

The PO & PSO attainment values so obtained are their direct components for the course. The direct components for all the courses are obtained similarly and tabulated. The average for PO&PSO gives the values attained directly.

The indirect components of PO contribution are obtained from Surveys:

- 1.Graduate Exit
- 2.Course Exit
- 3.Alumni
- 4.Employer
- 5.Parents

2.6.3 Average pass percentage of Students

Response: 76.51

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 456

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 596

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.98

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 0

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teachers receiving grant and details of grant received	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 1

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	1

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers.	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 45

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
20	15	8	1	1

File Description	Document
List of research fellows and their fellowship details	View Document
Any additional information	View Document

3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Any four facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	View Document
Link to videos and photographs geotagged	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 5.26

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 1

File Description	Document
List of departments and award details	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 2

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 1307.74

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1095.88	32.20	120.06	0.00	59.60

File Description	Document
e-copies of the grant award letters for research projects sponsored by government	View Document

3.2.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.95

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 21

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 110

File Description	Document
Supporting document from Funding Agency	View Document
Link for funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

University is strongly committed to promoting innovation and is continuously working to provide the necessary eco system for creation and sustenance of innovation. Some of the measures are:

- 1.To foster the culture of innovation and promotion of schemes, i.e. Start-up India, Make in India, Skill India and Digital India, the University has **established an Innovation Cell and a Start-up**

Cell. The objective of the Innovation Cell is to encourage the students to identify the problems existing in the local ecosystem and propose the innovative solutions for the same. The Start-up Cell is focussed to transform the students from job seekers to job creators. The Start-up Cell is constantly engaged in conducting workshops and events to enhance the entrepreneurial skills of the students.

2. To **promote Start-up Policy within the campus**, the University actively supports the Pre-incubation of the entrepreneurship ideas of students and as result of sustained efforts of the University **14 Start-Ups have been incubated within a short span of time.**
3. **The Innovation Cell at BGSBU works in unison with MHRD’s Innovation Cell (MIC)** and actively follows the calendar of MIC. These Cells engage the students in activities besides academic curriculum to nurture their young minds in formative years and sow the seeds of innovation and Entrepreneurship in them.
4. These Cells are also actively **engaged in identifying the problems existing in local region** through scheduled visits to nearby village farms, hospitals, industries, banks etc.
5. The **Entrepreneurship Conferences, Skill-Development Workshops and Motivational Talks of successful entrepreneurs** held in the University from time to time has attracted the interest of students to choose self-employment as a career option rather than waiting for a job in private companies/Govt. sector.
6. The **Innovation Cell conducts the online lectures of experts from varied fields** so that the students are exposed to newer learning methods and techniques. For the conduct of online expert lectures, the University has dedicated Smart Classrooms equipped with state-of-the-art facilities. The students and faculty are constantly engaged in discussions on problem identification and solution are mutually sought out.
7. Although all labs in the university are accessible to the students round the clock, **a specialized Tinkering Lab.** has been created as a centralized facility to enable the students to try out their innovative ideas and development of novel prototypes.
8. **Quality Circles have been created** in each School and Section and their proceedings are open to every individual of the university, the intent being to promote innovations at micro-level.
9. **Mandatory course on “Entrepreneurship” has been introduced** in all undergraduate programs and postgraduate programmes, which are also open to all others students to promote the entrepreneurial spirit.

File Description	Document
link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 25

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10	8	3	2	2

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 1

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	0	0

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 0

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
e- sanction order of the University for the start ups on campus	View Document
Contact details of the promoters for information	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
Response: Yes	
File Description	Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards	
Response: No	
File Description	Document
e- copies of the letters of awards	View Document

3.4.3 Number of Patents published/awarded during the last five years				
Response: 3				
3.4.3.1 Total number of Patents published/awarded year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
2	0	1	0	0
File Description	Document			
List of patents and year it was awarded	View Document			
Any additional information	View Document			

3.4.4 Number of Ph.D.s awarded per teacher during the last five years
--

Response: 1.53

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 29

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 19

File Description**Document**

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[View Document](#)

URL to the research page on HEI web site

[View Document](#)**3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response: 2.42**

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
77	63	59	36	31

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)**3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years****Response: 1.19**

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
36	34	16	16	29

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 3.45

File Description	Document
BiblioMetrics of the publications during the last five years	View Document

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 10

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the University	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 0

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

- Socio-economic upliftment:** Under DBT supported Research project about 200 local rural women belonging to schedule caste and schedule tribe communities of Dhanore village have been given training in Vermicomposting, Mushroom cultivation, floriculture and medicinal & aromatic plant cultivation for exchange of knowledge and overall social/economic betterment.
- Extension activities through NSS:** The University, under its extension (NSS, sports, cultural, educational etc.) has organised a number of events during the last five years. About 50 extension programmes on a variety of themes such as plantation drives, disaster preparedness, blood donation camps, child development, human health, drug abuses, cycle rallies, social service camps, relief to flood-hit victims and so on were organised. NSS volunteers not only planted more than 1000 saplings in different locations in BGSBU campuses but also took Swatch Bharat Abiyan to innumerable villages popularizing the message *SWATCHTA HI SEWA HEY*.
- BGSBU Lead Botanical Garden:** BGSBU is actively engaged with neighbourhood communities in the environmental education and conservation of regional biodiversity. During the assessment

period many institutions, including schools and colleges visited the garden and were provided plant material to develop their herbal gardens.

4. **Educational/ awareness activities:** Given the University's commitment to all extensional activities, it also gives equal opportunity to all students to take part as well as organize events of variety of interest such as educational/awareness based activities, campaign and rallies like fund-raising campaigns, environmental awareness campaigns, cyber safety and social concerns etc.
5. **Developmental activities:** The University attempts to involve the local people in developmental activities while also providing job opportunities for the people of neighboring area. It is pertinent to note that more than 100 employees of the university are from the neighbouring community.
6. **Counselling programmes:** Under various guidance/counselling programmes students get proper information regarding their higher education and choice of career. Such activities help students to get their desirable jobs and reach their goals which would add to their self-satisfaction.

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 1

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 29

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	3	4	5	3

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 39.11

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1431	1059	980	200	80

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 4.8

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	8	5	3	2

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 124

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
55	29	34	6	0

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 13

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	3	1	1

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

The campus is located in the laps of majestic Peer Panjal mountain range. The Unique geographical location far from the maddening crowds of city, offers ideal ambience for teaching and learning. The University has an exceptionally beautiful eco-friendly and serene campus, spread over an area of 600 acres (4,870 kanals).

The University currently has adequate facilities in accordance with the norms of the regulatory bodies for teaching-learning process. Also the number of laboratories are as per the regulatory body norms besides the computational facilities.

1. Most of class-rooms in the University are equipped with wi-fi enabled Projectors and Audio System. Many classrooms have wired Internet and Wi-fi facilities. More than 350+ computers (Desktops, Workstations & Laptops) are accessible to the students and faculty members who have access to the Internet across the university including Class, Labs, Conference Rooms, Auditorium, Hostels, and Faculty Quarters etc. 02 Virtual classrooms, each of capacity 60+, has lecture recording and streaming facilities and it is envisaged to have such facility in every Department of Studies.

2. The University is connected to the National Knowledge Network through the 1Gbps Internet link which provides access to IITs, NITs etc. and the Internet connectivity is available to each student/faculty/staff.

3. Usage of Open Source Software is heavily promoted as a policy and many utilities from Open Source community are used for conduct of class-work and labs.

4. Baba Ghulam Shah Badshah Lead Botanical Garden for North Western Himalayan Region (established in 2009), is presently spread over an area of 10 acres, which is mostly utilized for conservation of biodiversity and to develop field gene bank. The Lead Botanical garden has been recognized as participant in the worldwide implementation of the international agenda in support of plant conservation BGCI, KEW, London, England in 2018. It has 400 indigenous species including exotics.

5. The University has an “International Students Cell” to cater to the requirements of foreign students and scholars even though the presence of foreign students is virtually nil due to locational constraints.

6. The University library provides access to 45000+ books while access to 650+ journals is also available in hardcopy or e-journal mode besides e-books.

7. University has all facilities for curricular, co-curricular and extra-curricular purposes including games, sports, and cultural activities. The academic community makes optimum utilization of these facilities and services.

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Response:

The University has developed adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.,) and cultural activities:

A) Sports Facilities

The Physical Education and Sports wing looks after promotion of sports activities of the University. The details of sports facilities are:

NO	NAME OF THE SPORT	FACILTIES
1	Badminton (Men & Women)	04 court
2	Baseball (Men and Women)	01 Ground
3	Cricket Ground	01 Field
4	Gymnasium	01
5	Volley Ball (Men and /women)	02
6	Chess Room	02
7	Table Tennis	05
8	Football Ground	01 Ground
9	<i>Kho Kho</i>	02 Courts
10	Net Ball	02 Courts
11	<i>Kabaddi</i>	01 Ground
12	Judo (men and women)	01 Ground
13	Carom	06
14	Handball	01
15	Basketball	02

1. Health Club/Gymnasium

The University Health Club provides facilities to students and employees to maintain their health and physical fitness. Some of these are:

S.	Name of equipment	Qty.

No.		
1	Abs King	01 No.
2	Plain Chest Bench	01 No.
3	International Rod	01 No.
4	Inclined Chest Bench	01 No.
5	Cross Fit	01 No.
6	ZigZag Rod	03 Nos.
7	Dumbbell	65 + 65 Kg
8	Butterfly Chest	01 No.
9	Cycle	01 No.
10	Pull Down	01 No.
11	Plain bench	01 No.
12	Plain Rod (International Size)	02 Nos.
13	Leg Extension	01 No.
14	Ground Pulley	01 No.
15	Dumbbells	150 Kg wt of different size
16	Treadmill	07 Nos.
17	Cross Trainer	01 No.
18	Multi Gym	01 No.
19	Twister	01 No.
20	Dumbbell rack	01 No.

2. Yoga Centre

The University has a yoga centre facility as well where lovers of yoga including students, scholars, sportspersons, and staff come for various yoga exercises.

B) CULTURAL ACTIVITIES

1. University Culture & Literary Committee

The Cultural/Literary Committee under the auspices of the **Dean of Students** organizes numerous programmes, which help students to develop their personalities and foster harmony and national integration. The Committee organizes various activities including seminars, debates, quiz programmes, elocutions, Creative Writing Competitions, Theatre Events, Youth Festivals, Cultural/Literary Tours, Youth Exchange Programmes at Local, Zonal, National levels.

Musical instruments and supporting sound system is available in the auditorium for musical events and cultural functions that are organized.

File Description	Document
link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class,

LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 93

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 60.95

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1475.8	1397.59	198.18	480.48	381.34

File Description	Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Library Advisory Committee: The Central Library, BGSB University works under the supervision of the Library Advisory Committee of which Hon'ble Vice-Chancellor is the Chairman.

Different Sections of Library: The library as on date stands divided into twelve sections viz., Circulation, Acquisition, Classification, Cataloguing, Periodical, Internet Lab, Reference and Information Services, Stack Area, Reading Room, Newspapers and Magazines, Digital Documents and Thesis Section.

Timings: The Library remains open from 900 hrs to 2400 hrs during the weekdays and from 900 hrs to 1700 hrs during weekends and other holidays.

Departmental Library: With the view to provide library services to students, scholars and faculty in their respective Departments, Departmental libraries have been so far established in the School of Engineering and Technology, Department of Mathematics, School of Biosciences and Biotechnology, Colleges of Nursing in Rajouri, Jammu and Kishtwar. In near future Departmental Libraries will be also established in other Departments on the similar lines.

Books Collection & Book Bank: The Central Library as on date maintains a collection of over 45000 documents, including more than 2000 Digital Documents, which stand fully classified as per Dewey Decimal Scheme of classification (DDC). The library maintains a separate Book Bank meant for students coming from humble family backgrounds and those belonging to other socially disadvantaged sections of society. The Central Library, BGSB University stands registered as an institutional member of DELNET (Developing Libraries Network). On the similar lines, bibliographical database of the Central Library BGSB University stands hosted on India Cat. The Central Library BGSB University also stands registered as an institutional member of the National Digital Library (NDL), having over 10 million documents in over 70 different languages.

Remote Access of Digital Database: The Central Library subscribes IEEE database, a few electronic journals and has been provided access to couple of databases under eShodh Sindhu. The library also subscribes more than 80 National and Foreign print Journals. The library has also been granted access to world eBook Library under NDL, where by library members can access more than 10000 ebooks and other related documents. The library maintains a complete database of library collection on SOUL software (Software for University Libraries) installed for automating library services and activities. Data entry of documents is up to date, online Public Access Catalogue (OPAC) service is being provided to members on the intranet in entire campus on KOHA software.

ILMS

Name of the ILMS software	SOUL Software
Nature of automation (fully or partially)	Fully
Version	2.0
Year of automation	2008

Memberships & E-Resources

e-ShodhSindhu (Previously UGC-Infonet) Shodhganga

IEEE Explore Database.

DELNET

National Digital Library of India

World Digital Library

Collection

Electronic Collection

Digitized Collection

Book Bank (For the children belonging to socially disadvantaged sections of society and other underprivileged students)

Reference books, Text books, Periodical, Newspaper & Magazines, Dissertations, Theses, etc.

Facilities & Services

Internet, Wi-Fi, Browsing Centre,

Web-OPAC, OPAC,

Reading Rooms up to min-night on 24 x 7 basis

Library Website,

Open Access Resources, Photocopying, Scanning, Printing, etc.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The Central Library BGSB University possesses a modest collection of over **45000** documents covering a wide array of subject disciplines, especially the ones imparted across different schools of the study in university. The library possesses Printed Books, CD/DVD documents, e-books, Journals (print and electronic), Back Volumes, Theses and Dissertations, etc. to cater the information requirements of the academia. The Library has a collection of **over 45000 documents, 708** back volumes of journals, **over 2000 CD documents, 2164 project reports, and 90** Theses/Dissertations of which **30** are available on Shodhganga. The Library constantly enriches its collection through the acquisition of new publications, electronic resources and other rare collections. The library also enriches its collection by accepting book donations, mostly made by outgoing students and faculty members. Nevertheless, the library also receives gifted books from reputed authors, individuals and institutions as well. As on date, nearly **2800** books have been received as gratis by the Central Library. Apart from these, every effort is being made to fulfill the specific information requirements of individual users both within and outside the institution.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 27.52

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
67.18	35.64	3.34	16.88	14.54

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 14.45

4.2.6.1 Number of teachers and students using library per day over last one year

Response: 320

File Description	Document
Any additional information	View Document

4.2.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: None of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The University established a full-fledged **Centre for IT enabled services (CITES)**. The aim of the **Centre** is to support e-governance, networking and teaching-learning process of the University. The Centre continuously updates and expands its services in the University. The brief activities of the CITES are as under:

- 1. E-Governance:** The **CITES** provides many facilities to staff to work on fast track basis using Internet technology. The use of paper bound notices and circulars have been minimized and all such information is disseminated through internet. Admissions, Results and other facilities are available through electronic means.
- 2. BGSB University Local Area Network (BGSB LAN):** The CITES connects the University Departments / Centres / Units through BGSBU LAN (NKN LAN).The University has above 350 computers well networked through Local Area Network.
- 3. Wi-Fi Campus:** Wi-Fi is a wireless networking protocol that allows devices to communicate without internet cords. The University provides access to the Internet via Cable LAN & Wi-Fi technology in the campus including administration, departments, libraries, hostels, residential quarters etc.
- 4. Smart Classrooms:** The CITES supports the creation of Smart Classrooms and provides LAN, Internet and Wi-Fi facilities. Besides University Auditorium, Conference and Seminar Halls, most of the classrooms are ICT and multimedia enabled with interactive boards, LCD projectors and smart podiums.
- 5. Propriety software:** The Centre purchases Propriety software such as Microsoft Software and other commercial software for the University.
- 6. Remote Access (On Request):** The Remote Access facility helps the registered library users to access all the electronic resources available with University central library from anywhere and anytime. CITES provides remote access to the users after proper request.
- 7. BGSB University cyberoam (Sophos):** The BGSB University checks illegal activity by using Sophos software.
- 8.** The University houses 6 servers providing network services like DHCP, DNS and Windows Deployment.
- 9. Other Facilities:** The Centre provides support to E-Content Development, Video Conferencing Facility, Data Generation and Gathering, etc.

4.3.2 Student - Computer ratio

Response: 5.54

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: ?1 GBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 3.11

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
41.91	72.03	22.41	21.21	18.52

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

- 1. The University has well established Engineering Wing** headed by Executive Engineer & supported by other Officers including 01 AE (Civil.), Junior Engineer (2 Civil and 1 electrical), 01 Head Draftsmen and 2 Draftsmen and other supporting staff for overseeing the maintenance of buildings, class-rooms and laboratories in addition to construction of new buildings in the Campus. Every year budget kept for university maintenance is being utilized appropriately for proper maintenance of the campus.
- 2. The Building and Works Committee and Project Monitoring Committee** of the University look into the matter related to new and works in process on regular basis.
- 3. Annual Maintenance Contract:** The University is also engaging various agencies under Annual Maintenance Contract to maintain the equipment such as Photocopier, Generator Sets, motors, Online UPS, Lab Equipment's, and Water Purifiers etc. University has a system of online complaint registration system for engineering wing and other facilities.
- 4. The Swachh Bharat Abhiyan Wing** of the University is responsible for the maintenance of cleanliness and hygiene. The daily cleanliness of Central Offices, Departments, Hostels, Laboratories, Libraries, Classrooms, Conference Halls, and other facilities is done by the same wing.
- 5. The Provosts (Men & Women)** take care of the maintenance of University hostels and the University Hygiene Committee is responsible for maintaining proper hygiene in canteens.
- 6. The Chief Medical Officer, Health Centre** looks after the medical facilities of the Universities.
- 7. The Central Library System** consists of Central Library and Departmental Libraries. The libraries are well-organized and maintained by more than 15 professionals and other staff under the directorship of the University Librarian.
- 8. Central Instrumentation Centre and CITES** take care of the maintenance of the ICT infrastructure at the University including Networking, E-Governance, computer labs, Internet facility, LAN connectivity, Wi-Fi connectivity, Websites, Hardware and Software systems, cyber roam, Remote Access and Smart Classrooms.
- 9. The Arboriculturist & Landscaping Incharge of the university** is responsible to maintain various lawn and plant new ones wherever required. In addition, seasonal flower plants are also grown every year for beautification of campus and name plates are also placed on trees / plants in prominent areas.

10. The Deputy Director of Physical Education and Sports looks after the sports facilities of the University like playgrounds for games like football, volleyball, baseball, cricket etc.; Gymnasium, Yoga Centre, sports equipment, etc.

11. Estates Section is responsible for the maintenance of Auditorium, Conference and Seminar halls of the University.

12. The Chief Proctor is responsible for the security and safety of all stakeholders of the University. Besides, he is responsible for proper parking and the maintenance of law and order on the campus and liaison with District Administration.

13. The Grievance Cell of the University addresses the grievances of teachers, staff, scholars and students.

14. The Public Information Officer takes care of the RTI applications filed by the citizens.

15. The Media Advisor is responsible for all print and e-media coverage of the University academic / extra-curricular events, and maintaining liaison with Press Club for Media-Academic interactions and relationships.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 13.79

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
327	242	411	10	304

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.48

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
26	15	06	00	00

File Description

Document

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling

- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and Meditation
- 8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 28.5

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
750	622	540	423	366

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The institution has an active international students cell to cater to the requirements of foreign students**Response:**

BGSB University has established an International Student Cell under the chairmanship of Dean of Students. The above Cell was established with the following mandate:

1. To encourage the inflow of the admissions of foreign students in different academic programmes.
2. To attend to their queries regarding various academic programmes.
3. To showcase the ambience and serenity of BGSBU to attract foreign students.

However, the fact of the matter is that because of the unfavourable international coverage of the State of J&K as the strife-torn State, there is hardly any inflow of foreign students to choose J&K as their academic destination. Efforts are under way to present a more attractive picture of the J&K in general and BGSBU in particular. It is hoped that these efforts may succeed in future.

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years**

Response: 29.8

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
142	117	228	137	68

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 10.53

5.2.2.1 Number of outgoing students progressing to higher education

Response: 48

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 21.18

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
20	10	7	06	5

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
81	50	33	30	25

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 0

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

1. The University has a Student Council comprising of the representative students of each department which is being monitored by Dean of Students. The main body of the council has two class representatives from each batch of students. The Council meets whenever required and puts forward their genuine concerns before the authorities which are redressed instantly. The University administration also holds meetings with the Student Council from time to time.
2. The highest level of students' body is 'Students Council' comprising of Hostel Committee, Sports Committee, Cultural Committee and Editorial Committee.

3. The Student Council (SC) ensures involvement of the students of the University in the matters considered relevant to their holistic personality growth and professional development through various activities, not related to their academic programs. The SC provides a policy making platform for the students with the support of University faculty and authorities.
4. Hostel Committee is a sub-committee of the SC and is responsible for policy formation, co-ordination and review of all matters relating to the overall management of the hostels.
5. Sports Committee is sub-committee of SC and is responsible for policy formation, co-ordination and review of all matters relating to the sports activities of the University. It ensures that adequate facilities are given to the students for games and sports.
6. Cultural Committee is a sub-committee of the SC and is responsible for policy formation, co-ordination and review of all matters relating to the cultural activities of the University. It ensures that a congenial and encouraging environment is provided to the students for grooming and nurturing their talent by organizing various cultural activities.
7. Editorial Committee is a sub-committee of the SC and is responsible for equitable representation of students in University magazines and University Newsletters. Both University magazine and newsletter have students as associate editors.

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 40.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
43	42	43	42	34

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

1. The Alumni members of the University have an autonomous and independent association named as **BGSBU Alumni Association (BGSBUAA)**. Its registration is under process.

2. Within a small period of its existence, the alumni members of BGSBU have joined hands to form an Alumni Association enrolling various pass-out students as its member. It now has a substantial number and are spread in every walk of life which would include bureaucrats - IAS, IPS, KAS, defense personnel, Directors of the companies, Entrepreneurs, Scientists, and Professionals etc.
3. Alumni of the University have been playing a pivotal role to encourage students especially their family and friends to consider their university as the provider of higher education. Alumni of Baba Ghulam Shah Badshah University have been the brand ambassadors of the University that are involved actively in student admission efforts made by the faculties of the university.
4. The alumni of the University support the students by mentoring them on their career opportunities in the industry and opening channels for the students for acceptance, either in undergoing practical learning or work experience in the institutions where the alumni are working.
5. The alumni of the University on various occasions interact with the students through extension programs or invited lectures and share their valuable experience and information with them.
6. The association has the following objectives:
 - To strengthen and building lifelong bonds of kinship with the University
 - To encourage the mutual understanding and support of the members.
 - To have a platform of dialogue between the members, and the university community.
 - For the creation, the application, and dissemination of knowledge. The alumni to be crucial change agents to transform leadership.
 - To sponsor social and professional activities of the Alumni Association
1. To promote communication, promote fundraising within the association for social and community development.

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: <5 Lakhs

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 2

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	01	00	00

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

A. The Governance of the Institution in tune with its Vision & Mission.

The BGSB University has a well-defined Vision and Mission statement which is stated below:

Vision:

“Steady onward march for human development through Science & Technology on one hand and other national ethos on the other”

Mission:

“Work towards preparing men & women who are intellectual adventurers and not camp followers; who are architects of the future and not curators of the past”

The above statements constitute the guiding principles to achieve the targets goals through effective governance based on particularly management.

B. Perspective Plan

The outlined goals as laid down in Perspective / Strategic plan are (i) develop World Class Research practices & capabilities, (ii) commitment to Quality Education, (iii) evolve a sustainable financial model, (iv) create impact on societal welfare, (v) permeate cultural ethos and inculcate good human values and pursue a roadmap leading to development of state-of-the art infrastructure. The Governance hierarchy consists of an apex body i.e. Executive Council headed by the Vice Chancellor as its Chief Executive consisting of eminent luminaries drawn from Academic and Civil society. This council overviews and executes the important policy decisions of the Universities through extensive deliberations and in tune with the broader perspective of Vision and Mission. Similarly, academic matters fall under the preview of Academic Council which is a body to approve academic policies emanated through the respective Board of Studies and Board of Research Studies. Such elaborate hierarchical network has the participatory role of every stakeholder such as teachers, students and other cross section of university fraternity in formulating a comprehensive roadmap to achieve excellence in teaching, research and governance of the University.

C. The participation of teachers in decision making bodies:

The teachers are the key stakeholders in furtherance of our objective of achieving excellence. Hence, the teachers are given wide representation in all decision making bodies such as Board of Studies, Board of Research Studies, Departmental Research Committee, Departmental Purchase Committee. The teachers also constitute various other bodies such as Dean of Students, Proctor, Provost, Warden, scores of examination related bodies and also have membership in Academic and Executive Councils of the

University.

In nutshell, all policies and decisions either get originated or are filtered through the input of teaching fraternity who have their intellectual imprints on all decisions related to governance of the institution.

6.1.2 The institution practices decentralization and participative management

Response:

The University has a mechanism of delegating authority and providing operational autonomy at various levels of Management for working as a decentralized governance system. The practice of participative management is also exercised through the various Committees at various levels and by taking the input/feedback/suggestions of various stake holders in decision making.

The BGSBU has constituted the following Committees where the members are drawn from various fields of governance both administrative as well as academics such as Registrar, Dean Academic Affairs, Deans/Directors of various Schools, Head of the Departments, Faculties of various Departments and Centres, other administrative staff from non-teaching cadre, students, alumni and industry representatives. Authority is delegated to these Committees to take appropriate decisions for the overall governance of the Institution. Students are the major stakeholders and are represented through a key Committee i.e. Council of Student Affairs entrusted with the role to put forth students suggestions and grievances which are taken into account at the time of Policy formulation. Hence, through the network of such bodies, the views and opinion of all stakeholders are sought which are the key considerations during Policy formulation and ensures the practice of decentralized and participative management.

The various Statutory and non-Statutory bodies of the University which are involved in decision making at various levels are listed below:

S. NO.	Name of the Committee/Cell	Role & Responsibility
1.	Executive Council	An Apex Body dealing w
2.	Academic Council	Academic policies of the
3.	Council of Students Affairs	Students representatives affairs.
4.	Internal Quality Assurance Cell (IQAC)	To ensure the quality of E
5.	Internal Complaint Committee	Prevention, prohibition workplace
6.	University Works Committee	To implement & Monitor of the University
7.	Central Purchase Committee (CPC)	Deals with the purchase o
8.	Departmental Purchase Committee (DPC)	Deals with the purchase o
9.	Board of Studies (BoS)	Deals with framing of Sy
10.	Board of Research Studies (BoRS)	Headed by Vice chance research related issues
11.	Departmental Research Committee (DRC)	Represented by Depart

		research issues	
12.	Disciplinary Committee	Deals with students	discip
13.	Library Committee	Deals with procurement	c

In addition, the University has Institutional Innovation Cell, Anti-Ragging Cell, Training & Placement Cell, Construction Project Progress Monitoring Committee, Cultural Committee, Media Cell, and Start-Up Cell.

Delegation of Authority in teaching & research is exercised through the provision of Statutes, Ordinances & Regulations contained in the University Calendar.

Case Study: In BGSBU all HoDs are empowered to select the students for admissions to various programmes through test or non-test mode except the B.Tech. Programme. It is based on either merit of qualifying examination or through conduct of entrance test which is the exclusive domain of the HoDs.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The BGSBU Perspective / Strategic Plan, based on its Vision & Mission, consists of well defined Goals such as Excellence in research, Regional and National Socio-economic Deployment and Transformative Learning towards Leadership Development. The University has aimed to enhance its visibility both nationally and globally as one of the leading teaching and research institution in pursuit of excellence. The core values of the Strategic Plan are Excellence, Social Responsibility and Inclusivity, Workethics, Integrity and Accountability. The University aims to achieve these objectives by vigorously pursuing the road map laid down along the following lines.

1. World Class Research Practices & Capabilities
2. Commitment to Quality Education
3. Development of Sustainable Financial Model
4. Significant and Visible Societal and Local Impact
5. Improvement in University Culture and Campus Life
6. Infrastructure Development and Future Roadmap

Enhancing Research Practices and Capabilities with the ultimate aim to take it to World Class level:

With the launch of this Strategic Plan, BGSBU is mandated to change from being a Teaching University to that of Teaching and Research University. To achieve this objective, various concerted efforts were made which included recruiting new faculties selected through a global search, construction of new ICT enabled smart classrooms and well-equipped laboratories to enhance teaching quality and to promote high quality research in cutting edge thrust areas. In this connection, a new Bioscience Block, Mathematical Block, State-of-the art Central Library with access to a large number of online journals and scientific databases acted as catalyst. The School of Engineering & Technology has been sanctioned World Bank and MHRD funded TEQIP grant worth Rs. 10 crores. This has led to upgradation of the existing laboratories and establishing new laboratories equipped with all the modern facilities. Various promotional strategies such

as institution of 'Best Researcher of the Year Award' both for Science and Humanities streams carrying a dedicated research grant of Rs. 2 lacs each to motivate the culture of research amongst the faculty members have been initiated. The University announced the 'Annual Best Innovator Award' for students & teachers to promote the setting up of Start-Ups. The University has already established Innovation Cell, Start-up Cell, Tinkering Lab to facilitate students and the faculties to translate the novel ideas into a workable prototype. So far, twelve such novel endeavours are in the final stage of culmination. Initiated the steps to award Scholarships to toppers of M.Phil. and Ph.D. Entrance Tests to motivate and boost the young researchers. Expectedly, all this has resulted in the spurt of publications of research papers, book chapters and books by the faculty and scholars in Scopus and Web of Science indexed journals and reputed Publishing houses. The faculties have already generated research grants worth Rs. 2-3 crores in the last few years from various R & D agencies. The research profile of the University is now gaining national and international visibility. This aspect of Strategic Plan, in addition to others, has been successfully implemented and will gain further momentum in future.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Organisational Structure

University's organisational structure is a well-defined framework that enables it to provide quality services in a coherent and organised manner. In the broader context, the organisational structure of the BGSBU comprises of the Executive Council, Academic Council, General Administration, Schools, Departments/Centres.

The Chief Minister of the State of J&K is the Chancellor of the BGSB University who sits on the meetings of the University Convocations of the University and is represented by his nominee at the meeting of the Executive Council. In the absence of Chief Minister/Political Government, the Hon'ble Governor of the State of Jammu and Kashmir functions as Chancellor. The Chancellor has all such powers, which are conferred on him by the University Act.

The **Vice Chancellor** is appointed for a period of 5 years by the Chancellor from amongst the persons whose names have been submitted to him by a Committee constituted in accordance with the provisions of the Act.

The **Dean Academic Affairs** is a whole-time officer of the University and is appointed by the University Council on the recommendations of the Selection Committee headed by the Vice Chancellor. Dean

Academic Affairs is in charge of all the academic affairs of the University.

The **Registrar** of the University is a whole-time officer and is appointed by the University Council on the recommendation of the Selection Committee headed by the Vice Chancellor. The Registrar acts as the Secretary of the Executive Council, the Academic Council, the Boards of Studies, the Boards of Research Studies and other bodies of the University and keeps the minutes thereof. He/she is the custodian of records and has the powers to realize and receive all money due to the University and sign and grant receipts for the same, to make all disbursements on account of the University.

The **Controller of Examinations** is in charge of all the examination related matters of the University including all constituent colleges of the University.

The administrative system of the University demonstrates a robust and efficient structure in which various officers Joint Registrars, Deputy Registrars and Assistant Registrars work in a hierarchy and are accountable to their respective officers.

Service rules, recruitment and promotional policies

The University with due approval of the competent bodies, follows the rules and regulations notified by the UGC and other regulatory bodies from time to time for maintaining standard in respect of recruitment and career progression of the Teaching Staff and officer level cadres. In respect of non-teaching staff at lower level, the State CSR as well as University rules and policies are followed for both recruitment as well as Career Progression.

Grievance redressal mechanism

The University has a fair and transparent method for grievance redressal of students and staff. For addressing the issues of students very active and functional committees are available at every Department's level, followed by School and University level committees. Besides Grievance Cell for Women exists for ensuring timely redressal of issues that are reported from time to time.

File Description	Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The University ensures that policy decisions taken by Executive Council, Academic Council and other constituted committees are implemented in letter and spirit. There exists a robust and efficient system in which various bodies and committees are constituted to cope with an ever-increasing ambit of the University's activities. The effectiveness of these bodies and committees is assessed regularly and decisions taken therein reviewed.

Example:

The University was primarily focused on teaching in the very first decade of its existence. In 2015 the competent authority decided to provide boost to research activities in all Departments.

These decisions were vigorously implemented resulting in a marked change in the University's research output in the recent years. Continued monitoring and effective research promotion strategies, led to an exponential increase in:

- 1. The number of research projects submitted and grants received,**
- 2. Enrolment of research scholars to various research programs and**
- 3. Number of research publications.**

- The enrolment of research scholars also increased significantly and currently around 137 & 42 students are registered in Ph.D. & M.Phil. programs respectively, in different departments/centers. Augmentation of research activities occurs primarily due to creations of new Departments, appointment of competent faculty, research funding generated from different agencies, and enhanced focus on development of research labs/facilities.

- Number of research projects has increased from 09 in 2015 to 22 in 2019 with a funding outlay of Rs. 466 lacs. The projects have been sanctioned by prestigious agencies such as DST, UGC, DBT, NHMS, ICSSR and AICTE. Out of total extra mural grant, funding to the tune of 29.39% is from DST, 26.39% from NHMS, 24.03% from DBT, 16.30% from UGC, 2.57% from ICSSR, and 1.28% from AICTE.
- International and national level research collaboration were encouraged and MoUs have been signed with the Universities such as King Xhu University of China and Kind Abdul Aziz University, Jeddah, KSA to encourage exchange programs and research of mutual interests.
- The research output of our faculties showed an upward trend over the years. As compared to 50 publications in 2013-14, in 2017-18, around 279 papers were published in national and international journals of repute (mostly covered in Scopus and UGC approved list of Journals). Majority of research publications are in the area of Biological Sciences and Engineering and Technology.
- Induction / FDP programmes /conferences/ seminars/symposia were conducted and faculty encouraged for participation in national and international academic events. Consequently as compared to 23 in 2013-14, 180 seminars/ conference/ workshops were attended by the faculty members of our University in 2017-2018.

National and international research collaboration is evident through these research publications. The researchers have developed a strong focus on quality publication in peer reviewed high impact factor journals, improving citations and H index.

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Employee welfare means anything done for the comfort and improvement, intellectual or social, of the employees over and above the wages paid. Employee welfare is a comprehensive term including various services, facilities and amenities provided to employees for their betterment.

Welfare measures provided by BGSB University for teaching and non-teaching staff:

1. Teaching and non-teaching staff are promoted for self development programs and higher education.
2. **Career Advancement Scheme (CAS)** for staff.
3. **Group insurance scheme** for teaching and non-teaching staff.
4. Various leaves available to teaching and non-teaching staff are: Vacation leave, Casual leave, Earned Leaves, Medical leave, Maternity leave and Child care leave for female staff and Special Casual leave.
5. **Supernumerary seats** for Admission under Ward Quota.
6. **Pension for teaching and non-teaching** staff appointed **before 2010**.
7. **G.P Fund for teaching and non-teaching** staff appointed before 2010.

8. Both teaching and non-teaching staff can avail **G.P Fund Advance**.
9. **New Pension Scheme** for employees.
10. **Gratuity** is applicable to every staff after five year of permanent service.
11. **Encashment of Earn leave** at the end of service.
12. A equipped **Medical Centre with Doctor**, Paramedical staff, Pharmacy and dedicated ambulance is available in campus.
13. The Institute adopts the **State Government Medical Policy Scheme** for its employees.
14. The University has created a **Welfare Fund** from which both teaching and non-teaching staff are helped financially in case of any medical emergency.
15. **Accommodation facility** for teaching and non-teaching staff.
16. **Day Care Centre** for the wards of teaching and non-teaching staff established in the Campus.
17. **Transport facility** for teaching and non-teaching staff.
18. **Gym** for teaching and non-teaching staff.
19. **Free internet connectivity** to all teaching and non-teaching staff quarters.
20. Comfortable Offices Chambers/ Cabins/ Work stations for all teaching and non-teaching staff with desktop, printer and other latest equipments as per work requirement.
21. In the unfortunate case of death of a permanent employee, the University observes **the policy of giving Job to one of his/her family member** as per the state Government Service Rules.
22. The University has adopted the practice of **appreciating the services of both teaching and non-teaching staff** every year by giving them **awards and appreciation Certificates**.
23. The University provides Hostel **Facility to teaching and non-teaching staff**, if requested for.
24. Both **teaching and non-teaching staff** are allowed to have **meals at very nominal charges** at the University mess.
25. Both teaching and non-teaching staff members can avail the **benefit of using the University Guest Houses** at Rajouri, Jammu and Srinagar at very nominal charges.

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

Response: 11.87

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
32	06	14	10	07

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years**Response:** 16.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
25	22	15	16	05

File Description	Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**Response:** 32.68

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
71	41	39	15	22

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff**Response:**

Baba Ghulam Shah Badshah University, Rajouri has set guidelines for Performance Appraisal for teaching as well as non-teaching staff members. At the end of every academic year in the month of April-May, all the permanent employees fill up an Appraisal Format on a prescribed proforma. The duly filled Appraisal Format are submitted by each employee to their respective Head of the Department/ Principals/ Deans in case of teaching faculty and respective Controlling Officers in case of non-teaching employees to consider them for promotion to next higher designation & scale.

Performance Appraisal System for Teaching Staff Members:

The teaching staff members are required to submit their Appraisal Report based the following academic and co-curricular activities, Lecture delivered, Seminars conducted, Tutorials conducted, Contact Hours, Teaching load, Classes taken, Use of Participatory and innovative Teaching-Learning Methodologies, Updating of Subject Content Course improvement, Examination Duties assigned and performed, Extension, Co-curricular & field based activities, Contribution to Corporate Life and Management of the Institution, Professional Development Activities, Research, Publications and Academic Contributions, Articles / Chapters published in Books, Full Papers in Conference Proceedings, Books published as single author or as editor, Ongoing and Completed Research projects and Consultancies, Ongoing Projects, Completed Projects, Research Guidance, Training Courses, Teaching-Learning-Evaluation Technology Programmes, Faculty Development Programmes, Papers presented in Conferences, Seminars, Workshops, Symposia, Invited Lectures and Chairmanships at national or International conference/seminar, etc. during the academic year. These achievements are then analyzed by the Head of the Department/ Principals/ Deans for the Performance Appraisal of the teaching staff member.

Performance Appraisal System for Non-Teaching Staff Members:

The Performance Appraisal of the Non-Teaching Staff members is further divided into two categories based on the nature of work of the employee. There is a different format for the Non-Teaching Officers of the University and other non-teaching staff members. The Performance Appraisal of the Non-Teaching Staff members university is based on the recommendation of the respective Controlling Officer. Each permanent non-teaching employee of the University submits a duly filled Appraisal Format to his or her Controlling Officer who recommends appraisal of the employee after assessing the Competence, Promptness, Sense of Responsibility, Punctuality, General Conduct, Relation with Colleagues, Superiors and General Public of the particular employee during the entire year. The Non-teaching officers are assessed by their respective controlling Officers on their Control over Subordinates, Integrity, Trainings / Courses attended by them during the year, Punishments awarded, if any, Knowledge of Statues and Regulations. Knowledge of office procedure, Promptness in disposal of cases, Sense of Responsibility, Punctuality, Initiative and Drive etc. The above criterion forms the bases for promotion / continuation of employee in the University.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The University, being a State University carries out external audits annually. The University gets funding

under CAPEX budget from the State Government and also funds under revenue budget by the State/ Government of India. All such account are audited by the Chartered Accountants. The extra-mural research projects sanctioned by various funding agencies of Government of India are also audited as per the funding agency guidelines through the Chartered Accountant.

The audit observations are sent to the concerned officers take the necessary measures to rectify the deviations, if any and submit Action Taken Reports.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 950.79

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
200.79	200	200	200	150

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The University has initiated a series of financial reforms with an aim to achieve excellence and move towards financial self-sufficiency.

Resource mobilization (internally & externally) include:

- Plan funds from University Grants commission
- Grant-in-aid under revenue by State Government
- CAPEX funds from State Government
- Internal Revenue Sources
- Funds for infrastructure (Hostels/Academic Buildings/Labs) from various Departments of the Government of India such as Ministry of Youth Affairs, Ministry of Tourism, Ministry of Social Justice and Empowerment etc.

Given below are some of the principal headings/sources for generating funds by the University:

- Student Fee
- Self-financed Seats
- Student/ Scholar fellowships
- Research Grants by various agencies such as Department of Science and Technology, Government of India (DST) Funding by Government of India (DBT) etc.
- In addition to above, the University also mobilizes funds from Corporate Institutions like J&K Bank and endowment funds from various organizations.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

IQAC has taken several initiatives in past few years in order to inculcate Quality Culture at Baba Ghulam Shah Badshah University, some of these are mentioned below;

1. Initiation of updating Academic Documents (Curriculum & Syllabus) for all programs.
2. Formulation of Vision and Mission of School of Engineering and Technology & other Schools.
3. Formulation of PSO's, PO's and CO's of all Programmes.
4. Implementation of Outcome Based Education.
5. Implementation of Mentor-Mentee Scheme for Professional and personal guidance of all students.
6. Initiating Accreditation and Rating of University by various organization.
7. Inculcating inclusive approach towards University Social Responsibility.
8. Conduct of Induction Programme for newly enrolled students.
9. Promotion of use of ICT in teaching Learning among teachers.
10. Introduction of SWAYAM MOOCs.
11. Formulation of Class Committees to ensure inclusive approach in routine functioning and decision making.
12. Collection and Evaluation of HoD's Report to evaluate Teaching Learning in various Programmes.
13. Conduct of anti-plagiarism drive across campus.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The IQAC contributes in periodic review of systems, structures and processes of the institution so as to facilitate the progressive reforms. IQAC of Baba Ghulam Shah Badshah University regularly takes part in the institutional review processes undertaken at periodic intervals and provides positive guidance and policy inputs for the proposed reforms. The following two examples illustrate implementation of leading, learning reforms facilitated by IQAC.

1. **Curriculum design based on Learning outcome:** IQAC has demonstrated its commitment for the

promotion of academic excellence through a critical focus on learning outcomes in the diverse academic programmes being offered at BGSB University. IQAC has focused on learning outcomes in the curriculum design and teaching learning processes. It has brought home the critical significance of learning outcomes and emphasized on the formulation of programme outcomes in consonance with the Vision and Mission of the University. In pursuance of this process, it has worked closely with all the Departments at BGSB University. As a result of this collaborative endeavor, BGSB University has formulated Programme Outcomes which focus on generic skills that are transferable, preparing students for study, employment and citizenship while still capturing the discipline-specific skills which a programme cultivates. The key role played by IQAC has been instrumental in this positive development at BGSB University.

2. **Academic Discipline and monitoring:** The Programme Structure, Course Syllabus, Course Session Plan and Time-table are made available to the students before the commencement of the semester. Daily monitoring of conduct of the classes is done by the Head of each Department and centrally by Dean Academic Affairs and IQAC. Regular meetings of course faculty are held with HoD's to review the course delivery and student learning progress. Feedback from students is also taken through CR meetings, end semester feedbacks on curriculum and corrective measures are taken accordingly to improve the teaching-learning processes.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 3.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
08	03	03	01	01

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**

5.NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 2 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)**Response:**

Fostering scientific outlook, creative thinking, and developing scholarly passion, moral and ethical values with a culture of innovation and entrepreneurship is the Hallmark of BGSBU. Some of the significant initiatives taken by the university during last five years are summarized:

2013-2014

- 1.Total students enrollment: 1791, hostel resident: 765
- 2.Started robust Student Feed-back mechanism
- 3.IQA cell established, data collection
- 4.Total Research Publication: 50; Conference attended: 75
- 5.Established Health Center, Solar Power Plant, Super Bazar and Hostels.

2014-15

- 1.UGC Community College sanctioned for Skill Development
- 2.Organized exhibition on “The globally renowned Business Personalities”
- 3.Adjudged 3rd in 30th North Zone Inter University Youth festival

2015-16

- 1.Incumbent Vice Chancellor took over on October 28, 2015
- 2.Total students enrollment: 1786, hostel residents: 790

- 3.Total Programmes offered : Thirty Nine (39)
- 4.Revised course curriculum and adopted CBCS in all P.G. Courses.
- 5.Initiated Academic auditing and FDPs
- 6.Established 03 Nursing Colleges
- 7.Started 06 infrastructure projects

2016 – 17

- 1.Total students enrollment: 1857, hostel residents: 900
- 2.Developed University Strategic Plan 2016-2020,
- 3.Total Research Publication: 155 & Conference attended: 178.
- 4.Organized National/International conference/Seminars: 09
- 5.Signed MoUs with National and International Institutes
- 6.Examination reforms and automation
- 7.New P.G/UG and diploma courses for improving GER.
- 8.Enriched MCA and IT labs.
- 9.Appointed Adjunct Professors.
- 10.Appointed permanent faculty in the 05 Departments.
- 11.Admission to M.Phil./Ph.D. in all disciplines with enhanced seats.
- 12.Developed Gymnasium, renovated hostels &Initiated new infrastructure projects

2017-2018

- 1.Total programmes offered: Sixty (60).
- 2.Total Research Publication: 278; Conference attended: 472.
- 3.Sanctioned Research Project: 12; Total funding: 2.37 crores
- 4.Books purchased: 13849, Total titles: 42139, Digital documents: 2425
- 5.Subscribed 6000 online journals
- 6.Ranked 36th in Indian Universities Survey by India Today group
- 7.Participated in ARIIA ,MHRD, GOI
- 8.Implemented Pradhan Mantri Kaushal Vikas Yogna Scheme
- 9.Established IT cell, developed indigenous soft wares for On-line Result processing and Admissions
- 10.M.Phil./Ph.D programmes in all PG courses.
- 11.Provided Wi-Fi enabled LCD Projector, screens and electric lecterns for digital class rooms
- 12.Initiated Quality Improvement programme in Engineering and Technology through MHRD sponsored World Bank funding of Rs 10 crores under TEQIP-III for three years.
- 13.Implemented SWAYAM, NAD & Swatch Bharat Abhiyan
- 14.Research Scholarship award to Toppers of Ph.D/M.Phil entrance tests.
- 15.Instituted following awards to promote Research and Innovation:
 - 1.OUTSTANDING RESEARCHER OF THE YEAR AWARD (For Teachers)
 - 2.BEST INNOVATION AWARD (For Teachers)
 - 3.BUDDING INNOVATOR AWARD (For Students)
- 16.Developed interactive smart classrooms with state-of the art audio-visual and High resolution LED projection systems for MOOCs, and on-line lectures.
- 17.Competed with 175 global universities as front runners in P-2-P programme of Facebook and Edventure Inc. USA.
- 18.Developed 400 seats air-conditioned auditorium with surround sound system.
- 19.A “Cashless University” with exclusive RTGS/NIFT/POS transactions.

- 20. Finance and Accounts Management through Tally/PFMS
- 21. Established Innovation and Entrepreneurship Cell

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 26

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	5	3	2	2

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as

a) Safety and Security

b) Counselling

c) Common Room

Response:

Baba Ghulam Shah Badshah University is committed to provide an unbiased, conducive and stress - free environment, where its employees can work with dignity. The university aims to provide equal opportunities, rights and responsibilities to both men and women, girls and boys to work harmoniously in a political and culturally sensitive area that requires careful gender balance and analysis. The university is concerned about the safety and security of female employees and students and has taken various initiatives to ensure safe environment to its employees.

Establishment of Internal Complaint Committee:

1. Due importance is given to promoting gender sensitivity among the faculty, staff and students. Women's cell and Internal Complaints Committee of the university takes all necessary steps to promote gender sensitivity and parity and is open to listen to grievances of all segments of the University.
2. The cell also deals with any complaints that come to it and handle them in a fair and discreet manner providing full support to the fair gender.

Creating Awareness and Gender Sensitization:

- 1.The University organizes multiple activities including inviting prominent guest speakers to sensitize everyone regarding the importance of dealing with the fair gender.
- 2.Gender equality programmes are conducted by various departments every year to promote general awareness among the masses on sensitive gender issues. Besides the activities at departmental level, various awareness programmes are being conducted every year under the banner of Women's Cell towards achievement of the much avowed goals of Gender Equity.
- 3.Programmes on entrepreneur skills are being organized at the departmental levels and under the banner of Women's Cell to enhance the skills of women to help them in becoming self- sufficient economically.

Safety & Security

- 1.Dedicated security personnel are deployed by the university at all strategic points in the university including Hostels, Academic Block, Common areas, Residential area, Guest House to ensure safety of all members and are particularly trained to monitor and help the female members at any time.
- 2.CCTVs are deployed at all strategic locations to monitor the safety of all residents.
- 3.Priority is given to female members while allotment of accommodation, in case of any emergent issues.
- 4.HoDs are also conscious and take care in assigning duties to lady members in case the same may extend to late hours or on holidays.

Counselling

Baba Ghulam Shah Badshah University is not only concerned about the safety and security of its students and employees but it also provides regular counselling to them to aware them about the vices prevalent in the society. The students are given mentoring by the mentors on issues relating to their studies, profession and personal matters.

Common Room

The girls have dedicated Common Room, recreational space and Gym & Fitness Centre, Indoor Sports facility such as Table Tennis, Carom, Chess etc. The Outdoor facility includes Badminton and Basket Ball Court

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 25

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 100

7.1.3.2 Total annual power requirement (in KWH)

Response: 400

File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 95

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 190

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 200

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

The University is conscious about the environment as is reflected by its clean and serene campus. Some of the steps taken to manage solid, liquid and electronic waste are briefly outlined below:

Solid waste management

Waste management & Recycling is routinely carried out the BGSB University campus to reduce the volume of waste material entering the waste stream. There are more than 100 segregated recycling bins on campus for biodegradable and non-bio degradable materials like paper, newspaper, cardboard drop-off and plastic, aluminum cans. We have reduced the generation of solid waste by using paper less technologies. Following methods has been used to:

- Composting food waste and garden waste.
- Recycling IT equipment through our IT supplier.
- Reducing / Banning disposables and straws at Cafes.

Liquid waste management

University management is conscious about the liquid waste management issues at BGSBU campus. Since university has adequate quantity of land we use wetlands for treatment of waste water.

E-waste management

For e-waste management BGSB University has initiated the process of establishing an e-waste management system to ensure that e-waste is properly stored and given to an approved agency for the disposal. BGSB University is located at Rajouri, where numbers of schools are run by NGOs we donate semi-obsolete computers to such institutions who effectively utilize them for educational purposes.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The BGSB University has around 5850 sq meter of roof top area. Almost 50% of this roof top area has been provided with roof top rainwater harvesting facility. It is estimated that around 10.5 million litre (ML) of water is annually collected with the help of seven numbers of roof top Rain Water Harvesting systems spread over different location in the university campus. On an average, we are able to harvest annual water requirement of about 400 people. University has also around 15 number of rain water recharge ponds at different location of university camps. As topography of the university is very undulated, these recharge pond has been very useful for the university to recharge the ground water as the water from the recharge ponds has also been used by local people of nearby area for feeding their cattle. University strives towards developing water conservation and water efficiency by adopting the following strategies:

1. Promote water efficiency practices to all the University's stakeholders.
2. Monitor and minimize the University's water consumption.
3. Plants indigenous flora to reduce water usage.
4. Promotes planting indigenous trees in and around the University to reduce water usage.
5. Renewed efforts to install alternative water systems on campus wherever feasible.
6. Sustain implementation of innovative water-efficient technologies such as rainwater harvesting, reuse of water etc.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Following initiatives are taken in order to maintain a Clean and Green campus:

1. **Bicycles & Pedestrian Friendly Roads:** University has taken initiative to make campus Pedestrian friendly and by encouraging students to use bicycles while commuting within the campus. However, due to steep hilly terrain this practice has not caught up.
2. **Public Transportation:** The University encourages use of University Bus / Pool Vehicle for Staff and Faculty to commute. This has helped to reduce the pollution load which would have been caused by using individual vehicles.
3. **Energy conservation:** Use of LED lamps in new lighting fixtures and phase wise replacement of burnt over lamps with LED fixtures is under progress. Solar powered lamps are in use for street lighting. University has a 100 KW Solar Power Plant to generate Renewable / Green Energy.
4. **Plantation:** Extensive plantation has been done to beautify the campus and to address environmental issues. University also conducts plantation workshops organised by Centre for Biodiversity Studies. Some of the faculty members are also contributing in Greening of Campus through their personal efforts.
5. **Plastic Free Campus:** University is committed to protect the environment and has initiated Plastic Free Movement. Necessary notification has been issued and use of plastic disposable crockery and plastic bags has been banned within campus.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.88

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
14.64	46.13	10.26	15.9	15.9

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms

6.Scribes for examination**7.Special skill development for differently abled students****8.Any other similar facility (Specify)****A. 7 and more of the above****B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 137

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
27	29	26	31	24

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response:** 143

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
60	26	21	23	13

File Description	Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**Response:** No

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**Response:** 52

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	9	15	10	6

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**Response:**

1. **Independence Day and Republic Day** are celebrated every year with great gaiety and fervor. On such occasions, the Vice Chancellor and Dean Academic Affairs recall the great saga of patriotism and adventures by great heroes for the nation. Staff and students get to know the importance of national integrity in the country in general and their role in it in particular.
2. All the Schools / Departments organize technical competitions on various occasion. Distinguished guest are invited to address the students and faculty to inspire the community to excel as professionals following the path of the great personality. Speakers bring out invaluable knowledge in the field of emerging technologies and advancements.
3. **National Science Day, Biodiversity Day, World Environment Day, National pollution control day, Earth Day, World Book Day, Women Day, International Forest Day** and other days are celebrated by organizing Poster presentations and Quiz competitions and achievers are honoured with certificates.
4. The University actively participates in some **national programmes such as Swatch Bharat Abhiyan** and has conducted a series of activities during the assessment period.
5. **Death anniversaries of great persons of national importance** are marked by paying homage and recalling their **contribution to the nation**. Different Departments and sections of the University, besides its constituent colleges, conduct various programmes to pay homage to national personalities such as Dr. Babasaheb Bhim Rao Ambedkar, Shri Sarvepalli Radha Krishnan, Gandhi Jyanti *etc.*

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

1. **Academic transparency:** The institution has undertaken a series of reforms over the past few years to ensure complete transparency in its financial, academic, administrative and auxiliary functioning. For instance, the admission process of the University is outsourced to some nationally reputed agency for some courses such as B.Tech while as for PG courses highly credible and transparent process is followed. Answers keys are uploaded on the same day. Due cognizance is given to the feedback and queries from the aspirants even if it amounts to revision/modification of answer keys. The Course Review Committee under the Chairpersonship of the respective Dean, with student representative on board has to endorse the Course Completion certificate before the examination is conducted.
2. **Administrative transparency:** The University maintains complete transparency in its administrative functioning. For instance, online payment system, e-recruitment process, e-salary system and other e- governance initiatives have considerably improved the transparency in the system. The students can apply for most of the university services such as examinations, hostel accommodation, library resources etc. online. There are various audits such as gender audit, green audit, administrative audit etc. done periodically to ensure administrative transparency. Minutes of the statutory bodies such as Executive Council, Academic Council as well as Annual Reports, Strategic Plan etc. placed in public domain on our university website.
3. **Financial transparency:** The University has shifted over the years largely to e-transaction mode for all financial matters. The purchases are made by following the GFR guidelines and through the University approved dealer empanelled through tendering process. Tendering system has been implemented and all the major utilizations of grants and funds are certified by the Chartered

Accountant before the endorsement by authorities. The University ensures that the codal procedures are followed for all purchases and expenditures. Moreover, the University ensures transparency through external audits by Chartered Accountants for all sources of funds.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice - I

1. Title of the Practice:

"To train the youth of neighbouring area to enhance their employability Skill through the initiative of University Community College"

The Community College is run by the University to educate the youth of neighboring areas to enhance their employability in the industry after acquiring the adequate knowledge & skills required for employment or starting their own venture.

Objectives of the Practice:

It is a new initiative of Government to align higher education with the emerging needs of the economy so as to ensure that the graduates of higher education system have adequate knowledge and skills for employment and entrepreneurship. It is a course where more importance is given to practical education than the customary theoretical education. The candidate is exposed to the project work and on the job training in the industry as well. Each level of the programme has a suitable mix of skill development and general education components.

2. The Context:

The Community College at BGSBU is accessible to large numbers of individuals of the community, offering low cost and high quality education locally, that encompasses both vocational skills development as well as traditional coursework, thereby providing opportunities to the learner to move into the higher education. It offers flexible and open education system which also caters to community based lifelong learning needs. It is unique programme where the students have the option to go for Stage one, two, and three and accordingly get Diploma, advance diploma and degree respectively. As per new guidelines issued by UGC, B.Voc. degree would be equivalent to any other bachelor degree and students may pursue master programme and become eligible to appear for competitive exams conducted at Central and State level where basic eligibility is graduation

3. The Practice:

Uniqueness of the Course

- The course is approved and funded by the UGC.
- Industry relevant Skilled Oriented Syllabus framed and approved by SSC and NSDC.
- Students may join degree course (B.voc) after obtaining diploma.
- The students may opt out at any of the exit point.
- Sector skill counsel and industry partner have to participate in curriculum development/training assessment and governance of the community college.
- The course is being conducted as Full time/regular course with in the University campus.
- Practical and interactive sessions are conducted by experts from industry throughout the course.
- Placement assistance is provided by the University placement cell
- Every selected candidate gets scholarship of ₹1000 per month during the course subject to 75% attendance

4. Evidence of Success:

The Community College is working hard for the development & growth of the Students living in the adjoining areas and so far, the college has produced three batches. For the academic year 2017-2018, 48 students were admitted, and out of total, majority of them (24) belong to ST category. A good number of students after completing one year Diploma programme offered under Community College are pursuing Bachelor Degree Programme from Central University of Jammu and few of the students have started their own business in their relevant field like Manzoor Travel & Tour Agency.

The curriculum has been developed for the course with active participation of industry partners, representatives of NSDC, and SSC. The students are getting effective and lucratively placed on completion of the course in collaboration with industry partners. Majority of the students admitted are interested in going for degree programme rather than finding jobs after completing level 4 and level 5 of NSQF.

5. Problems Encountered and Resources Required:

Some of the problems faced by Community College are as under:

1. The Students are not aware about vocational courses.
2. Since the University is located at a distant location, the students find it difficult to reach the Campus.
3. The relevant industries for 'On the job Training' and 'Student Placement' are not well established.
4. A lot of efforts are required to give industry exposure to the students as industries are not available in near by locations.

6. Notes (Optional):

In Rajouri district, almost all the Schools upto 10+2 are offering traditional/conventional courses to the students of this region. A total of 25 (approximately) Government Schools are feeding for this unique/course which will provide a new dimension in this whole region. Therefore, the Bachelor of Vocational course in Tourism Management encourage the students from local area to opt for this course as they have enormous job opportunities associated with this course, as this is place for tourist attraction after opening of Mughal road to Kashmir valley. The pass-out can work in different capacity since the course offers multiple entry and exit at different levels, Therefore, the candidates can learn as well as earn by working as Travel Consultant, Event Manager, Tour Manager, Team leader etc. as people from outside

have started celebrating marriage functions of their children's in this area. Moreover, there is sufficient pool of students completing +2 with vocational courses for induction into B.Voc. Courses. The students pursuing certificate and diploma programme under various programmes in vocational studies at local ITI and Community colleges are interested in going for higher education. This will ensure mobility for the students.

The district has significant potential for skill development/vocational courses mainly across the tourism sector. Majority of the students are female and from underprivileged section of the society/non creamy layer (ST). Therefore, it is extremely difficult for them to go for higher education due to high fee structure of B.Voc at other sister Universities of the State and non availability of Hostel. Therefore, parents of the students do not permit their children to go away from their places due to unstable situation in the State. There are more than 30 feeding institutions to this course and not a single institution offering B.voc. This is the only University in whole PirPanjal region offering B.Voc programme. There are more than 15 colleges offering undergraduate and postgraduate courses but not a single one facilitating vocational studies to the students of this region. The syllabus for first four semesters is prepared in collaboration with industry partner and in presence of representatives of Sector Skill Council. The syllabus for 5th and 6th semester was framed as per NSQF /QP/Job Role. MOU with industry partner (Aashirwad Hotel, Signature Hotel, Nu-Era Tour and Travel and with some others has been made, and some more will be made shortly.

Best Practice - II

1. Title of the Practice:

Restoration of degraded land, catchment recharge, use of local bio-resources for entrepreneurship development and socio-economic upliftment of local populace of District Rajouri.

Objectives of the Practice

1. Restoration of the degraded forest through plantation drives.
 2. Recharging of ground water by construction of check dams and rain water harvesting.
 3. Bio-based skill development through mushroom cultivation, floriculture, vermi-composting, bio-crafting and cultivation of aromatic and medicinal herbs and distribution of seeds of certified varieties of vegetable crops.
- d. Establishment of independent skill development models in the form of medium-sized honey processing enterprises, pollination service concept among tribal men and women through scientific Beekeeping.

2. The Context

Need-based initiatives:

1. **Recharge and conservation of water resources and restoration of green cover:** Baba Ghulam Badshah University has been established in one of the hinterlands of the country. The location site of the University is rugged, mountainous, barren and was bereft of any tree cover at the time of its establishment. No perennial sources of water are available in the region where University is located. The water holding capacity of the area was almost negligible as during rains it used to flow as run off. Therefore, the first and foremost practice university adopted was to restore the degraded land through massive plantation of native plant species. The practice was aimed at restoration of the

green cover of the area so that water holding capacity of the soil is developed and maintained. Since the area is having lot of springs which go dry during the months of summer and locals face scarcity of water, the need of the ground water recharging was felt which is very vital for the perennial flow of the springs catering the need of human population and livestock of the area. University took the initiative by constructing check dams and rain water harvesting by digging large sized “kuchha pits” so that water gets percolated deep down into the soil.

2. **Optimization of Bioresources and socio-economic upliftment of marginalized local community:** Another initiative, which no other academic Institution in the state has taken, was to train women folk in different skills and cultural practices using local bio-resources so that their economic upliftment occurs, was launched in the vicinity of the University. Since the area produces lot of biomass and, therefore, practice based on utilization of this biomass to produce products of value through various modes is helpful in improvement of the socio-economic status of the local communities.
3. **Apiculture for entrepreneurship development:** University has established Apiary under the aegis of the Department of Zoology, in which local tribal people and unemployed educated youth are being trained on production of honey and use of honey bees for pollination service providing for different crops like Mustard, Apricot, Peach, Plum and vegetable so as to generate money and economy through these cheap and eco-friendly practices. This type of venture is rarely found in other universities in India which is one of the best practice started at BGSBU with financial support from National Mission on Himalayan Studies (NMHS)-Almora.

3. The Practice

The practice reflects the responsibility of Educational institutions of higher learning towards the different societal and environmental needs. It also inculcates a sense of belongingness in the student, scholar and teaching communities of the Institution towards their surroundings. The people in the vicinity in return contribute positively in the development and growth of the Institution.

The uniqueness of the practice lies in the fact that it is helping the rural under privileged masses to improve socio-economically and also it is addressing the environmental issues of Forest degradation and water scarcity through different initiatives. Women folk and school children have been involved to undertake the practice.

4. Evidence of Success

1. **Success in water resource management, restoration of green cover and socioeconomic upliftment of local populace through Biocrafting, Vermi-compositing, Mushroom cultivation, Floriculture and cultivation of medicinal plants:** The magnitude of the success of the practice can be measured by comparing the landscape profiling before and after the establishment of the University. The whole area has been restored to a green ecosystem with almost more than 400 species of herbs, shrubs and trees. The greening of the area has also attracted different elements of wild life including birds, reptiles and mammals. It has become a best place for the bird watchers and ornithologists. More than 1.5 lakh saplings have been planted in the University. Due to this green cover the climate of the area has been influenced and water holding capacity of the soil is also increased. The rain water harvesting has helped in great deal in recharging the ground water and almost all the springs have become perennial providing water to the villagers throughout the year.

Under the practice of improving the socio economic status of the community through the involvement of women four villages namely, Dhanore Didian, Dhanore Jaralan, Dhanore Loharan and Dhanore Gursyian surrounding the BGSBU have been adopted and women folks were encouraged to undertake different activities including mushroom cultivation, vermin composting, Biocrafting, floriculture and medicinal plant cultivation. More than 720 women of different age groups were given the training through live demonstrations both in the University as well as in their respective villages. Moreover, seeds of certified varieties of different vegetable crops (including Bottle Gourd, Bitter Gourd, Ladyfinger, Cucumber and Capsicums) were also distributed to them so that the yield of such crops is increased. Women actively participated and, following these practices at their respective places, are harnessing the dividends of these practices.

1. Success in Beekeeping Micro-Enterprise: The success of establishment of Apiary in the campus can be measured by the fact the university has launched its first food product in the form of honey named as “*BGSBU FOREST HONEY*” and has distributed some thirty honeybee colonies to the local people for starting this exciting venture of honey production and for providing pollination services with good income generation. In addition to this university has procured “*Honey Processing Plant*” so that local people associated with Apiculture can process and filter their honey without paying anything for this. This practice helps the local farmers to sell their honey in good rates. The Apiculture team of Department of Zoology has so far carried out some fifty-five outreach cum awareness programmes in district Rajouri so that a large number of people could be associated with this eco-friendly practice.

5. Problems encountered and Resources Required

Initial reluctance by Woman folks: Major problem was the mobilization of public support in the initial years of University’s existence. People were motivated to plant trees, both evergreen and deciduous for greening the landscape, inside and outside the campus. In this remote area where university is located involvement of women in various bio-resources based activities was difficult in the beginning. They were reluctant but got motivated with the continuous and consistent efforts of the University, provided with some financial support and made to learn different activities. Also such efforts require sustained allocation of funds, which at times becomes a limiting factor.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

In line with the vision of the University, BGSB University has since the very inception had a special focus on the socio-environmental and ecological issues. Treating its unique setting in the lap of Himalayas as a huge opportunity, one of the areas where University has made a distinctive contribution is ecology and environment conservation through research, extension and outreach programmes keeping the societal concerns at its core

The University campus is spread over 600 acres on the slopes of Dhanore, a part of the famous Pir Panjal

mountain range. The altitude of the Park ranges from 700 – 1400m amsl. The terrain of the region is ecologically fragile, despite its wealth of natural resources and pristine environment. Accordingly, the University since the very beginning has emphasized on research on issues that are important to safeguard the environment in its catchment. The University has over the years contributed significantly, through academic and sponsored research, towards knowledge generation relating to various aspects of ecology and environment.

As a result of such special focus, the University has earned recognition at national level, which is evident by the appreciable volume of research grants, research networks, collaborations and partnerships. Some of the remarkable distinctions of the University in this area are briefly outlined below:

Research

The University has made significant research contribution in the areas of critical environmental importance such as inventorization and germplasm conservation of different biodiversity elements like, angiosperms, pteridophytes, lichens, higher fungi, nematodes and insect diversity. The contribution is substantiated not only by the exceptionally high-quality research publications and a large number of projects earned and executed, but also the state-of-the-art infrastructure created. The University has earned a special name in view of its excellent contribution in the areas of biodiversity conservation, conservation biology, conservation ecology, nematode research, lichenology, pteridophytes, and other allied disciplines. In recognition of such a contribution,

1. Ministry of Environment Forest, Climate and Climate Change, GoI, New Delhi sanctioned a unique Mahatma Gandhi Chair on Ecology and Environment keeping in view the ideology of Mahatma Gandhi on Biodiversity Conservation.
2. Lead Botanic Garden for “Improvement of infrastructural facilities in Pir Panjal Biodiversity Park for ex-situ conservation of endangered and endemic plant species and development of the Botanic Garden of the University as Lead Garden” for north western phytogeographic region.

Besides, many national network projects in areas such as recovery of threatened species by preventing their extinction through Biotechnological approaches, studying impact of climate change on the reproductive behavior of plants, improving the economical status of scheduled tribes through the promotion of bio-based practices including mushroom cultivation, floriculture, quail farming, medicinal plant cultivation, apiculture, and Vermicomposting, genetic profiling of threatened taxa including plants, animals and microbes of subtropical, temperate and alpine zones of the region.

Several projects have been undertaken by the University on various facets of ecology and environment during the past one and a half decade and scores of publications have appeared in peer reviewed reputed journals on various aspects of the ecology and environment conservation.

Extension, Outreach and Conservation initiatives

The University is not only engaged in high-quality discourse in terms of research but also plays a pivotal role in extension and outreach to various stakeholders.

I. Biodiversity and Environment awareness

The University conducts programmes that contribute to environmental awareness and conservation

initiatives through environmental science popularization programmes, public outreach workshops, and art and drawing competition for students from time to time. University celebrates World Environmental Day, International Biodiversity Day, Earth Day and other such events in which respectable members from civil society, various Government organizations and NGOs, students from various schools, colleges and other backgrounds participate. Every year there is a special plantation drive that starts on the World Environment Day coordinated by the Landscape Division. Under the extension and outreach programmes adopted and implemented by the University, DNA Clubs in 10 nodal schools across J&K were constituted with a financial support from Department of Biotechnology. The purpose of the programme was to catch the students at their young stage of life to opt for a careers in science and technology so that they can contribute to societal development.

II. Biodiversity Conservation

Along with this, University took initiatives in restoration of degraded mountains of the area by organizing consistent plantation drives. As a result of these concerted efforts the University campus has been turned into a green campus. Besides, University established a **Pir Panjal Biodiversity Park** in a large chunk of land within the Campus conserve both flora and fauna. The Park is home to several hundreds of documented plants and animal species. With active protection measures, natural regeneration and restoration, a perfect habitat for the representative flora and fauna has emerged.

All these activities give a distinct status to the Institute as it is catering not only the academic and research needs of the hinterland where the university is located but also contributing to overall increase in Human Development Index.

5. CONCLUSION

Additional Information :

At the time of submission of IIQA, Departmental name of University Polytechnic could not be entered as it offers only Diploma Programmes. However, all the information pertaining to University Polytechnic has been entered in relevant sections of QIF.

Concluding Remarks :

The preceding narrative clearly shows that, in a short span of less than fifteen years, the University has registered an exponential growth in terms of student enrollment, infrastructural development and addition of new knowledge-based, market-driven academic programmes which are consciously chosen to keep the national needs and social responsibility towards the community. This strategy is in sync with the emerging national and global priorities so as to ensure that the graduate of higher education system have adequate knowledge and skills for employment and entrepreneurship. A student-centric approach has been adopted in all policy matters. Our motto to transform BGSBU into a teaching-cum-research Institution of national repute is being evident from a consistent increase in the research output of scholars and Teachers which is reflected in substantial extramural funding and research publications in academically acclaimed journals. All stakeholders of the University including employees, students and members of the Civil society are involved in participatory management to ensure effective governance. The University is now at a take-off point to establish a niche for itself at the National and International level.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>426</td> <td>373</td> <td>332</td> <td>328</td> <td>284</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>426</td> <td>373</td> <td>332</td> <td>328</td> <td>284</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	426	373	332	328	284	2017-18	2016-17	2015-16	2014-15	2013-14	426	373	332	328	284
2017-18	2016-17	2015-16	2014-15	2013-14																	
426	373	332	328	284																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
426	373	332	328	284																	
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Answer before DVV Verification : 26</p> <p>Answer after DVV Verification: 25</p> <p>Remark : MBA (Hospitality and Tourism) repeated</p>																				
1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses are added within the last five years</p> <p>Answer before DVV Verification : 11</p> <p>Answer after DVV Verification: 0</p> <p>Remark : Notifications cannot be accepted</p>																				
1.3.3	<p>Average percentage of students enrolled in the courses under 1.3.2 above</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>700</td> <td>806</td> <td>105</td> <td>110</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	700	806	105	110	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
700	806	105	110	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	

Remark : No certificates provided

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	06	10	01	05

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	4	5	3	3

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
20	16	25	38	33

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
74	73	70	48	59

Remark : Revised as per the average of the date of last semester-end/ year- end examination till the declaration of results .

2.6.3 Average pass percentage of Students

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.

Answer before DVV Verification : 456

Answer after DVV Verification: 456

2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution

Answer before DVV Verification : 606

Answer after DVV Verification: 596

Remark : As clarified by HEI

3.1.3	<p>Number of teachers awarded international fellowship for advanced studies/ research during the last five years</p> <p>3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1	0	0	0	1	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	0	0	0	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	1																	
3.1.5	<p>University has the following facilities</p> <ol style="list-style-type: none"> 1. Central Instrumentation Centre 2. Animal House/Green House / Museum 3. Central Fabrication facility 4. Media laboratory/Business Lab/Studios 5. Research/Statistical Databases <p>Answer before DVV Verification : Any four facilities exist</p> <p>Answer After DVV Verification: Any four facilities exist</p>																				
3.2.1	<p>Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)</p> <p>3.2.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1494 1046 1628"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>9</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1706 1046 1841"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Revised as per supporting revision</p>	2017-18	2016-17	2015-16	2014-15	2013-14	2	9	0	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	9	0	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	0	0	0																	
3.2.2	<p>Grants for research projects sponsored by the government sources during the last five years</p> <p>3.2.2.1. Total Grants for research projects sponsored by the government sources year-wise during</p>																				

the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1095.888 8	53.77	66.38	70.34	118.47

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1095.88	32.20	120.06	0.00	59.60

Remark : Revid as per corrected excel and supporting documents

3.3.4 Number of start-ups incubated on campus during the last five years

3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	5	2	2	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Supporting documents are not authentic

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : No supporting documents/receipts of incentives

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
116	71	67	36	36

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
77	63	59	36	31

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

3.4.6.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
66	21	24	27	25

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
36	34	16	16	29

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.6.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.6.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	5	4	5	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	3	4	5	3

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1431	1107	980	200	80

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1431	1059	980	200	80

Remark : Revised as per supporting document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1475.8	1397.59	198.18	480.48	381.34

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1475.8	1397.59	198.18	480.48	381.34

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
76.16	35.64	3.34	16.88	14.54

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
67.18	35.64	3.34	16.88	14.54

Remark : Revised as per clarification of HEI

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
327	242	411	10	241

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
327	242	411	10	304

5.2.2 Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 97

Answer after DVV Verification: 48

Remark : Revised as clarification given by HEI

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
00	06	00	00	00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
53	35	33	12	21

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
71	41	39	15	22

Remark : Revised as per clarification provided by HEI

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
18	07	05	01	01

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
08	03	03	01	01

Remark : Repetition of the same quality initiatives on various dates for for the same initiative cannot be counted. This is also based on the old SOP. Revised the numbers on the above clarification

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements

2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Answer before DVV Verification : Any 2 of the above

Answer After DVV Verification: Any 2 of the above

7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) <p>Answer before DVV Verification : A. 7 and more of the above Answer After DVV Verification: C. At least 4 of the above Remark : Revised as per supporting documents</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years</p> <p>7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1184 1046 1319"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>31</td> <td>33</td> <td>30</td> <td>35</td> <td>27</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1397 1046 1532"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>29</td> <td>26</td> <td>31</td> <td>24</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	31	33	30	35	27	2017-18	2016-17	2015-16	2014-15	2013-14	27	29	26	31	24
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7.1.16	<p>The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p>																				
7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</p> <p>7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise</p>																				

during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	11	17	13	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
12	9	15	10	6

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2060</td> <td>1857</td> <td>1786</td> <td>1842</td> <td>1791</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2106</td> <td>1852</td> <td>1773</td> <td>1856</td> <td>1827</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2060	1857	1786	1842	1791	2017-18	2016-17	2015-16	2014-15	2013-14	2106	1852	1773	1856	1827
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1.3	<p>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1753</td> <td>1621</td> <td>1604</td> <td>1649</td> <td>1562</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1753</td> <td>1621</td> <td>1604</td> <td>1646</td> <td>1562</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1753	1621	1604	1649	1562	2017-18	2016-17	2015-16	2014-15	2013-14	1753	1621	1604	1646	1562
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