SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BIRLA GLOBAL UNIVERSITY

IDCO PLOT NO. 2, INSTITUTIONAL AREA, GOTHAPATNA
751029
www.bgu.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Birla Global University is a self-financed private unitary University established by the enactment of the University Odisha Act, 2015 with its campus spread over an area of nearly 30 acres of land situated at Gothapatna, Bhubaneswar an upcoming educational hub. As per the Act, the management of the university is carried out by a Board of Governors headed by Smt. Jayashree Mohta, Chairperson, Birla Academy of Art & Culture and primary promoter and patron of the University. The honourable Governor of Odisha is the Chancellor of the University.

The University has been established with the goal to be the best destination for aspiring new-gen professionals. It is committed to redefine 'quality' in education with state-of-the-art facilities, best of the infrastructure and finest faculty. Presently, the University operates with six schools the following six schools are offering Masters and Under-graduate programmes along with Doctoral programmes in five schools.

- School of Management
- School of Communication
- School of Commerce
- School of Social Sciences & Humanities
- School of Law
- School of Applied Sciences

The various bodies and authorities responsible for the governance of the University are in place and are functioning as per the University Odisha Act, 2015 & UGC Regulations. The governance of the organization constitutes the following bodies/committees:

- Board of Governors
- Board of Management
- Academic Council
- Finance Committee
- Other statutory and non-statutory bodies

The University provides exceptionally congenial academic environment for developing and nurturing talent and skills in the future leaders coming from diverse backgrounds and culture. Qualified and experienced faculty members, coupled with our strong industry interface enable us to provide Quality Management Education. We are aware of the Post-Covid19 challenges and opportunities. To manage the current disruption we are preparing ourselves to address the demands created for jobs which are really future proof in the present scenario. There is an active interaction between faculty and students in the campus. The learning experience in the campus paves a strong path for enhancement of overall development of the learners and attempts to unlock inquisitiveness for experiential learning which fosters in the development of quality, leadership and entrepreneurship. The courses offered are very carefully designed keeping the functionality of output to bridge the gap between higher education and employment. We kindle the passion in students and churn them out as a brigade of passionate change leaders and ambassadors of the University. We not only provide a vibrant and positive ambiance but also a well-equipped library, sports, clubs and extracurricular facilities, etc. The students are groomed to meet with the required academic knowledge, and technical and soft skills in a serene atmosphere away from the

hustle and bustle of the city. The University has built up collaborations with various Indian and foreign institutions. Students have opportunities to complete part of their studies abroad. Invited lectures from faculty from India and abroad enrich the learning experience of our students.

Vision

To create and disseminate knowledge in a global context while pursuing Excellence, Innovations, and Inclusiveness.

Mission

- To globalize through international collaborations and exchange of students and faculty.
- To strive for excellence in teaching and research.
- To continuously innovate pedagogy and course content.
- To encourage diversity and inclusiveness.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- State-of-the-Art and Environment Friendly Campus
- Industry Aligned Curriculum
- International Collaboration
- Student Centric Learning
- Team of Highly Qualified and Experienced Faculty
- Holistic Development of Students
- ICT Infrastructure
- Decentralized and Participative Form of Management
- Staff Welfare Measures

Institutional Weakness

- International Faculty
- Industrial Consultancy Projects

Institutional Opportunity

- Introduction of New Programmes
- Research
- Alumni Engagement

Institutional Challenge

- Increasing Competition in the Educational Ecosystem
- Availability of Quality Faculty in Emerging Areas

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Birla Global University has implemented Outcome-based Education (OBE) across all programmes. Well-formulated, defined and realistic Course Outcomes (COs) are developed as per the latest Bloom's Taxonomy standards. Course Outcomes are mapped with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). The university policy document on OBE clearly explains appropriate and student-centric teaching-learning pedagogical tools and suitable assessment methods to measure their learning.

Regional, national and global developmental needs are reflected in the Programme Outcomes. The design and development of curriculum follow well-defined steps to ensure that the Curriculum is comprehensive and relevant. Workshops on curriculum revision, benchmarking of the syllabus etc. are organised before the same is presented to the Board of Studies. Effective curricular transactions are planned and executed to achieve the desired outcomes.

The curriculum focuses on capability, capacity and competency building of Students with the right blend of knowledge, attitude and skills drawn from the graduate attributes. One of the main objectives of the curriculum is to prepare the students with employability, entrepreneurship and the relevant skills required by industry. More than 80 per cent of the courses in BGU have components on employability/entrepreneurship/skill development and get revised per the latest industry requirements standards and practices.

The percentage of new courses introduced stands at an average of 27% (565 Courses) over the last five years. Besides, rigorous training is facilitated towards enhancement of Communication and Soft Skills to prepare the students for future and effectively face real world challenges. Nearly ninety per cent of courses have components on field projects/research projects/internships during the last five years.

The curriculum has incorporated courses on Professional Ethics, Human Values, Sustainability and Gender Equity to mould the students to be responsible citizens across all programs. Students are familiarised with these

critical and cutting-edge issues through real-life projects, campaigns and awareness programmes.

Internships/projects are integral parts of all syllabi. Students enrol into value-added courses to up skill and cross skill themselves. Besides, the university has collaborated with Coursera and other digital platforms, providing enormous opportunities for students to opt for several courses through digital platforms. The university endeavours not only to offer excellent learning experiences but also to make the students industry-ready so that they can contribute responsibly to the growth of the nation and world at large.

The University has a meticulous Stakeholder Feedback mechanism in place which is used as a constructive tool to enhance Stakeholder learning levels & overall experience.

Teaching-learning and Evaluation

In line with the vision and mission, Birla Global University is committed to develop each student as a responsible citizen who will make a difference in society. Toward this goal, the University ensures that an enabling teaching-learning environment is created through various systems and structures which facilitates holistic education to the students. The challenge is to ensure that even at the entry level the system is robust in order to ensure the right selection of students. The admission process of the University is systematized to create transparency in all its stages and is reviewed for future enhancements. The student profiles are analyzed to balance the supply and demand for various courses. The admission policy of the institution is inclusive and caters to the student diversity to include students from marginalized sections of the society, economically weaker candidates, and preference to women candidates. The reservation policies of the Government of Odisha are followed and this is implanted in respect to the availability of candidates from the special categories. The University has witnessed a steady increase in the number of candidates applying for various courses since its inception which is a reflector on the effectiveness of teaching learning environment in the University.

Bridge courses and remedial classes are provided to the students to ensure that the knowledge divide is lessened and thus enables the standardization of teaching methodology. The University ensures that the students and faculty are sensitized to issues of gender, inclusion, environment and respect for all fellow humans. The university takes care to see that the advanced learners are facilitated through encouragement of academic aptitude enhancement activities and peer teaching and the slow learners through mentoring and special coaching. The teaching learning process is initiated through effective structuring of subject allocation and workload preparation upon which lesson plans are based. Learner centric approaches through need analysis and basic subject aptitude assessment are put into motion. Examination calendar prescribed by the university is strictly adhered to. Patterns of experiential, interactive, collaborative and participative learning are encouraged through initiatives taken by all schools.

The University provides ample scope for nurturing critical thinking, creativity and scientific temper among the faculty and students. The University has taken a number of efforts to recruit qualified faculty with the

introduction of new courses or upon gap identification in manpower planning to ensure the availability of right size of faculty number in the University. The teacher quality is enhanced by the adoption of faculty development programmes, endeavour to enhance knowledge through research initiatives, performance evaluation system, and student feedback. Faculty is also given opportunity to present papers at national and international conferences so that their knowledge base will improve and thereby affect a more efficient delivery of curriculum.

Students' assessment is done through a continuous and comprehensive evaluation system. The curriculum has been designed keeping in mind the course outcomes and the programme outcomes. Various components of evaluation like assignments, case studies, quizzes, and field visits comprise a part of continuous internal assessments and other examinations culminating with the performance in the end semester exams. The university also assesses the learning outcomes of the students through direct and indirect methods. These proactive measures have been instrumental in the continuous growth of the university over the years.

Research, Innovations and Extension

As embodied with its Vision and Mission, University is dedicated to drive the agenda of Research and Innovation. The University has a well-defined Research Promotion Policy and Code of Ethics Policy in place to safeguard academic integrity, foster research, and discourage plagiarism.

In last 5 years, the University has witnessed a steady growth over the last couple of years 134 publications along with 333 citations which have witnessed incremental trend. Some faculties have received best paper awards in conferences. Competent Faculty members have been assigned with the responsibility of research guides to cater to 37 research scholars currently registered for Ph.D. programme. The University is also equipped with various research oriented database, subscription of e-resources to cater to the research.

The university has created an ecosystem for research, innovation, and entrepreneurship. The university also promoted the Indian Knowledge System and incorporated the Indian Knowledge System as a course in the second semester of all U.G programmes from the academic year 2023 – 24 as per the directions of New Education Policy 2020. The University maintains an established Intellectual Property Rights (IPR) Cell that provides IPR services to all students, researchers, and faculty. The university contains a well-equipped library, moot court, and laboratories.

The University has an active NSS, YRC, Pro-Bono, Legal Aid Clinic, Green Club, Gender sensitisation Committee to provide exposure and sensitise students on heterogeneous issues leading to Holistic development. The University organizes extension activities in neighbourhood community that sensitize students to community issues, gender disparities, social inequity, and societal welfare, among other things, and instils moral principles in students for community development, social values, and societal commitment for the purpose of holistic development of students and nurturing them with good citizenship values.

For academic and research collaborations, University has signed 22 Memorandums of Understandings (MOUs) with National & International Academic Institutions, NGO's and established 294 industrial and corporate linkages for facilitating internship and placement for Students.

Infrastructure and Learning Resources

Birla Global University is equipped with state of the art modern infrastructure designed by one of the top most architects of the country inspired by the cultural heritage of Odisha spread over 30 acres of land. More than 50% of the campus is green with planned landscaping and plantation along with water purification and conservation measures.

The key features of infrastructure of University are 100% ICT enabled Class rooms, IT labs and Language lab, Multi Media studio, Moot court, Seminar halls, individual offices, board room, residential accommodation, gym, yoga centre, play fields, indoor games facility, Mess, cafeteria and health centre with all modern amenities.

There are two libraries at BGU. One is BGU Central Library (BGUCL) and another is Birla School of Law library which is a State of the art library. Both the Libraries are automated with digital facilities using Integrated Library Management System (ILMS) since inception. There are adequate subscription of e-resources and journals available in both the libraries. The library is optimally used by faculties and students both online and offline. Both the libraries are enriched with digital facilities and computer systems.

BGU university's IT facilities including computer hardware, software, email, information resources, intranet and Internet access facilities, collectively called "Information Technology (IT)". The internet bandwidth at campus is 1000 MBPS (1 Gbps) and the number of total number of systems available for academic use are 207. BGU has excellent IT infrastructure. For hassle-free digital education, there are 28 ICT-equipped classrooms with high-end audio systems, 7 Smart TVs, and LAN connection. IT department resources include computers, laptops, printers, scanners, projectors, software, interactive teaching boxes, collar mike, digital cameras, photocopiers, pen drives, and Android smartphones for taking pictures and creating films, among other things.

University has Maintenance and Utilization Policy for Academic, Physical and Support facilities to ensure high levels of user experience.

Student Support and Progression

Meritorious students are facilitated with the Pujya GD Birla Scholarship. The university also assists economically and socially backward students to avail other scholarships from other government institutions. However, because the university is located in the smart city of Bhubaneswar the student enrollment from reserved categories is is less as compared to the general category.

BGU facilitates capacity-building opportunities for Students on Language, Communication, Soft Skill development and latest trends in technology. Students also benefit from an active Mentor Mentees system aimed at developing Academics, Personal & Professional forefronts of students. The Faculties mentor the students for their career and regular issues at the campus under the mentor mentee framework. The University

has collaborated with "Your Dost" for counselling the students for specific psychological and mental issues.

Centre for Career Advancement has been established recently with the objective of providing Career Advisory Services at every school level represented various faculty in charge. Centre for Corporate Relations is the key stakeholder and plays vital role of providing various placement and internship opportunities PAN India.

Ample sports infrastructure facilities for all round development and ensure high fitness levels of student. Sports and cultural activities are integral part of the student's life at the university. Students are encouraged to register for different conduits like Food Conduit, Cultural Conduit, Sports Conduit, Literary Conduit, Library Conduit, CSR Conduit, Grievance Committee, Anti -Ragging Committee, Hostel Committee and Alumni Committee. Students learn to work in a team and understand the decentralized democratic governance system.

The University has taken necessary steps for initiation of various Alumni Engagement activities. The Alumni Association registration has been initiated and in the final stages of approval. However continuous planning and execution of various Alumni Engagement activities have been successfully conducted with more than 1200 registrations over the last one and half years.

Governance, Leadership and Management

The University's Vision and Mission delineate its distinctiveness by promoting excellence, innovation, and inclusiveness in the field of higher education. The proactive and effective institutional leadership is mirrored through decentralized and participative management practices.

Both academic as well as administrative functions are delegated to the Deans/Heads of Schools and the Officers in Charge respectively for seamless operations.

The Strategic Plan of the University is framed and aligned to the vision and mission. The plan encompasses various facets such as – academic enrichment & development, enhancing administrative efficiencies, adequate allocation & utilization of financial resources, sustainable student support and progression, infrastructure augmentation etc.

The various institutional bodies of the University function as per UGC guidelines, and the University Act. The statutory bodies as the Board of Management, the Academic Council, the Board of Studies, and the IQAC comprise external members of eminence.

The University has implemented e-governance in all areas including Administration, Finance and Accounts, Student Admission, and Examination. The University has a well-established Annual Self-Assessment System and effective welfare measures for teaching and non-teaching staff. The University provides financial support to the faculty to attend various professional development programmes and also conducts such programmes for teaching and non-teaching staff for enhancement.

Being a Nascent and Unitary University, the major source of funding comes from the patrons and there is a specified strategy in place for the mobilization and optimal utilization of resources. The University conducts both internal and external audits by statutory auditors at regular intervals, as a structured compliance mechanism.

The Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing and internalizing

of incremental quality assurance strategies and processes by constantly reviewing the teaching-learning process, structures & methodologies of operations, learning outcomes at periodic intervals, and other key facets having direct or indirect impact on various stakeholders.

Institutional Values and Best Practices

The University makes every effort to instill values such as integrity, social responsibility, and inclusivity among its stakeholders.

The University has always raised sensitization of gender equality concerns. The University conducts various activities from time to time about Sensitization to contribute towards a gender-sensitive society where agreement between individuals, united around a common goal, opportunities, and responsibilities are shared by women and men in equal measure.

The University prioritizes waste reduction at the source by implementing practices such as reducing packaging, encouraging the use of reusable items, promoting responsible consumption, and encouraging students and staff to separate different types of waste, such as biodegradable, non-biodegradable, recyclable, and hazardous. The University demonstrates responsible and sustainable practices for managing all kinds of waste like solid, liquid, and e-waste.

The University implements various green campus initiatives to promote sustainability, reduce its environmental footprint, and educate its campus communities about environmental stewardship. The university is dedicated to creating a barrier-free environment, primarily ensuring accessibility for differently-abled individuals. This commitment is reflected in various aspects of the campus, including infrastructure and signage, to ensure everyone can move around the campus comfortably and safely. The University has infrastructure access like ramps, lifts, disabled friendly washrooms for rendering all kinds of support to differently-abled students and staff.

The University is committed to celebrating significant days throughout the year, inclusive of tolerance, cultural, regional, linguistic, communal, socio-economic, and other diversities across India, demonstrating its dedication to foster a prosperous and inclusive campus environment. The institution strongly emphasizes inculcating values that encourage students to become responsible citizens, as reflected in the Constitution of India. These values include principles of democracy, social justice, equality, and respect for diversity.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	BIRLA GLOBAL UNIVERSITY
Address	IDCO Plot No. 2, Institutional Area, Gothapatna
City	Bhubaneswar
State	Orissa
Pin	751029
Website	www.bgu.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	P.P. Mathur	0674-7103001	9437250083	-	iqac@bgu.ac.in
IQAC / CIQA coordinator	Manidatta Ray	0674-7103001238	7750035585	-	naac@bgu.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	17-02-2016
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	21-03-2022	[View Document](#)
12B of UGC		

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.**	**Program mes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	IDCO Plot No. 2, Institutional Area, G othapatn a	Semi-urban	29.4	28635.06	UG , PG ,Ph.D.		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
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

SRA program	Document
BCI	115577_13771_8_1703243485.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	5				10				51			
Recruited	3	0	0	3	2	4	0	6	34	17	0	51
Yet to Recruit	2				4				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				128
Recruited	117	11	0	128
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				5
Recruited	5	0	0	5
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	2	4	0	23	9	0	41
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	3	0	0	2	4	0	23	9	0	41
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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
UG	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	8	1	0	9
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	Not Available	Not Available	Not Available

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
UG	Male	125	28	0	0	153
	Female	79	18	0	0	97
	Others	0	0	0	0	0
PG	Male	118	21	0	0	139
	Female	92	26	0	0	118
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	18	2	0	2	22
	Female	13	1	0	1	15
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes	
Total Number of Integrated Programme		1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	11	3	0	0	14
Female	11	4	0	0	15
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
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
School Of Applied Science	[View Document](#)
School Of Commerce	[View Document](#)
School Of Communication	[View Document](#)
School Of Law	[View Document](#)
School Of Management	[View Document](#)
School Of Social Science And Humanities	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The university has revised the curriculum as per the New UG Curriculum and Framework from the 2023 academic session, in which various multidisciplinary courses are integrated into the structure to make learning holistic and more productive for the students. As true education is not confined to a specific discipline and area, each programme has included courses from a different programme. For example, in Bachelor in Business Management,

	courses from Law and Applied Science are integrated and vice versa. Indian Knowledge System is a credit course across all programmes, including Computer Applications and Health & Wellbeing. Different schools of the university offer the 15 different multidisciplinary courses in their UG/PG Programmes. The university offers compulsory courses on English communication, soft skills, and courses on vocational education to make learning more inclusive and holistic. 9 credits of multidisciplinary courses are included in the UG programmes to break the rigid border between disciplines and enhance the students' true potential. Besides the courses in the curriculum, Besides, the students can also take up courses from MOOCs (Coursera & Swayam) as credit-based courses. The University offers 11997 courses from Coursera, for students across schools, as Professional Certificates from Coursera are one of the most popular industry micro-credentials among both students and employers across the globe The university encourages 20 % of the courses to be offered from online platforms. PG students are encouraged to conduct research in multidisciplinary domain to acquire varied perspectives across different subjects through academic dissertations and Social Immersion Projects to understand real and pressing issues and challenges. The wide range of subjects motivates students to pursue new knowledge in different areas. The students submit their reports with suggestions about their research findings and also present their projects before the faculty panel.
2. Academic bank of credits (ABC):	The University has taken necessary steps and measures towards completion of registration with National Academic Depository. University mandate ABC ID for all students. The ABC ID has created on 13/06/2023. The Academic bank of credit system has been implemented in the university for the 2021-2023 Post Graduate batch. In continuation with the NAD registration the University has started adoption of processes, meticulous adherence, compliance and use of NAD platform for various records. CBCS courses were added to the curriculum in 2017 prior to the implementation of NEP 2020. The curriculum included value-added courses as well as skill-development courses. As a result, the university's transition to NEP appears more seamless and

	practical. 17 value-added courses are offered to students, and each course has components of skill development. Birla Global University has been working on an outcome-based education delivery model with high-quality pedagogical practices including interactive lectures, group discussions, role play, presentations, projects, and lab-based learning. Birla Global University has been developing an outcome-based education delivery model. Program objectives (POs) and course outcomes (COs) have been thoughtfully incorporated into the UG and PG curricula.
3. Skill development:	Skill-based curriculum of the university helps students develop the skills and habits needed to continue learning throughout their lives. This includes critical thinking, problem-solving, research, and self-reflection skills, as well as time management, organization, and goal-setting skills. The skill-based curriculum of the university often incorporates experiential learning opportunities, such as internships, co-ops, and apprenticeships, that provide students with real-world experience in their chosen field. This practical experience through Summer Internships, Social Immersion Projects etc help students bridge the gap between theory and practice and prepares them for the demands of the workforce.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Indian Knowledge System (IKS) is included as a compulsory course in the UG syllabus of all schools. The objective of the course is to provide a general introduction to Indian Knowledge System (IKS) and sensitize the students to the contributions made by ancient Indians in the field of Science, Philosophy and related applications and concepts. The syllabus covers the following aspects of IKS: Vedic Corpus, Linguistics, Mathematics, Architecture and town-planning etc. The course is provided online through Swayam Platform. The faculties have been requested to enroll themselves in various courses (online/offline) related to Indian Knowledge System. The cultural conduit of the university organizes various events in different Indian cultural festivals such as, Ganesh Puja, Saraswati Puja, Pongal, Lohri, Holi, Diwali, Janmasthhami , Biswakarma Puja etc. NEP 2020 is implemented in all UG course of the university. Under this system IKS has been provided in online platform through SWAYAM platform to the

	students.
5. Focus on Outcome based education (OBE):	The university has implemented Outcome-based education (OBE) to create an environment that encourages various learning activities to achieve the desired learning outcomes. The OBE follows a process of first identifying and defining the students' learning outcomes, i.e., what the students will be able to demonstrate at the end of a programme, which is reflected in the Programme Objectives or Programme Educational Objectives (PEOs). The curriculum is revised to incorporate industry-focused skills. Graduate attributes are well-formulated both for UG and PG programmes. Faculty adopt appropriate and effective teaching-learning pedagogical tools and assessment methods to maximise students' learning and measure the expected learning outcomes. The curriculum in the UG programme has been revised as per the new curriculum framework. Every programme has developed its Programme Educational Objectives (PEOs) and Programme Outcomes (POs), which align well with the university's vision and mission statements. Course Outcomes (COs) are mapped with Programme Outcomes and Programme Specific Outcomes (PSOs). The university has also developed a policy document on OBE. Direct and indirect attainment methods are used for attaining course outcomes. Direct attainments (90%) are calculated from the student's performance, both in CIE and end-semester examinations, and indirect attainment(10%) is calculated based on students' feedback on the course and delivery. The university has been organising Faculty Development Programmes on OBE, where experts from reputed universities are invited to impart hands-on training on articulating and mapping COs and POs. The university implemented a software application (INPODS) to create a more systematic teaching-learning process, such as attendance, assignments, evaluation, CO-PO mapping and attainment. Since 2023, a full-fledged and dynamic ERP application (CAMU) has been implemented with the objective of systematizing the entire teaching-learning process and evaluation. Faculty, at the start of their respective courses, explain to the students the course outcomes, i.e., what they are expected to do at the end of a course and the weightage for each course outcome. The session plan

	clearly describes the assessment tools and techniques to measure the course outcomes. Therefore, the OBE implementation process is clear, well-defined, and uniform across all programmes. The learning outcomes in Outcome-based education are realistic and measurable. Innovative and student-centric pedagogies are adopted to make the students more participative, learning more holistic and skill-focused. Multiple pedagogical approaches, such as projects, case-based instructions, lab experimentations, and group discussions and presentations, have been experimented to achieve the desired developments of the students. Assessments at BGU are continuous and comprehensive, emphasising formative assessment and in-semester activities (continuous internal assessment) in alignment with NEP-2020. Students get more autonomy in choosing what they want to learn and how they want to learn. Courses are offered on online platforms like Coursera and Swayam. They are encouraged to give their feedback on the course and its delivery. Feedback on the curriculum is collected from the stakeholders to be able do the necessary revisions in the curriculum.
6. Distance education/online education:	With firm belief in the strength of vocational courses, Birla Global University is prompt enough to have the resources ready for the ODL programs. Short term courses on Personality grooming and life skills like interpersonal communication, and emotional and social intelligence will enhance the possibilities of the students for better career opportunities. Short-term courses on Basic Computer Skills, Business analytics skills have been planned to cater to the needs of those in need of instant employment. With an effective MoU with National Entrepreneurship Network (NEN), the University has the opportunity to enhance the entrepreneurial abilities of interested candidates too. BGU has adopted a well-defined policy for hybrid learning and use of technological tools since the beginning of Covid-19 pandemic. The university has its own Learning Management System i.e. CAMU which is efficient in managing all the learning activities like attendance, assignments, test, syllabus, progress etc. Having witnessed the ease and benefits of Google Classroom in recording students' attendance and progress, the use of Google Classroom has been made a normal practice. The

professors across the department use it to record attendance, assign tasks or assignments and to conduct tests. Apart from it, online tools like Slido, Socrative, Quizziz, Kahoot are being promptly used by all the teachers. Most of the class tests are being conducted with the use of Google Form to reduce the use of papers in the tests. The University is having a local chapter with the Government online learning system NPTEL. Students are always encouraged to enroll and use the video lessons of this platform for better reference of different subject matters. The university has an active subscription of COURSERA which enables the students to take up unlimited online courses without any course fee. Faculty members encourage and ensure course completion and certification under this platform for advanced understanding of the courses by students. The university has online library resources that is both android and web based. This will enable students to assess required study materials for their study anywhere they will look for. The University classrooms are also equipped with smart boards with high speed internet connection and camera facilities for online classes. The University is also having Zoom subscription to conduct and record online classes. The faculty members are also equipped with digital writing pad to enhance the quality of online teaching and learning process. The university offers a number of short-term online courses which can be pursued by anybody, anytime from anywhere. Coursera subscription for students give enough opportunities to take up multi-disciplinary courses catering to the objective of NEP of holistic development of students and freedom to learn as per the student's interest.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club in Birla Global University is set up with the electoral ethos of the country. Its main objective is to provide platform to engage the University students through interesting activities and hands on experience to sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting. The ELC

	motivates the students to think and ask questions related to their democratic and electoral rights.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the ELC is functional in the Birla Global University, consisting of a student co-ordinator and student representative members along with a faculty coordinator. The presence of members from different schools of Birla Global University shows the actual representative character of the ELC.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Activities done by the Electoral Literacy Club of Birla Global University: a. The ELC at BGU conducted an Orientation Program for BGU students to sensitize them about the functions of the ELC at University campus and how they can be part of the club and play key role is spreading awareness and help others regarding their electoral rights. b. The ELC conducted an Electoral Audit of Birla Global University students with the aim to identify the percentage of students already enrolled voters, percentage of students eligible to be enrolled as voters but are not enrolled and the percentage of students (eligible) willing to get enrolled as voters. c. The ELC conducted an Awareness Program on right to vote for BGU students to spread awareness among the students about the importance of electoral rights and why voting is important.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC takes initiatives that are socially relevant to electoral related issues especially awareness programs to advance democratic values and participation in electoral processes. Youngsters are the majority in Indian population and they are the future of the nation. The ELC has conducted awareness program aimed at motivating the youngsters who are eligible to be registered as a voter, to register themselves as the voter and to cast their vote whenever the opportunity comes and to help them to understand the importance of their right to cast vote and the importance of casting the vote.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Most of the freshers entering the university are 18 years of age or above and are eligible as new voters. The ELC conducted orientation and awareness programs for students above 18 years who are to be enrolled as voters to sensitize them about democratic rights which include casting votes in elections. The Club also conducted electoral audit to identify the students already enrolled as voters and the students

	who are 18 years of age or above and are yet to be enrolled as voter.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1070	936	1043	1051	699
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
202	310	356	312	168
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	35	39	37	29
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 101

File Description	Document
Institutional data in prescribed fomat	**View Document**

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2240.75	916.26	949.83	1735.08	1956.07

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

The curriculum designed and developed at Birla Global University (BGU) is multi-dimensional and holistic in impact, dynamic in nature and relevance.

Curriculum Design and Development

The university has well-defined systems, processes and structures for effective curriculum design and development. The syllabus is benchmarked with the syllabus of some of the best universities in the world. The faculty and the industry experts exchange ideas regarding necessary changes in the syllabus. Feedback from the stakeholders is obtained and analysed. It is ensured that every faculty is engaged in this important academic exercise. After the review of the syllabus in the BOS, the updated syllabus is placed in the Academic Council for their approval.

The process of curriculum design and development is illustrated below:

- **Choice-Based Credit System (CBCS)/Elective Course System (ECS)** has been implemented in all programmes since the inception of the university.
- **Outcome-based Education of POs/PSOs/COs:** The curriculum is designed as per the Outcome-based Education (OBE) teaching-learning with well-defined Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs).
- **Employability, Entrepreneurship, and Skill Development:** The university remains dedicated to ensuring that all the courses have adequate components on employability, entrepreneurship and skill development, enabling them to inculcate real-world competencies. Over 80% of the curriculum focuses on employability/skills/entrepreneurship.
- **Continuous Internal Evaluations (CIE)** are carried out in various modes to assess the performances of the students.
- **Local/Regional/National & Global Developmental Needs:** The university has collaborated with industries to offer cutting-edge courses such as Analytics, AI, IKS and Cyber Security to the students. The students are free to opt for courses from online platforms like Coursera, Swayam, and Infosys Springboard. A unique course titled "Social Immersion Projects" is offered to the students with SDGs in the syllabus.
- **Curriculum as per NEP 2020:** The university has introduced three-year and four-year multidisciplinary UG programmes with multiple entry and exit options. Academic Bank of Credit (ABC) has also been implemented.

Curriculum Planning and Implementation

The university ensures effective planning and curricular transactions before the commencement of a programme. University-level academic calendar, school-level timetable, preparation of session plan and teaching-learning materials are done and shared with the students before the start of the classes. Categorization and levels of students are assessed before the start of the classes. Two weeks of orientation are conducted, during which foundational knowledge is discussed. Summer Internships and industry tours are organized as a compulsory part of the curriculum. Experiential teaching-learning is given the highest importance. The course feedback is collected from the students at the end of a semester.

File Description	Document
Provide Link for Additional information	[View Document](#)

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The curricula are designed to offer employability/skills/entrepreneurship with the right blend of knowledge, skills, and attitude. The syllabus is updated as per the latest industry trends, practices and needs. The syllabus revision over the last five years is 27%, ensuring its industry relevance and new courses are added yearly to match the contemporary requirements.

Focus on Employability & Entrepreneurship Skills

Soft skills and Communication skills courses run parallel with the domain-specific courses to train the students to improve the above skills, confidence and interpersonal skills. Courses on Developing Self for Corporate Readiness, Personality Development for Corporate Readiness, Creativity, Communication & Career Preparedness, Business Communication & Presentation, Technical & Visual Communication and Business Writing Skills aim to enhance the student's employability skills like personality, team spirit, leadership, adaptability, and flexibility, besides honing the students' GD & PI skills.

Students' oral and written communication skills are critical dimensions in the curriculum that point directly towards students' communication skills, which are among the top employability skills. All these are rigorously practised in small groups in an advanced language lab. The students practice LSRW skills fundamental to improve communication skills. Separate courses on writing skills are integrated into the curriculum to improve students' business writing skills.

The curriculum adequately focuses on Entrepreneurship. Workshops and training programmes are organised by nationally acclaimed organisations to impart the students hands-on training on entrepreneurship and innovation.

New Courses on Present-day Requirements

The syllabi are revised yearly to bring in new courses as per the latest industry and present-day requirements. Courses on Analytics, Excel (Basic to advanced), Web Design, SPSS, R, Programming, Tableau, Graphics, AI, Machine learning, and similar application-oriented courses are compulsory components of the syllabus. The university ensures that the students develop adequate computer competency, an obligatory part of the curriculum, irrespective of the domain to which a student belongs. On the other hand, courses on environment and sustainability have been integrated into the curriculum to create consciousness among students.

Summer internships, Projects, Industry Visits and Field Studies are mandatory components of the curriculum. Besides, Group Discussions and Mock Interviews are conducted regularly as part of the syllabus to help students understand the latest industry practices and demands among the students. All the above practices have resulted in satisfactory campus placement during the last five years.

File Description	Document
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 26.94

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 565

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years :**

Response: 2097

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The university's primary goal is to provide holistic education and inculcate good citizenship values among its students so that they can be moulded with optimistic and pragmatic outlooks inspired by the spirit of service and respect for society and the environment for holistic thinking and sustainable living. The aim is to inculcate in them a practice of the above, contributing immensely to community development, societal consciousness, well-being and nation-building.

Value Frameworks in NEP 2020

The National Education Policy (NEP 2020) recognizes the need to address environmental challenges and instils environmental consciousness and sustainability in education. The university promotes environmental education and the integration of environmental issues into the curriculum. Environmental Studies course runs through all the programmes to create awareness of environmental issues and their possible repercussions.

The university recognizes the significance of Sustainability, Professional Ethics, Human Rights, & Values to shape a human character and such courses are integrated into the curriculum. Various activities are also conducted to create awareness about preserving the environment and to make the students socially more conscious.

Multidisciplinary Curriculum

NEP 2020 promotes a multidisciplinary approach to education that prepares the students to be future-ready. Three multidisciplinary courses, such as Gender Justice, IPR, Photography, Film Making, Cyber Security and Personal Financial Management, are integrated into the new UG curriculum, offered from one programme to the other.

Gender & Women's Issues

The curriculum adequately focuses on gender and women's issues, and through these courses, the students are inculcated into the right values, respect for all genders and service to the community.

Seminars and conferences are organized to discuss gender and women's empowerment & Sexual Harassment issues.

Sustainable Development Goals

The students are familiarized with the United Nations' Sustainable Development Goals (SDG) through courses such as "Social Immersion Projects" to develop self-reflection and the right attitude towards their civic responsibilities in achieving SDGs. Various beyond-classroom activities are organized to develop students' deeper connections to society and rural lives through outreach programmes such as Observance of Water Day, Women's Day, Blood Donation camps, Cleanliness Drive, Summer Camps for Rural Students, and many activities throughout the year

File Description	Document
Provide Link for Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 16

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 91.67

1.3.3.1 **Total Number of programmes that have components of field projects / research projects /**

internships (without repeat count) during the last five years

Response: 11

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 12

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 51.41

2.1.1.1 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
810	780	690	690	570

2.1.1.2 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
507	266	276	412	359

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 16.13

2.1.2.1 **Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
112	43	32	55	42

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
404	388	343	343	283

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

In order to cater to students from heterogeneous academic backgrounds BGU meticulously resorts to an array of initiatives to ensure enhancement of learning levels amongst students.

Immersion & Bridge Courses - The university assesses the learning levels of students through bridge courses, classroom observation, and class performance. The objective of Bridge courses is to

- Ensure a strong foundation
- Acclimatize students on various selected courses
- Reduce the knowledge gap
- Increase clarity/understanding.

Mentor-Mentee system – is a powerful personal program focused on the enhancement and sharpening of Personal, Academic, and Professional competencies of students.

This system focuses on sustained physical/mental well-being, goal setting, career development, and aspirations.

Effective Classroom Teaching & Delivery – Use of a blend of pedagogical tools like case studies, role plays, games, quizzes, audiovisuals, documentaries, PowerPoint presentations. Faculty members also use ICT-enabled tools for effective teaching & delivery.

There is facilitation of list of textbooks, reference books and other reading materials by Students/Faculty

members.

Expert lectures by professionals from Industry, Corporates and other Eminent persons of society are organized on a regular basis.

Continuous Internal and External Evaluation - of the students is done in all programmes through internal examinations, presentations, assignments, lab, surprise tests (verbal, written, case study, quiz), role-play and end-semester examinations.

Hands-on/Practice-Based Learning – Student-centric methods such as experiential learning, participative learning, and problem-solving methodologies are used to enhance student learning experiences.

Co-curricular activities like debates, elocution, quizzes, group discussion, brainstorming sessions, etc. help the students in the holistic development of their personality.

Further, Students get an opportunity to sharpen their interpersonal skills, problem-solving, team skills and leadership skills through active participation in the following:

- *Committees*
- *Conduits*
- *Clubs*

Measures for Different Types of Learners

Students are categorized based on learning levels as advanced learners (above 80% marks), average learners (60-80% marks), and slow learners (below 60%)

Measures for Slow/Medium Learners - Special efforts are taken to cater to the differential learning needs of students. Slow learners are provided with:

- Tutorials/Remedial classes
- Mentor-mentee
- Peer learning
- Digital and mobile app-based library
- Trilingual method of teaching

Measures for Advanced Learners

Advanced learners are provided with the following which helps them in developing high cognitive levels:

- Nomination to participate in seminars
- Student representation in Cells and Conduits
- Peer mentoring
- Student club participation
- Research opportunities

File Description	Document
Provide link for additional information	[View Document](#)

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 25.48

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

To infuse and inculcate real-world professional competencies, multiple opportunities for hands-on/practice-oriented learning are facilitated for students. Student-centric methods such as experiential learning, participative learning, and problem-solving methodologies are used to enhance the learning experience and enable the students to understand, visualize, comprehend, conceptualize, apply, and analyze. Effective teaching-learning is ensured through integration and frequent/regular use of ICT tools and platforms.

Our recipe of success is a perfect blend of theory and experiential learning. The pedagogy adopted while conducting various courses is rationally designed to involve academic seriousness and practical application.

The outcome of these concerted efforts leads to enhanced acceptability of students in the industry.

The classroom teaching includes sessions by qualified and experienced faculty who are known for their dedication to teaching and research.

Faculty members also correlate industry experience with the students to understand various theories and guiding principles.

The students learn about the practical application of the theories through case study analysis, individual live projects, group project assignments, and industry/field visits at different stages of the programme.

Moreover, live projects, internships, and regular interactions with industry experts who are invited to deliver special lectures, provide students with real-life inputs about the corporate world.

The students are also subjected to simulation exercises, games, quizzes, role plays, etc. which are illustrated school-wise below:

School	Experiential learning	Participative learning	Problem solving
Management	Project Work	Group Discussion	Cases
	Industry visit	Group Assignment	Problem solving in quantitative papers
	Field visit	Seminars	Simulation
	Social Immersion	Guest Lectures	
	Communication Lab	Role Plays	
		Presentations	
Commerce	Industry Visit	Group Assignments	Cases
	Lab	Seminars	Problem solving in quantitative papers
	Project Work	Group Discussion	
		Guest Lectures	
		Presentations	
Law	Moot Court	Group Assignment	Cases
	Project Work	Seminars	
	Field Visit	Guest Lectures	
		Role Plays	
		Presentations	
Communication	Project Work	Group Assignment	Cases
	Field visit	Seminars	
	Media Lab	Guest Lectures	
		Role Plays	
		Presentations	
Applied Sciences	Computer Lab	Group Assignments	Projects
	Industrial visit	Seminars	Simulation tools
		Guest Lectures	
		Presentations	

Frequent use of ICT-enabled tools is used by faculty members in classroom teaching to enhance learning experience and levels. The University has resorted to the availability and use of the following ICT-enabled equipment:

- All classrooms are ICT-enabled (8 Smart Classrooms)
- Use of online platforms for conducting quizzes
- CAMU app for uploading assignments and attendance
- The University resorts to both online & offline modes of teaching
- Computer Labs, Language Lab, Studio
- Webinars
- Automated library along with Android App
- Online resources – Coursera, Databases & other electronic resources etc.

File Description	Document
Provide Link for Additional Information	[View Document](#)

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The University enables constructive interaction, guidance, and mentorship of students by the faculty. It also provides a reliable and comprehensive support system to motivate students to excel in both academic and non-academic fields at BGU.

As mentors, the faculty mentors are required to do the following:

- Identify strengths and weaknesses of the student mentees by using SWOC (Strengths, Weaknesses, Opportunities and Challenges) analysis
- Identify hobbies and fields of their interests.
- Conduct periodic Mentor-Mentee Meetings, interact with Mentees to motivate them to improve their results and maintain records of interactions.
- Analyze their academic performance, percentage of class attendance and psychological needs and guide them accordingly.
- Review Mid-Semester attendance of all mentees and meet all those who failed to attend more than 80% of the classes held and advise them to attend all remaining classes. If necessary, parents of those students should be contacted and informed about the same.
- Conduct regular counselling sessions for building discipline among the mentees, at least once in two months. Critical cases requiring professional psychological counselling support should be referred to the Faculty Counsellors or Your dost - a professional agency engaged by BGU.
- Encourage the mentees to participate in multi-skilled activities such as curricular, co-curricular, and extra-curricular activities.
- Collect feedback from the Mentees to strengthen the feedback system and achieve desired results

on different aspects.

The mentees meet the faculty mentor in the office and can connect on the phone. The meeting between mentor and mentee is conducted on a one-to-one basis. A formal Mentor–Mentee meeting of a batch/program is conducted at least once in three months. However, a mentee can also meet the mentor informally as and when required.

File Description	Document
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 65

2.4.1.1 **Total Number of Sanctioned year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
66	62	52	52	48

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 58.42

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 59

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 18.48

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 776

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 last date of declaration of results during the last five years

Response: 14.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	16	13	22

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.37

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	2

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
202	310	356	312	168

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

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

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

BGU follows the Outcome-based education under the choice-based credit system (CBCS) curriculum across all programs offered. It strives to achieve desirable outcomes (in terms of knowledge, skills, attitudes and behavior) at the end of a program. This entails a regular methodology for ascertaining the attainment of outcomes and benchmarking these against the program outcomes (POs).

The Program Outcomes (PO) are achieved through Course Outcomes (CO) for each course, which is incorporated in the syllabus. The attainment of Program Outcomes (POs) is measured by considering 90% from the attainment of Course Outcomes and 10% from Indirect Survey done through Student feedback.

Writing of COs: Course Outcomes (COs) are written for all courses. It also helps the faculty in designing suitable delivery and assessment methods to achieve the designed COs. New COs are developed when a new course is offered and existing COs are revised upon feedback from stakeholders.

Process:

Before starting of the classes, the program office shares the session plan of all the courses with the students. The instructors also discuss the flow of the course through a session plan and apprise the students about the Course outcomes (COs) that has been mapped with the Programme outcomes (POs).

- CAMU app implementation
- Syllabus updated with CO-PO
- Course files
- Syllabus available in the library
- Mapping of CO-PO attainment

The PO's, CO's and PSO's of the various programs of the University have been made available in the website also.

File Description	Document
Provide links as Additional Information	<u>View Document</u>

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 98.51

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

Response: 199

File Description	Document
Institutional data in the prescribed format (data template)	<u>View Document</u>
Provide Links for any other relevant document to support the claim (if any)	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.78

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The University is seven years old and at a nascent stage. Conscious steps have been taken to develop a strong foundation to create a research ecosystem that leads to publication of research papers. University monitors, promotes, and enhances the Faculty's research oriented activities. The University has a well-defined "Research Promotion Policy" to create a temperament and promote Research orientation and other capacity building initiatives.

University is equipped with a, "seed fund policy" and "Code of Ethics Policy" for maintaining academic integrity and safeguarding researchers from unethical practices such as plagiarism and malpractices. University provides financial support to their faculty members in form of 'Seed Fund' for attending conferences, capacity building and minor research projects.

To encourage multidisciplinary applied research, the University takes a systematic approach to establishing and maintaining research facilities. The university has a well-equipped library, online databases, e-journals and books, research datasets, high-speed computers with high-speed internet connectivity, statistical (SPSS), qualitative, and bibliographic software (VOS Viewer), and so on. University also subscribed J-Gate, CMIE, Pro-Quest, IBI, Manupatra, and SCC databases etc. University has also purchased software such as SPSS, Urkund, and Turnitin to aid in the research and to prevent the malpractices.

The Research and Development Cell - University has distinguished professionals in the Research and Development cell; they advise on how to align its research vision with international norms. University also appointed Doctoral research committees and keeps a careful eye on the quality of the Doctoral research Programme through them. The University periodically offers training and orientation programmes for its faculty members and students in order to enhance their capacities in emerging areas and perform high-quality research.

In the last 5 years University has 134 publications in Scopus, WOS, UGC Care database. Research publications have shown an incremental trend in the recent years which shows the positive outcomes of the implemented policies and ecosystem. Faculty members are publishing quality research papers in good journals. Faculty members engage into writing research Papers in collaboration with the other Universities which is also beneficial for transfer and sharing of knowledge. Due to the Quality research of faculty, number of citations are also in incremental order at a total 333 citations.

File Description	Document
Provide links as Additional Information	[View Document](#)

3.1.2

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

Response: 0.3

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	1.5	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 0

3.1.3.1 **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 0

3.1.4.1 **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 37

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0

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

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the

creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

As embodied in the Vision and Mission statement, the University has been dedicatedly prioritizing the area of Research and Innovation and have established an ecosystem for research, innovation, and entrepreneurship which is at a nascent stage. Within a short span of time the following initiatives have been taken:

Centre for Innovation: University registered for the Institution of Innovation Council (IIC), National Innovation & Startup Policy (NISP) for Faculty and Students and Atal Ranking of Institutions on Innovative Awareness (ARIIA). (February 2021).

In September 2021, University registered a startup under NISP called **'Palan Poshan Paryavaran'** with Startup India (Exploration Stage) University was selected for hosting Impact Lecture Series' under the Ministry of Education.

University prepared **three Project Concept Notes with Fablab facility of STPI** Bhubaneswar Electropreneur Park, incubating 25 MBA students from Batch 2021-23 on the following startup ventures as a non-binding partnership between BGU, STPI Bhubaneswar and Palan Poshan Paryavaran-

(I) FishIt

(II) AgriMeant

(III) Fish Bond

Indian Knowledge System: The university also promotes the Indian Knowledge System through integration as a course in the second semester of all U.G programmes from the academic year 2023 – 24. University has organized a webinar to make students and faculty, aware of India's historic traditions and instill feelings of respect and values that we have as Indians.

Intellectual Property Rights: The University has established a dedicated IPR Cell. This Cell is responsible to create awareness regarding the Intellectual Property Rights, procedure for its protection and consequences for the breach of it. This cell is also provides IPR services to all students, researchers, and faculty whenever it is needed. Certain workshops and seminars on various issues linked to intellectual property protection through patents, copyrights, trademarks, and other forms have been organized by the university to sensitize and nurture faculty, researchers, U.G and P.G students.

Initiatives Taken by University for Skill Development: The University has taken adequate measures for capacity building on Language, Communications & Soft Skills other than offering various value added courses organically and through platforms like Coursera, Infosys Spring Board, NPTEL. To mentor and channelize the young students, the University hires dynamic and vibrant young professors as well as engages senior industry experts give students relevant & rational industry insights.

Faculty members are given time off and financial assistance to attend Orientation and Refresher Courses. Faculty and students have free, unrestricted, and remote access to the University's library resources. Distinguished and eminent teachers from India and outside connect with the faculty and students on a

regular basis through invited presentations, networking, and collaborative research initiatives. The university also has a good number of Memorandums of Understanding and joint research initiatives with other national and international universities.

File Description	Document
Link for Additional Informationa	[View Document](#)

3.3.2

Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years

Response: 07

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)**
3. **Plagiarism check through sofware**
4. **Research Advisory Committee**

Response: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Total number of Patents awarded during the last five years

Response: 4

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 0.29

3.4.3.1 **How many Ph.D s were awarded during last 5 years**

Response: 4

3.4.3.2 *Number of teachers recognized as guides during the last five years*

Response: 14

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

3.4.4

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 1.08

3.4.4.1 **Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 109

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.49

3.4.5.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 49

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

3.4.6

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. *Any other Government initiative*
6. *For institutional LMS*

Response: E. None of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 4.43

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: 9

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 59.4

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2022-23	2021-22	2020-21	2019-20	2018-19
30.22	12.14	9.46	0	7.58

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

Birla Global University is committed to serve society through different platforms and ensure Holistic development and impact. The University organizes extension activities in the neighborhood community that sensitizes students towards community issues, gender disparities, social inequity, society welfare, etc. and inculcates the moral principles in students for community development, social values and commitment towards society for the purpose of holistic development of students and to nurture them with good citizenship values. A brief description of some of the student-led societies is as under:

National Service Scheme (NSS) - The National Service Scheme (NSS) cell of the University started in February 2022 with 100 volunteers. Presently, the NSS cell comprises more than 400 active volunteers across two regularly funded units and two Self-Financing Units (SFUs). Since the inception of the NSS cell at BGU, the volunteers have observed and organized multiple events.

Pro Bono Club - The Department of Justice, Ministry of Law and Justice, Government of India, has launched the Pro Bono Club. The Pro Bono Club Scheme's major goal is to increase the efficiency and quality of Pro Bono legal services by assisting Pro Bono advocates through competent law students known as Pro Bono Associates.

Youth Red Cross- The Indian Red Cross Society's Youths Branch, or YRC, is a fair, unbiased, and independent youth organization. The goals of YRC are to encourage community members to practice good health, hygiene, and sanitation to ward off disease, to foster friendships on a national and international scale, and to foster leadership qualities in young people. YRC, BGU has received the award for organizing Blood donation camp.

Rotaract Club – The aim of Rotaract Club is to bring people together to share ideas with community leaders and to grow in their leadership and professional abilities. Through kindness and service, it encourages students to grow personally and professionally, to solve community problems, and to promote worldwide understanding.

Corporate Social Responsible (CSR) Scheme- CSR brings about awareness and sensitivity in the students and serves society by organizing different programmes to serve the society.

Legal Aid Society– Birla Global University has a well-established Legal Aid Society and this society is dedicated to promote social justice, equality & make people aware regarding their rights & duties through various activities.

Electoral Literacy Club- ELC is the platform that engages students and people in villages in fascinating activities and hands-on experience to educate them about their voting rights. It is created with a purpose to aware and secure the participation of youth & future voters who are pillars of Indian democracy.

Green Club- The Green Club is dedicated to raising public awareness about environmental conservation and protection by organizing green events. The committee also promotes a green lifestyle among the general public by raising awareness of the relevance and necessity of a green environment.

Besides these societies, each department conducts Seminars, Workshops, Talks, Field trips, etc. to sensitize students and teachers also work to inculcate these values in their classroom teaching and as living examples.

The University's Extension and outreach activities have demonstrated commendable results. These initiatives have bolstered community partnerships, enriched student experiential learning and promoted holistic development of students. The engagement and empowerment of stakeholders through these programmes have contributed to the holistic development of students through social inclusion.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years

Response: 77

3.6.2.1 **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
47	18	01	9	02

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Response: 289

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

The University campus is spread across 30 acres, with nine blocks of buildings. The main Administrative Block, flanked on both sides by two Academic buildings each with walls of yellow stone cladding, inspired by the ancient Odia style of Architecture, looks majestic.

More than 50% of the area is kept green in the campus with the existing philosophy of learning in the lap of nature. The buildings set among lush-green landscaped gardens, have been designed to provide high standards in all respects. University gives immense importance to traditional Odia Architecture by having an art gallery in the activity plaza in the Administrative block.

Teaching facilities include world-class air-conditioned classrooms fully equipped with multimedia facilities – based on participatory style of learning. There are five blocks of buildings for academic purposes.

PHYSICAL FACILITY	COUNT	REMARKS
Classroom	28	8 Interactive Digital Board
		20 ICT enabled
Lab	5	1 Language Lab, 3 IT lab & 1 Data Science Lab
Library	2	BGU Central Library & BSoL Library
Moot court	1	in Law Block
Conference Room	1	in Law Block
Seminar Hall	3	1 in Admin Block, 2 in Law Block
Video Production Studio	1	in Design Block
Internet Radio Station	1	in Design Block
Total Physical facility	40	All ICT Enabled

ICT enabled facilities include Fully-residential, air-conditioned and Wi-Fi campus with state-of-the-art infrastructure. Classes enabled with AC, Projector/Interactive digital board, CPU/Desktop monitor/keyboards/Mouse, LAN/Wi-Fi, collar mike, Audio-video facility and sound system.

Library automation work was initiated in 2016 since the establishment of the university. There was earlier New GenLib Library Software (from 2016 to May 2023) now KOHA Library Software (May 2023 onwards) and a mobile application named M-library. On-line Resources are ProQuest: creates indispensable research solutions that connect people with vetted, reliable information. It also provides access to over 90 Newspapers and Magazines including many which are not found in BSE. Another online resource is J-Gate Social & Management sciences: J-Gate is an electronic gateway to global e-journal literature. Launched in 2001 by Informatics India Limited, J-Gate provides seamless access to millions of journal articles available online offered by 8,750 + Publishers.

Sports and recreation facilities are provided by the University to promote physical fitness, team-work and the spirit of camaraderie .

PHYSICAL FACILITY	COUNT	
Football Ground	1	
Basketball Court	1	
Badminton Court	2	
Cricket Ground	1	
Volleyball Court	1	
Yoga Centre	1	
Gym	1	
Indoor Games(Table Tennis, Carrom, Chess, Fun Games)	1 each	

In short, Classrooms, MultiMedia studio, offices, residential accommodation, gymnasium, play fields, cafeteria and health-centre with all modern amenities are key features of infrastructure of University.

File Description	Document
Provide the link for additional information	[View Document](#)

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 20.68

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
804.23	24.89	40.70	185.50	557.38

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

There are two libraries at BGU. One is the BGU Central Library (BGUCL) which is an essential component of the Knowledge Centre of BGU's research and education mission. The combination of carefully selected print and digital resources via browsing interface, supported by exceptionally fast response service. The other one is the School of Law library which is a well-equipped library with access to facilities for academic learning. The records of all the activities and clubs at BSoL are kept in the library. The Student Bar Association (SBA) also has a committee for library reforms also.

Both the **Libraries are automated** with digital facilities using Integrated Library Management System (ILMS). Library automation work first initiated in 2015 for Central Library and in 2018 for Birla School of Law library with NewGenLib Library Automation Open Source Software using NGL Core Engine version 3.1.1 Discover supported by M/S Verus Solutions Pvt. Ltd., Hyderabad. This software covered the maximum required features expected from a Library Automation Software, like cataloguing of books, circulation of books, and acquisition of new books, membership record management, OPAC, Reports, etc. Due to additional features in KOHA LMS and less support & upgrade issues in NewGenLib, migrated from NewGenLib to KOHA LMS on 26 May 2024. KOHA LMS version 22.05.05.000 has features like Cataloguing of books, Circulation of books, Patrons, Acquisition, OPAC & Web OPAC, Reports, Tools and KOHA Administration for defining and updating the library rules and customization support.

Adequate subscription to e-resources and journals are made in both the libraries. BGUCL has subscribed to offline resources of 37 Journals, 9 Magazines, 9 Newspapers and 18120 Books. BGUCL has subscription to online CMIE ProwessIQ, ProQuest ABI, J-Gate SSH, India Business Insight, Sage Journals, Harvard Business Pub. BGUCL has membership of DELNET & British Council Library & has Open access e-resources like DOAJ, DOAB & NDLI. It has access to Government of India Initiatives like e-PGPathshala, e-ShodhSindhu, INFLIBNET, Shodhganga, Shodhgangotri ,Vidwan & NPTEL. It has access to Urkund software for plagiarism check and trial access to QuillBot; Statista (Trial Activated for 15 Days. From 07-Dec-2022 To 23 Dec-2022); JSTOR (Trial Activated for 1 Month. From

14-Dec-2022 To 14 Jan-2023). BGUCL E-library also provides access to last year's question papers to students and faculties. BSOL has subscriptions to online resources like ProQuest, J-Gate, SCC Online, AIR Online, Manupatra, EBC Reader. BGU e-Library Mobile App may be downloaded by typing the "M Library " in Google Play Store by students and faculties with. User "bgu email ID" and Password and the same can be used via website URL https://bgu.knimbus.com.

In terms of usage, the library is optimally used by faculty and students. The annual average per day usage of resources by students and faculty offline is 94 & online is 76 which comes out to be a total average of 170 in year 2022-23. In terms of percentage, it is 16 % of the total number of students and faculties at BGU.

Both libraries are enriched with digital facilities and computer systems. Free access is made available to the students, research scholars, faculty, staff and visiting faculties. The library frequently displays and exhibits various books, newly arrived books and magazines.

File Description	Document
Provide the Paste link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.77	15.04	14.44	37.22	40.33

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The University's computing facilities include computer hardware, software, email (google workspace), information resources, intranet and Internet access facilities, collectively called "Information Technology (IT)". IT infrastructure manages all on-site enterprise data centers, voice communications, communications infrastructure, and associated supporting technologies.

Block		System	Printer	Scanner	Projector
Management Block	IT Lab	43	2	1	1
	Language Lab	31	0	0	1
Design Block	Digital Excellence Lab	26	0	0	1
Extension Block	IT Lab	37	0	0	1
School of Law	IT Lab	9	0	0	0
TOTAL		146	2	1	4

Resources of IT infrastructure of all schools are handled, maintained, and documented by the IT department. Recognizing the value of technology in education, BGU has excellent IT infrastructure. BGU uses IT to provide its primary industries of education and research a competitive edge.

For hassle-free digital education, there are 28 ICT-equipped classrooms with high-end audio systems, 7 Smart TVs, 8 Interactive Panels, Biometrics (10Nos), and LAN connection in each class. The seminar hall, library, Moot court and labs are also ICT enabled.

The IT department has 4 computer labs and 1 language lab and other equipment that include computers, laptops, printers, scanners, projectors, software, collar mike, digital cameras, photocopiers, pen drives, Mouse, Keyboard and Android smartphones for taking pictures and creating films, among other things. The internet bandwidth at campus is 1000 MBPS (1 Gbps) and the total number of systems available for academic use are 207.

Upgradation of IT infrastructure is also done by University from time to time. For instance, from 2016 to 2022, all the classrooms had projectors for teaching-learning and in 2023, 8 interactive panels were added in 8 classrooms across the schools. The internet band width is recently upgraded on 11.08.2023 from 300 Mbps to 1000 Mbps.

The Institute is equipped with an IT policy to ensure smooth and incremental operations and adoption to various emerging technological requirements. . All stakeholders are facilitated with continuous services as a result of the of efficient governance mechanism. The BGU IT infrastructure consists of a centralized data management system ERP CAMU, OLT for Examination, Tally for Accounting and Fretbox for Hostel management), Wi-Fi campus, a learning management system with e-contents (study materials in the form of audio, video, and PDF files) accessible at the college website, and online courses delivered

through Google Classroom, Google Meet, Zoom, Jam Board, and other platforms. The budget allocation

for IT is in line with the existing requirement and foreseeing the future ones.

The Maintenance of digital equipment (Pen drive, Dongle, Wi-fi router, Printers, and Scanners, Digital Writing Pad Webcam, Hybrid Camera Conference system) used by various schools, including copiers, computers, laptops, and digital equipment are maintained internally and externally via AMC.

The BGU network, together with the associated engineering and support divisions, are under the control of IT Infrastructure. All the users who study and work on the BGU campus, including in classrooms, libraries, labs, dormitories, seminar halls, etc., receive dependable and smooth services and enhanced user experience. Reliability, scalability, and cost efficiency are built into BGU IT services.

File Description	Document
Provide the link for additional information	[View Document](#)

4.3.2

Student - Computer ratio (Data for the latest completed academic year)

Response: 5.94

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 180

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3.3

Institution has the following Facilities for e-content development and other resource development

1. Audio visual center, mixing equipment, editing facilities and Media Studio
2. Lecture Capturing System(LCS)
3. Central Instrumentation Centre
4. Animal House
5. Museum
6. Business Lab
7. Research/statistical database
8. Moot court
9. Theatre

10. Art Gallery

11. Any other facility to support research

Response: A. Any 7 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 77.65

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)*

2022-23	2021-22	2020-21	2019-20	2018-19
1413.75	876.34	894.69	1512.36	1358.36

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The **University Administration** is responsible for overall policy implementation and budget allocations for maintaining and utilising physical, academic and support facilities. The **General Manager Campus** oversees maintenance activities and coordinates with relevant stakeholders. Academic departments are responsible for the appropriate utilization of academic resources. Support departments ensure the efficient operation of university support systems.

University has Maintenance and Utilization Policy for Academic, Physical and Support facilities. The University is committed to providing a safe, functional, and conducive environment for academic and research activities. This policy aims to ensure the proper maintenance and optimal utilization of physical assets, academic resources, and support systems to enhance the overall stakeholder experience.

The **Maintenance Categories** are Preventive Maintenance (Regular inspections and upkeep to prevent breakdowns), Corrective Maintenance (Addressing repairs as they arise), Routine Maintenance (Scheduled maintenance tasks) and Major Repairs/Upgrades (Extensive repairs or upgrades that impact functionality).

There is a **Maintenance Procedure** which includes the following - Maintenance requests can be submitted through an email. Emergency maintenance requests are addressed promptly and are taken over mobile phone, extension number and maintenance whatsapp group also. Requests are prioritized and assigned to maintenance teams. Regular maintenance schedules are communicated to departments. Maintenance completion is documented and reviewed.

There are **Utilization Guidelines** for Academic resources (labs, libraries, classrooms, Mess and sports) that are reserved with respective departments and are framed on walls of labs, libraries, classroom and Mess for students to read and abide. For example- Shared spaces to be used responsibly and left in proper condition, Equipment to be used according to guidelines and reported if damaged, Utilization of resources are aligned with academic and research objectives.

For **Safety and Compliance**, the University takes following measures - Maintenance activities prioritize safety and adhere to building codes and regulations; Inspections are conducted to identify safety risks and compliance gaps & Regular fire drills and safety training are conducted.

The University is also focusing on **Sustainability** by Maintenance activities aimed to reduce energy consumption and waste, Green building practices are followed in upgrades and construction & Efforts are made to source environmentally friendly materials. University has rain harvesting pits and the same water is utilized for gardening.

Maintenance budgets are allocated based on asset requirements and strategic priorities by the University. The Budget decisions align with the university's long-term goals.

Clear communication channels are maintained for maintenance requests and updates. Departments are informed of maintenance schedules and disruptions in advance. Annual reports on maintenance activities and asset conditions are shared.

The Maintenance and utilization Policy for Academic, Physical and Support facility is subject to periodic review to ensure relevance and effectiveness. Feedback from stakeholders is considered for policy enhancement.

File Description	Document
Provide the link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 16

5.1.1.1 *Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
183	390	170	18	07

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Birla Global University focuses on the all-round development of students and facilitates ample opportunities for career counseling through formal and informal platforms. The university follows a systematic approach that starts from the day of admission. Facilities are provided to inculcate skills with technical and leadership abilities simultaneously with career guidance.

The university is equipped with an active Center for Corporate Relations – CCR responsible for Student internship and placements. Pre-placement talks are organized by the Center for Corporate Relations to counsel the students. Professional development activities along with regular counseling, assessment, practical interaction, follow-up, consultation, and referral help for professional development and guidance are facilitated.

Centre for Career Advancement has been established with the objective of providing Career Advisory

Services at every school level represented by various faculty in charge. Dedicated slot has been provisioned at school level time table to ensure continuity of practice.

A 'Mentor-Mentee' system is followed where 15 to 20 students of classes are allocated under a faculty for regular academic, personal, and professional guidance and progression. The Mentors also suggest and prescribe various Value Added courses for Students keeping their competencies and areas of Interest in mind. Correspondingly, it also helps the faculty to understand the needs of the students clearly and accordingly plan, and prescribe various skill improvement measures. Students cultivate the necessary competencies and skills in the area of their interest.

The University has developed a strong industry-academia linkage under which regular professional development programmesand industry expert talks are organized. This creates a platform for the students to interact with industry experts directly. This not only supports the students to understand the current needs but enhances clarity of the industry requirements and motivates students to engage in self & professional -development

In addition to this, different types of training and mock interview sessions on interview skills, GD, awareness of recent trends in career opportunities, and soft-skill development are conducted regularly.

"Your Dost" a professional counselling agency has also been engaged to address specific psychological and mental issues ensuring all round development of students.

File Description	Document
Provide the link for additional information	[View Document](#)

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 38.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	70	94	89	82

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 23.44

5.2.2.1 Number of outgoing students progressing to higher education

2022-23	2021-22	2020-21	2019-20	2018-19
42	85	51	44	0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.3

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 10.39

5.2.3.1 *Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)*

Response: 140

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	0	0	3

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The university follows a decentralized and participatory form of management and operations. Various committees and conduits have been formed facilitate the representation of students through a transparent nomination & selection process. This has been done to enhance transparency, involvement, and positive contribution of students and other stakeholders enhancing efficiency levels of various bodies. The university ensures the participation and involvement of every stakeholder including students and parents.

Participation in academic and administrative bodies/committees/conduits has helped students develop leadership skills, team building, decision-making, time management, self-discipline, etc. This also helps the university to upgrade the existing system of both academic and non-academic activities understanding the inputs and suggestions from stakeholders.

- **Food Conduit:** The Food Conduit members ensure that the quality and variety of food served in the mess is good, i.e. tasty as well as nutritious. Menu is prepared and finalized in consultation with the students, faculty, and staff. A complaint book is available in the mess to record and initiate immediate remedial measures which is carefully tracked and monitored.
- **Cultural Conduit:** BGU Bhubaneswar provides ample opportunities for every student to pursue develop and showcase their talents in the ?eld of art, culture, music, etc. Students are represented as members of the core committee and as volunteers for smooth conduct. Cultural Conduit members are in charge of organizing and conducting various cultural events on campus. The events organized and festivals celebrated are Fresher's Function, *Janmashtami*,

Diwali, Christmas, New Year, *Lohri, Saraswati* Puja, Farewell Party, debates, elocution, quizzes, song and dance competitions, '*antakshari*', fashion shows, music recitals, theatre workshops, mimicry, etc..

- **Sports Conduit:** BGU provides a wide array of facilities to students for indoor as well as outdoor sports like Carom, Chess, Table Tennis, Basketball, Volley Ball, Badminton, Cricket, Football, Kabaddi to name a few. Students are encouraged to engage in several sporting activities throughout the year. The sports conduit also organizes yoga, sports coaching camps, various intramural events as well as inter-college sports events throughout the year and is represented by the student as part of core committee and volunteers.
- **Literary Conduit:** The Literary Conduit works around the year to release '*Darpan' & 'Indradhanush'* the in-house newsletter and magazine. The student committee members are responsible for writing, compiling, and editing the articles about the various activities organized by the Institute and the laurels achieved by students, faculty, and staff in various spheres.
- **Library Conduit:** The members organize library orientation programme for all students of BGU to make them aware of the rich resources available & about the library rules. Besides, they organize book exhibitions and other similar programmes to increase students' reading habits and enrich library resources.

- **Grievance Committee:** An elected member from the students in Grievance committee ensures transparency and effective functioning.

- **Anti -Ragging Committee:** Students representation in Anti -Ragging Committee ensures transparency, and effective functioning.

- **Disciplinary Committee**: Students' representation in the Committee ensures adherence to the implementation of timely, unbiased, transparent, effective dissemination & corresponding actions.
- **Hostel Committee:** Students take care of various requisites of hostel and raise the issues to management and manage the day-to-day issues related to health, hygiene, discipline etc.

- **Alumni Committee:** takes active measures to initiate various avenues for Alumni engagement for the development of Students and the university as a whole.

File Description	Document
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**

4.Any other events through Active clubs and forums

Response: A. All four of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 0

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The university endeavors to build a strong bond with the alumni through various Alumni Connect Programmes. The alumni engagement programmes are planned & organized by a committee known as the BGU Alumni Committee. The committee has taken an active role towards the alumni engagement programmes throughout the year by organizing various events such as the Annual Alumni Meet, Alumni Talk Series & Mentorship Programme to stay connected with the alumni and to bridge the gap between the alumni and the present students.

The alumni provide support to the students through internship opportunities, interaction, and guidance.

The university has developed the BGU Alumni Portal in which alumni engage with each other, know

their batch mates, and post internships and job opportunities for the students. The university alumni portal is integrated with the university's social media platforms. More than 1260 alumni have registered on the portal through which they are updated about the latest events and news. The success stories of the alumni are published on the BGU social media sites as **Our Alumni, Our Pride.**

The Annual Alumni Meet is conducted every year. The Alumni Meet is named as Birla Lumiere. The grand homecoming events took place in 2022 and 2023, both in the hybrid mode in which alumni from the state and outside joined in large numbers. A few alumni from foreign countries also joined the Meet online and interacted with the faculty and students. The university also organizes the Alumni Talk Series and small get-together events. The Alumni Committee organized an event for the passing out batch on the day of the Convocation to make their day more memorable. The alumni formally registered themselves into the BGU Alumni Portal.

The BGU Alumni Association, is registered under the Societies Registration Act of XXI of 1860, bearing No. 687/1820202300140. The university organized the first General Body Meet for the alumni where the latter elected the office bearers of the Alumni Association. The mission of the Alumni Association is to foster a mutually beneficial relationship between the university and its alumni.

Objectives of the Alumni Association:

• To promote an active Alumni Association of University (BGU), Bhubaneswar (hereinafter referred to as "University Alumni Association" and create an active alumni society.

• To promote fraternization amongst alumni of the University.

• To promote socio-cultural interaction between the alumni and their family members.

• To build an active network of alumni across India and overseas.

• To help the University collaborate with the industry for better student placements, potential research collaboration, develop industry-specific course curricula and faculty-industry collaboration.

• To create an awareness about the achievements, contributions, and rich heritage of the University within the media as well as the industry.

• To institute and organize scholarship funds to help the needy and deserving students of the Institute.

• To carry out any act and/or initiatives that would be beneficial to the student community, alumni, and University.

• To undertake all such other activities as are conducive or incidental to the attainment of the above objectives and are beneficial to the interests of the University and/or its Alumni.

Activities and Contributions:

• The alumni are invited to interact with the faculty and express their suggestions on curriculum revision.

- They are invited as Guest lecturers to the existing students on some contemporary developments and career-guiding focuses

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The Apex management remains focused towards aligning and ensuring resilience in the modus operandi of Birla Global University to meet goals embodied in the Vision and Mission statement and relevant emerging needs. The Leadership encourages proactive planning at various levels, adopts various measures which is implemented and supported through allocation and approval of various resources for smooth, continuous and incremental functioning/operations of the University.

The management consciously focuses, monitors, tracks and controls the quality of various initiatives, its sustenance and progression other than bringing about synergy, resilience, and flexibility to cater to various evolving, emerging & relevant, academic/industry needs both for the current and future.

Vision

To create and disseminate knowledge in a global context while pursuing Excellence, Innovations, and Inclusiveness.

Mission

- To globalize through international collaborations and exchange of students and faculty
- To strive for excellence in teaching and research
- To continuously innovate pedagogy and course content
- To encourage diversity and inclusiveness

Values

- Honesty and Integrity
- Empathy
- Transparency
- Freedom
- Respect Collaboration

Implementation of NEP 2020 –

- Initiation of NEP task force in the year 2022 comprising the Deans of all Schools and competent faculty members in order to prepare the guidelines for implementation of NEP 2020 in UG programs across all schools

- Setting broad guidelines along with the Programme Structure and Credit Framework
- Design and Introduction of a multidisciplinary and flexible UG curriculum
- Strengthening the study environment across different schools of the University through training programs for teaching staff for successful implementation and smooth operations

One of the very 1st Universities of the State of Odisha to adopt to NEP 2020 for all UG programs – Academic Session 2023-24

Sustained Institutional Growth

The management of BGU is actively driven towards ensuring sustainable growth by infusing, inculcating Quality across relevant areas through:

- Adoption of NEP 2020 framework for UG Programmes
- Adoption of NAAC Framework
- Audit Mechanism: Undertaking various Audits such as AAA, Green, Energy, Environment, Gender, Electoral, IT, and Financial
- Stakeholder Feedback/Grievance Mechanism: Collecting, analyzing and taking action on the feedback obtained from Students, Alumni, Teachers/Peers and Industry
- Review, Track and Monitor performance of various Schools, Cells, Institutional Bodies, Committees and Conduits etc.
- Allocation, Facilitation and Utilization of various Resources to cater to the evolving needs and requirements

Decentralization and Participative Management

Birla Global University is equipped with a decentralized and participative management structure. The University has well defined organizational hierarchy and structure in place with various designations across various verticals.

The University has clearly defined roles and responsibilities against all designations/portfolios. Alongside various roles and responsibilities, autonomy and authority are also bestowed upon respected employees holding various designations for seamless operations and achievement of multi-dimensional goals and objectives.

The Leadership encourages a participative and democratic culture though Student Representation, and active involvement in most of our cells and committees. Feedback of students, alumni, and teachers are collected and actioned upon enhancing satisfaction and ownership levels.

Strategic planning and execution is in tune with the vision and mission statement of the University macroscopically. The four broad areas of strategy include Academics, Administration, Examination and Finance.

File Description	Document
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The University prepares a long-term Institutional Perspective Plan in order to focus on continuous progress and move towards the fulfilment of its vision, purpose, and core values. The Board of Governors, Vice Chancellor, and Registrar of the University offer strategic direction to the administrative, academic, finance & examination domains of the University macroscopically. The strategic plan revolves around four broad areas – Academics, Administrative, Finance & Accounts, and Assessment & Evaluation.

- **Proactive Planning:** Thorough planning on these core areas before the academic session. The Strategy is multidimensional as it is based on various thrust areas such as - Accreditation and ranking, Teaching, and Learning, Research and Development, Alumni Engagement, Industry Interaction/ Collaboration, Student Development and Participation, Staff Development and Welfare, Entrepreneurship, Library, E-Governance, and Infrastructure Augmentation, to name a few, and is deployed and revised regularly, with input from stakeholders and various academic and administrative bodies.

- **Effective Deployment:** The perspective plan is effectively executed, through various institutional bodies.

Academics	Administration	Finance & Accounts	Assessment & Evaluation
• Board of Studies • Academic Council • Deans of all Schools	• Admissions Committee • Library Committee • IT & ERP Committee • Student Discipline & Welfare Committees • Food Conduit	• Finance Committee • Purchase Committee	• Examination Committee • Students Grievance Redressal Committee

- **Roles & Responsibilities and Execution:** The institutional bodies and committees attached to the academic and administrative wings function as per the roles and responsibilities that have been clearly defined to achieve their respective goals. Various Policies and Standard Operating Procedures have been developed by the University to not only ensure autonomy but also effectively and efficiently guide the institutional bodies to achieve various goals.

- **Policies:** The University's policies represent its governance and compliance structure, as well as its mission, values, and strategic objectives. The University's policies are stakeholder-centered and are designed to create, maintain, execute, and monitor procedures for completing designated functions and strategic objectives. A University Committee at the senior level evaluates various policies and makes suggestions to the Leadership. The policy document is then approved by the University's Leadership before it becomes an official University Policy. Administrative changes, revisions, and provisions are made when needed in response to changes in existing policies, procedures, and service rules.

- **Administrative Setup and Service Rules:** Developed during the inception of the University, the rules, policies, and procedures are revised on a timely basis. Such guidelines foster transparency and faculty engagement. The University has a precise recruitment policy in place. The process followed for the recruitment of regular teaching staff, visiting/adjunct faculty, and administrative and technical staff are as per the norms and standards prescribed/recommended by UGC. There are well-defined service rules as well in the form of working hours and timings for teaching and non-teaching staff, fixing of remuneration as per pay-commission norms, leave rules, attendance system, provision of gratuity, provident fund, mediclaim policy, etc. as per eligibility. The university recognizes the importance of the professional development of faculty related to their area/expertise, teaching, and research. Hence, all faculty members are supported to undergo various professional development programmesand encouraged to enhance their research output.

File Description	Document
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

At BGU welfare starts beyond employment. The University is committed to ensuring employee satisfaction with a clear understanding of its positive impact on creating stakeholder satisfaction. It continuously strives to achieve team spirit and provide an enabling and motivating work culture to the teaching and non-teaching staff. To realize the aforementioned goals there is a proper evaluation system in place both for teaching as well as non-teaching staff.

The teaching staff working at the University are expected to undertake the teaching assignments according to the allocated courses, enhance and enrich their research output, partake in and conduct professional development programmes and conduct training programmes for the corporate executives, and additionally perform other academic and administrative responsibilities assigned to them from time to time. The said parameters are catalytic for the realization of the vision and mission of the University and in line with UGC guidelines for performance evaluation.

Performance Appraisal System: The University has an Annual Self-Assessment for the Performance (ASAP) for its teaching staff. The ASAP format is duly filled by the teaching staff and the same is submitted to respective Deans across schools. Subsequently, the Deans/Heads validate and appraise the performance of each teaching staff and then it is forwarded to the Vice Chancellor of the University.

Welfare Measures: The university is focused on enhancing the work-life of its Human Capital – the teaching and non-teaching staff and fostering the welfare of the employees. The University has the following effective welfare measures for teaching and non-teaching staff:

- Timely disbursal of Salary (1st of every month)
- Monthly Off days on every 1st and 3rd Saturday
- Free medical facilities on campus
- Medical Insurance: For all faculty and staff members
- 7th Pay Scale with Provident Fund
- 24×7 free Ambulance facility.
- Short-term advances from salary
- Paternity Leave
- Well-equipped Gymnasium

- Separate and independent chambers for faculty members and key admin staff
- Cafeteria and Tuck-shop
- Well-furnished staff quarters with 24 x 7 power backup and free housekeeping services
- Gratuity benefit for faculty and staff
- 15 days - Summer Vacation for faculty members
- Financial support for faculty to attend professional development programs
- Full salary payment during COVID-19

Job rotation and leadership roles in committees

File Description	Document
Provide the link for additional information	[View Document](#)

6.3.2

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

Response: 35.16

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**

2022-23	2021-22	2020-21	2019-20	2018-19
03	05	04	32	20

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 45.6

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ *Management Development Programs (MDP)* during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
44	27	9	1	2

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Late Shri. Basant Kumar Birla and Late Smt. Sarala Birla, the founders, and patrons established the Birla Academy of Art & Culture (BAAC) in 1964 which has been vital in establishing the University. University being a self-financed University, follows financial prudence based on transparency, ethics, and integrity. Initial Capital Expenditure was incurred by the promoters and further funding was managed internally. The patrons of the University facilitate resources essential to meet the requirements of the strategic plan and emerging needs.

Proactive Planning: As a statutory body of the University, the Finance committee administers the financial planning, implementation, and control process. The Finance Committee of the University, comprising of the Chairman, Comptroller of Finance, AGM Finance, and other Committee members are assigned key roles and responsibilities essential for resource mobilization and optimum utilization of resources. An internal audit is also conducted to ensure an independent appraisal of the University's financial activities.

Mobilization of Funds: The University mobilizes the resources through Management Development Programmes, Faculty Development Programmes, and rentals from business establishments set up within the Campus, such as rent from the Cafeteria and Nescafe outlet. The University has a robust Research Policy in place that encourages the teaching staff of the University to undertake research projects to mobilize resources for research activities and strengthen the University's research acumen and output. The University is also actively working towards securing consultancy projects.

Budgeting: The University Administration is responsible for overall budget allocations for maintaining

and utilizing physical, academic, and support facilities. Maintenance budgets are also allocated based on asset requirements and strategic priorities by the University. The budget decisions align with the university's long-term goals. Annual budgets are prepared based on a thorough analysis of various needs and in accordance with the University's financial rules and practices. As a result, all administrative and academic heads are being asked to submit their budgets for the coming fiscal year.

Optimum Utilization of Resources: The University has a well-defined procedure in place to monitor the optimal use of available financial resources for improving academic and administrative functions, operations, and practices. The following are the important components of the same:

- Adequate funds are allocated for administrative practices such as physical facilities, IT, Library, Computer Lab, Language Lab, etc.
- Adequate funds are also allocated for effective teaching-learning practices that include partnering with online education platforms such as Coursera, orientation and induction programmes, Workshops, Seminars/Webinars, Interdisciplinary activities, training programmes, and conducting industry visits, industry guest lectures etc.
- Expenditure under various heads is made in accordance with budget provisions agreed by the Finance Committee and the Apex Management. Wherever possible, budgeted amounts are re-appropriated from one head to another with due approval of the Vice Chancellor and Registrar of the University.
- Internal audits are conducted on a regular basis to guarantee continuous compliance with the University's financial rules, as well as administrative and accounting systems.

In order to ensure the best possible use of finances, the university has also formed a Purchase Committee that oversees all recurrent purchases as well as building projects for infrastructure growth.

File Description	Document
Provide the link for additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 0

6.4.2.1 **Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in *Lakhs*)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

To uphold ethical financial practices, abide by legal and regulatory obligations, and inspire trust among stakeholders, the University has had a stringent auditing process in place since its inception. Internal, and external/statutory financial audits are routinely carried out by the University as a key procedure. These audits aid in ensuring accountability, accuracy, and transparency in financial reporting. An outline of both internal and external financial audits is provided below:

1. Internal Financial Audit:

The University's internal audit team conducts an internal financial audit twice a year. Internal audits are conducted primarily for the aim of evaluating the University's financial operations, procedures, and controls for any risks, inconsistencies, or inefficiencies. Internal auditors appointed by the Apex Management offer independent and objective assessments of the University's financial procedures. Internal audits frequently contribute to the improvement of the University's financial management procedures. The key aspects of internal audits comprise the following:

- Risk assessment: To find susceptible areas, internal auditors examine the organization's risk management procedures.
- Evaluation of Controls: Auditors examine internal controls to make sure they are in place to safeguard assets, ensure adherence to policies and regulations, and prevent fraud.
- Review Transactions: Internal auditors review financial transactions and processes to ensure correctness and spot any deviations from standard operating procedures. Recommendations: The audit team makes suggestions for boosting internal controls, bettering financial practices, and reducing risks.

2. External/Statutory Financial Audit:

The statutory financial audit of the University is conducted once a year by an independent and external auditing company, "SINGHI and CO." The appointed firm conducts the audit in accordance with Standards on Auditing (SA's) issued by the Institute of Chartered Accountants of India (ICAI). The main goal of the external audit is to give an assurance to the stakeholders that the University's financial statements reflect its true and fair financial status and performance. Important components of external financial audits include:

- Audit Planning: The external audit firm and the University's financial team jointly plan the audit process, including its scope, examining key financial, and set an audit timeline.
- Examination of Financial Statements: The auditors review and analyze the University's balance sheet, income statement, cash flow statement to ensure they are presented in accordance with accounting standards.
- Verification: The accuracy of the financial transactions of the University is verified by the auditors by examining invoices, receipts, and other evidences.
- Compliance Review: The audit includes a review of the university's compliance with relevant laws, regulations, and guidelines such as tax compliance, funding utilization, and any other specific regulations.
- Audit Report and Recommendations: The audit firm then prepares a detailed audit report detailing their findings, the audit procedures performed, and their opinion. If any issues or deficiencies are identified, the report may also include recommendations for improvement.
- Presentation to Authorities: The audit report is finally presented to the Board of Governors of the University. Based on the findings and recommendations necessary action is taken by the University.

File Description	Document
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

As a quality enhancement and sustenance measure, the University established the Internal Quality Assurance Cell (IQAC) in 2017. Right from its inception, IQAC has been an integral part of

conceptualizing through conscious, consistent, and catalytic improvement in the overall performance of the University.

The IQAC is committed to the internalization and institutionalization of quality enhancement initiatives in the University across various areas teaching-learning, examination/evaluation, research and extension, infrastructure, etc. IQAC also gives stakeholders including Students, Teachers, Parents, Alumni, and Community, a cross-sectional participation in the University's quality enhancement activities.

In essence, the IQAC of the University proactively promotes and perpetuates a culture of quality and continuous internal improvement by consistently evaluating and resorting to remedial/incremental measures on various key aspects of the overall functioning, including academics, administration, finance and examination/evaluation etc.

Some of the contributions are as follows:

• **Institutionalizing Quality Assurance**: The efforts of IQAC are directed towards incremental and sustainable growth of the University. The IQAC has adopted the NAAC framework and ensures focus on the quality of various initiatives, their sustenance, and progression to help establish robust systems, processes, and culture. The objective being bringing about resilience in the overall operations and DNA of the University to meet emerging needs and requirements.

A number of seminars and workshops have been conducted by IQAC for teaching staff, non-teaching staff, and students to orient, reinstate, and achieve the desired quality benchmarks set by the University.

IQAC has resorted to an active audit mechanism as a constructive tool to identify and measure areas of improvement for continuous quality improvement.

• **Teaching-Learning Process**: The IQAC assesses and reviews the methods and practices related to teaching and learning within the university. This includes curriculum development, pedagogical approaches, and assessment methods. To improve the academic performance of the University Academic Audit is conducted across schools by an external expert panel, who make recommendations on the same. Apart from the meetings of the Academic Council and Board of Studies, feedback on the curriculum is also obtained from alumni and industry to enhance the impact of the teaching-learning process. In order to cross-skill and up-skill students necessary steps have been taken for the introduction of value-added courses across the various schools of University.

• **Structures & Methodologies of Operations**: IQAC monitors/examines the operational methodologies and structures of the University to ensure continuous internal improvement on all facets having direct and indirect impacts on stakeholders both in quality and quantity.

This involves reviewing administrative processes, support services, and how the university functions as a whole. Various audits such as Gender, IT, Electoral, Green, Environment, Energy, and Academic and Administrative Audit (AAA), etc. have been conducted. The performance of the various clubs, committees, and conduits of the University are monitored biannually by the IQAC through activity reports.

The University resorts to a transparent, robust feedback mechanism, effective and efficient grievance redressal system to enhance student centricity and satisfaction.

- **Learning Outcomes**: One of the critical focuses of IQAC is to evaluate and enhance learning outcomes. The IQAC collects data on student performance and analyses the same to determine whether students are meeting the established learning outcomes. It also ensures that the University's learning outcomes align with accreditation standards and are benchmarked with national/international best practices.

File Description	Document
Provide the link for additional information	[View Document](#)

6.5.2

Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: B. Any 4 of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

The IQAC plays a pivotal role in the implementation of the University's policies and procedures for effective management of the quality systems in relation to the core functions of administration, teaching and learning, and research, to promote a culture of continuous development. The members of the IQAC meet regularly and recommend different measures towards achieving an effective and efficient governance structure. These gradual enhancements contribute to the overall excellence of the University. The IQAC has facilitated the following incremental improvements:

Adoption: As a quality administering body the IQAC has aligned the key focal areas of the Institutional Development Plan as suggested by UGC. The IQAC of the University has taken the necessary measures for the adoption of the following:

- Implementation of NEP 2020 in its UG Curriculum for AY 2023-24

- Ensuring standardized and homogeneous documentation methodology

- Initiating and conducting various audits such as green, environment, energy, and gender

  audits etc. to help the University ensure compliance, optimization, and sustainability across

  various areas.

  - NAAC Framework and documentation

Establishment: Nowadays the role of HEI is not limited to producing graduates and degree holders, but it has to play a vital role in the development of its human resources. So that these resources can contribute to the upliftment of the society and take active participation in the nation-building process. Under the impact of globalization job markets as well as career potentialities have widened for the youth, but due to a lack of proper knowledge and guidance students are not able to harness their goals. Considering the facts seriously, the IQAC of the University has introduced a Centre for Career Advancement (CCA), Electoral Literacy Club, Youth Red Cross (YRC), and Green/Eco Club.

Optimization: The IQAC has optimized curricular, co-curricular, extension, and outreach activities of the University. It has been pivotal in driving extension and outreach activities, reviewing and reforming examination/evaluation practices, and ensuring the effective functioning of various clubs/cells/conduits and Committees. To ensure the accuracy of data and documentation for NAAC purposes, the IQAC also formed an Internal Data Verification and Validation (I-DVV) Committee.

Improvement: The IQAC facilitated improvements in key areas such as academic flexibility and enrichment through the introduction of new and value-added courses, ensuring the upgradation and utilization of IT infrastructure through an IT Audit, infrastructure augmentation, tapping opportunities for collaborative activities, and conducting events to boost the research output of the University.

Review and Refine: Necessitating on the mentor-mentee system, the IQAC ensures that each of the mentoring formats and reviewed and refined from time to time. Faculty mentors also maintain the necessary documentation and submit the same to IQAC for review and suggestions. The IQAC has also facilitated a robust feedback collection mechanism from the key stakeholders of the University, i.e. students, alumni, industry, and parents.

By adhering to the measure of continuous internal improvement, the IQAC worked with the academic heads of the University to review and update the curriculum regularly as per industry standards and benchmarks set by other leading Universities. Apart from the implementation of NEP 2020 this also involved introducing new credit and non-credit-based courses or revising existing ones to ensure they remain relevant to the latest industry trends and academic standards.

File Description	Document
Provide the link for additional information	[View Document]()

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The University has taken measures and initiatives to ensure the promotion of Gender Equity and balance. Gender Sensitization Cell was established with a vision of breaking gender stereotypes and making the campus a safe space for people of different gender and sexual identities. The areas of focus that have been addressed by BGU e.g. safety, security, health & hygiene, counseling, conducting of various awareness programs, etc.

1. **Safety and Security for Female Students**:

- Campus Safety: The University implements strict security measures to ensure the safety of female students on campus. This includes well-lit pathways, security personnel, and surveillance cameras to deter potential threats. A well-designated common room is assigned for female students that fosters a supportive community, offers resources and education, and facilitates an inclusive and safe environment.
- Safe Transportation: The University provides safe and reliable transportation options for female students This includes bus services from the designated safe pick-up/drop-off points.
- Hostel Security: The University offers hostel facilities, with strict security measures, including access control, CCTV surveillance, and regular checks, to ensure the safety of female residents.
- Emergency Response: The University establishes a reliable emergency response system that allows students to seek help quickly in case of any security concerns. This involves emergency contact numbers and awareness campaigns.

2. **Health and Hygiene for Female Students:**

- Health Emergency: This University ensures female students have access to medical assistance and advice, especially during emergencies or when they are facing health-related concerns. Based on severity and emergency, doctor-on-call, and ambulance facilities are available 24*7 to take patients to the nearest hospital.

- Hygiene Facilities: The University ensures clean and well-maintained restroom and sanitation facilities across the campus. Additionally, the university provides sanitary napkin vending machines and disposal bins in restrooms that help female students manage their hygiene needs conveniently.
- Health Education: The University conducts educational programmesand workshops on women's health that empower female students with knowledge and promote healthy practices.

3. **Counselling facilities**

- Mentor-Mentee system: The University selects mentors among faculty who are empathetic, approachable, and accountable for mental health awareness, active listening, and crisis intervention. Mental health support services are available for female students to address stress, anxiety, and other mental health concerns. This includes counseling services and awareness campaigns to reduce stigma. The University has a valuable and supportive platform named YOUR DOST for students to discuss their mental well-being without inhibitions. Expert faculty members are assigned the responsibility of providing a safe space for students to discuss, counsel, and share their thoughts, concerns, and emotions.
- Mental Health Awareness Campaigns: The university conducts mental health awareness campaigns and workshops for the entire student body to reduce stigma and encourage students to seek help when needed.

ACTIVITIES & INITIATIVES

The University conducts various activities from time to time about Sensitization to contribute towards a gender-sensitive society where agreement between individuals, united around a common goal, opportunities, and responsibilities are shared by women and men in equal measure. The University has conducted many seminars, webinars, and inter-college events on gender sensitization as initiatives. Details of the activities and initiatives are enclosed.

File Description	Document
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The University promotes waste segregation at the source, encouraging students and staff to separate different types of waste, such as biodegradable, non-biodegradable, recyclable, and hazardous. The University demonstrates responsible and sustainable practices for managing solid waste.

1. Solid Waste Management

Well-labeled waste bins and awareness campaigns demonstrate the Institution's commitment to adequate waste segregation. The University has strategically placed bins to ensure convenient and efficient waste disposal for students, staff, and visitors throughout its campus to facilitate solid waste collection. Typically designed to meet specific waste management needs, these bins are appropriately labeled for easy identification and sorting of waste materials. They are essential components of the University's waste management infrastructure, helping maintain cleanliness and sustainability within the campus environment. The University has designated a specific bin dedicated to collecting food waste. This bin is strategically placed within the campus premises to encourage responsible disposal of food scraps and leftovers. Although negligible, on a regular schedule, typically every alternative day, a waste collection vehicle arrives to pick up the food waste from this designated bin. This systematic approach ensures that food waste is managed efficiently, reducing the environmental impact and promoting cleanliness across the university campus.

In association with NSS, the University has encouraged them to extend their waste management efforts beyond campus boundaries by collaborating with local communities organizing cleanup drives, waste collection events, and initiatives that benefit the neighboring areas.

2. Liquid Waste Management

The University has well-designed and functional wastewater infrastructure, including proper drainage systems, sewage networks, and treatment facilities. The University features a comprehensive drainage system network that efficiently captures liquid waste, including rainwater runoff and other drainage sources. These systems are strategically laid out to prevent waterlogging and minimize the risk of flooding during heavy rainfall. A well-organized sewage network is in place to collect and transport sewage and wastewater generated by the University's buildings, facilities, and residential areas. This network ensures efficient sewage flow to the treatment facilities, preventing contamination. The University has state-of-the-art treatment plants with advanced technologies for processing sewage and wastewater. These facilities work diligently to remove the liquid waste's impurities, pathogens, and

pollutants. Regular maintenance and monitoring activities are carried out to guarantee the continuous and efficient operation of these systems. This proactive approach ensures that the wastewater infrastructure remains in optimal condition, preventing service disruptions.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

In an era where environmental concerns have taken center stage, higher education institutions are increasingly adopting innovative strategies to create environmentally friendly and sustainable campuses. Here are some key pointers that our institution strives to constitute effective Green Campus Initiatives:

1. **Restricted Entry of Automobiles:** Our University encourages public transportation once a week limiting the entry of automobiles on campus significantly reducing air pollution and congestion, thus keeping the environment free from unnecessary pollution. Designated parking zones are

implemented at the periphery of the campus, incentivizing the adoption of more sustainable transportation options.

2. **Pedestrian-Friendly Pathways:** The University has pedestrian-friendly pathways to enhance safety and encourage walking as a mode of transportation. These pathways are creatively integrated into the campus landscape, connecting various buildings and recreational areas, reducing the need for motorized transport.

3. **Ban on Plastic:** The University has wholly banned single-use plastics, such as bags, bottles, and straws, dramatically reducing plastic waste. The University encourages using reusable alternatives across the campus, contributing to a plastic-free environment.

4. **Landscaping with Trees and Plants:** The University believes in strategically planting trees, shrubs, and native plants that not only add aesthetic value to the campus but also help absorb carbon dioxide, provide shade, and improve air quality. Green spaces across the University offer opportunities for relaxation and outdoor learning.

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

Response: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

The Institution has a Differently-abled friendly, barrier-free environment

The university is dedicated to creating a barrier-free environment, primarily ensuring accessibility for differently-abled individuals. This commitment is reflected in various aspects of the campus, including infrastructure and signage, to ensure everyone can move around the campus comfortably and safely.

1. Infrastructure for Easy Access:

- **Ramps:** There are well-constructed ramps across the campus at various entry points to buildings and facilities. These ramps provide a smooth incline, making it easy for individuals using wheelchairs or other mobility aids to access different parts of the campus.
- **Lifts and Elevators:** Inside buildings, lifts and elevators are available to provide access to multiple floors. These elevators are spacious and equipped with Braille signage for individuals with visual impairments.
- **Differently-abled Washrooms:** The university has designated differently-abled washrooms strategically located throughout the campus. These washrooms are designed with wider doors, grab bars, and other amenities to ensure comfort and convenience for users with disabilities.

2. Inclusive Signage:

- **Tactile Pathways:** To assist individuals with visual impairments, tactile pathways with textured surfaces are installed. These paths have tactile indicators that can be felt underfoot, guiding users to navigate safely across the campus.
- **Display Boards:** Display boards are strategically placed at critical locations across the campus. These boards include essential information in visual and tactile formats, allowing individuals with visual or tactile impairments to access essential information quickly.
- **Sign Posts and Directional Signage:** Signposts and directional signage are positioned at various points on campus. These signs incorporate visual and tactile elements, making it easy for everyone, including those with visual impairments, to find their way around the university.

The University's commitment to promoting a barrier-free environment extends beyond physical infrastructure. It encompasses a holistic approach that considers the diverse needs of all individuals, including those with disabilities, ensuring that everyone can fully participate in the university's educational and social activities, regardless of their abilities, while enjoying a safe and accessible campus environment.

Link: https://www.bgu.ac.in/wp-content/uploads/2024/02/7.1.7_numbered.pdf

File Description	Document
Upload supporting document	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

The University's commitment to celebrating significant days throughout the year, inclusive of tolerance, cultural, regional, linguistic, communal, socio-economic, and other diversities across India, demonstrates its dedication to fostering a prosperous and inclusive campus environment.

1. **Cultural and Regional Festivals:** The University marks national and regional festivals such as Diwali, Holi, Onam, Pongal, and Navratri among others. These celebrations include traditional rituals, cultural performances, and festive decorations, special sumptuous feasts according to the observed festival representing the diversity of Indian traditions. In each of these celebrations, the University not only showcases the diverse and colorful tapestry of Indian traditions but also fosters a sense of unity, inclusion, and cultural appreciation among its students and staff. These festivals bring together people from various backgrounds, promoting cultural exchange and mutual respect while savoring the essence of Indian heritage and diversity.
2. **Communal and Socio-economic Awareness:** The University conducts awareness campaigns on communal and socio-economic issues through NSS catering to various Sustainable Development Goals (SDGs) These initiatives include volunteer activities and discussions on inclusive development. A course on social immersion for management students, offered by the School of Management at the university, is designed to provide students with a holistic understanding of the social aspects encouraging students to engage with real-world social issues and challenges.
3. **Events:** Eminent speakers and experts from diverse fields are invited to deliver guest lectures and seminars on topics related to Indian diversity, social inclusion, and cultural heritage. These events enrich the academic and intellectual discourse on campus.

By celebrating these significant days and emphasizing the importance of tolerance, cultural diversity, regional identity, communal harmony, and socio-economic awareness across India, the University creates a vibrant and inclusive educational environment that prepares students to engage with the complex tapestry of Indian society and beyond.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The University strongly emphasizes inculcating values that encourage students to become responsible citizens, as reflected in the Constitution of India. These values include principles of democracy, social justice, equality, and respect for diversity.

1. **Constitution Day (November 26th):** The institution observes Constitution Day to commemorate the adoption of the Indian Constitution. On this day, special programs, lectures, and discussions are organized to educate students about the Constitution's essential features, including fundamental rights, duties, and the Preamble. These activities encourage students to reflect on the importance of upholding constitutional values in their roles as responsible citizens. As a part of Constitution Day or other relevant occasions, the University encourages students to recite the Preamble to the Constitution. This act reinforces the ideals of justice, liberty, equality, and fraternity, instilling a sense of civic duty and patriotism.
2. **Awareness Campaigns:** The institution conducts awareness campaigns on constitutional rights and duties, focusing on the responsibilities of citizens. These campaigns often cover topics like gender equality, environmental conservation, and social justice, inspiring students to promote these principles actively.
3. **Social Outreach Programs:** The institution engages in social outreach programs, such as legal aid clinics, and community service initiatives. These activities allow students to apply constitutional values in practical contexts and contribute to the betterment of society.
4. **Cultural and Diversity Celebrations:** The institution celebrates diversity and pluralism through cultural events that showcase India's cultural, linguistic, and regional richness. These celebrations emphasize unity in diversity, a core constitutional value.
5. **Human Rights Day (December 10th):** Human Rights Day is observed to promote and protect human rights in line with constitutional principles. The institution may organize events, workshops, and discussions on human rights issues, inspiring students to advocate for justice and equality.
6. **Observational days (January 26th & August 15th):** Republic Day celebrations include flag-hoisting ceremonies, parades, and cultural performances that reflect the values enshrined in the Constitution. Students participate in these activities, reinforcing their commitment to the republic's ideals.
7. **Legal Aid Society:** The Legal Aid Society contributes to fostering a legal awareness culture in

the University. The society engages in legislative advocacy, working towards systemic changes that benefit the University community. Social justice initiatives and community outreach further extend the society's impact beyond the University's borders. The Society serves as a valuable resource for legal information, guidance, and representation.

By incorporating these activities and observances into its academic and extracurricular programs, the institution imparts knowledge about the Constitution of India. It cultivates a sense of responsibility and active citizenship among its students. This holistic approach ensures graduates are well-prepared to uphold constitutional values and contribute positively to the nation's progress and well-being.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented as per NAAC format provided in the Manual.

Response:

Title of the Practice-1:

Comprehensive Medi-claim coverage & Health care Facilities

1. Objectives of the Practice:

- Ensure universal healthcare access, promote well-being, and mitigate financial burdens associated with medical expenses.
- Fostering a culture of inclusivity, prioritizing preventive care, and recognizing healthcare as a fundamental right.
- Aligns with principles of equity, compassion, and community welfare, within the University

2. The Context:

At the outset, understanding the diverse healthcare needs of students, faculty, and staff and tailoring coverage to accommodate the same for inclusivity was challenging.

The University also had to address contextual features like navigating legal and regulatory frameworks, ensuring compliance with insurance standards, and negotiating cost-effective plans. Further, communicating the benefits and enrolment procedures effectively to the entire University community was another critical aspect.

Balancing the financial aspects with the need for extensive coverage was another challenge in resource allocation. Successfully navigating these complexities also involved collaboration between the University administration, insurance providers, and stakeholders, ensuring a healthcare program that meets the diverse needs of Students and Staff.

3. The Practice:

The uniqueness of this practice lies in its commitment to addressing the distinctive healthcare challenges prevalent in India and the higher education sector. Unlike standalone health insurance plans, the University's Medi-claim program is tailored to the specific needs of a diverse demography's, considering factors such as age, pre-existing conditions, and the varied health requirements of students and faculty through Oriental Insurance Company since 2016.

In the Indian context, where healthcare costs are rising, a comprehensive Medi-claim practice in the University provides financial security and access to quality medical services. This initiative is particularly crucial in addressing the pressing issue of affordability in healthcare. Students, often away from their families, benefit from the safety net the Medi-claim practice provides, ensuring that they can focus on their studies without the burden of unexpected medical expenses. Faculty and staff, who are the backbone of academic institutions, also find reassurance in knowing that their health needs are prioritized

and supported.

The University provides Medi-claim facilities with the following benefits. Faculty: 5 Lakhs per year, Staff: 3.50 Lakhs per year, Students: 2 Lakhs per year, with Health Care Centre with a visiting doctor, a nurse, and a full-time pharmacist available on the University Campus. The University also has 24/7 Ambulance & dispensary facilities available which cater to various emergencies and first aid.

4. Evidence of success:

The beneficiaries (Students, Faculty, and staff) have benefitted immensely with prompt in & out of campus medical services and from the network of hospitals from 2016 onwards. There have been medical cases with different variations of severity that have been effectively and efficiently addressed enhancing the beneficiary experience and satisfaction levels. The practice has impacted and enhanced the belief system, bonding, dependability and overall stakeholder experience at large. The annual Premium amount for 2023 has exceeded 25 lakhs.

5. Problems encountered and resources Required:

The University had to a lot of due diligence prior to finalization of vendor due to the availability of wide range of options available at lucrative price points.

Title of the Practice-2:

Student centricity through competence, character, and career building

1. **Objectives of the Practice is to :**

- Ensure in-depth knowledge, and practical skills relevant to their field of study
- Foster values and ethics, and provide comprehensive support for students
- Enhanced career planning, skill development, and successful transitions into the professional world.

2. The Context

Designing and implementing student-centric support faced multifaceted challenges rooted in diverse contextual features. Recognizing and accommodating the individual needs and aspirations of a heterogeneous student body required a nuanced, flexible approach. Effective coordination between academic departments, extracurricular organizers, and industry partners was essential for seamless collaboration. Adapting strategies to address the dynamic landscape of education and employment presented an ongoing challenge, necessitating constant updates to stay relevant. Striking a delicate balance between academic rigor and holistic development demanded thoughtful integration to avoid compartmentalization.

3. **The Practice**

In the context of Indian higher education, the practice is a comprehensive initiative aiming to foster holistic development among students. Uniquely tailored keeping in mind the Indian educational landscape, the practice integrates competence, character, and career-building elements to equip students

for diverse challenges.

The program's focus on competence building is crucial given the competitive nature of academic pursuits. Beyond traditional rote learning, it emphasizes a deeper understanding of subjects and practical skills, aligning with the evolving needs of the job market. This approach addresses concerns about the employability of graduates by bridging the gap between theoretical knowledge and real-world application.

Character development is particularly relevant in the Indian cultural context, where values, ethics, and interpersonal skills hold significant importance. The University aims to nurture not only academically proficient individuals but also socially responsible and ethically grounded citizens. By integrating cultural events and extracurricular activities, it acknowledges the importance of a well-rounded personality in Indian society.

Career advancement in the Indian higher education landscape often faces challenges related to limited industry exposure and outdated curricula. The university addresses this challenge by actively engaging with industry partners, facilitating internships, and providing placement-related support. Such collaborations enhance students' understanding of industry expectations and improve their chances of securing meaningful employment.

By blending academic excellence with cultural sensitivity and career-oriented strategies, it sought to create a model that not only enhanced students' academic outcomes but also contributed to their overall growth as responsible, well-rounded individuals prepared for the complexities of the Indian socio-professional landscape.

4. Evidence of Success

The University's student-centric strategy has shown success in the following ways:

- **High Levels of Student Satisfaction**: The results of the satisfaction survey indicate high satisfaction levels as they feel supported, valued, and engaged.
- **Employment outcomes**: Success in securing attractive placement offers demonstrates the efficiency of the student-centered approach.
- **Academic Performance**: Improved academic performance indicates success; students thrive academically when they feel supported and engaged.
- **Extracurricular Activities**: It promotes a lively campus community by encouraging students to participate in extracurricular, co-curricular, extension, and outreach activities.

5. Problems Encountered and Resources Required

Implementing student centricity on the three C's that is character, competence, and career faced formidable challenges. Faculty readiness for a holistic approach demanded extensive training, with resistance to change and increased workloads as ongoing issues. Overcoming cultural resistance to shift from a predominantly academic focus required persistent efforts to showcase long-term benefits. The diverse needs of students presented a continuous challenge, requiring customized support services for inclusivity. Balancing academic rigor with holistic development proved delicate, demanding thoughtful planning.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The university's distinctness lies in its quest for "**academic excellence and holistic development of students through its robust and well-designed curricula and the implementation of the same**" with unmatched effectiveness. Established in 2016, it strives to fulfil the quality benchmark by designing the curriculum with the utmost relevance to social and national development on par with international standards. The university prepares various curricular plans and their timely implementation. Enrichment and course reviews take place annually to remain up-to-date and relevant. The university emphasizes academic flexibility in offering interdisciplinary options to all the students across various programmes and ensures flexibility in the timeframe of a programme. The university has followed the CBCS system since its inception.

Outcome-based Education

The curriculum follows Outcome-based Education (OBE) that focuses on the desired outcomes. The syllabus comprises Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). Course-level mapping is conducted by individual faculty with the POs and PSOs. The POs/COs are published on the university website as well. Appropriate pedagogical tools and assessment methods are adopted to maximize students' learning and measure the expected learning outcomes. The university conducts hands-on training programmes and workshops to make the faculty competent in practicing OBE in all the courses across all university programmes.

Local, National & Global Developmental Needs

The curriculum developed matches with the local/national and global developmental needs by introducing courses which are application and technology-oriented and balancing that with environmental and sustainability issues. Courses on Social Immersion Projects, Business Ethics, Python, Sustainability, Environment, AI, Cyber Security, International Business and such courses run through various semesters. In addition, students are encouraged to choose courses from the vast pool of courses offered on MOOCs. During the last six months, students studied 462 micro-credential courses from Coursera. The university has signed an MOU with Coursera and Infosys Spring Board to offer the students immense opportunities to learn various subjects.

Curriculum Revision

The curriculum undergoes revisions annually based on feedback from its stakeholders and in consultations with industry and academic experts. The syllabus is benchmarked with the nationally and globally reputed institutions to introduce new-age and contemporary courses in tune with emerging national and global trends. 27% of new courses introduced during the assessment period include industry-aligned courses such as Analytics, Excel, Videography, Accounting, Patents, Copyrights, and Business Writing. Besides, the university emphasises on employability and soft skill courses and the syllabi has courses such as "Developing Self for Corporate Readiness", "Personality Development & Soft Skills", "Professional Communication", "Creativity, Communication & Career Success", and "Effective Communication Skills" in both UG and PG Programmes to enhance students' employability and personality.

Focus on Employability, Skills, Entrepreneurship

Over 80 per cent of the curriculum has components on employability/skills/entrepreneurship to ensure students' readiness for the present market and to promote their entrepreneurial abilities. Besides, the students undergo employability training courses offered by faculty in collaboration with external reputed firms to hone their industry-readiness skills. They are encouraged to pursue internships to obtain first-hand exposure to the industrial ecosystem and develop industry skills. Summer Internships and academic dissertations are a significant part of the curriculum for all PG courses. The students have been placed in nationally and internationally renowned companies like Deloitte, Price Water House, ADP, SBI, Tech Mahindra, Axis Bank, SBI, Godrej, Britannia, ITC and many more such companies during the last five years.

Holistic Development of Students

Adequate steps and measures have been taken to integrate cross-cutting issues such as professional ethics, environment & and sustainability, gender equity, human values etc. Students participate in outreach activities through NSS, seminars, industry tours, clubs, and conduits to enhance their academic activities and experiences. They get maximum exposure through various clubs and conduits to enhance their leadership skills & knowledge. They are made familiar with critical and cutting-edge issues through real-life projects, campaigns and awareness programmes. The university's aim to impart holistic education to its students is realised through these activities.

Planning and Implementation

Planning and implantation of curriculum at various levels assumes high importance. The university visualizes how the curriculum must be carried out, the activities to be conducted, the people responsible for carrying out the tasks, and the time frame for the plans. The university ensures effective curriculum planning and delivery through a well-planned and documented process, including an academic calendar and the continuous conduct of internal assessments.

Orientation programmes form the basis for the bridge courses. Experiential and innovative teaching-learning prevails at all levels through projects, live projects, internships, and group work. Students' classroom activities involve lab experimentations, presentations, and case discussions.

Value-added Courses

In addition, the university offers Value-added/Certificate courses relevant to the present market. The

students are free to select any Value-added course or Certificate Course as per his/her interests and aptitude.

Faculty's Involvement

Teachers' contributions in designing syllabi, framing question papers and participating in evaluation at the university are included in the activities of curriculum planning and implementation. Department-level timetables and session plans for each course are shared with the students, including the continuous internal evaluation, weightage of each component and evaluation methods. Faculty do not only assume the roles of knowledge disseminators but also the facilitators of the student's learning. The faculty at BGU adapt new pedagogies to engage and maximize students' learning experiences.

Curriculum as per NEP 2020

The university has implemented NEP 2020 and revised and restructured its curricula based on the new UG curriculum framework. The students can opt for a three-year or four-year UG course with multiple entry and exit options. Besides discipline-specific courses, interdisciplinary courses, multi-disciplinary courses, value-added courses and skill-focussed courses have become the compulsory components in all the UG syllabi. Environment, IKS and Ethics are the compulsory components in the syllabus. Due emphasis is given to research in the 3 years UG as well as four-year UG programmes with courses on Research Methodology and Advance Research Methodology respectively. As envisioned by NEP 2020, the curriculum at BGU has been updated to include more skill-focused courses.

Structured Feedback System

The university adopts a structured feedback system and ensures stakeholders' involvement in regular curriculum design and development. The university collects feedback from employers, alumni, students, and teachers every year, analyzes their responses on different parameters and identifies the gaps to revise the curriculum for learning effectiveness.

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

International Collaboration

BGU has MoUs with Foreign Universities/institutions

- Kozminski University,Poland
- Essca School of Management,France
- University of Ljubljana,Slovenia
- Multimedia University,Malaysia
- Austin Peay State University,USA

Collaboration with NGOs

- CYSD
- MADHYAM

Recognition

- Birla Global University listing on UGC website
- Department of Higher Education, Govt of Odisha
- Member, Association of Indian Universities (AIU)
- Recognized by Bar Council of India For 5 Years Integrated BBA, LL.B (Hons.) Programme
- Institutional Member of CII
- Institutional Membership of AIMA
- Recognition by YRC for organizing various extension and outreach activities
- Certificate of appreciation/participation from Commissionerate Police, Bhubaneswar for successfully organizing the All Odisha Cyber Safety Awareness Campaign in 2023
- Certificate of appreciation from Capital Hospital Bhubaneswar (Govt.) for conducting Blood donation camps , 2024
- BGU has entered into the Common University Entrance Test (CUET) from the Academic Year 2024-2025.

Concluding Remarks :

With a strong vision to be the best destination for the aspiring youths of the country, Birla Global University (BGU) is committed to redefining 'quality' in education with state-of-the-art facilities, the best of infrastructure, and highly qualified faculty members. The university caters to the educational needs of the young minds of the country and envisions itself as a leading institute at Global context .

Our core assumption is that BGU will educate even more of the humane, informed leaders the world needs, and significantly advance human understanding and knowledge through academic excellence and research. In just about seven years of its existence the University has taken progressive steps and measures in all key areas of functions to ensure enhanced effectiveness and created a positive impact on stakeholders.

The University has displayed an incremental trend in its overall performance and aligned itself with evolving educational, national/global industry, corporate trends and needs. Proactive measures have been taken with respect to the initiation, implementation and adherence of NEP.

The University intends to introduce new age programs, augment relevant infrastructural requirements, and contribute towards the nurturing and supply of a quality workforce with good citizenship values to the Nation.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.5.3	**Status of automation of Examination division along with approved Examination Manual/ordinance** Answer before DVV Verification : A. 100% automation of entire division & implementation of Examination Management System (EMS) Answer After DVV Verification: B. Only student registration, Hall ticket issue & Result Processing Remark : DVV has made changes as per the report shared by HEI.
3.4.2	**Total number of Patents awarded during the last five years** Answer before DVV Verification : Answer After DVV Verification :4 Remark : DVV has made changes as per the report shared by HEI.
3.4.4	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.4.1. **Number of research papers published in the Journals as notified on UGC CARE list during the last five years** Answer before DVV Verification : 134 Answer after DVV Verification: 109 Remark : DVV has made changes as per the report shared by HEI.
3.6.2	**Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years** 3.6.2.1. **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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61	26	01	12	02 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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47	18	01	9	02	 Remark : DVV has made changes as per the report shared by HEI.

3.7.1	**Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years**
	Answer before DVV Verification :
	Answer After DVV Verification :289
	Remark : DVV has made changes as per the report shared by HEI.

5.2.2	**Percentage of graduated students who have progressed to higher education year-wise during last five years**

5.2.2.1. **Number of outgoing students progressing to higher education**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
111	87	51	46	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42	85	51	44	0

Remark : DVV has made changes as per the report shared by HEI.

6.3.3	**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

6.3.3.1. **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	33	20	5	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
44	27	9	1	2

Remark : DVV has made changes as per the report shared by HEI.

6.5.2	**Institution has adopted the following for Quality assurance*:***

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**

	4. **Orientation programme on quality issues for teachers and students** 5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc** 6. **Any other quality audit recognized by state, national or international agencies** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the report shared by HEI.
7.1.6	**Quality audits on environment and energy are regularly undertaken by the institution** **The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environmental audit** 2. **Energy audit** 3. **Clean and green campus recognitions/awards** 4. **Beyond the campus environmental promotion and sustainability activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of full time teachers in the institution year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>60</td><td>58</td><td>40</td><td>42</td><td>38</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>42</td><td>35</td><td>39</td><td>37</td><td>29</td></tr></table>
1.2	**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:** Answer before DVV Verification : 85 Answer after DVV Verification : 101