



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BADDI UNIVERSITY OF EMERGING SCIENCES AND TECHNOLOGY

VILL- MAKHNUMAJRA ,BADDI, DISTT- SOLAN HP

173205

www.baddiuniv.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Baddi University of Emerging Sciences and Technology, acronymed as BUEST, was established in the year 2009 through the Act of Legislative Assembly of the Himachal Pradesh Government and received approval from the University Grants Commission (UGC), New Delhi. It is situated on a sprawling 26-acre campus with magnificent building infrastructure. The university's architecture is designed to be eco-friendly, featuring green lawns with each school of learning.

The society named the Centre for Advanced Studies in Engineering (CASE) was established on 2 May 2000, with a deep commitment to promoting and propagating quality technical education. This commitment materialized with the establishment of the Institute of Engineering and Emerging Technologies (IEET) in Baddi in the year 2002. IEET initially offered B.Tech. in six branches to the youth of Himachal Pradesh and, over the years, achieved the status of a premier institute for imparting quality and career-oriented education.

The Institute of Pharmacy and Emerging Sciences (IPES), offering a Bachelor of Pharmacy degree approved by the Pharmacy Council of India (PCI) and the All India Council of Technical Education (AICTE), New Delhi, and the Institute of Management Studies, offering a Master of Business Administration degree, were established in 2007 and 2008, respectively. It is noteworthy that these three academic courses were already running on the campus, providing relevant degrees through the Institute of Engineering and Emerging Technologies and were affiliated with Himachal Pradesh University, Shimla.

BUEST became fully functional in 2009, and its institutes were redesignated as Schools. In 2015, the School of Sciences was initiated, and in 2018, two more schools, namely BUEST Nursing College and the School of Agricultural Sciences, were established, offering programs in nursing and agriculture. Later, the School of Physiotherapy was introduced in 2019. With the steady growth of the university, the individual schools started expanding. The university offers graduation, post-graduation, and doctorate programs. The School of Pharmacy and Emerging Sciences (SPES) was adjudged as Top Ranked among Emerging Pharmacy Institutes of India (Platinum category) by the AICTE-CII Survey of Industry-Linked Technical Institutes for the years 2015 and 2016.

Vision

We are committed to being known for creating and imparting knowledge to prepare future-ready professionals who would make a positive impact on society. Baddi University of Emerging Sciences and Technology aspires to be among the top-ranked institutions in India with respect to excellence in education, research, and industry-linked technical institutions by 2030.

Institutions of higher learning and universities are the temples of modern India. Responsibility regarding the creation of knowledge and its dissemination for the benefit and upliftment of society lies upon the shoulders of the faculty. BUEST aims to be the most preferred choice of students as well as faculty, focusing on academic excellence and leadership in human development.

The global ranking of any university mainly depends on its research and development programs. Institutions are

built and known for their individuals and their contributions. BUEST is fortunate to have a sincere, dedicated faculty demonstrating firm commitment to research and innovations. The university has initiated, motivated, and inculcated research innovative programs among its researchers, creating a research environment on the campus.

The locatiin of BUEST is in the heart of the largest industrial area of India and the largest pharmaceutical hub of Asia. Therefore, the vision of BUEST is to prepare future-ready professionals as per the needs and expectations of the industry. This involves industry-oriented educational programs designed in association with experts from the industries and their execution. BUEST aims to avail this rare opportunity and benefit from its location in the attainment of a rank among the top-ranked industry-linked technical institutions of India.

BUEST's aim is to provide students with the highest quality education programs and transformative experiences inside and outside the classrooms to prepare each individual for roles and responsibilities towards service to society.

Mission

We would achieve our vision through Learning, Ideation, and Application of knowledge by:

1. Creating a state-of-the-art teaching-learning process.
2. Creating a stimulating environment conducive to out-of-the-box thinking.
3. Encouraging industry-oriented project-based learning.
4. Value-based learning by imbibing core values of: a) Respect for the individual b) Integrity c) Credibility d) Excellence.

BUEST intends to achieve its vision by fulfilling the educational objectives consistent with the mission of the university. This mission will be accomplished by working on various segments of the complete academic domain. This process involves creating a state-of-the-art teaching-learning process, establishing a stimulating environment conducive to out-of-the-box thinking, encouraging industry-oriented project-based learning, and instilling core values in our students, emphasizing respect for the individual, integrity, credibility, and excellence.

Keeping in view the vision and mission, the university has strengthened itself through the following steps: BUEST has highly qualified, committed, and experienced faculty from all over India. As the university is only 30 km away from Chandigarh, a city of attraction, it has the advantage of attracting faculty from distant places. The university encourages schools to conduct Faculty Development Programs, workshops, and webinars to enhance the academic potential of its faculty. BUEST promotes publications in peer-reviewed journals with high impact factors in national and international journals. BUEST has a library with online facility. The university promotes academic and research collaborations with reputed institutions, industries, and universities. The university encourages participation and presentation of the outcomes of the research projects of the faculty at national and international forums. Researchers are suitably rewarded for their contributions and achievements. The university has Memorandums of Understanding (MoUs) with institutions as well as industries concerning research and development. Consultative facilities are provided by BUEST to the industry, which has helped in raising the financial status of the university. The university has an excellent Industry-Institution Partnership Program (IIPP). Excellent campus placement results from strong IIPP collaborations.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Baddi University of Emerging Sciences and Technology has earned the status of premier Institute of Himachal Pradesh in imparting quality and career oriented education. Its strength pertains to the following: Academic:

- BUEST has highly qualified, committed and experienced faculty from all over India. Their academic potential is further enhanced on account of Faculty Development Programs, conferences, workshops, webinars, conducted regularly by Schools of the BUEST.
- BUEST promotes publications in peer reviewed journals with high impact factors in National and International journals for which faculty is suitably rewarded.
- BUEST has library with online facility. University has state of art-infrastructure with excellent ambience of the campus.
- BUEST has attained additional edge in online teaching and learning processes during Covid-19 Pandemic.
- BUEST has very encouraging policy for promotion of research. BUEST has eminent teachers who have worked at the National and International established universities and Institutes known for their research contribution. They are source of inspiration and motivation, not only to the students but faculty also.

Research

Universities are known because of their contribution in research.

- BUEST has very encouraging policy for promotion of research.
- BUEST has eminent teachers who have worked at the National and International established universities and Institutes known for their research contribution. They are source of inspiration and motivation, not only to the students but faculty also.

Researchers at the BUEST are encouraged to participate and present the outcome of their research at National and International forums. Suitable grant is also given as per policy of the university

Industry-Institute Partnership:

On account of its location, Baddi University of Emerging Sciences and Technology has very strong IndustryInstitute collaborative programme. It is an exceptional strength of BUEST. Most of the universities of this Region are devoid of this partnership.

Institutional Weakness

Baddi University of Emerging Sciences and Technologies (BUEST) has several areas of improvement that can be addressed to enhance its academic and research performance. Some of the weaknesses are:

1. **High faculty turnover:** The university struggles to retain experienced and qualified faculty members for a longer duration. Good, qualified, research-oriented faculty usually shifts to other institutions due to presence of 4 other private university.
2. **Lack of financial support:** The university does not receive any financial support from the State or Central finance funding agencies such as AICTE, UGC, CSIR, DST, DBT, ICMR, AYUSH, and ICAR.

This has hampered procurement of latest instruments, equipment, and up-gradation of research facilities in the labs.

3. **Low post-graduate enrollment:** On account of good placement opportunities after graduation, students don't opt for post-graduate as well as Ph. D. programs. Although BUEST encourages students for higher studies, the university needs to address this issue to ensure a steady flow of students for higher education.
4. **Lack of fellowships and funding:** Junior and Senior fellowships, research projects, and financial funding are not available from the National Funding Agencies. AICTE's Junior Fellowship is not available for BUEST students, although every year, BUEST students have been qualifying GPAT, GATE, as well as GMAT exams, which makes them eligible for fellowship at PG levels; M. Pharm., M.Tech., MBA, etc.
5. **Lack of industrial fellowships:** Industrial Fellowship is not available from the industry located in BBNIA area. Most of the industrial units are involved in production. Due to lack of research in industry no funding is received for research.
6. **Low admissions:** Less admissions in most of the schools in comparison to the sanctioned intake by the regulatory bodies and HP-PERC.

Institutional Opportunity

Baddi University, nestled in the picturesque surroundings of Himachal Pradesh, not only stands as a beacon of academic excellence but also prides itself on fostering meaningful opportunities for its students. One such avenue is the robust Industry-Institute partnership that the university has meticulously cultivated to enhance student learning.

The symbiotic relationship between Baddi University and industries is instrumental in bridging the gap between theoretical knowledge and practical application. This collaboration ensures that students are exposed to real-world scenarios, gaining valuable insights and hands-on experience. Industry experts often engage with students through workshops, seminars, and internships, providing them with a holistic understanding of their chosen fields.

The university's commitment to academic adoption further strengthens its educational framework. By staying abreast of the latest advancements in various disciplines, Baddi University ensures that students receive a curriculum that is not only relevant but also prepares them for the dynamic challenges of the professional world. This forward-thinking approach empowers students to adapt and excel in an ever-evolving global landscape.

The academia-industry opportunities provided by Baddi University serve as a launchpad for students' careers. Through strategic partnerships with leading corporations, students can explore internships, collaborative research projects, and placement opportunities. This exposure not only hones their technical skills but also instills a sense of industry relevance, making them sought-after professionals in the job market.

Baddi University's commitment to sustainability is reflected in its Green Campus initiative. The university has implemented eco-friendly practices, including energy-efficient infrastructure, waste management systems, and green spaces. This not only creates a conducive environment for learning but also instills a sense of environmental responsibility in the student community.

While Baddi University excels in many aspects, there is room for improvement in student admissions and faculty recruitments from other states to enhance diversity. A more inclusive approach in recruitment will not only bring varied perspectives to the academic environment but also enrich the cultural fabric of the university.

In conclusion, Baddi University's focus on industry collaboration, academic adoption, academia-industry opportunities, green initiatives, and a commitment to diversity lays a solid foundation for holistic education, ensuring that students are well-prepared for the challenges and opportunities that lie ahead in their professional journeys.

Institutional Challenge

Baddi University, while making significant strides in the realm of education, faces several challenges that demand attention for sustained growth and excellence. One of the foremost challenges is the underwhelming number of seats filled in the engineering and agriculture departments. Despite offering quality education and state-of-the-art facilities, attracting a sufficient number of students to these disciplines remains a hurdle. Identifying the factors influencing this trend and implementing targeted strategies to enhance enrollment is critical for the university's success in these domains.

Another pressing challenge is catering to students from economically disadvantaged backgrounds. While Baddi University strives to provide an inclusive education environment, financial constraints hinder the aspirations of many deserving students. Developing robust scholarship programs, establishing partnerships with philanthropic organizations, and exploring alternative funding avenues can help bridge this gap, ensuring that education remains accessible to all.

The retention of faculty poses a significant challenge, especially given the presence of four surrounding universities. Faculty members may be enticed by opportunities elsewhere, affecting the continuity and stability of academic programs. Implementing measures to enhance job satisfaction, providing professional development opportunities, and fostering a supportive work environment can contribute to retaining talented faculty members, thereby fortifying the academic backbone of the university.

The phenomenon of students choosing not to pursue postgraduate studies within the university due to ample opportunities in the nearby Baddi-Barotiwala-Nalagarh (BBN) industrial area is another challenge. While the industrial exposure is valuable, efforts must be directed towards showcasing the unique advantages of continuing education within the university, such as specialized programs, research opportunities, and a conducive learning environment that fosters academic growth.

Financial support from the university is identified as a limiting factor. Adequate financial backing is pivotal for

infrastructure development, faculty recruitment, and student support services. Strengthening financial resources through collaborations, alumni contributions, and strategic partnerships can alleviate this challenge, enabling the university to invest in its growth and development initiatives.

In conclusion, addressing the challenges faced by Baddi University requires a multi-faceted approach involving strategic planning, community engagement, and a commitment to innovation. By tackling these obstacles head-on, the university can continue to evolve as a center of excellence, providing quality education and fostering holistic development for its diverse student body

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The various programs offered in the seven schools of the university, namely the School of Engineering and Emerging Technologies, School of Management Studies, School of Sciences, School of Pharmacy and Emerging Sciences, School of Agricultural Sciences, BUEST Nursing College, and School of Physiotherapy, have designed their respective curricula to inculcate professionalism with technical capability as well as ethics to help students achieve their life goals.

The university ensures effective curriculum development and delivery through a well-planned process, which is monitored annually. The University, concerning Curricular Aspects, operates under the supervision of the Dean (Academics) and effectively implements the process. The curricula are periodically scrutinized in association with industry experts as members of the board of studies. New advances in the field are introduced, and topics of limited relevance are removed.

The timetable committee, headed by the Dean (Academics) and a faculty member from each department of each school, draws up a detailed timetable that deploys time for the academic fulfillment of students. Departments strive for effective curriculum delivery through a combination of time-tested and innovative methods. Faculty members take utmost care to complete the syllabi on time, leaving aside time for revision. The internal assessment model comprises formal evaluative processes.

Periodic meetings of the Internal Quality Assurance Cell (IQAC) take stock of the progress of teaching-learning in the university. An academic calendar is prepared at the university level, detailing all academic, co-curricular, and sports activities conducted in the university. Students in the university are also exposed to preparing and demonstrating their projects in the form of project exhibitions at Emanation and the program like science day etc.

Our programs are structured to provide a strong foundation in the respective professions while cultivating cross-disciplinary integrated learning and thinking. The university places special emphasis on practical and field-oriented classes to provide a better understanding of real-world challenges. Regular industrial training and projects are also introduced within the curriculum to keep students up-to-date about the latest technology and the new improvements in all technologies being implemented in industries.

Teaching-learning and Evaluation

The University is committed to provide flexible and conducive environment to the faculty and students to make

the teaching, learning and evaluation process effective and efficient. University has optimally maintained the teacher-students ratio (1:9) inkeeping with statutory requirements and order to facilitate student centric learning environment. On the onset of every new session, rigorous induction program is conducted for the newly enrolled students, so that they can interact with the faculty and staff members of the university. The purpose of this induction program is to make the students familiar with the curriculum, code of conduct, rules and regulations of examination system, infrastructure as well as other amenities of the university. The idea is to provide better learning experience and get acquainted with new environment of higher education. University applies qualitative assessment to ensure effective learning such as quizzes, class room discussion, class presentation and other instructional methods followed by assignments and Mid-semester tests and End term examinations. In addition to conventional teaching methods, innovative and ICT-based teaching-learning methods are adopted. A mentor (teacher) is assigned to group which conduct meeting and counseling sessions with the students to resolve their personal and course work related problems. Industrial visits are organized for students in order to make them aware with the industrial culture, job oriented skills as per industry requirements and to enhance their practical skills. The University periodically organizes expert talks from industry and academia to apprise students of the latest in the industry. The students are provided a platform to carry out interdisciplinary innovative projects and fulfill their dreams. The university follows centralized examination system which has positively impacted on the examination reforms and considerably reduced the use of unfair means by the students and the error free results are declared on time. The parents of the students may also evaluate/ view the performance of his/her ward regularly through online system. The university is running syllabi under Choice Based Credit System (CBCS) to ensure the outcome based curriculum and to promote employability. The syllabi are designed to cover all aspects of conceptual learning.

Research, Innovations and Extension

Academic success and global ranking of university depend upon its research and development. BUEST has well defined policy with respect to consultancy and promotion of research and development. During last 5 years university faculty has published 230 research papers in International and National Journals. One research projects have been funded by Government and non-government agencies. Faculty from various schools published 96 books/book chapters. 15 patent has been granted and applications with respect to others three have been submitted. Six research fellows have been enrolled in the Ph.D. programme during last 5 years. During last five years expert talks, workshops and seminars have been conducted on various areas of interest including industry academic innovation practices and Intellectual Property Right. Teachers, research scholars and students have received around 4 awards at various forums. The faculty is encouraged to attend seminar, conferences and workshops held in the country or even abroad. For this a subsidized amount for registration and travelling is provided by the university. Likewise, different schools of the university are prompted to organize conferences and seminars on the campus. BUEST has well equipped research labs with adequate instrumental facilities. BUEST has Central Sophisticated Instrumental Facility which is being fully utilized by the students with respect to the areas of their interest. BUEST is also a member of Chandigarh Region Innovation and Knowledge Center (CRIKC). The aim of CRIKC is to share their facilities and expertise to foster and sustain close academic alliance between institution of higher education and research in the Chandigarh region. MOU's for research innovation with institutions like Central Institute of Plastic Engineering & Technology and Cipla Foundation are in operation in the university. For enhancing and supporting new and hidden talents of its students, BUEST made a very remarkable approach by establishing a platform to the students to initiate and realize their innovative dreams into reality in association with the faculty and experts from the industries. In addition, Academic Adoption venture is partnership with local corporate which enable the industries to identify budding talent at a nascent stage. It is an unique industry-institute partnership program.

Infrastructure and Learning Resources

Baddi University of Emerging Sciences and Technology has been one of the premier institutes of Himachal Pradesh since its establishment and has earned name and fame with respect to excellence in education. BUEST campus is situated on a beautiful scenic foothill of Shivalik range having green, clean, secure and safe environment. The University has well-furnished infrastructure having state of art classrooms with teaching aids such as LCD projectors, computer facilities, well equipped laboratories and seminar halls. University encourages students to participate in various technical and cultural activities to exhibit and hone talents. Amenities and facilities such as well-maintained lawns, CCTV surveillance at all strategic locations, generators, RO water purifiers, canteen, mess and ATM of Punjab National Bank are available. University is having one of the best cricket ground in the BBNIA region. Its playing pitch has been prepared by the best of clays brought from Hisar (Haryana) and has been curated by best of the curators of the North region. The cricket ground is fitted with the pop up sprinklers to maintain the exact water level for grassing and pitch area. University is having Training and Placement Cell, medical facility, transport facility, girls and boys common rooms, well equipped indoor sports facilities and play grounds, separate hostels for boys (having capacity for 700 students) and girls (having capacity for 450 students) with all necessary amenities. University has spacious and well-furnished library equipped with all kinds of text books, reference books, magazines and reputed National and International Journals, separate reading rooms, digital library with access to e-journals, e-books, case studies, articles and research papers. University believes in periodical and preventive maintenance. The university has various departments to look after maintenance such as horticulture, civil maintenance, electrical and IT maintenance (computer/software/network related issues) etc. Proper checks, periodic inspections, reviews, grievances redressal, suggestion box, feedback from students, alumni, parents, do help in up-keeping and maintaining the conducive learning environment of the campus. The University provides active programs for online courses. University is having its own solar panel for the capacity of around 350 KW power generation, rain harvesting and water treatment plant.

Student Support and Progression

Student support and progression are the continuous objectives of the university. In the last 5 years more than 3000 students have been benefited by institutional scholarship schemes, career counseling and overall percentage of benefitted student is 40%, approximately. Capacity development and skill enhancement initiatives are carried out by providing Soft skills, Language and communication skills, Life skills as well as Awareness of trends in technology. Yoga Camps, Free Health Check-Ups and innovative ideas to create the awareness of trends in technology for students are the regular activities of the university. NSS unit of university takes part in various initiatives like organizing camps, Swachh Bharat initiatives, Blood donation camps are being conducted periodically on the campus. University has proper guidelines for implementation of Student Redressal Committee, Women Grievance Cell and Anti-Ragging Committee. Timely redressal of the grievances through appropriate committees had always been a priority. Progression of maximum students is also an important factor for the growth of the university. About 50% of the students have been placed during the last five years excluding the students who opted for higher studies. Students of BUEST have been involved in cultural, sports as well as social events. This extracurricular activity of the students has been source of motivation, inspiration and also helped in their personality development. University encourages the students to participate in the inter-institutional events and facilitate them for their participation and achievements during annual function. BUEST has a very active Students' Council which has been assigned the tasks with respect to augmentation of various infrastructural, academic and administrative activities. Emanation, Prabhandhotsav, Sangam, National Pharmacy Week, Blood Donation Camps, Sports Week, Health awareness Camps, Annual

athletic Championship, and many other events are organized annually by the Council. BUEST has strong Alumni Association which is being looked after by the Director-Alumni. The alumni have been source of inspiration with respect to professional inputs and academic upliftment of the students as per expectations of the industry. Involvement of the alumni has been very helpful in the placement of the students.

Governance, Leadership and Management

Baddi University of Emerging Sciences and Technology has been operating under the aegis of Centre for Advanced Studies in Engineering (CASE) since 2009. CASE is a Registered Educational Body registered vide No. 37056 on 2nd May, 2000 in the office of the Registrar of Societies, Govt. of NCT of Delhi with a deep commitment to promote and propagate quality technical education. The Administrative structure of the university includes Chancellor, Vice Chancellor, Registrar, Dean Academics, Dean Research & Development, Dean Students' Welfare, Deans & Directors of various schools etc. The Vice Chancellor directly leads the university team to achieve academic excellence. The involvement of the leadership is achieved through well-defined systems and organizational structure. The structure of the Directorates gives opportunity to Faculties in different role like Dean, Director, Head of Department and Head of Office. The University has different bodies for governance and well defined Policies, Regulations & Guidelines in the form of Act & Statutes. These bodies consist of academic personnel who make constant efforts to take care of the general management and to achieve our university's vision and mission. BUEST believes in decentralization and participative management approach, which is the key element of the university. This not only helps the university to move ahead but also helps the employees to develop themselves by taking decisions on strategic administrative issues and hence governs the overall development of the University. To ensure that all stake holders get full opportunity to display their administrative expertise, numerous committees have been formed to streamline the academic process and other activities. These committees ensure the participation and appointment of coordinators, right from the office of the HoDs to the office of the Directors, Deans and Registrar. All the schools of the university work under the direct supervision of Vice Chancellor and routine administrative and academic activities of various schools are managed by the registrar and deans, respectively. Controller of Examination looks after the Examination and Evaluation system and offers a transparent and efficient practice to strengthen the teaching learning process.

Institutional Values and Best Practices

Baddi University of Emerging Sciences and Technology has a strong ethical work culture that is based on inclusivity. It observes highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, colour, creed, language, religion, political or other opinion, national or social origin, property, birth or other status. BUEST has well-trained and vigilant women security guards for the safety of the women on the campus. All the entries and exits points of the university have security checkpoints. Faculty members are assigned rotational duties for discipline and security of the students on the campus. The Proctorial Committee includes male and female proctors at institute as well as faculty level. Counseling Faculty counsels the students during mentoring with respect to their academic performance, career plans and personal issues. Head of the Department monitors the students and counsels them regarding their health and other issues as and when required. Health Centre is available on the campus and has qualified physician. 'BETIYON KI BARI' is a unique initiative of BUEST to promote professional education among girl students of Himachal Pradesh which enables them to carve out a distinct niche themselves to savor the fruits of growths and industrialization. BETIYON KI BARI is an exclusive scholarship scheme for girl students who intend to excel on professional front. BUEST is known for transforming and empowering students who

come from diverse backgrounds ranging from underprivileged sections to affluent ones. One of the best practices of BUEST is IDEA FACTORY for the students which was inaugurated by Prof. (Dr.) Abdul Kalam. It offers a combination of labs and workshops amply equipped to fulfill their dreams and cater each stage of product development cycle-brainstorming, designing, prototyping and testing. It is a magnet for the most creative minds and provides a vibrant milieu for unleashing creative forces. Idea Factory provides continuous excitement and inspiration. Creative environments are infectious. An atmosphere of invention and design is the generation of original thought and ideas.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	BADDI UNIVERSITY OF EMERGING SCIENCES AND TECHNOLOGY
Address	Vill- Makhnumajra ,Baddi, Distt- Solan HP
City	BADDI
State	Himachal pradesh
Pin	173205
Website	www.baddiuniv.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Jatinder Kumar Sharma	01795-247353	9418909960	-	vc@baddiuniv.ac.in
Registrar	Khushmeet Kumar	01795-247352	9805222569	-	Registrar@baddiuniv.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	16-10-2009
Status Prior to Establishment,If applicable	Affiliated College
Establishment Date	02-05-2000

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	27-02-2013	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.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Vill- Ma khnumaj ra ,Baddi, Distt- Solan HP	Rural	26	48053	Diploma, UG,PG and Phd		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	7
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	4
Colleges with Research Departments	4
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes				
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>PCI</td> <td>110185_13752_6_1701711645.pdf</td> </tr> </tbody> </table>	SRA program	Document	PCI	110185_13752_6_1701711645.pdf	
SRA program	Document				
PCI	110185_13752_6_1701711645.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	29				57				183			
Recruited	3	0	0	3	7	7	0	14	43	106	0	149
Yet to Recruit	26				43				34			
On Contract	3	1	0	4	1	0	0	1	6	9	0	15

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				130
Recruited	80	23	0	103
Yet to Recruit				27
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				24
Recruited	13	9	0	22
Yet to Recruit				2
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	2	6	0	3	11	0	25
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	5	1	0	33	84	0	123
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	1	0	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	0	0	6	5	0	12
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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	2	1	0	3
Adjunct Professor	0	0	0	0
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	nil	nil	nil

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	562	234	0	9	805
	Female	290	125	0	3	418
	Others	0	0	0	0	0
PG	Male	137	29	0	0	166
	Female	107	20	0	0	127
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Diploma	Male	45	23	0	0	68
	Female	17	11	0	0	28
	Others	0	0	0	0	0

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

Year of Establishment	Nil
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
Bachelor Of Business Administration	View Document
Bachelor Of Commerce	View Document
Bachelor Of Hons Chemistry	View Document
Bachelor Of Pharmacy	View Document
Bachelor Of Physiotherapy	View Document
Bachelor Of Science Hons Agriculture	View Document
Bachelor Of Science Medical	View Document
Bachelor Of Science Non Medical	View Document
Bachelor Of Science Nursing	View Document
Bachelors Of Computer Applications	View Document
Bachelors Of Electronics And Communication Engineering	View Document
Civil Engineering	View Document
Computer Science Engineering	View Document
Doctor Of Philosophy Chemistry	View Document
Doctor Of Philosophy Ece	View Document
Doctor Of Philosophy Electrical Engineering	View Document
Doctor Of Philosophy Management Science	View Document
Doctor Of Philosophy Pharmaceutical Science	View Document
Electrical Engineering	View Document
Master Of Business Administration	View Document

Master Of Business Administration Executives	View Document
Master Of Computer Application	View Document
Master Of Pharmacy Industrial Pharmacy	View Document
Master Of Pharmacy Pharmaceutical Analysis	View Document
Master Of Pharmacy Pharmaceutical Chemistry	View Document
Master Of Pharmacy Pharmaceutics	View Document
Master Of Pharmacy Pharmacology	View Document
Master Of Science Chemistry	View Document
Master Of Science Mathematics	View Document
Master Of Science Microbiology	View Document
Master Of Science Physics	View Document
Master Of Technology Computer Science Engineering	View Document
Master Of Technology Mechanical Engineering Production Engineering	View Document
Master Of Technology Power And Electrical Drives Ee	View Document
Master Of Technology Structural Engineering	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The Baddi University is fully aligned with the vision of the National Education Policy (NEP), aiming to deliver high-quality education for the development of human resources as global citizens. The faculty members have initiated discussions on key NEP principles, emphasizing diversity in curriculum and pedagogy while integrating technological innovations into teaching and learning methods. The focus is on fostering logical decision-making, innovation, critical thinking, and creativity. Furthermore, Baddi University has introduced value-based and environment-oriented subjects such as Professional Ethics, Environmental Studies, Principles of Management, and Project Management. The institution's commitment to NEP guidelines is evident</p>
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	<p>through its proactive efforts, allowing students maximum flexibility to choose elective courses offered by other departments and Massive Open Online Courses (MOOC) through SWAYAM. In essence, Baddi University is actively working towards implementing the recommendations outlined in the NEP.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Baddi University has taken a significant stride towards enhancing academic flexibility and student-centric learning through the introduction of the Academic Bank of Credits (ABC). Every student at Baddi University is now assigned a unique ABC ID, marking the commencement of this innovative system. The ABC serves as a comprehensive repository, recording and accumulating the academic credits earned by students throughout their educational journey. Although the Multiple Entry and Exit options have not been fully implemented yet, the initiation of the ABC system lays the foundation for a dynamic and adaptable academic structure. This forthcoming feature will allow students to seamlessly enter and exit various academic programs, earning credits for the courses completed. The ABC framework aligns with the principles of the National Education Policy, promoting a multidisciplinary approach and providing students with the autonomy to tailor their educational paths. Baddi University envisions the ABC as a transformative tool that will empower students to shape their educational trajectories according to their interests and career goals. As the university progresses towards the full implementation of Multiple Entry and Exit options, the ABC system stands as a testament to Baddi University's commitment to fostering a modern, student-centric learning environment.</p>
<p>3. Skill development:</p>	<p>Baddi University is dedicated to providing students with dynamic opportunities for skill development, aligning their education with evolving industry needs. The institution offers a range of add-on courses meticulously designed to integrate the curriculum with the demands of relevant industries, ensuring that students are well-prepared for the job market upon graduation. To enhance students' skill sets, Baddi University facilitates regular interactions with accomplished alumni and industry experts, fostering a holistic learning environment. The university places a strong emphasis on comprehensive skill</p>

	<p>development, offering training in various disciplines. Soft skills, Personality Development Program (PDP) classes, life skills, Information and Communication Technology (ICT) skills, language proficiency, competitive training, and entrepreneurship are integral components of the skill development programs at Baddi University. This multifaceted approach ensures that students not only acquire academic knowledge but also cultivate essential practical skills crucial for their professional success. By prioritizing skill development initiatives, Baddi University is committed to nurturing well-rounded individuals who can confidently navigate the challenges of the contemporary workforce. The focus on continuous improvement and adaptability underscores the university's dedication to producing graduates who are not only academically proficient but also equipped with the practical skills demanded by today's dynamic industries.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>At Baddi University, there is a steadfast commitment to promoting and integrating the richness of local language, art, and culture. A distinctive practice at the institute involves ensuring that all National Service Scheme (NSS) activities conducted in the adopted villages are mandatory and executed in the local language. This approach not only fosters a deeper connection with the community but also contributes to the preservation and celebration of the local cultural heritage. Furthermore, on the university level, Baddi University takes pride in the active participation of its students in a myriad of cultural events. Engaging wholeheartedly in these activities, students have demonstrated their talent and dedication, earning accolades in various cultural events. Notably, Baddi University students have been recognized with prizes and coveted color coats in numerous events at the university level. This recognition not only celebrates the individual achievements of the students but also reflects the vibrant cultural ethos that Baddi University actively cultivates. Through these endeavors, the university stands as a beacon for the integration and appreciation of local language, art, and culture, fostering a sense of community and pride among its diverse student body.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Baddi University adopts a comprehensive approach to the teaching-learning process, incorporating a</p>

	<p>diverse range of methodologies to enrich students' educational experiences. The institution employs various methods, including lectures, seminars, tutorials, workshops, practical sessions, project-based learning, fieldwork, technology-enabled learning, internships, apprenticeships, and research work. This holistic approach ensures a well-rounded and practical understanding of the subjects, preparing students for the dynamic challenges of the real world. All academic programs at Baddi University are structured as Outcomes-Based Education (OBE), meticulously crafted to align with both regional and global requirements. The curriculum places a strong emphasis on course outcomes, with each subject clearly defining its objectives. These outcomes are centered on cognitive abilities, encompassing Remembering, Understanding, Applying, Analysing, Evaluating, and Creating. In addition to domain-specific skills, Baddi University's learning outcomes emphasize social responsiveness, ethics, and entrepreneurial skills. This intentional focus aims to empower students to actively contribute to the economic, environmental, and social well-being of the nation. The Course Objectives (COs) are intricately aligned with the Program Outcomes (PO) and Program Specific Outcomes (PSO), reflecting the university's commitment to a cohesive and purpose-driven educational philosophy. Through this approach, Baddi University strives to produce graduates who are not only academically proficient but also socially responsible and ethically conscious contributors to society.</p>
6. Distance education/online education:	<p>Baddi University stands well-prepared to navigate challenging situations, particularly evident during the COVID-19 pandemic. The institution swiftly adapted its teaching-learning processes to various online modes, leveraging platforms such as apps, Google Classrooms, WhatsApp, and Microsoft Office. With the entire college campus equipped with Wi-Fi and LCD projectors installed in classrooms, the transition to online education was seamless, ensuring uninterrupted learning experiences for students. During the pandemic and beyond, Baddi University embraced online learning, capitalizing on the advantages of a flexible blended mode of teaching. Since 2019, departments have exclusively utilized platforms like WhatsApp and Microsoft 365 to share</p>

learning content with students across a wide array of subjects and courses. This proactive approach not only facilitated continued education but also showcased the institution's commitment to leveraging technology for the benefit of its academic community. Faculty members at Baddi University demonstrated resilience and adaptability by proactively participating in training sessions such as Faculty Development Programs (FDP), Short-Term Training Programs (STTP), and workshops during the lockdown period. This commitment to professional development equipped the faculty with the necessary skills to effectively use various Massive Open Online Courses (MOOCs) and other online platforms, ensuring a high-quality online teaching-learning experience for students. Baddi University's proactive response during challenging times underscores its dedication to providing accessible and effective education in any circumstance.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>As of now, there was no Electoral Literacy Club (ELC) at Baddi University. However, prompted by the question in the NAAC assessment, University has recognized the importance of this club in promoting electoral literacy and civic awareness. In response, we are pleased to inform that University convened a meeting and decided to form Electoral Literacy Club at Baddi University. This club is dedicated in enhancing students' understanding of electoral processes and encouraging active participation in democratic activities. We believe that the establishment of the ELC will contribute significantly to fostering a culture of informed and responsible citizenship within the university community.</p>
<p>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?</p>	<p>Yes, the University has appointed a Students' Coordinator, Mr Deshraj Thakur, who also serves as the Professor in SOAS, to oversee the activities of the newly established Electoral Literacy Club (ELC) at Baddi University. In addition to the Students' Coordinator, we have designated Class Representatives (CR) from every program to actively participate and contribute to the functioning of the</p>

	<p>ELC. This inclusive approach ensures representation from various programs, making the ELC at Baddi University truly representative in character. The coordinated efforts of the Students' Coordinator and the CRs aim to foster a collaborative and diverse environment within the ELC, enriching the overall experience for students and promoting electoral literacy throughout the university community."</p>
<p>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.</p>	<p>NO</p>
<p>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.</p>	<p>NO</p>
<p>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.</p>	<p>Eligible Students are being motivated for making voter card.</p>

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
1624	1423	1284	1390	1420
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
391	429	403	450	451
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
188	171	138	145	156
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: 316

File Description	Document
Institutional data in prescribed format	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
997.08	816.67	592.36	948.54	929.93

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 curricula developed and implemented in almost all programs meet local, national, regional and global development needs. These can be seen in the Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcomes (CO) of the various programs offered by the University. The curricula of most institutions have implemented global strategies to follow global trends so that students can develop their global skills and student can achieve employability, innovation and research skills. The University has the systematic procedure for development, revision and implementation of curriculum of all the departments. The Primary objective of the institute is to create Techno-Managerial power for the global needs. The curriculum is designed carefully by addressing the recent technologies and the opportunities existing in regional and global level with all necessary fundamentals.

The university ensures effective curriculum design, development and periodic revision. The process involves experts from academia as well as professionals as members of the Board of Studies and its delivery through a well planned process, under the supervision of Dean, Academics. The courses and respective syllabi are finalized after deliberations. Every program has program outcomes, program specific outcomes, and also every course in the program has course outcomes. Feedback of students and teachers is accounted to upgrade its curricula and course outcomes. The timetable committee, headed by Dean, Academics and a faculty member from each department of each School, draws up a detailed programme which ensures the time to academic fulfillment of student and course delivery. The departments strive for effective curriculum delivery through a combination of time-tested and innovative methods. Faculty members take utmost care to complete the syllabus in time. The internal assessment model comprises of the prescribed evaluation processes. Periodic meetings of IQAC take stock of the progress of teaching-learning in the university. An academic calendar is prepared at university level which is detailed enough to cover all the academic, co-curricular and sports activities to be conducted in the university. Our programmes are structured to provide a strong foundation in Sciences, Pharmacy, Engineering, Management, Agriculture, Nursing and Physiotherapy while cultivating cross-disciplinary integrated learning and thinking. Moreover, our programmes are offered and operated with strong linkages to the workplace and inculcate a sense of service in our students and create future ready professionals and leaders. The programme specific outcome pertains to acquiring knowledge, professional intellectual competence and their responsibility towards the service to the society.

Vision

We are committed to be known for creating and imparting knowledge to prepare future ready professionals who would make positive impact in society.

Mission

We would achieve our vision through Learning, Ideation and Application of knowledge by:

1. Creating a state -of- the- art teaching- learning process.
2. Creating stimulating environment conducive to out -of- box thinking.
3. Encouraging Industry oriented Project based learning.
4. Value based learning by imbibing core values of-
 - a) Respect for individual
 - b) Integrity
 - c) Credibility
 - d) Excellence.

File Description	Document
Upload Additional information	View 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 various programmes offered by the schools of the university pertains to School of Engineering & Emerging Technologies, School of Management Studies, School of Sciences, School of Pharmacy and Emerging Sciences, School of Agricultural Sciences, BUEST Nursing College, and School of Physiotherapy. Their curricula have been designed and developed in association with the experts from the industry and profession, taking into consideration need of the industry, latest development and with focus on employability, entrepreneurship and skill development. University curricula so developed imparts professional knowledge and simultaneously enhances students capability, potential and confidence, resulting into their employability.

A course on "Personality Development Programme " is offered to all the students to take in every semester. In addition, Skill Development Programmes are conducted to stimulate, motivate and make them future ready professionals. Curriculum design of university is not limited to one particular career path but is generic across all employment sectors. Career paths have involved higher order thinking skills and a good grounding in a variety of managerial skills. Useful purpose is served by the university to impart the skill-development courses to students for imbibing Employability and Entrepreneurship skills. The university is practicing various methodologies with respect to enhancing their employability. To make learning student-centric, students are given assignments, case presentations, role-plays, mini-projects, etc. These methodologies provide holistic education to students, crafting a learning environment in the classroom where trust, initiative and analytical skills can be developed.

Students are encouraged to identify issues related to the society that are socially and economically relevant in the present-day context. They are asked to prepare their project reports by collecting the information, designing and making presentations, which are finally evaluated by the faculty concerned. The industrial projects of the students are integral parts of the curriculum. All the necessary facilities required by the students to complete the projects are provided by the departments and supported by the university.

As a part of continuous assessment of the students at the Baddi University of Emerging Sciences and Technology, students are given several tasks such as assignments, presentations, seminars, quizzes, etc. This has extended their learning activity beyond the classroom and transformed the campus into a 24 x 7 learning place with respect to creation of knowledge and higher studies. This has built students interpersonal skills and work ethics through an environment of humility and respect. Faculty's total involvement with the students in this respect has not only motivated the students but also inculcated self-reliance in them.

At Baddi University of Emerging Sciences and Technology faculty members use 'blended learning' by using a number of e-learning resources, providing e-learning facilities like open source learning platform etc. Faculty emphasise that the same solution doesn't necessarily work every time. Faculty design opportunities for students to build and demonstrate toughness in odd circumstances and adverse conditions. Faculty motivates students to innovate independently of their own and in groups and come out with novel ideas and solutions.

File Description	Document
Upload Additional information	View 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: 26.06

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

Response: 295

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

Response: 1132

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 various programmes offered in the seven schools of the university viz. School of Engineering & Emerging Technologies, School of Management Studies, School of Sciences, School of Pharmacy and Emerging Sciences, School of Agricultural Sciences, BUEST Nursing College, School of Physiotherapy have incorporated cross cutting issues related to Professional Ethics, Gender, Human Values, Environment and Sustainability in the curriculum.

In order to integrate the cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics, Baddi University of Emerging Sciences & Technology has imbibed different types of courses in the curriculum.

Professional Ethics & Human Values

A course on human values, "Human Ethics & Values," is offered as a subject to all the students to take at least once during their programme of study. Social development activities are regularly organized such as blood donation, health check-up, hygiene and health workshops, environment awareness camps,

workshops on social issues, public health, gender issues etc. All the activities are organized by the students under the supervision of Dean, Student Welfare, Baddi University of Emerging Sciences & Technology. BUEST is committed to prepare future ready professionals who would make positive impact in the society.

Various programmes are regularly held on the campus to inculcate professional ethics among the students. Workshops on human values and professional ethics have been held in the university in collaboration with I.K.Gujral Punjab Technical University and experts from other institutions under the leadership of Dean, Student Welfare. Activities related to Professional Ethics are organized in association with experts from the industry and professional experts from the corporate sector.

Gender Sensitivity

Baddi University of Emerging Sciences and Technology believes in gender equality and empowerment of women. We at BUEST empower women by providing quality education. 'BETIYON KI BARI' is BUEST's unique programme to promote professional education among girl students. Under this programme, prestigious scholarships are given to the top ranked girls of all the departments to enable them to pursue their studies at graduate and post graduate levels, virtually free. There are various approaches which are adopted and used with respect to the gender sensitivity under Women Grievance Cell Gender Sensitization Committee.

Environment and Sustainability

A course on "Environmental Science" is being conducted in all UG programmes. In order to sensitize students about the environment and sustainability issues, numerous activities such as: seminars, workshops, guest lectures, industrial visits and field excursions have been organized for students. Environment Day, Earth Day, Van Mahotsav and other activities related to the environment are celebrated every year which create awareness among the students and their role and responsibility towards environment.

National Education Policy-2020 is implemented by Baddi University of Emerging Sciences & Technology. This has been attempted as a continuance of the NAAC's concern for ensuring that its processes are in tune with local, regional and global changes in higher education scenario and in particular NEP-2020.

File Description	Document
Upload Additional information	View 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: 9

File Description	Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View 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

1.3.3

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

Response: 78.38

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: 29

1.3.3.2 Total Number of programmes offered (without repeat count) during the 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

1.4 Feedback System

<p>1.4.1</p> <p>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:</p> <p>Response: D. Feedback collected</p>	
File Description	Document
Institutional data in the prescribed format (data template)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 35.88

2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1486	1260	1442	1419	1314

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
669	554	355	457	448

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: 34.99

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
273	249	171	200	178

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
662	562	674	604	559

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	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:

BUEST student's intake is done from all regions of India based on merit in state entrance examination like JEE, for Engineering, NEET for Pharmacy and CAT/MAT for the management courses. The intake is also made based on the merit in Baddi University Entrance Examination for Agricultural as well as Nursing courses. For programs in Faculty of Engineering, Pharmacy and management, the admission is given based on the marks in the qualifying examination. The advanced and slow learners of a subject are identified on the feedback of concerned faculty, based on their performance in internal/external examination of the university.

The university has implemented following important measures for the students:

1. On the onset of every new session, rigorous induction program is conducted for the newly enrolled students, so that they can interact with the faculty members and staff members of the university. The programme is coordinated by the Registrar and is conducted in presence of Vice Chancellor, Director(s), Deans, Heads of academic departments, Training and Placement and IT

support, Controller of Examination, Librarian who welcome and address the students on different issues. The purpose of this induction program is to make the students familiar with the curriculum, code of conduct, rule and regulations of examination system, infrastructure as well as other amenities of the university. The idea is to provide better learning experience and get acquainted with new environment of higher education.

1. University applies qualitative assessment to ensure effective learning such as quizzes, class room discussion, class presentation and other instructional methods followed by assignments and mid-semester tests.

1. A mentor is assigned to group of 10-12 students. Teachers regularly conduct meeting and counseling sessions with the students to resolve their course work as well as personnel related problems. Special attention is given to slow learners and we organize the motivational lectures and extra special classes for slow learners.

1. Reporting of the student performance through ERP system,

1. Choice based open elective and departmental elective courses are conducted for advanced learners as well as slow learners to study at their own pace and earn less/more credits whenever needed.

1. Summer Term classes and examination is conducted in the month of July/August each year to provide an opportunity to students to clear a course in timely manner

1. Student grievance committees are organized to bring out the student grievances which are redressed immediately.

1. Further, the students are also encouraged by their mentors for the capacity development and skill enhancement conducted various activities within the University, such as active participation in Idea factory, literary society, Blood Donation Camp, Drug Abuse etc..

The students are provided with the following academic facilities to enhance the requisite skills:

1. Intensive coaching for GATE /CAT/NET/ JS and other competitive examinations are provided by reputed agencies/faculties in campus itself.

1. Special pre-placement technical classes are conducted by faculty for placement drives.

1. Internships in reputed industries/institutes for deserving students.

1. The idea factory as a platform is provided to the students to carry out interdisciplinary projects.

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: 8.64

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:

The curricula designed for various programs in Baddi University ensure that students are substantially sound, able to apply the concepts in practical circumstances, analyze the outcomes of such practical application and are in a position to ask questions based on the analysis and evolve new techniques seeking solutions to the new problems.

The following points methods are taken are in order to insure the teaching learning process.

1. The syllabus is designed in such a way that it covers all aspects of conceptual as well as practical learning.
2. Mandatory 4 to 6 weeks industrial/Organizational training for the students as per the mandatory demand of the course.
3. Employability and Industry centric courses are offered in the curriculum.
4. Conduct of Industrial visit to familiarize the student about the organization culture and environment. Student exposure to real life industries is important. Student learning should go beyond academics, where they can develop insights, critical minds and obtain practical knowledge as well as theoretical applications. Furthermore, students are able to improve on the cognitive complexity, intrapersonal/interpersonal relationship and practical competence Exposure to real life industries is one of the key elements implicitly emphasized in the Program Outcomes (PO) for students. Industrial visit provides the opportunity to learn basic concepts involved in various sophisticated instrument.
5. Students participate in the teaching learning process through interactive discussions. The teaching activities include Group discussion, Roll play, Brain storming methods, Seminars classes and written assignments works augment the student-centric learning process. Students are made to prepare assignment on specific topics using reference books, journals and internet facilities offered in the library.
6. The university provides student centric and holistic approach towards learning process through Performance Enhancement Program (PEP) which includes Project Based Learning, Personality Development Program and Value Based Learning.
7. Training imparted for higher studies and competitive exams.
8. Providing the opportunity to the students, earning while learning through academic adoption by which student can strengthen their skill in the industry while learning in the university.
9. To enhance the overall personality of the students Personality Development Program (PDP) courses are offered. Under this course various types of questions like jumbled paragraphs, sentence corrections, fill in the blanks, antonyms, synonyms, word pair analogies, Verbal - Non-Verbal aspects, Functional Grammar, Vocabulary Enhancement etc., are discussed with the help of classroom handouts.
10. Implementation of tutorial classes in the courses to improve the problem solving skills.
11. Major and minor project teams with 3-5 numbers of students in every group. Project work included in the curriculum of BUEST. Students are encouraged to undertake various types of project. Students have option to proceed project/research work either in the BUEST campus or industry. This will equip the students to broaden their thinking, explore their mental ability toward the welfare of society, discover the new horizon of material and learn how to download the research publications. Overall this will enhance the experimental learning or learning by doing,
12. Expert lectures/webinars organized by the departments in a semester exposing the students to new technologies.
13. Student feedback to resolve the gaps between knowledge delivery and learning.

2.3.2

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

Response:

The Mentor- Mentee scheme has been launched in all programme. Group of students (Mentee) are provided one teacher as Mentor. Mentor calls meeting of Mentee in the beginning of academic year. Minimum two meeting are conducted during one semester.

The students are oriented with the whole activities to be carried out during the semester or academic year. The students are given full access to visit their Mentor to address the problem regarding study, learning skills and personality development.

BUEST provide psychological support to learners;

1. Teachers are positive role models for their students. Students will look to the over all development of teachers and learn from the skills provided to them so that it can be used to deal with stressful situations.
2. Teachers are calm honest and caring to provide positive attitude to student.
3. Teachers listen to student concerns.
4. As a teachers, they listen to students' concern and demonstrate understanding as well as empathy.
5. Teachers are offering the opportunity to have one to one conversation with students, so as to reconnect and discuss any concern that might have arisen when school was closed.

Role of University in psychological development.

- University helps students for future by teaching them essential skills such as time management, goal setting and problem solving.
- By learning these skills at a young age , students are better equipped to handle challenges of adulthood , such as managing a work place, household and raising a family etc.

What BUEST do to promote mental health?

Follwing certain ways are adopted ;

- We promote self esteem
- We boost their self confidence by supporting good decision making assertiveness, perseverance and self determination .
- We encourage students to eat healthy and stay fit.
- We provide outlets to relieve anxiety and stress. Physical activity like sports and meditation helps relieve anxiety and stress and works wounder on a students' over all mental health.
- We promote school policies that support mental health such as bullying prevention.
- Open communication with honesty and without being judgemental helps to open conversation with the students and to know if they are in trouble.
- A safe positive school environment. Students can take positive decision, helping classmate,

showing compassion towards one another

- Encourage social time. It is incredibly important for students to refresh their minds by scheduling 30 min from curriculum, to develop over all personality of students.
- Providing cordial environment for studying hard for test.
- Teachers perform the act of kindness by developing positive attitude among the students.

University adopted Educational psychology involves standardised testing to obtain information about students learning skill and teachers’ potential to guide them to improve their learning skills.

Cognition and learning: How students think and learn

- Growth mind set: The success depends upon your goals that you have focussed despite many set backs.

APA module on praise that offers excellent example on praise of how instructor can best frame communication with students to foster a growth mind set.

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: 59

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
265	265	265	265	265

File Description	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: 14.56

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: 46

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: 3.43

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

Response: 645

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: 63

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
42	40	44	119	70

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View 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:** 1.47**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
32	43	4	10	16

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
1624	1423	1284	1390	1420

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	View Document
Institutional data in the prescribed format (data template)	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

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:

Program outcomes of all the programs are developed based on the fulfillment of course outcomes. All the courses offered in regard of respective programmes in various departments of BUEST, are aligned with the program outcomes. The program outcomes are identified as per the regulatory bodies such as UGC, PCI, and ICAR etc., to meet the worldwide standards as well as the requirements of making industry ready students. The course outcomes are developed as per the content and objectives of the course within the programme framework. In general, the number of hours required for the course including theory, tutorial, and practical components, the type of content and its credits, the assessment model to be followed while assigning outcomes, are vital issues to be addressed by the faculty and members of Board of Studies. The course objectives and outcomes are planned and designed taking into the consideration of entire syllabus and the required competencies. During examination, we ensure that the students attempt all the pre-planned outcomes. If choices are given, they belong to only within the course outcome. The assignments, quizzes are conducted based on the planned outcomes.

The faculties are made aware of their learning outcomes through:

- Workshop/Seminar/Symposia
- Teaching-Learning process (Course File, Course Plan, Outcomes, etc.)
- Feedback analysis
- Governance system evaluation through BoS and Academic Council

The students are made aware of their learning outcomes through:

- Induction/Orientation Programmes
- Quizzes/Seminar/Symposia
- Counselor/Mentorship
- Evaluation (Test Analysis/Assessment)

Mechanism of Communication:

The content of the syllabus is prepared after the thorough understanding of the CO's that include objectives, content, text books and references, assessment model etc. All the faculty members who are subject experts in charge for the respective course will put up the syllabus in the BOS meeting. After approval from BoS and Academic Council, the syllabus will be circulated in the Department to the respective faculty. The same syllabus will be communicated to the students through university website and during the first day of commencement of the semester. The expected CO's and the course assessment model is also explained to the students.

2.6.2

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

Response: 77.24

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

Response: 302

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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:

Research and development is one of the main criterion with respect to the quality and standard of an institution. International ranking of any university is dependent upon its research and development. Therefore, Research Promotion Policy has been prepared by the Baddi University of Emerging Sciences and Technology to initiate, motivate and inculcate innovative ideas among the researchers and to create environment and promote research activities on the university campus. The Research Promotion will not only strengthen creation of knowledge which is to be utilized for the upliftment of the society but also help in the publications, filing of the patents and generation of funds. The revenue generated from research and development will further enhance capabilities and potential of the university. The Research Promotion Policy will apply not only to the researchers of the university comprising of: research scholars registered with the university, faculty, supervisors, co-supervisors but also to the external experts, Govt. or private

institutes/labs, sponsors from Govt., private, national and international funding agencies. The researchers of the university will be given adequate liberty to explore the area of their interest. The researchers will have freedom to submit their research project to the national/international funding agencies. In addition researchers will be allowed to raise funds with respect to creation of infrastructure and facilities related to their field of specializations. On account of limited resources university may not able to support all research activities. However, working space, library, infrastructure and necessary facilities will be made available to the researchers. In addition, researchers will also be supported for writing research proposals, reports, publications and filing patents etc. The researchers registered for Ph. D. program who are without fellowship can be given some financial support in the form fellowships. The financial support given in the form of fellowships can be raised by giving 10 hrs per week academic load. This will not only make them self-dependent but also enhance their teaching potentials and make them future ready professionals. The Research Promotion Policy of the university has been prepared taking into considerations the interest of BUEST faculty. To enhance their qualifications and inculcate in them research and development potentials, it was considered to motivate non-Ph.D. faculty members to register themselves for Ph. D. degree. The candidates so registered can be given some benefits with respect to their reduced teaching load and some financial rewards such as additional increment(s) on completion of their Ph.D. degree. In addition, some seed money can be given to the faculty to initiate and explore their innovative ideas. The researchers can be given appropriate leave (type of leave due to them). In addition financial support can be given to attend national and international conferences, seminars, workshops, short term training programs, faculty development program, quality improvement program, post doctoral research etc. The exposure so gained at national or international level can be shared with the students and faculty.

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

3.1.2.1 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	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	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: 0.63

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

Response: 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

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: 2

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government 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: 11.60

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](#)

3.2.2

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

Response: 1

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:

The interaction between living organism and the physical environment is known as ecosystem. Life is found between up to 10 kilometer deep in ocean and a few tens of kilometers above sea level. In the soil, life disappears a few meters down. But ecosystems extend well beyond the regions where life actually occurs. We need a picture of the global circulations of air and water and the great biogeochemical cycles. The source of energy is the sun. Therefore, ecosystem consists of climates an earth due to adiabatic changes in air temperature, global atmospheric and oceanic circulation, biogeochemical hydrological, carbon and nitrogen, human activity, aquatic, acid precipitation, energy flow and productivity cycles. The climate of earth is determined primarily by earth's atmosphere, which is relatively transparent to visible light but opaque to infrared radiation from earth's surface, by the pattern of solar energy input at different latitude and rotation of Earth and its axis. The global oceanic circulation is driven by surface winds, which produce a westward equatorial current and clockwise and counterclockwise circular pattern in northern and southern hemisphere respectively. The poleward movement of ocean water is a major mechanism of transfer of heat to high latitudes. The cycles of C, N, P, S, H and O the main elements of living organism are global in nature. The oceans receive materials from the land via rivers and they exchange materials with the atmosphere through their surface layers. Soil is formed by both physical and chemical layers and as a result of downward movement of water, distinctive vertical profiles develop. Their nature depends on the type of rock, the plants growing there and climatic conditions over long periods, soil infertility drops because the supply of exchangeable bases is exhausted. The most serious global problem is the increase in levels of atmospheric carbon dioxide, which may lead to important climatic changes by the early part of the next century. This aspect requires the development of skill on the part of researcher as a student and teacher as well. Ecosystems are driven by solar energy and most energy enters living organisms via photosynthesis. The yearly total of photosynthesis depends on temperature and moisture because of the tight linkage between water loss and entrance of CO₂ in leaves. Therefore, we have devised processes in lab and theory teaching for classes in science, technology, agriculture and pharmacy such as green methodologies, water-based technologies and replacement of fertilizers, pesticide and insecticides. Some other research works also involve the genomics for development of edible variety of food less dependent on usual approaches to waste water and chemicals.

3.3.2

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

Response: 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

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 software**
- 4. Research Advisory Committee**

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

3.4.2

Total number of Patents awarded 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

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years**Response:** 0.17**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 5

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

Response: 29

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:** 0.4**3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 127

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
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document

3.4.5**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.05

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

Response: 17

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

3.4.6*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

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

Response: 9.87

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

Response: 15.5

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years**

Response: 0**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
0	0	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

3.6 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:

University organizes various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to community and strengthen community participation. The NSS unit of University takes part in various initiatives like Organizing camps, Swachh Bharat initiatives, Blood donation camps, Awareness programmes etc. The University from time to time organises activities to create awareness among students and faculty about the Institutional Social Responsibilities (ISR). The activities undertaken by the university are listed below: i. On all important days such as World Environment Day, International Women Day, Blood Donors Day, AIDS Day and International Drug Abuse Day, the University organises the special programmes like competition among the students, procession rallies, general talks held to create awareness among students, faculty and staff ii. Swachh Bharat Programme is celebrated on 2nd October and campaign is launched. The university has made it a regular activity and asks all to maintain cleanliness iii. The School of Tourism, Travel and Hospitality Management celebrates tourism week in the last week of September and undertakes several activities like cleanliness drive, tree plantation, cleaning and reviving traditional water sources, inviting school children and creating and educating them about moral values, and so on in the surrounding villages and thus creates awareness. iv. SPARSH Committee also organises various activities creating awareness among female students, faculty and staff. v. Organising earthquake awareness function wherein the students visit the nearby schools and villages on Earth Day. The awareness is also created regarding waste management and segregation of waste material. All these programmes have created awareness not only among the students but also among the general public.

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: 10

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
5	1	1	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

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: 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

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 education institution complies to adequate availability and maximum utilization of available infrastructure which is critically linked to the vision of the university –for creating and imparting knowledge to prepare future ready professionals who are going to make a positive impact on the society . University strives ‘to create a conducive and a secure environment of excellence in education’ through technologically advanced pedagogical tools.

At the beginning of the academic year need assessment for replacement / up-gradation / addition of the existing infrastructure is carried out based on the suggestions from Heads of the departments, lab technicians and system administrator after reviewing course requirements, computer-student ratio, budget constraints, working condition of the existing equipment and also students’ grievances. The Time Table committee plans ahead for all requirements regarding classrooms, laboratories, furniture and other equipment.

·Optimal deployment of infrastructure is ensured through conducting workshops/awareness programs/training programs for faculty on the use of new technology.

·Effective utilization of infrastructure is ensured through appointment of adequate and well qualified lab technicians/system administrator.

·The optimal utilization is ensured through encouraging innovative teaching –learning practices and pre placement trainings.

The available physical infrastructure is optimally utilized beyond regular college hours, to conduct certificate courses, co-curricular activities/extra-curricular activities, parent teacher meetings, Campus Recruitment Training classes, campus recruitments, meetings, seminars, conferences etc..

File Description	Document
Upload any additional information	View 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: 1.54

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
27.62	10.88	21.98	3.21	2.26

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:

Library is automated using Integrated Enterprise Resource Planning and having module of (ILMS).

The Library is dissemination all vital resource through its own content management system. The University is using ERP system since several years. It came in existence in year of 2018.

Description of library with,

Name of ILMS software : SIM

Nature of automation: (Fully)

Year of Automation: 2018,

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: 0.47

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
5.41893	3.91977	1.67132	7.13907	1.85420

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:

Baddi Universtiy has clear policy regarding Information Technology, The University has been always in the forefront adopting technologies and providing IT enabled service to all its users.

The University has campus wired & wireless network and Wi-Fi facility within its all hostels. **Reliance jio Fiber optic lease line** is available for faster and efficient connectivity.

For IT security University has **firewall system** for managing internet users and websites.

The University has window based **license software** as well as open source software based on Linux.

Old and outdated computers are upgraded periodically. They are either replaced or enhanced with respect to configuration. Additional computing facilities are added based on the need arising out of requirements of students and faculty.

Hardware infrastructure:

? Computers =250

? Servers=01

? Smart Board=02

? Zerox Machine=02

? Projectors=10

? Printers =27

Networking infrastructure:

? LAN Node=250

? Wi-Fi network access points =86

? Core Switch=02

? Firewall Security System=01

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:** 7.52**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 216

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: E. Any 2 or below

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: 5.94

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
53.24	46.00	38.23	52.56	64.37

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

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:

Response:

There are established systems and procedures for maintaining and utilizing physical, academic and

support facilities such as laboratory, sports complex, computer, classroom etc in the University. The maintenance of physical, academic and support facilities are carried out by the respective departments with the help of in house staff on daily basis and periodically. And care has been taken to keep the equipments, machine etc in working condition. In case of breakdowns standard procedure is followed to bring the equipment/machine in working condition. A supervisor is appointed to monitor and maintain the physical facilities and Housekeeping. A brief description is presented below on maintenance and utilization of some facilities.

1. Laboratories (All Labs & Computer center): Each laboratory has one teacher as lab in-charge, a Lab Assistant and attendant. Lab in-charge is responsible to maintain and upgrade the laboratory with necessary equipments from time to time to cope with change in the syllabus. Dead stock verification (Physical Verification) is carried out to verify working/nonworking/missing equipments etc. Preventive maintenance and performance monitoring is carried out. Every laboratory assistance keeps the record of utilization of equipments, computers and other required material for experiments.

2. Library: Librarian with supporting staff has been appointed to maintain central library. They focus on the availability and utilization of instructional material in teaching and learning process. At end of the Academic year stock verification is done. Librarian will prepare the report on the same and utilization of books by the students and staff. Procurement of books as per the requirement is initiated through library committee by inviting the requirement of books from various departments this is then processed following the procurement procedure.

3. Sport complex/ground/equipments: Physical Director of the University looks after the sports facilities and the activities. The sports equipments are issued to the students as per the schedule of the events. If any equipments get faulty sport director submits proposal for maintenance. Preventive maintenance measures are taken in time. Sport director is responsible for keeping the record of utilization of sport Facilities, activities held, awards for the students etc.

4. Class Rooms: Class rooms are allocated to all departments along with necessary ICT tools. The class rooms are utilized as per the time table of the department. The class rooms are cleaned on daily basis monitored by institute supervisor. Head of the institute, HODs and Class teachers also monitor the cleanliness and ensure that the cleanliness is maintained in the class rooms.

5. IT facilities: All departments in the university are having PCs, IT facilities: All departments in the university are having PCs, essential software and peripherals .The laboratory technicians and system administrator maintain the IT facilities in the university. In case of major issues of maintenance vendors are hired for maintenance of IT facilities.

6. Electrical, Drinking water coolers etc.: University has employed technicians(electrician and plumber) for up keeping and maintenance of electrical and water drinking facility. University has also appointed housekeeping staff to maintain the gardens.

7.CCTV, Security etc: To maintain internet connectivity and CCTV security system, network and system administration team is appointed.LCD projectors, EPBX system, air conditioners are maintained regularly. Security staff under a security supervisor is employed to safe guard the whole premises.

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: 53.51

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
1020	802	526	827	646

File Description

Document

Upload policy document of the HEI for award of scholarship and freeships.

[View 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:

Baddi University of Emerging Sciences and Technology performs special efforts in paving the path of young individuals as we understand the depth and relevance of career counseling and guidance. Career guidance is much needed in the initial years of students so that they can have dreams and perform rigorous efforts in the direction of their career alignment.

Our university is having diversified schools which includes Engineering, Sciences, Management, Agriculture, Pharmacy and Medical Sciences as well. Taking this into consideration, we organize a range of Seminars, Expert Talks and interactive sessions by known experts from specific fields, so that they can share their experiences with students which will help them to synchronize their goals with passion and

hard work in order to attain the desired objective.

Activities conducted:

- Baddi University have regularly arranged Aptitude and Technical training for the final year students every year to boost their performance and enhance their confidence to crack interview of their dream companies. Aptitude training is hereby arranged for all streams of students keeping in mind the initial steps of the interview under which their aptitude and reasoning skills are being tested. Whereas talking about Technical training, it is drafted variably for respective streams like B.Tech CSE, B. Pharmacy etc. keeping in mind the current scenarios and trends of the upcoming technologies.
- Expert Talks, Seminars and Webinars from Experts are conducted by each and every department of the university to provide students with the platform to resolve their queries and inhibitions related to their specific streams ahead.
- We have in-house Personality Development Programme under which students are groomed and uplifted on soft skills for their successful job interview.
- Looking at the interest of young students towards entrepreneurship, an Entrepreneurship Development Cell is introduced within the campus premises where these innovative fresh minds can discuss the ideas and gain a lot of knowledge from the experiences of renowned entrepreneurs. This cell is continuously imparting training to the students in all dimensions and motivates them to become an entrepreneur.
- During the classes as well, students are majorly made aware of all the competitive examinations like NET SLET, GATE and many more to wider their vision for the upcoming opportunities.

Under the heading of Guidance for competitive examinations and career counseling, various schools and departments of the university have organized number of workshops, seminars and talks to benefit the stake holders about their career options and provide them guidance for competitive examinations as per their respective fields. On an average, every year near by 40% of the total strength of the students is benefited by these initiatives in the last 5 years.

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: E. None of the above

File Description	Document
Institutional data in the prescribed format (data template)	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: 28.07

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
103	84	78	153	147

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: 7.12

5.2.2.1 Number of outgoing students progressing to higher education

2022-23	2021-22	2020-21	2019-20	2018-19
29	16	32	21	13

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: 0.71

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

Response: 15

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: 7

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
0	0	0	5	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

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 process of electing the student council at the collegial level started in the year 2010 at Baddi University of Emerging Sciences and Technology. The university boasts a well-functional student council that diligently takes care of enhancing various infrastructure, academic, and administrative activities for the benefit and welfare of students.

The council recently organized a successful oath-taking ceremony for the elected students of different committees. They play a crucial role in coordinating all events related to academics, extracurricular activities, and other tasks as per the directives of the teaching faculty. The student council, in collaboration with the college administration, has actively resolved many student problems, including issues related to admissions and the availability of resources such as the library.

The student council has been instrumental in the organization of numerous events, including examination weeks, cultural activities, and extracurricular activities. They have successfully initiated and managed the Science Council of the University. The council actively participates in various initiatives such as tree plantation, cleaning drives, Swachh Bharat Abhiyan, and blood donation camps.

In one of the blood donation camps organized by the student council, both staff and students actively participated, donating blood and receiving certificates of appreciation. Additionally, the council has successfully conducted seminars and workshops addressing important topics such as girls' safety, women's helpline, and preventing eve-teasing.

The student council also takes the lead in organizing the annual sports event, featuring team and individual competitions. Winners are rewarded with medals, trophies, and provided with breakfast and lunch. The council ensures an audience gallery for spectators during the events.

Scholarships for academic and sports achievements, as well as National Service Scheme (NSS) awards for blood donation, are distributed during these events. Cultural activities, featuring performances by university students alongside musicians and a music system, have been a result of initiatives by the student council.

The University's student council has actively participated in various activities to enhance the institution's name and fame, working collaboratively with the university management. The council's contribution extends to academic administration, including coordination in day-to-day activities, communication between students and teaching faculty, organization of special events like seminars, and the arrangement of industrial visits for students. Moreover, the student council plays a pivotal role in inviting external guest speakers and organizing seminars and workshops.

Following are the activities conducted by student council

1. Coordination in day to day activities at their level
2. Coordination in communicating the information between students and teaching faculty
3. Coordination in conducting special events like amnesium Sangam etc
4. Coordination in organising cultural events

5. Coordination in organising sports and games for the students
6. Coordination in arranging industrial visits for the students
7. Coordination in inviting the external guest speakers and organising the seminars and workshops

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: 0.12

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
0.061	0.061	0	0	0

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

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 primary aim and objective of the Baddi University of Emerging Sciences and Technology (BUEST) Alumni Association are centered around bridging the gap between the university and its alumni. This association serves as a crucial platform fostering interaction among alumni, current students, faculty, and the college administration. The significance of the Alumni Association's contribution to the university is vast, encompassing both non-financial and potential financial support in the future. The association actively engages in career counseling, skill development initiatives, expert talks, and facilitates industrial visits for students.

The alumni, particularly those who have ventured into entrepreneurship, play an integral role in providing valuable insights to current students. Their active participation in imparting basic information and addressing queries about initiating and managing businesses is instrumental. Beyond this, the Alumni Association extends its support in campus placements, summer and winter trainings, creating open-ended avenues for interaction between alumni and students.

Situated in the industrial hub of Baddi, the contribution of alumni becomes particularly advantageous for the career alignment and placements of university students. The association's active involvement in campus placements and trainings helps students in securing valuable industry exposure.

One of the significant contributions of the Alumni Association lies in its continuous provision of technical inputs to the university. By staying abreast of the latest market trends, alumni contribute to the ongoing process of upgrading the university's syllabus, ensuring that students are equipped with the skills and knowledge demanded by the industry.

In January 2021, following the formation of the new Governing Body, Mr. Gulshan Sandhu, the President of the Alumni Association, made the decision to actively focus on strengthening alumni relations with the university.

The Alumni Association's Contributions:

1. **Alumni Interaction:** Alumni actively engage with current students through various events and guest lectures. They share insights on skills, recent technologies, corporate trends, and the application of

knowledge in real-world scenarios, fostering a valuable exchange of experiences.

2. Placement & Career Guidance Assistance: Alumni, occupying diverse roles in various organizations, provide regular updates on job opportunities. They offer guidance to students, assisting them in interview preparation and sharing personal experiences to motivate and guide them in their career development.

3. Entrepreneurship Awareness: Entrepreneurial alumni share their startup journeys, imparting valuable lessons learned and insights into different sectors. Through success stories and challenges faced, they enlighten students about the entrepreneurial landscape.

4. Alumni Meets: BUEST tradition includes inviting alumni for Alumni Meets accompanied by convocations. These events serve as platforms for alumni to reconnect with the institution, old friends, and share insights into current trends in the corporate world, providing academicians with valuable inputs for molding aspiring students.

5. Promotion of Institute Events: Alumni actively participate in planning and organizing various events at BUEST. Their involvement contributes significantly to the success of these events, fostering a sense of community and shared purpose.

File Description	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:

Baddi University of Emerging Sciences and Technology (BUEST), located in Makhnumajra, Baddi, Distt. Solan (H.P.), has been operating under the Center for Advanced Studies in Engineering since 2009. It is a registered educational body (Registration No. 37056, dated 2nd May 2000) under the Registrar of Societies, Govt. of NCT of Delhi. The university is deeply committed to promoting and propagating quality technical education.

The institution boasts a 26+acre residential campus designed to complement its top-class educational programs. BUEST has established an impressive infrastructure for academics, co-curricular, and sports activities, including separate hostels for boys and girls equipped with basic amenities. The university's libraries are stocked with a rich collection of books and periodicals, while well-designed classrooms and state-of-the-art laboratories enhance the learning experience. BUEST's mission is to serve society through cost-effective quality education at a nominal cost.

Vision of the University

We are committed to be known for creating and imparting knowledge to prepare future ready professionals who would make positive impact in society.

Mission of the University

We would achieve our vision through Learning, Ideation and Application of knowledge by:

1. Creating a state -of- the- art teaching learning process.
2. Creating stimulating environment conducive to out -of- box thinking.
3. Encouraging Industry oriented Project based learning.
4. Value based learning by imbibing core values of-

1. Respect for individual
2. Integrity
3. Credibility
4. Excellence.

Administrative Structure:

The university has established well-designed directorates to facilitate administrative work and ensure effective leadership and management. The administrative structure includes the Chancellor, Advisor to Chancellor, Vice Chancellor, Registrar, Dean Academic Affairs, Dean Research & Development, and Deans & Directors of various Schools. BUEST believes in a participative management approach and decentralization of powers, empowering employees to contribute to strategic administrative decisions.

Committees and Governance:

To involve stakeholders in administrative processes, numerous committees are formed to smoothen academic and administrative activities. These committees ensure the participation and appointment of coordinators at various levels. Schools operate under the direct supervision of the Vice Chancellor, and administrative and academic activities are managed by the Registrar and Deans, respectively. Committees such as the Administrative Committee, Academic Committee, Technical Committee, and Research & Development Committee operate at the School levels.

Dynamic Institution:

BUEST is a dynamic and vibrant institution that prioritizes effective feedback for academic and administrative processes. The university continually seeks innovative ideas to promote the well-being of its students and faculty.

In conclusion, Baddi University of Emerging Sciences and Technology stands as a beacon of quality technical education, committed to nurturing future-ready professionals with a positive societal impact. The institution's comprehensive approach to education, infrastructure, and governance ensures a conducive learning environment for students and fosters continuous improvement and innovation.

File Description	Document
Upload any additional information	View 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:

Baddi University of Emerging Sciences and Technology (BUEST) is dedicated to its vision and mission, aligning its perspective plan for development with the commitment to impart quality-based education. The university focuses on various key areas to realize its goals:

Teaching and Learning:

BUEST offers a diverse range of courses, including UG, PG, Ph.D., Diploma, and Certificate programs in Engineering, Pharmacy, Business Management, Nursing, Physiotherapy, and Agriculture. The perspective plan emphasizes periodic reforms in teaching and learning, incorporating students' course choices, ICT-based learning, participatory teaching methods, feedback systems, and continuous assessment/evaluation. The university plans to strengthen the teaching-learning process by delivering education with quality content and the latest industry trends.

Research & Development:

The university provides state-of-the-art facilities for research, supporting faculty and student researchers across disciplines. BUEST maintains high-quality research at the Ph.D. level and encourages faculty to publish in reputable national and international research journals. It organizes conferences, seminars, workshops, lectures, and webinars to promote research, inviting experts from various fields.

Community Engagement:

Faculty and students actively engage in community development programs, focusing on literacy initiatives, health awareness, and support for the education of women. BUEST supports women's education through initiatives like Betiyonki Bari (BKB), offering scholarships to female students.

Human Resource Planning & Development:

The university envisions the development of its faculty through various workshops and faculty development programs. It supports faculty participation in conferences with a policy of paid academic leaves, contributing to capacity building and capability enhancement.

Industry Interaction:

BUEST integrates industry-oriented hands-on courses into degree programs and offers practical exposure through industry visits. Located in the Baddi-Barotiwala-Nalagarh (BBN) region, the university ensures

its programs align with industry requirements, providing students with valuable insights beyond the curriculum.

Curriculum Design and Development:

Under the guidance of the Dean (Academics), the university effectively implements curriculum design and development. Regular Board of Studies (BOS) meetings involve experts from academia and industry to update/revise curriculum aligning with the latest technology and employer requirements.

Organizational Structure:

The university's organizational structure includes key officers like Chancellor, Vice Chancellor, Registrar, Dean Academics, Controller of Examinations, Dean Research and Development, Dean Student Welfare, Deans of Schools, Director Finance, Assistant Registrars, and Heads of Departments. Major decisions are made by the Academic Council, with powers delegated to different Deans and Heads for school and department-level matters.

Grievance Redressal:

Various committees, such as the Caste Discriminating Grievance Committee, Woman Grievance Committee, and Student Grievance Redressal Committee, address grievances for faculty, staff, and students. An online grievance redressal form on the university website allows prompt action on submitted grievances.

BUEST stands as a dynamic institution, committed to holistic development through education, research, community engagement, and industry collaboration. The university's transparent and participative governance, coupled with a well-defined organizational structure, ensures the effective pursuit of its vision and mission objectives.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View 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: E. None of the above

File Description	Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View 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:

The University has been strictly following the policies and procedures in consonance with UGC and HPPEREC guidelines and has developed a strategy to retain the employees for longer period by clearly defining their roles and responsibilities. For the promotions, university has an annual appraisal system for faculty on the basis of academic contribution by faculty. Each faculty member is required to fill up and submit an appraisal form highlighting his/her achievements in the past one year. For overall development of the faculty research publications, involvement/participation in extracurricular activities & various event etc. are also included in the appraisals. The procedure includes the filling of appraisal form by faculty and to be submitted in Registrar office by respective Dean/HoD with his/her remarks. Then candidate appears before the committee Chaired by Vice Chancellor for interaction/presentation and after remarks by committee decisions is finalized by Vice Chancellor.

The University has various welfare schemes in place for teaching and non-teaching staff.

The primary objective of the welfare schemes is to fulfill the professional and personal needs of the teaching and non-teaching staff. Following Welfare Schemes are available for teaching and non-teaching staff of the University:

1. In-house dispensary where medicines and consultation with specialist doctor is provided free of cost. Transportation facility at a very nominal cost.
2. Free uniforms are provided to drivers, gardeners and security guards.
3. Free Wi-Fi facility is provided to all staff members.
4. Academic leaves for attending conferences, seminars and delivering expert lectures etc.
5. Duty leaves for attending the meetings of statutory bodies or Govt. regulatory bodies and agencies.
6. Issuance of advance salary to the faculty for meeting their requirements faculty like purchasing of laptop.
7. Mess facility at a very nominal rate.
8. EPF facility for Class IV employees.
9. Yoga Camps
10. Free Psychological Counseling from the expert
11. Financial Incentives for participating in National/International Conferences.

Respective Schools/Departments organize orientation programs for the newly recruited faculty for providing information regarding policies and regulations of the institute, professional expectations and inculcation of a set of professional skills. New faculty members are apprised with the nuances of academic spheres such as Academic, Syllabus coverage, Examination and evaluation, Research and Innovation, Research incentives, General services rules, Gender sensitization, practice on handling ERP, Infrastructure and campus facilities. Briefings on Leave benefits, Performance Management Schemes which link the annual grades for the purpose of the Performance Incentives and such other vital information are also given. The technical hardware related requirements are fulfilled by providing the adequate number of computer systems in the department.

The Vice Chancellor personally reviews these facilities from time to time and gets the feedback from the faculty members. So that steps are enlightened for the improvement of these facilities.

File Description	Document
Upload any additional information	View 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:** 0.63**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
3	1	0	0	1

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:** 24.06**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
70	65	25	25	7

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:

The University is funded and supported by CASE (Center for Advance Studies in Engineering) – a non-profit educational Society. As a self-financed University, the resource mobilization is mainly through fee/funds deposits.

The University has a transparent and well planned financial management system in which Fees from Students is the main sources of funds. The Resource mobilization policy focuses on achieving the goals and target of the University ensuring accountability and transparency. The harmonized Governing body coordinates and monitors the optimal utilization of the funds for the promotion of learner-centric ecosystem.

- The University is a centrally managed non-profit organization with honorary governing body members which ensures the income generated is spent optimally in the University itself
- A financial advisory body is in place to manage the managed funds.
- Funds are provided to meet the infrastructure requirement of the institution while starting new programmes.
- The University provides financial supports to seminars/workshops/expert talks/Association activities/Faculty Development programmes
- The extracurricular activities of the students are a major concern and adequate funds provide for Sports and Cultural activities
- Scholarships and free-ships to the deserving students
- Provident fund(PF) and Employee State Insurance(ESI) benefits are provided to the staff.
- Financial Resources of the University are
 - Tuition fee
 - Hostel Fee
 - Development Fund
 - Transportation Fee
- Tuition fee is used for the infrastructure and academic activities.

Transparency and accountability is ensured by conducting an annual audit of the statements. The University has a robust budgeting and MIS mechanism. Annual Budgets are prepared in advance and are approved by the Governing body. Once approved, it is ensured that budgets are implemented in spirit. Monthly comparisons with actuals are made and due account of variances is made by the Governing body. This ensures transparency and efficient management of issues at the initial stages only.

Apart from above, the University has a very well defined Audit system, wherein Statutory Audit is conducted by Independent Chartered Accountant firm of repute. The auditor issues its Audit report along with auditing the financial statements on annual basis which are then submitted to the Income tax department. The audit report issued by the auditor along with the utilization certificate and financial statements are submitted to the concerned sanctioning authorities.

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: 0.83

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
00	00	00	0.225	.60

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

6.4.3

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:

Auditing is an important part of the functioning of Baddi University of Emerging Sciences &

Technology. University conducts its annual audits for all the accounts every year since inception. The audits are always carried with the help of third party audit experts, here in Baddi University. During the years 2018-19, 2019-20, 2020-21, 2021-22 and 2022-23 all Revenue (Tuition fees, Development Fund, Transportation Fees and Hostel Fees) and the expenses made by the university were audited by the audit team deputed by the Chartered Accountant of M/s Mittal Goel Associates, Sector 17, Chandigarh. All expenses such as of revenue nature and capex are audited by the audit team. The audit team deputed by the Chartered Accountant (CA) also audits stock registers, Baddi University Library and other departments. The Audit Team works under the direct control and supervision of the Director Finance of the Baddi University. Audit objection if any is settled by the Account department.

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:

1. Industrial Visits and Campus Placement:

Industrial visit is considered to be the most tactical method of teaching. These days, industrial visits are seen as curriculum-based activities that support students' growth. Its primary goal is to provide pupils a better understanding of how businesses operate internally in the corporate sector. Students have the opportunity to learn things outside of the university. Industrial visits provide students a very big opportunity to meet industry experts, professionals, policymakers, entrepreneurs and corporates, who share their wisdom, learning, and experiences. These interactions are useful to students in their career and help them in developing leadership qualities, management skills and study the industry working which helps them to get a good job in future. Industry interaction is also helpful in updating the

curriculum when there are some changes in prevalent technologies; as we all know the technology is changing remarkably, so we would have to adopt new technology. This practical learning experience is important for the students, who studied theory only and are unaware of a real production plant's daily workings.

BUEST is considered to be one of the best University in Himachal Pradesh as it regularly organizes Industrial trips for the students to supplement the classroom learning with practical learning exposure. BUEST interestingly believes in learning and teaching so that all the attention of the students should be spent in education and then they can study diligently.

Each year, the number of companies visiting BUEST for the Campus Recruitment is increasing tremendously. The 100 % placement of eligible students has been achieved for 2021 -2023 batch. The Training and Placement Department of BUEST celebrated Placement Day 2022 at the campus. It was primarily to felicitate and inspire the students, who got selected in the campus placements. Numerous multinational and national companies including TCS, HUL, Accenture, Cognizant, Capgemini, Acro Technologies, Orange Business Services, Cipla, Mankind Pharma, Dr. Reddy's, Glenmark and many more have recruited students from Baddi University.

2). Assessment of learning level of students and organizes special programs:

BUEST student's intake is done from all regions of India based on merit in state entrance examination like JEE, for Engineering, NEET for Pharmacy and CAT/MAT for the management courses.

- On the onset of every new session, rigorous induction program is conducted for the newly enrolled students, so that they can interact with the faculty members and staff members of the university.
- University applies qualitative assessment to ensure effective learning such as quizzes, class room discussion, class presentation and other instructional methods followed by assignments and mid-semester tests.
- A mentor is assigned to group of 10-12 students. Teachers regularly conduct meeting and counseling sessions with the students to resolve their course work as well as personnel related problems. Special attention is given to slow learners.
- Reporting of the student performance through ERP system
- Student grievance committees are organized to bring out the student grievances which are redressed immediately.

File Description	Document
Upload any 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: E. Any 1 of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	View 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 Internal Quality Assurance Cell (IQAC) is a structure within higher education institutions that focuses on ensuring and enhancing the quality of education and academic processes. The BUEST is committed to providing the teachers and students with a flexible and supportive atmosphere in order to make the teaching, learning and evaluation processes successful and efficient. University runs several schools including SEET, SPES, SOAS, SMS, BNC, SOMS and SOS. Every school regulates and analyzes quarterly information reports relating to quality enhancement of the teaching and learning process, operational structures and methodologies and learning outcomes. At the university level, two IQAC meetings have been held during the academic year. Several initiatives have been implemented in

order to foster a student-centered learning environment. At the start of each new session, a rigorous induction program is held for newly enrolled students, so that they can interact with university academics and staff. The purpose of this induction program is to familiarize students with the curriculum, code of conduct, rules and regulations of the examination system, infrastructure, and other university facilities. The goal is to improve learning experiences and become acquainted with the new environment of higher education. The university provides student centric and holistic approach towards learning process through Performance Enhancement Program (PEP) which includes Project Based Learning, Personality Development Program (PDP) and Value Based Learning. Under the PDP various types of questions like jumbled paragraphs, sentence corrections, fill in the blanks, antonyms, synonyms, word pair analogies, Verbal - Non-Verbal aspects, Functional Grammar, Vocabulary Enhancement etc., are discussed with the help of classroom handouts. The special pre-placement technical classes are conducted for placement drives. The various Expert lectures/webinars/seminars organized by different departments in a semester exposing the students to new technologies. Student feedback also conducted to resolve the gaps between knowledge delivery and learning. The syllabus is designed in such a way that it covers all aspects of conceptual as well as practical learning, which are essential for industrial job. The regular industrial visit has been conducted to familiarize the students about the organization culture and work-environment and also exposure to real life industries is crucial. Student learning should go beyond academics, where they can develop insights, critical minds and obtain practical knowledge as well as theoretical applications. University use a diverse set of ICT tools to communicate, create, disseminate, store and manage information and is totally WI-FI enabled. All stakeholders including students, faculties, officers and non-teaching staff are now using the WI-FI facility from anywhere in the campus which is available 24*7 hrs. Many classrooms are well furnished with a computer, LCD projector and audio system, with internet and Wi-Fi connection. The publications play a crucial role in advancing knowledge, building careers and contributing to the broader academic and professional communities. University teachers publish their research findings in reputable journals on a regular basis. It is an important part of research and intellectual activities across many disciplines. They are encouraged to attend and present their research findings at national and international conferences.

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:

Baddi university of Emerging Sciences and Technology has a strong ethical work culture that is based on inclusivity. It observes highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, color, creed, language, religion, political or other opinion, national or social origin, property, birth or other status. Its unique work culture, healthy traditions and ethos have led to enrolment of women students and women staff. Safety, security and well-being, along with gender equity and friendly working atmosphere are the issues of prime concern to Baddi University of Emerging Sciences and Technology. Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighbouring community, as is evident by the following facilities –

(a) Safety and Security

- Well-trained and vigilant women security guards stationed across the campus.
- Security checkpoints at all campus entries and exits.
- Rotational duty by all faculty members for discipline and security.
- The Proctorial Committee includes male and female proctors at institute as well as faculty level.
- Night Patrols by local community including students and teachers.
- Strict implementation of Anti-Ragging and Anti-Smoking Campus.
- Awareness campaigns on women safety and gender sensitivity through street plays (Nukkad Natak), rallies and camps by NSS student volunteers.
- Separate hostels for men and women with dedicated wardens.
- The Institute is the preferred destination of parents for education of their female wards as evidenced by the Stakeholder Feedback.

- Eco-friendly crèche for wards of institute staff with dedicated staff and faculty supervisors.
 - Emergency contact numbers are displayed in prominent places in the campus

(b) Counselling

- Faculty counsel the students during mentoring regarding academic performance, career plans and personal issues.
- Head of the department monitors the students and counsel the students regarding depression or misbehaviour.
- Formal and informal avenues for counselling male and female students and staff for academic and other issues/problems.
- Class and Proctorial Committees are available for counselling of both males and female's students.
- Grievance Redressal Committees for staff and students.
- Campaigns against female feticide.
- Faculty Placement Cells and Alumni Placement Assistance Cell..
- Medical Counselling, Moral Counselling, Career Counselling, Village Counselling, Vocation Counselling.

(C) Common Rooms.

- Health Centre is available in the campus with qualified physician with separate treatment rooms for girls and boys. Free medicines are provided on requirement.
- Separate space and courts are provided for sports and games of girls and they are always encouraged.

(E). Any other relevant information.

Baddi University of Emerging Sciences and Technology offer 'BETIYON KI BARI' (BKB) is BUEST's own unique initiative to promote professional education among girl students of Himachal Pradesh, to enable them to carve out a distinct niche themselves to savor the fruits of growths and industrialization. BKB is an exclusive scholarship scheme for girl students who intend to excel on professional front.

Scholarships - Best Engineering College in Himachal Pradesh | Best University in Himachal Pradesh | Baddi University

File Description	Document
Upload any additional information	View 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
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	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:

Baddi University is committed to creating a sustainable and eco-friendly campus environment. The institution places a strong emphasis on waste management, addressing both degradable and non-degradable waste, to ensure a clean and healthy living and learning space for its students, faculty, and staff. The university has implemented state-of-the-art facilities and comprehensive systems to manage

various types of waste, including biomedical waste and recycling.

Biomedical waste management is a critical aspect of maintaining a safe and healthy campus community. Baddi University has established dedicated facilities and protocols for the proper disposal and treatment of biomedical waste generated within the campus. The university complies with all relevant regulations and guidelines to ensure the safe handling and disposal of medical waste, preventing any potential harm to the environment and public health.

The biomedical waste management facilities at Baddi University include specialized bins and containers strategically placed across the campus for the collection of medical waste from laboratories, clinics, and other healthcare facilities. Trained personnel ensure the proper segregation, packaging, and transportation of biomedical waste to designated treatment facilities. The university has invested in advanced technologies for the safe disposal and treatment of biomedical waste, adhering to the highest standards of environmental sustainability.

In addition to biomedical waste management, Baddi University has implemented a robust waste recycling system to address non-degradable waste. The university recognizes the importance of minimizing its ecological footprint and actively promotes a culture of waste reduction, reuse, and recycling among its community members.

The waste recycling system at Baddi University includes a comprehensive network of recycling bins for various materials such as paper, plastic, glass, and metal. The university has established partnerships with approved recycling agencies to responsibly process and recycle collected materials. Through awareness campaigns and educational programs, Baddi University encourages students, faculty, and staff to participate actively in recycling initiatives, fostering a sense of environmental responsibility.

To ensure transparency and compliance with regulatory requirements, Baddi University maintains relevant documents such as agreements and Memoranda of Understanding (MoUs) with government bodies and other approved agencies. These documents outline the university's commitment to adhering to waste management regulations, as well as the specific protocols and procedures in place for the proper handling and disposal of both biomedical and non-degradable waste.

The university regularly reviews and updates these agreements to stay abreast of evolving waste management standards and practices. By collaborating with government agencies and approved entities, Baddi University strengthens its waste management initiatives and contributes to the broader goals of environmental sustainability at local and national levels.

In conclusion, Baddi University prioritizes the effective management of degradable and non-degradable waste through specialized facilities and comprehensive systems. The institution's commitment to biomedical waste management and recycling reflects its dedication to creating a campus environment that is not only academically enriching but also environmentally responsible and sustainable.

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: C. Any 2 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	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:

Baddi University, a renowned institution of higher learning, is committed to fostering a sustainable environment and promoting eco-friendly practices within its campus. Understanding the impact of human activities on the environment, the university has taken significant strides towards establishing a green campus. Through a range of initiatives, Baddi University aims to reduce its carbon footprint, preserve natural resources, and inspire its community to adopt sustainable living practices.

Restricted Entry of Automobiles

One of the primary green campus initiatives at Baddi University is the restricted entry of automobiles on campus. This measure not only reduces vehicular emissions but also promotes a pedestrian-friendly

environment, enhancing safety and reducing noise pollution. Designated parking areas are provided at the campus periphery to encourage students, faculty, and staff to park their vehicles and use alternative modes of transportation within the university premises.

Pedestrian-Friendly Pathways

The university has invested in creating well-designed pedestrian-friendly pathways that crisscross the campus. These pathways not only encourage walking and physical activity but also enhance connectivity between different academic buildings and facilities. These well-lit and landscaped pathways further contribute to a pleasant and green campus experience for students, faculty, and visitors alike.

Ban on Use of Plastic

Taking a firm stand against plastic pollution, Baddi University has implemented a comprehensive ban on the use of plastic materials on campus. Single-use plastic items, such as bags, bottles, and cutlery, have been replaced with eco-friendly alternatives like cloth bags, biodegradable utensils, and refillable water stations. This initiative has significantly reduced plastic waste generation, contributing to a cleaner and greener campus environment.

Landscaping with Trees and Plants

Baddi University believes in the importance of green spaces for not only environmental sustainability but also for promoting mental well-being and academic productivity. The campus is adorned with lush greenery, including a diverse range of trees and plants. Besides providing shade and improving air quality, these green spaces serve as recreational areas for students and faculty, fostering a connection with nature.

Rainwater Harvesting and Water Conservation

Acknowledging the significance of water conservation in a region prone to seasonal variations, Baddi University has adopted rainwater harvesting techniques to recharge groundwater levels. Rainwater is collected and stored for later use, reducing the dependency on conventional water sources. Moreover, water-efficient fixtures and fittings are installed across the campus to minimize water wastage.

Baddi University's green campus initiatives exemplify its dedication to environmental sustainability and responsible stewardship of natural resources. Through the restricted entry of automobiles, encouragement of bicycles and battery-powered vehicles, pedestrian-friendly pathways, a ban on plastic, lush landscaping, and waste management and recycling efforts, the institution has set a remarkable example for creating a sustainable educational environment. By instilling a sense of environmental consciousness in its students, faculty, and staff, Baddi University ensures that its community plays an active role in safeguarding the planet for future generations. As a beacon of sustainability in the education sector, Baddi University continues to inspire other institutions to follow suit and contribute to a greener and more sustainable world.

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View 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: E. None of the above

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

At present, Baddi University is working towards creating a Differently-abled (Divyangjan) friendly and

barrier-free environment within the campus. While we acknowledge the importance of such facilities, we are currently in the process of implementing various components to ensure inclusivity in our institution.

One notable development in this direction is the installation of a ramp at the MBA block, which serves as a step towards creating accessibility for individuals with mobility challenges. This ramp is designed to facilitate easy movement, ensuring that all students, faculty, and visitors can access the MBA block without encountering physical barriers.

It's essential to note that, as of now, we do not have specific facilities for differently-abled individuals, but we are actively working on incorporating more features to make our campus truly Divyangjan-friendly in the future. Our commitment to providing a supportive and inclusive environment remains a priority, and we are exploring additional measures and infrastructure improvements to ensure that all members of our community can fully participate in and benefit from the educational experience at Baddi University

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:

Baddi University is committed to creating an inclusive educational environment that celebrates diversity in all its forms. The institution believes in nurturing a culture of tolerance, respect, and harmony among its students, faculty, and staff, regardless of cultural, regional, linguistic, communal, or socio-economic backgrounds. Through a range of thoughtful initiatives and efforts, Baddi University strives to promote understanding, empathy, and unity among its diverse community.

Baddi University believes in the power of education to challenge stereotypes and biases. As part of its commitment to inclusivity, the institution ensures that its curricula and learning materials embrace diverse perspectives and representations. By incorporating contributions from various cultures, regions, and languages, the university fosters an atmosphere of openness, encouraging students to engage critically with global issues and local contexts. Language can be a significant barrier to inclusivity, especially for students from diverse linguistic backgrounds. To address this, Baddi University provides language support services, including language workshops and multilingual resources. This approach ensures that all students can fully participate in academic activities, irrespective of their proficiency in the primary language of instruction. Baddi University is situated in a region with rich cultural and communal diversity. The institution actively supports and celebrates this diversity through the organization of regional festivals, cultural showcases, and traditional events. By doing so, the university fosters a sense of pride and belonging among students hailing from various regions and communities, making them feel welcomed and respected.

Scholarships and Financial Aid

Acknowledging the socio-economic diversity of its student population, Baddi University offers various

scholarships and financial aid programs. These initiatives help economically disadvantaged students access quality education without financial constraints. By promoting equal opportunities, the university ensures that financial background does not become a barrier to education and academic success.

Inclusive Support Services

Baddi University recognizes that inclusivity goes beyond mere representation; it requires providing appropriate support to individuals with diverse needs. The university offers a range of inclusive support services, including counselling, mentoring, and disability support, to cater to the unique requirements of students from various backgrounds. This approach ensures that all students can fully participate in academic and extracurricular activities

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	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:

Baddi University recognizes the importance of sensitizing students and employees to their constitutional obligations, encompassing values, rights, duties, and responsibilities as outlined in the Constitution of India. The institution has implemented a multifaceted approach to in still these principles, fostering a sense of responsibility and active citizenship among its academic community.

One of the primary initiatives undertaken by Baddi University is the integration of constitutional studies into the academic curriculum. Various courses across disciplines include modules dedicated to constitutional values, providing students with a foundational understanding of the rights and responsibilities enshrined in the Indian Constitution. This ensures that students, irrespective of their field of study, are equipped with the knowledge necessary to navigate the complexities of their constitutional obligations.

To complement classroom learning, the university organizes regular seminars, workshops, and guest lectures by eminent scholars and legal experts. These sessions delve into specific aspects of constitutional obligations, shedding light on contemporary issues and encouraging critical thinking. Interactive discussions and debates during these events create a platform for students and employees to express their opinions, fostering a culture of open dialogue and mutual respect.

Beyond the academic realm, Baddi University places a strong emphasis on extracurricular activities that promote constitutional values. Student clubs and societies dedicated to human rights, social justice, and civic engagement provide a space for individuals to actively participate in initiatives that align with constitutional principles. These clubs often organize awareness campaigns, community outreach programs, and collaborative projects that highlight the significance of upholding constitutional values in real-world scenarios.

The institution also conducts regular training sessions for employees, emphasizing the role they play in shaping the campus environment and influencing the next generation of responsible citizens. Workshops on ethical conduct, diversity and inclusion, and the promotion of democratic values help create a harmonious and inclusive work culture that aligns with constitutional ideals.

Recognizing the transformative power of experiential learning, Baddi University encourages students to engage in community service and social projects. By participating in initiatives addressing issues such as education, healthcare, and environmental sustainability, students learn to apply constitutional principles in practical settings, instilling a sense of social responsibility and empathy.

To further reinforce the importance of constitutional obligations, the university celebrates key national events and milestones. Observing Republic Day, Independence Day, and other significant occasions serves as a reminder of the values and sacrifices that underpin the nation's constitutional framework. Special programs and activities during these events create a sense of patriotism and pride, reinforcing the connection between individual responsibilities and the larger social fabric.

In conclusion, Baddi University is dedicated to creating a holistic educational environment that not only imparts academic knowledge but also nurtures individuals into responsible citizens. Through a combination of academic curriculum, extracurricular activities, employee training, and community engagement, the institution endeavors to sensitize its students and employees to their constitutional obligations, fostering a culture of respect, responsibility, and active citizenship.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	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: D. Any 1 of the above

File Description	Document
Policy document on code of ethics.	View 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:

ACADEMIC ADOPTION

Objective of the Practice

1. Intends to redefine Academia Industry relationship through one of its kind, unique and innovative handshaking program, “Academic Adoption Program”
2. This partnership will help the industry to identify the budding talent right at the nascent stage.
3. The students, in turn will have an opportunity to be adopted by the corporate world on the basis of their performance in the selection process.

The Context

While Running the University, we found that there were extremely bright Students who were determined to do something good with their lives but had no means to a decent platform to enable them to move ahead.

We realized that BUEST had the resources and capabilities to ensure that these bright Student with drive and motivation could be put into good Industries. Our close relationship with the parents, their total faith in BUEST, our learning from past experience, and our loyal patronage, gave us the confidence to start this Academic Adoption Program. It is a program wherein generous patrons adopt a student to sponsor his/her studies until completion of University life.

The Practice

BUEST, Baddi intends to redefine Academia Industry relationship through one of its kind, unique and innovative handshaking program, “Academic Adoption Program”. This partnership will help the industry to identify the budding talent right at the nascent stage. The students, in turn will have an opportunity to be adopted by the corporate world on the basis of their performance in the selection process.

Selection Process

1. Academic Adoption program will start in 2nd year of Engineering.
2. Should have at least 60 % in 12th standard.
3. LEET student can also apply for this program.
4. Should be able to work in shifts.

BUEST sending 2nd and 3rd year students to **Alpla India Pvt. Ltd. Baddi (H.P)** in 2 batches (9 students in each batch). These two batches will work in the adopted industry alternatively for 15 days in a month i.e., for 1st seven days, one of the two batches will be working in the industry, while other will be involved in academics and vice-versa for the next 7 days in a month. Students should be ready to work in different shift timings with **Alpla India Pvt. Ltd. Baddi (H.P)**.

1. Academic Adoption program will start in 2nd year of Engineering.
2. Should have at least 60 % in 12th standard.
3. LEET student can also apply for this program.
4. Should be able to work in shifts.

Evidence of Success

Alpa India Pvt. Ltd. Baddi(H.P) selected 6 students from Mechanical and Electrical Engineering for the new batch of Academic Adoption Program.

Problems Encountered and Resources Required:

Problems Encountered:

- Providing slots in the time-table to give training in regular time.
- Motivating the students to stay beyond working hours.

Resources Required:

- Transport required for learning beyond working hours.

The University management provided the required resources and the problems are solved with co-operation of staff and students by providing suitable slots and staying beyond the working hours, if required.

1. Title of the Practice

Enhancing Learning through Major and Minor Projects: A Project-Based Learning Approach at Baddi University

2. Objectives of the Practice

The primary objectives of this best practice are to foster a dynamic learning environment by integrating project-based learning methodologies, emphasizing major and minor projects in the curriculum. This approach aims to enhance critical thinking, problem-solving skills, and practical application of theoretical knowledge among students. The underlying principles involve active student engagement, real-world application, and the development of a holistic skill set that prepares students for future challenges in their respective fields.

3. The Context

The evolving landscape of higher education in India demanded a shift from traditional teaching methods to more experiential and hands-on learning. Recognizing this need, Baddi University sought to address the challenge of producing graduates with practical skills and a deeper understanding of their disciplines. The implementation of major and minor projects was envisioned as a solution to bridge the gap between theoretical knowledge and practical application.

4. The Practice

Baddi University's unique approach revolves around integrating major and minor projects across various disciplines. Major projects are in-depth, semester-long endeavors that require comprehensive research, analysis, and implementation, while minor projects are shorter tasks designed to reinforce specific concepts. This practice stands out in the Indian higher education context due to its emphasis on fostering

creativity, innovation, and independent thinking. The university faced constraints such as the need for updated infrastructure, faculty training, and aligning assessment methods with project-based evaluations. However, these challenges were overcome through strategic planning, faculty development programs, and collaboration with industry experts to ensure relevance and applicability of the projects.

5. Evidence of Success

The success of this practice is evident in the enhanced learning outcomes and student performance. Academic achievements, as measured by grades and assessments, have shown a marked improvement. Moreover, student feedback reflects increased enthusiasm for learning, improved problem-solving abilities, and a better understanding of real-world applications. The university has also observed a positive impact on placement outcomes, with employers recognizing the practical skills and project experience gained by students.

6. Problems Encountered and Resources Required

Implementation of this practice encountered challenges related to infrastructure development, faculty training, and aligning assessment methods. Adequate resources, both financial and human, were required to address these challenges. Faculty members needed training in project-based teaching methodologies, and the university had to invest in modernizing labs and providing necessary tools and software. Additionally, aligning assessment methods with project-based evaluations required careful consideration and adjustment.

Notes

In adopting this best practice, institutions should focus on building a supportive ecosystem that encourages interdisciplinary collaboration, industry partnerships, and mentorship programs. Baddi University encourages peer learning, sharing of best practices, and continuous feedback mechanisms. This approach aligns with the institution's commitment to fostering innovation, creativity, and a student-centric learning environment. By embracing project-based learning, universities can better prepare students for the challenges of the future workforce and contribute to the overall advancement of higher education in the country.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	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:**Vision**

The driving force, the vision of the institute is “We are Committed to be known for creating and imparting knowledge to prepare future ready professionals who would make positive impact on Society”

Mission

We Would achieve our vision through Learning, Ideation and Application of Knowledge by:

- Creating a State-of-the-art teaching learning process.
- Creating stimulating environment conducive to out-of-box-thinking.
- Encouraging Industry oriented Project Based learning.
- Value based learning by imbibing core values of-

1. Respect for individual
2. Integrity
3. Credibility
4. Excellence

Project based Learning

The main objective of the Project based learning (PBL) to shift students’ approach from theoretical to practical knowledge. Student able to solve the problem and challenges. It increases their problem-solving skills and enhance programming skills.

Scholarships

Substantial scholarships are offered by the university to reward meritorious students joining the University and to further motivate them to put their best during the course of their studies. Newly admitted students are allowed exemption in tuition fee for the first year of their studies on the basis of their ranks in the respective Entrance Tests. In the subsequent year(s), students are rewarded for their sustained hard work and merit in the results declared by the University for the preceding year. This reward is given for the academic performance on a year-to-year basis.

SNo	Academic Year	No of Students	Amount
1	2018-2019	532	6557424.00?
2	2019-2020	698	7129130.00?
3	2020-21	526	5631000.00?
4	2021-22	637	15104087.00?
5	2022-23	783	20160398.50?

Betiyan Ki Bari

We have an exclusive scholarship scheme for girl students who intend to excel on professional front. The scholarship is offered on the basis of a test. In order to avail this scholarship scheme, a girl child needs to apply before 31st March every year. The details of the scholarship are as under

No. of Students	Annual Tuition Fee Exemption
1-5	100%
6-15	50%
16-30	40%
31-50	30%
51-70	20%

This scholarship scheme will be effective for the subsequent years provided the student fulfils the following criteria:

- Minimum CGPA of 8.0 at the end of the previous academic year.
- Good disciplinary record
- Should have passed all papers in the first attempt.

Training till Placement:

Department of Training & Placement at Baddi University of Emerging Sciences & Technology is the vehicle on which valued relationships and collaboration between the college and corporate community are formed thereby promoting partnerships between Industry and Academia. Top notch corporate houses like L&T, TATA Steel, ORANGE Business Services, Vodafone, Infosys, Wipro, Havells, and also the defence services like Indian Navy, Indian Army etc have shown a strong interest in the young professionals of BUEST to fulfil their manpower needs and BUEST professionals have always proved to be an asset to these organizations.

Training and Placement Cell at BUEST is providing ample opportunities for the young minds to sharpen their intellect and to mould soft skills through regular training programs, interaction with leaders from industry and academia and industry interface through industrial visits and projects.

Having crossed the threshold into the department, students are exposed to an unmatched learning experience, which develops their analytical thinking, and stimulates in them the acumen to excel in the toughest of competition, finally bring out of them the very best technocrats.

There are a large number of organizations with which we have enjoyed lasting and fruitful relationship. These have been visiting the campus year after year for recruiting the fresh talent.

Personality Development Program

PDP at Baddi University of Emerging Sciences & Technology is a regular program provided to each students of the university right from their inception in the university.

Feature of PDP:

- Well Structured and Tailor-Made Curriculum
- Personal Attention to Each and Every Student
- Extra inputs to the student's week in particular areas

Training Areas:

- Soft- Skill Training
- Behavioural Training
- Corporate- Culture Training
- Aptitude Training (Quantitative/DI/ Reasoning)

Campus Recruitment

Corporate being the ultimate destination of the young professionals of BUEST, intensive facilitation is provided to the students for starting their career with the top-notch Corporate Houses. Each year, the number of companies visiting BUEST for the Campus Recruitment is increasing tremendously.

Recruitment Highlights at Baddi University of Emerging Sciences & Technology

- Successful placement of 100% eligible students of 2022-23 batch.
- Academic Adoption program.
- Dedicated support to the students for the Summer Placements.
- Goal of achieving 100% placement for 2023-24 batch round the corner.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

- The salient features of New Education Policy are taken into consideration and BUEST is committed to adopt it.
- Since January, 2020 Covid-19 Pandemic we have been having, like others, some new challenges. On account of lockdown experimental work is significantly effected.
- Students and researchers are unable to do their experimental work in the labs and gain confidence with respect to their studies. Online teaching is the only mode of teaching learning process. Which has further the lowered the overall potential and capability of the students, which they use to have otherwise during offline teaching.
- The gap created during Covid-19 pandemic specifically with respect to experimentation can never be filled, unless the students are given extra classes after the Covid-19 Pandemic to fill the gap.
- We have invited the expert from the industry and academics to fill the gap of regular interaction through webinars.
- During Covid-19 Pandemic, we have conducted online interviews for our students and many students got selected in their opted specialization.
- The teaching pedagogy also includes case based teaching approach to prepare the students towards problem solving attitude. The entire academic set up revolve around outcome based.
- We believe in participation of all stake holders in the teaching learning process. In this series we have conducted parents teacher meetings in order to understand their perceptive and getting feedback and suggestions with respect to overall development of their wards.
- The suggestions of the parents have significant role in the Institutional building. For the all round personality development, we have a team of dedicated faculty members who help in grooming the students by various exercises which is a part of regular course curriculum.
- The gaps identified were removed and due care has taken to remove any deficiency left in the teaching learning process. Mentoring is a regular exercise where all faculty members regularly interact with the students to solve their problems.

Keeping in view of the emerging digital requirement of industry we also trained our students in this direction.

Concluding Remarks :

BUEST's aim is to be known for academic excellence, research and industry-linked Top Ranked Institution of Himachal Pradesh. The university is committed to deliver quality education and the course curriculum is in line with the industry requirement. The University is taking care of all the dimensions which help in building a good ecosystem for the overall development of their students. BUEST encourages the faculty members to participate in various conferences, workshops, Faculty Development Programs to enhance their capabilities and potentials. We have incubated Idea Factory to encourage the students in developing their ideas and to convert into a business plan. The University is concerned about the welfare of the students and a committed team of the faculty members available round the clock in campus to solve the issues of the students. The university ensures effective curriculum development and delivery through a well planned process which is monitored every year. The course curricula were designed in line with the industry requirement and regular updation. Periodic meetings of IQAC take stock of the progress of teaching learning in the university. The university believes in practical approach along with the theoretical class room. BUEST has signed MOUs with Industries and

institutions to share their expertise with our faculty and students. Placement is a major concerned area, for which a devoted Training and Placement Cell is continuously working for their placements. University has spacious and wellfurnished library equipped with all kinds of text books, reference books, magazines and reputed National and International Journals, separate reading rooms, digital library with access to e-journals, e-books, case studies, articles and research papers. 'Betiyon Ki Bari' is an unique imitative of BUEST to promote professional education among girl students. Responsibility with respect to the creation of knowledge and its disseminations for the benefit and upliftment of the society lies upon the shoulders of the faculty. BUEST aims to be the most preferred choice of the students as well as the faculty with respect to the academic excellence and leadership in human development.

BUEST is the BEST with U in it, itself expresses the involvement of all.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 351 Answer after DVV Verification: 295</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 1587 Answer after DVV Verification: 1132</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.</p>																														
1.3.2	<p>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</p> <p>Answer before DVV Verification : Answer After DVV Verification :9</p> <p>Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.</p>																														
2.1.2	<p>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</p> <p>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 Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>296</td> <td>306</td> <td>176</td> <td>202</td> <td>180</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>273</td> <td>249</td> <td>171</td> <td>200</td> <td>178</td> </tr> </tbody> </table> <p>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 Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	296	306	176	202	180	2022-23	2021-22	2020-21	2019-20	2018-19	273	249	171	200	178	2022-23	2021-22	2020-21	2019-20	2018-19					
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662	562	674	604	559
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
662	562	674	604	559

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded in 2.1.2.1 due to excess of seats is reserve category.

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

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

Answer before DVV Verification : 47

Answer after DVV Verification: 46

Remark : DVV has made changes as per prescribed format shared by HEI and vale have been downgraded by 1 point due to repetitive names.

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

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

Answer before DVV Verification : 7

Answer after DVV Verification: 2

Remark : DVV has made necessary changes as per prescribed format shared by HEI since supporting documents have not been shared and values have been downgraded due to repetitive names

3.4.2 Total number of Patents awarded during the last five years

Answer before DVV Verification :

Answer After DVV Verification :07

Remark : DVV has made necessary changes as per supporting's shared by HEI and values have been downgraded as per certification 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 : 230

Answer after DVV Verification: 127

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as those publication were not UGC Care

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.24600	729000	2305532	3313110	2680642

Answer After DVV Verification :

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

Remark : DVV has considered input value as "0" as we have not received appropriate supporting's for the same

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
10	15	2	1	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	1	1	2

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded days celebration like Independence day, Yoga Day, World Food Day, Earth Day etc.

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 :20

Remark : DVV has made necessary changes as per supporting's shared by HEI as per below link <https://www.baddiuniv.ac.in/wp-content/uploads/2024/04/NAAC-CRITERIA-3.7.1.pdf>

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
104.6164 3	38.69236	36.84112	14.34748	132.6786 4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27.62	10.88	21.98	3.21	2.26

Remark : DVV has made changes as per audit report shared by HEI and values have been downgraded as we have considered Expenditure on construction of building/ purchase of Lab equipments/ academic equipments/ furniture & fixtures/vehicle during the assessment period.

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

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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
83.42378	65.00790	100.2736 7	138.8551 9	133.3768 3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
53.24	46.00	38.23	52.56	64.37

Remark : DVV has made changes as per audit report shared by HEI and values have been modified as we have considered salary components of physical and academic.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has considered none of above as those photographs were not geo tagged as per SOP

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.)

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

Answer before DVV Verification : 42

Answer after DVV Verification: 15

Remark : DVV has made changes as per supportings shared by HEI as per below link <https://www.baddiuniv.ac.in/wp-content/uploads/2024/01/5.2.3-Admit-Cards.pdf> and values have been downgraded as we have not received marksheets for the same.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	18	0	3	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	5	2

Remark : DVV has made changes as per supporting's shared by HEI as per below link <https://www.baddiuniv.ac.in/wp-content/uploads/2024/01/5.3.1-Certificate.pdf> and values have been downgraded as we have not received certificate for the same.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has selected none of above as we have not received appropriate supportings.

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
161	117	33	39	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
70	65	25	25	7

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.

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**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has selected one of above as we have received supporting's of The institutional Code of Conduct principles are displayed on the website

2.Extended Profile Deviations

ID	Extended Questions																							
1.2	Total number of full time teachers worked/working in the institution (without repeat count) during last five years: Answer before DVV Verification : 338 Answer after DVV Verification : 316																							
2.1	Total expenditure excluding salary year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table border="1" data-bbox="199 510 986 663"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1169.76695</td> <td>987.17674</td> <td>770.53259</td> <td>1156.75328</td> <td>1142.09063</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1" data-bbox="199 741 986 853"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>997.08</td> <td>816.67</td> <td>592.36</td> <td>948.54</td> <td>929.93</td> </tr> </tbody> </table>				2022-23	2021-22	2020-21	2019-20	2018-19	1169.76695	987.17674	770.53259	1156.75328	1142.09063	2022-23	2021-22	2020-21	2019-20	2018-19	997.08	816.67	592.36	948.54	929.93
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