



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BML MUNJAL UNIVERSITY

**BML MUNJAL UNIVERSITY, 67TH KM MILESTONE, NH-8 ,SIDHRAWALI ,
GURUGRAM, HARYANA**

122413

www.bmu.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

BML Munjal University (BMU), a Hero group initiative, was set up under the Haryana Private Universities Act, 2006 in 2014. It offers undergraduate, postgraduate, and Ph.D. programs in Engineering, Management, and Law. The university, with its 40 acres of fully residential campus is situated in Gurugram, Haryana. The campus is equipped to house 2000 students in a state-of-the-art, well-maintained green and ICT-enabled modern campus. An efficient ERP system covering student lifecycle management is in place. Excellent sports infrastructure, wellness, and medical center form the heart of infrastructural excellence.

BMU's unique experiential-learning environment generates the spirit of inquiry, creativity, problem-solving, entrepreneurship, and innovation; promotes hands-on learning; and develops career, and life skills. The university has active research culture with industry collaborations and government and joint research with foreign institutions. The university has been recognized as a research active institute by the DST and Niti Aayog as valuable partners. BMU also actively collaborates with the industry through various professional bodies.

Most of the faculty at BMU holds a doctoral degree from top institutes in India and abroad. There is a high focus on excellence in teaching and publication in high-impact journals. The university follows the UGC faculty cadre system and has mapped the compensation as per the 7th pay commission. Affordable campus housing is also provided.

The university follows a democratic and participatory mode of governance with all stakeholders participating actively. All the functions operate through a defined structure as per the organogram of the university and the delegation of power document. The Student Council serves as the voice of the student community. It acts as the bridge between the student community and the administration of the institution. It functions in a democratic manner honoring the dignity and freedom of all who would associate with it.

BMU relies on student fees as the primary source of funds. The other sources are donations from corporates, and international foundations, and CSR funding. The university is also working towards increasing the revenues from executive education, training, and management development programs.

Vision

“BML Munjal University seeks to nurture ethical leaders who are skilled, knowledgeable, practical and have the life skills required for success. The University will be a Centre of Excellence for the advancement and dissemination of practically oriented knowledge delivered at the highest global standards.”

Mission

“BML Munjal University aims to be a leading university for the quality and impact of its teaching, research, and linkages with major stakeholders. The focus of the university is to find creative solutions to problems through application of knowledge. The university aims to create a talented community of students and faculty

who excel in teaching, learning and research, in a creative stimulating environment. The university will collaborate with other institutions for the development of science, technology, and arts in global context”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Founders are Hero Group, providing a larger industrial ecosystem
- Modern Campus and high-quality physical infrastructure are nothing less than a global campus
- Fully residential which aids in imparting quality education
- Good faculty-to-student ratio
- The quality of leadership and faculty is very good
- Unique and selective collaborations
- Excellent research and innovation facilities
- Good placements
- Unique practice school programme
- Multidisciplinarity and Experiential learning
- Democratic and participatory modes of governance

Institutional Weakness

- With very few graduating batches, the Alumni base is very low
- Low Sponsored research and industrial consultancy
- Low market visibility and brand presence
- Low showcasing of facilities and faculty to prospective students

Institutional Opportunity

- Focus on the scale with quality
- Nimbleness in opening new areas and greater opportunity of developing more vibrant and multidisciplinary courseware
- Starting full-fledged academic programs in new age skills such as digital marketing, business analytics, cloud computing, IoT, design studies, decision sciences, etc.
- Effective use of industry collaborations
- Provisions in New National Education Policy
- Expanding executive and continuing education

Institutional Challenge

- Retaining flexibility and innovativeness, and at the same time align with the policy environment and strictures
- Many established public and corporate-based universities in the region.
- Many Online degree programs

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dr. Brij Mohan Lall Munjal- the founder of the University and patriarch of the Hero Group laid unparalleled emphasis on nurturing students to become leaders with high ethical standards and possess the knowledge and skills required for success in life. Hence the University incorporates courses in the curriculum not only to develop the cognitive skills of students but also to widen their perspective and enrich their performative competency in real-life situations and ethical dilemmas. The curriculum, therefore, lays unparalleled focus on experiential learning and project-based learning, which prepares the students better for life. Further with the focus on entrepreneurial and start-up culture in the University, the focus is on generating job creators rather than job seekers. Within this space, with a further focus on social entrepreneurship and environment, the University endeavors to make students empathetic citizens and ethical leaders be that in legal, management, or technical disciplines leading to an emphasis on transforming society and contributing to the community. With a very tight association with the corporate, and members from the industry inducted into the Board of Studies, the curriculum is revised at least once every four years, to provide relevant and meaningful education. Even in terms of the suggestions of the NEP, the University is one of the forerunners to implement the recommendations.

Teaching-learning and Evaluation

The student intake at BMU reflects regional, cultural, and intellectual diversity with representation from 20-plus states in India. The admissions are carried out through a rigorous evaluation process that includes evaluating the candidates across their prior academic records, and performance in national competitive exams followed by an extensive interview process. At BMU we take great care to ensure that slow learners are provided with suitable guidance and mentoring. Similarly, advanced learners are offered ample opportunities to explore the areas they excel in.

Our course curriculum is designed in a manner to incorporate elements of experiential learning, project-based and collaborative learning. And we constantly aim to improve the quality, productivity, and mobility of our students by adopting the best practice and standards in the assessment and monitoring of educational competence for our graduates. Hence our University Vision and Mission are translated into actionable graduate attributes.

BMU endeavors to be recognized for inspiring the innovative use of technology in education. And we strongly believe that technology engages and stimulates modern learners who are digital natives. Thus, teachers at BMU use a wide array of ICT-enabled tools including online resources for teaching and learning. Additionally, we have a healthy student-to-faculty ratio of 16:1, and the majority of our faculty members hold a Ph.D. degree from universities of repute.

Our exam processes are entirely automated to ensure the implementation of an outcome-based education framework, timely declaration of results, transparency in the teaching-learning and evaluation process, moderation of question papers and periodic audits by external experts, efficient feedback mechanisms for students, etc. Many of these processes are driven through our ERP system, Maitri. Maitri is capable of student enrolments, internal gradings by faculty, sharing feedback, continuous internal evaluations, marking student attendance records, moderation of results, creating seat plans, and of course result declarations. During the Covid period online exams were also conducted through an AI-proctored professional software Mercer Mettle.

Periodic training sessions and workshops are organized for the faculty members on best practices involving question paper setting, innovative methods of assessments, examination reforms, and how to make the best use of the automation platforms available.

Research, Innovations and Extension

BMU aspires to be a research-intensive University hence the research facilities of the University are frequently updated and there are well-defined policies for the promotion of research. The university has active associations with industry and has jointly established various centers of excellence and labs. Year after year multiple faculties across the different schools have received national and international recognition and financial support for research including NITI Aayog, SERB, and DST. BMU encourages its faculty members and students to publish research in high-quality journals and file patents. Our research policy outlines the financial rewards and recognition to faculty for publishing in top peer-reviewed and high-impact factor journals. As much for their ability to inspire students in the classrooms, the faculty members at BMU take the rigor and relevance of their research from laboratories to the classroom.

Entrepreneurial Learning and Innovation being one of the key strategic objectives of the University, sincere efforts are made towards investments in infrastructure, embedding entrepreneurial courses in the curriculum, organizing events, creating alliances and networks, and of course, assigning the right people for driving the initiatives. Our on-campus co-working space in the BMU incubator, called “Propel” has contemporary facilities required for supporting start-up ventures. Our IPR policy ensures that the intellectual property of the students and staff remains protected. The University has a well-defined policy on consultancy. BMU being supported by the Hero Group is genetically aligned to collaborate with industries and promotes inter or cross-disciplinary research and development.

The University seeks to nurture ethical leaders who are skilled, knowledgeable, and have the life skills required for leading their organizations to success. Therefore, it is fundamental to the mission of the University to sensitize the students to human life and cultivate empathy. This is partly achieved through various extension activities in the neighborhood organized within curricular credit courses, through the voluntary non-credit activities by student clubs and the NSS unit. The activities are executed in collaboration with national foundations. The university plans to participate in the Unnat Bharat Abhiyan coordinated by IIT Delhi in the region.

Infrastructure and Learning Resources

To support and facilitate the teaching-learning process, the BMU campus is endowed with the necessary infrastructure including buildings, well-furnished classrooms, computing facilities, support systems, and several state-of-the-art laboratories for hands-on training. This includes but is not limited to ICT-enabled classrooms, auditoriums, multipurpose halls, sophisticated domain-specific labs, and an incubator. The University also has adequate facilities for cultural activities, yoga, games (indoor, and outdoor), and sports. The sports facilities include floodlit sports grounds, an indoor multi-purpose hall, and a well-mentored sports program. Outdoor sports include but are not limited to football, hockey, basketball, tennis, volleyball, and golf practice greens.

Since its inception, the university has practiced a residential system and provides hostel accommodation to all UG, and PG students. The general campus facilities consist of cafeterias, eating joints ATMs, Medical rooms, hangout spaces, and an exceptional ambiance for physical and mental well-being.

The library at the University is housed in a centrally air-conditioned building with a well-furnished spacious reading room that creates an atmosphere of serenity and inspires intellectual stimulation and research. It has a vast repository of both print and electronic resources that include books, print journals, magazines, project and annual reports, newspapers, articles and case studies, courseware, and e-databases/e-journals that can be used as references by both students and faculty. Needless to mention that the Library services are fully automated. The University has an IT Usage Policy, and the IT Team receives a separate budget every year. The IT facilities are frequently updated, including the Wi-Fi facility.

At BMU there are established systems and procedures for maintaining and utilizing physical, academic, and support facilities. Our dedicated facilities and maintenance department oversees the upkeep and maintenance of buildings, classrooms, laboratories, workshops, hostels, sports complexes, etc. In addition to having a facilities and maintenance team, the BMU also has a well-defined set of policies & standard operating procedures (SOP) laid out for its stakeholders regarding the usage and maintenance of physical facilities.

Student Support and Progression

At BMU students are at the heart of all activities. Thus, the University provides continuous support toward their academic progression. The consistent efforts of the University to ensure a transformative journey for the student are reflected in the abundance of scholarships provided to the students based on merit and financial support to the needy. Various career counseling activities are organized throughout the year to ensure that each student gets benefitted and is provided direction. The University also provides numerous capacity and skill development programs along with student clubs to ensure that learning happens both within and outside the formal classroom setting. We are a ragging and sexual harassment-free campus with stringent disciplinary action policies and committees to ensure students feel safe within the University premises. Over the years many students have progressed to higher education and have qualified for entrance exams. Our Career Guidance and Development Cell provides continuous placement support to interested students.

At BMU we believe, while academics imparts the necessary knowledge, many leadership qualities are imbued through sports, cultural, and other co-curricular activities to form a truly well-rounded personality. Thus, the university has seamlessly integrated co-curricular activities with the curricula and assigned credits, which allows students to participate in community services, and work on projects for the social good. This has encouraged students to earn several laurels in sports events nationwide. Needless to mention the plethora of cultural events organized within the university all throughout the year.

To inculcate a democratic mindset BMU has an active Student Council to serve as the voice of the student community. It acts as the bridge between the students and the administration of our university.

Our Alumni association was founded in 2019. Although relatively new our Alumni have contributed significantly to the development of the institute on multiple different platforms. Being a young University, although the financial contribution is yet to be received, the alumni regularly participate in events within the University, mentor existing students, deliver guest lectures, and are an active part of our entrepreneurial ecosystem.

Governance, Leadership and Management

BMU has a clearly stated vision and mission and they are reflected in its academic and administrative

governance. The University follows a democratic and participatory mode of governance with all stakeholders participating actively. Thus, besides the positions of Chancellor and Vice-Chancellor, Deans, Directors, and other statutory positions are in place to coordinate and lead the University forward from strength to strength. The university has all the statutory bodies, namely, Governing Body, Board of Management, Academic Council, Finance Committee, and Board of Studies in place, with members drawn from external organizations and industries. These bodies are very vibrant and have representatives from the government, industry, faculty, staff, and other organizations.

The organizational structure is hierarchical but horizontal, as the university believes in a flat system. For the smooth functioning of systems and processes, several policies duly approved by the competent authority are in place. A Vision 2025 document defining our 2nd 5-year Strategic Plan, aligned with the new National Education Policy has been created by taking inputs from all stakeholders.

At BMU, a rigorous appraisal and promotion system is in place. Faculty are provided with professional development allowance, and seed grants to pursue their research and academic endeavors. The University conducts several training and development programs for both teaching and non-teaching staff, and they are also encouraged to attend online and offline training programs.

We pride ourselves to be a not-for-profit organization and ensure the available sources of funds are invested back into the development of the University and society. Statutory auditors appointed by the Governing Body under the regulations of the University conduct the yearly external audits.

Our university's Internal Quality Assurance Cell (IQAC) was established in 2018. An internal education quality policy has been created to regularly ascertain the quality of teaching and learning processes. IQAC contributes significantly towards institutionalizing quality assurance through academic administrative audits, participation in rankings, and accreditations. Several quality initiatives were undertaken, and incremental improvements were made in the preceding 5 years with respect to NAAC Accreditation in the areas of digitization, teaching quality, implementation of ERP, and excellence in NIRF Rankings.

Institutional Values and Best Practices

BML Munjal University characterizes itself with creating leaders who possess lifelong learning skills thus leading to the holistic development of students. We are a comprehensive university, wherein the co-location of disciplinary schools, each specializing in specific disciplines, on a single campus, allows students to pursue interdisciplinary studies and work at the interfaces of disciplines. Students develop expertise in crafting solutions to problems more broadly, without feeling regimented by their disciplinary boundaries. The comprehensive setting allows cross-fertilization of ideas and helps students to gain depth in their discipline as well as to learn, collaborate and communicate with people outside the discipline. Together with this, we also emphasize good communication skills, and values and inculcating a lifelong sense of curiosity.

The best practices of experiential learning across programs and the entrepreneurial ecosystem within the University results in the graduating students being a good citizen with a global outlook and possessing analytical abilities. They become design-oriented, technology-savvy, problem solvers, practically sound, industry-oriented, and innovation focused and acquire an interdisciplinary and entrepreneurial attitude. To ensure these capabilities within the students and the staff the University adheres to a code of conduct and professional ethics. Gender equity is promoted through various initiatives. The entire campus is Divyanjan-friendly. Additionally, the environment on campus is harmonious and inclusive with a varied mix of communal

and regional representation among our students, faculty, and staff. Regular sensitization to constitutional values is operationalized through various policies, and central events aided by the student clubs yearly to promote constitutional values. The University lays equal emphasis on national integration and the celebration of various national and international commemorative days. The University makes constant endeavors to promote community welfare and environmental protection to a level of performance that move “beyond compliance”. Therefore, multiple waste management practices are religiously followed. The University prides itself to be able to follow principles of rainwater harvesting, no plastic policy, energy conservation, usage of renewable energy sources, regular environmental and green audits, restricted entry of automobiles, ample greenery, and pedestrian-friendly pathways.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	BML MUNJAL UNIVERSITY
Address	BML Munjal University, 67th KM Milestone, NH-8 ,Sidhrawali , Gurugram, Haryana
City	Gurugram
State	Haryana
Pin	122413
Website	www.bmu.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Shyam Menon	91124-2679002		-	
IQAC / CIQA coordinator	Rik Paul	-	8008930077	-	iqac@bmu.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	02-05-2014
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	29-08-2014	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	BML Munjal University, 67th KM Milestone, NH-8, Sidhrawali, Gurugram, Haryana	Semi-urban	39.75	95528	UG, PG, Ph.D		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes				
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>BCI</td> <td>111996 8245 8 1670412243.pdf</td> </tr> </tbody> </table>	SRA program	Document	BCI	111996 8245 8 1670412243.pdf	
SRA program	Document				
BCI	111996 8245 8 1670412243.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	11				35				42			
Recruited	9	2	0	11	25	10	0	35	24	15	0	39
Yet to Recruit	0				0				3			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				131
Recruited	91	35	0	126
Yet to Recruit				5
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				12
Recruited	12	0	0	12
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	1	0	0	0	0	0	0	0	0	1
Ph.D.	8	2	0	20	10	0	18	12	0	70
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	1	0	0	5	0	0	5	2	0	13
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.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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	0	0	0	0
Adjunct Professor	2	0	0	2
Visiting Professor	10	3	0	13

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	School of Management	Chair Professor of Innovation and Entrepreneurship IIE	H.E. George Goh Chairman Border Mission Limited

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	203	577	0	0	780
	Female	83	127	0	0	210
	Others	0	0	0	0	0
PG	Male	23	241	0	0	264
	Female	21	175	0	0	196
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	7	16	0	0	23
	Female	2	14	0	0	16
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	0

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	10	43	0	0	53
Female	9	38	0	0	47
Others	0	0	0	0	0

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
School Of Economics And Commerce	View Document
School Of Engineering And Technology	View Document
School Of Law	View Document
School Of Management	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The core philosophy of BMU lies in providing students with a multidisciplinary and holistic perspective on problem-solving through the application of knowledge. With the School of Engineering and Technology, School of Management, School of Law, and now the upcoming School of Liberal Studies, multidisciplinary /interdisciplinarity is expected to thrive with the students having options to study courses cross-listed by the different schools. This is further fostered by the formal approval that the University has to offer – undergraduate programs with single major, double major; interdisciplinary, and multidisciplinary structures as laid out in the UGC document. Not only can the students study Multidisciplinary/interdisciplinary courses offered by the different Schools, but they along with committed faculty and researchers in the university, pursue Multidisciplinary research. Toward this goal, the University has set up various research Centres of Excellence headed by the Dean-Research, to oversee and promote research initiatives. Various Holistic and</p>
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	<p>Interdisciplinary centers of excellence in the university are- Holistic a) Centre for Advanced Materials and Devices (CAMD) b) Centre for Automation, Robotics and Mechatronics (CARM) c) Centre for Computational and Complexity Sciences (C3S) d) Centre for Solar Energy (CSE) Interdisciplinary e) Centre on Law, Regulation, and Technology (CLRT) f) Centre for Inclusive Innovation (CII) g) Centre for Sustainability Research and Advocacy (CSRA) h) Centre for Financial Markets (CFM) i) Centre for AI and Sustainability</p>
2. Academic bank of credits (ABC):	<p>BMU already has a Degree Equivalence & Credit Transfer Committee of Degrees /Qualifications committee, with a clear mandate to examine and check the equivalence of degrees/academic qualifications submitted by the candidates seeking equivalence with degree /qualifications with that mentioned in the approved admission rules of BMU. This committee is aligned with the stipulation of NEP's Academic Bank of Credits. BMU is registered on the Academic Bank of Credits (ABC) platform and all the degree certificates and transcripts are uploaded on the NAD/Digi-Locker. Further, to accept students laterally into the programs in accordance with ABC policy, recognizing the credits earned from other reputed institutions and offering admission to such students seeking migration or transfer, 1% of the approved intake in each program of study is the supernumerary seats approved in the Board of Management.</p>
3. Skill development:	<p>The University's vision places a strong emphasis on skill development as part of its goal to give students a relevant and meaningful education. It aims to develop morally upright leaders who are competent, skilled and endowed with the personal qualities necessary to successfully guide their respective enterprises. In order to achieve this, the university places a strong emphasis on developing communication and interpersonal abilities, and an entrepreneurial mindset with a sense of inquiry, delivering creative solutions for a beneficial societal impact, amongst its students. This emphasis extends to all the programs offered by the university. The preparedness towards this can be assessed by the following points- 1. Conducive Infrastructure: BMU provides a Language Lab with an audio and audio-visual system that helps students</p>

	<p>practice their language abilities by listening, speaking, reading, and writing in order to improve their communication skills. The goal of this English language lab is to give students a solid foundation for using the language in real-world situations. It skillfully and effectively helps learners improve their linguistic abilities. They are exposed to spoken practical English and become familiar with the various pronunciation nuances that are essential in modern-day English usage. In the Language Lab at BMU, Words Worth is a program used. The software is made specifically for adult learners and is designed to operate concurrently with the graduate curriculum.</p> <p>2. Focus on Co-curricular activities: At BMU, co-curricular activities are a crucial component of the curriculum, with credits and grades based on student's performance in the activities of their choice. These activities are designed to facilitate and develop team building and leadership skills as well as to give students opportunities to plan, organize, execute, and manage events and expose them to situations enhancing their life skills.</p> <p>3. Program Design and Structure: Given the focus on skill enhancement, skills and perspective courses like Communication and Writing Skills, Etiquette and interpersonal skills, Excel Spreadsheet Modelling, etc. are credited and graded skill courses offered to the students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>BMU is gradually increasing its focus on the integration of the Indian Knowledge System. Courses like World Civilizations, Indian Economy in the Global Context, and Good Citizenry, to name a few, have been part of the curriculum. We have a credit-based co-curricular elective wherein the students can opt for Wellness Club promoting Yoga and Meditation. We are gradually furthering the options that the students might register for in the Indian Culture and languages.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>BMU is mindful that assurance of learning is imperative in delivering quality education in any institution. Thus, it is crucial to not only define learning outcomes for each course but also to ensure that a well-defined mechanism is in place to measure them. With a well-articulated Vision, Mission, Graduate Outcomes, and Course Outcomes mapped to the Program Outcomes, the university endeavors that the intended program's educational objectives are met. The assessment structure in the University</p>

	<p>mandates continuous assessment and feedback, with a fair sprinkling of quizzes, assignments, and projects in addition to the mid-term and end-term evaluations, which are capped to have a maximum weightage of 40%. This ensures that the courses are constructively aligned to give students enough opportunities to immerse in learning through different pedagogies and assessments. The questions in the exam papers, assignments, and projects, etc. are mapped to the course outcomes and are also reflected upon for the bloom's level. The focus on high-order thinking questions and project-based assessment ensures that the students don't merely cram the answers but are able to explore the depths of the course curriculum and are able to apply and analyze the concepts. With a focus on project-based learning in the courses, the opportunities for evaluation and creation are interwoven into the fabric of each course curriculum.</p>
<p>6. Distance education/online education:</p>	<p>Currently, BMU is not eligible to offer formal degrees in Online mode. However, the University has a fully functional Media Centre and encourages faculty members to offer courses in Hybrid mode. BMU has a Digital Knowledge Centre (Digital Library) equipped with online resources and databases. BMU is all set to initiate distance education as soon as we get the approvals to run them.</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
11	10	8	8	9
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 4

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1339	1240	1351	1567	1515
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
319	397	534	439	254
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the University examination year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1161	1142	1270	1523	1496
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	9	25	0

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
429	378	340	314	284
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
83	87	93	100	104
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
95	95	95	100	105
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3608	3738	4691	3704	4306
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
292	225	155	180	285
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 61****4.4****Total number of computers in the campus for academic purpose****Response: 570**

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

2021-22	2020-21	2019-20	2018-19	2017-18
2116.97	1822.70	4157.97	4597.91	4980.11

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, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

BML Munjal University (BMU) is named after Dr. Brij Mohan Lall Munjal – the founder and patriarch of the Hero Group, a classic first-generation entrepreneur, and a renowned figure in the automotive industry.

BMU has his 3i philosophy- **INQUIRE-INSPIRE- IMPACT**- core to its spirit of academic design and delivery. The university's focus is to develop curiosity amongst students with an interdisciplinary and experiential teaching and learning approach, facilitated by research-driven faculty members working in contemporary and relevant areas of national and international significance.

Inculcating life skills and an entrepreneurial mindset for creating a positive societal impact is at the heart of program educational objectives across the different Schools. Dr. Brij Mohan Lall Munjal laid unparalleled emphasis on nurturing students to become leaders with high ethical standards, knowledge, and the skills required for success. Therefore developing domain expertise with a critical and global perspective, informed and evidence-based data-driven decision-making, empathetic and ethical leadership, Innovation and Entrepreneurship and effective interpretive and communication skills are core educational objectives in all the schools at BMU.

The process for approval for any program is presented to the various statutory bodies as shown in the flow chart:

Step 1: Ideas for new academic programs may come from many sources. Once the idea is accepted, a concept paper in the form of a summary of the detailed program description is submitted for consideration by the Academic Programme Committee (APC).

Step 2: Relevance to Local and regional needs and contribution to national and global development is a pre-requisite for any program to get approved by the APC. As per the New Program Approval policy at the University – post the initial proposal screening, the required details to be presented to the committee are-

1. The detailed program description establishes a relationship to the mission and goals highlighting areas of focus and strategic priorities.

2. The way the proposed program contributes to institutional and state-wide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of the region and its communities.

3. The way the program meets national or state needs and enhances its capacity:

- improve educational attainment
- respond effectively to social, economic, and environmental challenges and opportunities; and
- address civic and cultural demands of citizenship.

Step 3: Further, the faculty and the Area Chairs articulate the Programme outcomes (POs), and Programme Specific Outcomes (PSOs). It is ensured that the POs and PSOs map with the Graduate Outcomes of the University. Each course in the program has its Intended Learning Outcomes clearly defined and mapped to the Program Outcomes. This CO-PO mapping for the entire program is presented to the Board of Studies for their critical review and feedback.

Step 4: The complete approved Program Handbook is then presented to the Academic Council for its input on academic and quality assurance.

Step 5: Finally, the approved Program with its USPs is presented to the Governing body before the final take-off.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2

Percentage of Programmes where syllabus revision was carried out during the last five years.

Response:

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

Response: 9

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

Response: 15

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document
Link for additional information	View Document

1.1.3

Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
336	302	277	258	196

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response:

1.2.1.1 How many new courses were introduced within the last five years.

Response: 538

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

Response: 776

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2

Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response:

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

Response: 10

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

1.3 Curriculum Enrichment**1.3.1**

Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

Dr. Brij Mohan Lall Munjal laid unparalleled **emphasis on nurturing students to become leaders with high ethical standards, knowledge, and the skills required for success in life, and therefore all the programs have ethics and values at the heart of their curriculum.** Hence the University incorporates

courses in the curriculum not only to develop the cognitive skills of students but also to enrich their performative competency in real-life situations and ethical dilemmas. We believe that as young citizens of the country, the **students need to comprehend the nuances of gender, human values, environment, and sustainability to become responsible leaders of tomorrow.**

Empathetic and ethical leadership that can integrate socio-ethical responsibility, life, and professional skills in legal, management, and technical practice, with emphasis on transforming society and contributing to the lives of citizens, **is one of the most significant Program Educational Objectives at the University.**

The university believes in and **promotes gender equality right from the time of admission** by giving an additional weight of 5% to girl students.

BMU **offers courses in professional ethics across all schools.** Additionally, seminars, expert lectures, and extension activities are organized with the avowed objective of facilitating students to learn and inculcate professional ethics and values. For instance, **MBA students undergo a course – Sankalp, wherein they develop Social Enterprises for Community Development,** which sensitizes them to human life and cultivates empathy. The Sankalp course is also planned to be extended to the students of other academic programs. Similarly, the legal Aid program by the School of Law prepares the students to reach out to the communities around the University to sensitize them to human values.

The curriculum within various courses highlights the ethnicity of the society and its development through women achievers in texts as well as in the examples used during classes across courses, and through need-based scholarships to girl students (Hamari Pari). An exclusive program offered on **“Women in Leadership (WIL)”** goes a step forward and helps promote gender empowerment at the workplaces where the WIL participants come from.

To add to the learning curve, our Wellness Centre organizes, **seminars, and workshops to sensitize students towards gender quality and related issues.** Observing International Women’s Day and International Men’s Day is also celebrated to variegated achievements of women and men.

Courses on Environment and Sustainability run across all schools which sensitize students to important global concerns such as climate change, carbon footprints, water footprints, management of greenhouse gases, the concept of sustainability with reference to the energy source and generation, future energy sources, sustainable use of natural resources, and environmental policies. The students are also taken on study trips and given assignments that enable them to read, collate and prepare term papers on current trends in comprehending environmental issues and applying sustainable practices across the globe. Beyond the classrooms, student-driven clubs celebrate World Environment Day with community outreach activities and organization of cleanliness drives.

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

1.3.2

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

Response:

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 93

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3

Average Percentage of students enrolled in the courses under 1.3.2 above.

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
253	134	252	0	47

1.3.4

Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response:**1.3.4.1 Number of students undertaking field projects or research projects or internships.**

Response: 1143

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

1.4 Feedback System**1.4.1**

Structured feedback for design and review of syllabus – semester-wise / year-wise is received from

1) Students, 2) Teachers, 3) Employers,

4) Alumni

Response:

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2

Feedback processes of the institution may be classified as follows:

Response:

File Description	Document
URL for feedback report	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Demand Ratio (Average of last five years)

Response:

2.1.1.1 Number of seats available year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
585	450	310	360	570

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

2.1.2

Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years

(Excluding Supernumerary Seats)

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	12	3	8	5

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The student intake at BMU reflects a **diverse community with representation from 20-plus states in India**. Student admissions are carried out through a rigorous evaluation process that evaluates the candidates on prior academic records, and performance in national competitive exams followed by an extensive interview process. However, during their academic journey, some students fall behind whereas others exceed expectations. At BMU, we take great care to ensure that **slow learners are provided with suitable guidance and mentoring. Similarly, advanced learners are given ample opportunities to explore the areas they excel in.**

Identification of low academic performers and fast learners starts very early in the academic journey of a student and the process of monitoring and assessment continues throughout their stay at the University. Post the orientation program, the **students undertake diagnostic assessment tests like AMCAT or CoCubes and other in-house tests**, where some might require extra guidance in terms of their academic development. **End-semester assessments across subjects also provide a clear indication of student proficiency.** Additionally, every student is allotted an **academic mentor who has elaborate discussions with the mentees to identify gap areas or excellence.** These measures help the University to clearly define the borderline candidates and the outliers. **As per policy, students with less than a 5.00 CGPA are categorized as slow learners and the ones with more than 8.0 CGPA as advanced learners.**

Initial **diagnostic tests in Physics, Mathematics, English, Economics and Business Statistics** help the schools to prescribe and conduct remedial classes for the low performers and bring them to par with the rest of the class. Academic and personal counseling is provided by the course faculty, other faculty mentors, and the counseling cell. Faculty also provides **one-to-one remedial sessions in extra slots for the students facing difficulty in the course. Personalized feedback through the exhaustive mentor-mentee program is also shared with these students.**

BMU has an innovative **academic peer buddy program called “Sahayak” where advanced learners facilitate low academic performers in the learning process.** Group learning activities are encouraged in every course and the faculty ensures that the groups comprise students of various abilities/aptitudes and encourage collaborative learning. Our **Career Guidance and Development team also conducts regular placement-focused workshops and one-to-one training sessions for students who lack strong communicative capabilities.**

In addition to the core courses of respective programs, **advanced learners are motivated to opt for audit courses, and MOOCs to earn additional professional certifications related to the core program structure.** They also have the option to join any minor program and earn additional credits. Many **advanced learners work along with faculty members in joint research projects and designing products, and prototypes.** They are also **encouraged to participate in national and international**

conferences to present research papers. Few advanced learners have filed patents through our IPR Cell and some also get involved in company-led live projects to gain hands-on experience.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

2.2.2

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

Response:

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

All the courses across the schools at BMU have **experiential learning components varying from 10% to 60%**. This includes learning through **case studies, simulations, gaming, practical exercises, site visits, group discussions, technical writings, and seminars**. The University has a **unique internship program called Practice School** that allows students to **experience corporate roles and responsibilities through on-the-job training**. At the School of Management, students undergo **multiple online simulations as a part of their coursework to experience the intensity of management decision-making**. Our School of Law organizes **moot courts to train students** on the complexities of the legal system and making judicious decisions. Needless to mention the initiatives of our **Institute of Innovation and Entrepreneurship** that brings the **experience of the industry stalwarts to our classrooms** and the practical experience of our students in the start-ups currently being incubated on campus.

At BMU we often **design gamified environments to ensure student engagement and participation**. This includes but is not limited to incorporating **board game simulations, group assignments, outbound learning initiatives like river rafting, etc**. Specific courses like **Joy of Management offered by our management school and Joy of Engineering offered by our Engineering School integrates hands-on activities into the course delivery**. Additional initiatives within the curriculum like **‘Workshop of the Future’ – a virtual-cum-physical lab** helps students to bridge the gap between

theory and practice and participate in activities like the conception of product design, testing, etc. through advanced software and machinery. The involvement of our **Language Labs ensures every student participates in developing their communication skills**. The **Global or International Immersion Programs** at the School of Management and various international training programs keep students' engagement with the coursework and the university high. In fact, in our UG course curriculum **credits are also offered for participating in co-curricular activities through the different clubs**.

Solving problems is at the heart of all course delivery at our university. Therefore, many courses follow a **case-based pedagogical approach**. In fact, we have **licensing agreement with Harvard Business Publishing** to utilize their cases in our classrooms. The majority of our courses have **project-based evaluation components**, wherein students in **groups solve interdisciplinary problems related to business, technology, and society at large**. Our **Sankalp initiative at the School of Management enables students to go beyond classrooms and solve real-life societal and economic problems in the villages around the University** needless to mention the efforts made by our **NSS wing**. In courses like Integrated Decision-Making **students create prototypes of products and try and test the same in real-life contexts**. Many such projects and ideas are presented at our **flagship pitch fest organized by the University start incubator Propel** and Hult Prize competitions. In engineering courses often students are encouraged to work on research projects related to water purification systems, solar energy, and electric vehicles and legal issues around it. At BMU we believe that these immersion activities improve a student's critical thinking and problem-solving abilities and help them to build their future careers in an interdisciplinary manner.

File Description	Document
Upload any additional information	View Document
Link for Additional Information	View Document

2.3.2

Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

At BMU we strongly believe that technology engages and stimulates modern learners who are digital natives. BMU takes cognizance of the fact that educators in the Indian higher education sector currently, not only need to be adept at using technology but also require to break free of the erstwhile molds and reimagine their skills in leveraging ICT to enhance their teaching effectiveness. Towards this initiative, the University has set up a **Centre for Teaching Learning and Development (CTLTD)** that trains teachers for harnessing technology for effective teaching and learning through regular sharing of best practices and workshops.

The University has deployed an **integrated University management platform named Maitri**. Besides catering to student lifecycle management, it also **provides learning management functionality aligned with the outcome-based framework of teaching and learning**. Faculty can share their class

presentations, handouts, and other teaching content on Maitri in advance, students can access these contents anytime from anywhere and on any device. Faculty can also provide students with class assignments, home assignments, etc. as well as administer online quizzes and assessments (both objective and subjective). Objective questions can be evaluated by the system automatically and show the marks to the student with immediate feedback after the submission of the quiz.

On the students' dashboard, they can view their scheduled classes, class materials shared by their faculty, their class attendance, and percentage of total attendance and they can also apply for on-duty leaves in Maitri resulting in an enriched digital workflow. Students' semester registration process is initiated in the same portal and they can also apply for their repeat courses online if any. Through the digital library catalog access, students can also search for and reserve books available in the library. Needless to mention the access to a wide range of online library resources including but not limited to journal repositories, open access MOOCs and research databases. Students also get alerts in advance for any change/cancellation of classes. In addition to utilizing the features of Maitri, all classrooms are ICT enabled with Wifi coverage, and some are installed with Impartus lecturing system. Faculty members often resort to the usage of computer simulations, online business games, and virtual classes through Zoom, Webex, and Google Meet and create their own google classrooms for sharing course materials. Many faculties use online student engagement tools like Padlet, Mentimeter, Kahoot, and several features of Google drive to create a collaborative learning environment in the class. In specific courses faculties also advise students to opt for MOOCs as a supplement to their existing coursework. Even the online lectures are recorded for revisions later by students.

The online examinations are held using different platforms and correspondingly faculty members can evaluate the answer scripts within the same online interface and submit the final marks to the department. The online examination system used at BMU has the capabilities of both AI-driven and virtual proctoring mechanisms and can generate student grade cards, merit lists, and analysis of the results based on the evaluation done by the faculty.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3

Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response:

2.3.3.1 **Number of mentors** ?????????????? ???????

Response: 83

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response:

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

2.4.2

Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

Response:

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
71	68	70	64	69

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3

Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response:

2.4.3.1 Total experience of full-time teachers

Response: 278.43

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document
Any additional information	View Document

2.4.4

Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	4	7	4	5

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
11.57	12.71	15.46	23.08	22.78

File Description

Document

List of Programmes and date of last semester and date of declaration of results

[View Document](#)

Any additional information

[View Document](#)

2.5.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	05	09	25	0

File Description

Document

Number of complaints and total number of students appeared year wise

[View Document](#)

Any additional information

[View Document](#)

2.5.3

IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

University has taken several initiatives to ensure better standards and improve precision, efficiency, and transparency in the various examination-related processes. One of these is the **automation of examination-related processes through our ERP (Maitri). Maitri is capable of student enrolments, course selection, and registration, marking student attendance, internal and end-term marks entry, sharing feedback, conducting online assessments and quizzes, online grading and moderation of results, creating seat plans, course result declarations, generation, and printing of grade sheets and transcripts.** Maitri has the capability of creating the course files online and mapping the POs and COs for implementation of the Outcome Based Education Framework.

The University has partnered with Mercer Mettl which **offers scalable cloud-based technology for conducting online exams securely.** The platform has features like **AI-based Auto Proctoring, Secured Browser Settings, and Human Assisted Live Proctoring** that helps in safeguarding academic integrity. The evaluation of answer sheets is also done online, and the answer scripts are shared online with the students for feedback. Besides using Maitri and Mettl the faculty also conducts **online classes and assessments through Google Classroom.**

IT integration and automation have resulted in extensive improvement **in overall efficiency and have brought transparency to the processes of the Examination Department.** The use of ICT-enabled tools ensures environment-friendly green practices that **reduce the wastage of paper.**

Some of the reforms undertaken by the University are automation, implementation of an outcome-based education framework, timely declaration of results, transparency in the teaching-learning and evaluation process, moderation of question papers and periodic audits by external experts, efficient feedback mechanisms for students, etc.

At the beginning of every course the faculty shares with the students the course handout through **Maitri that explicitly states the course aim, course contents, assessment plan, learning outcomes, and additional educational resources required.** The internal assessment components vary across courses in form and execution from quizzes, case analysis, projects, simulations, presentations, etc. that provides an opportunity for every student to explore their skills.

The quality of end-semester question papers is ensured through the moderation process and proper standard operating procedure for the same is well defined whereby, the moderator shares the feedback in the prescribed proforma. The course faculty also provides model solutions along with each question paper. **Additionally, the faculty maps the questions in the question paper with the course outcomes and bloom's level so that performance attainment for each course outcome can be calculated and measured.** After the conduct of the end-term examination, the evaluated answer scripts are shown to the students. The course faculty gives feedback and suggestions for improvement and doubts are clarified immediately. It also ensures that no answer is left unmarked, and the total is correct. **Periodic training sessions and workshops are organized for the faculty members on best practices involving question**

paper setting, innovative methods of assessments, examination reforms, and how to make the best use of the automation platforms available.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Any additional information	View Document
Link for additional information	View Document

2.5.4

Status of automation of Examination division along with approved Examination Manual

Response:

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

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

At BMU we constantly aim to improve the quality, productivity, and mobility of our students by adopting the best practices and standards in the assessment and monitoring of educational competence for our graduates. Hence, our **University Vision and Mission are translated into actionable graduate attributes** as follows:

1. Acquire and apply a practical understanding of discipline knowledge

2. Demonstrate a sense of ethics and display excellence in both personal and professional life
3. Exhibit problem-solving, critical thinking skills, and investigative capability to address real-world problems
4. Manifest leadership qualities and work effectively in teams across globally diverse environments
5. Be a lifelong learner with an entrepreneurial mindset to innovate in the constantly changing global scenario.
6. Possess a strong sense of inquiry and design innovative solutions for positive societal impact
7. Be effective communicators and possess an empathetic outlook

To ensure our students attain the desired Graduate Attributes, **Programs across every school are OBE aligned with each program having its own Program Outcomes (POs)** and specializations within a program having Program Specific Outcomes (PSOs). The POs and PSOs are then translated into each individual course offered within a specific program through Course Outcomes (COs) that are quantitatively mapped to the POs and PSOs. **The COs are clearly mapped to Bloom's taxonomy of educational objectives.** Courses in each program are categorized as **Foundation, Core, Skill, Perspective, Elective, Practice School, and Co-Curricular.** Eventually, a complete Program Articulation Matrix is created. The POs for our MBA Program are provided below for reference.

[PO.1]. Apply Business Knowledge: Gain a depth understanding of various management disciplines and apply the concepts for business decision-making.

[PO.2]. Diverse Perspective: Integrate diversity and multicultural perspectives in business decisions making.

[PO.3]. Cognitive Skills: Utilize quantitative and qualitative methods to investigate and solve complex business problems by planning and conducting research with critical thinking and problem-solving skills.

[PO.4]. Innovation and Entrepreneurship: Apply tools and techniques across multiple disciplines to create innovative and entrepreneurial solutions.

[PO.5]. Empathetic and Ethical Leadership: Demonstrate social responsibility, teamwork, and life skills to lead organizations ethically.

[PO.6]. Effective Communication: Communicate effectively across all levels and society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

We follow a **continuous assessment process** with various methods like tests, assignments, projects, case study discussions, etc. **The COs for a course is mapped to specific evaluation components to ensure the assessment and attainments of each of the outcomes.** Although an iterative process, at the end of each semester the faculty members who taught the course evaluate the achievement of the POs through the performance of the class against the mapped COs.

The Graduate Attributes and Program Outcomes are published widely through our website to all the key stakeholders. Additionally, each program comes with a **Program Handbook detailing the program structure, course briefs, the CO-PO map for the course**, and the assessment matrix. **These course handbooks are circulated to the students by the program office before the commencement of the program for easy reference.**

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

2.6.2

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

Response:

Assurance of attainment of the intended learning outcomes forms the foundation of quality education at BMU. Articulated Graduate Attributes (GA) and Program Outcomes (POs), effective pedagogical interventions, and designing efficient assessments to measure the attainments of the outcomes, form the tripod, upon which the learner-centric education rests. The University has well-defined POs and Program Specific Outcomes (PSOs) and Course Outcomes (COs) for all the programs and courses offered.

The fruits of outcome-based education typically depend on its implementation. The outcomes are thus embedded into each activity of the teaching-learning process, right from the course handout framework design to the assessment tools like written exams, projects, quizzes, seminars, presentations, case studies, and assignments. Each activity of assessment is mapped with CO, Bloom's Taxonomy Levels (1- Remembering, 2- Understanding, 3 – Applying, 4 – Analyzing, 5 – Evaluating, 6 - Creating).

The measurement of attainment of POs, PSOs and COs are evaluated directly and indirectly at BMU:

STEP-1: Basis the Graduate Attributes of the University, Program Outcomes are defined and linked to the Course Outcomes for each course in the University. These are approved by the Board of Studies in each School and the University Academic Council.

STEP-2: The Course Outline for each course is designed with a focus on achieving the intended course outcomes with relevant pedagogical approaches and effective assessments. Course instructors carry out teaching-learning activities as per OBE guidelines.

STEP-3: The University follows a continuous assessment system with a focus on formative assessments, constructive feedback, and assessment of the attainment of the course outcomes. The end-term exam of the taught courses has an upper cap of 40% weight. The project-based courses, simulations, and

internships, too have a mechanism of monitoring the progress of the students and the attainments of the outcomes.

STEP-3: The course outcome and the bloom's level is mapped to each question in the end-term exam paper. The moderation of the question papers mandates the reviewer to verify and ascertain full course coverage and assessment of all the course outcomes in the paper. This is further audited by external subject matter experts for their comments on the quality of the papers.

STEP-4: The student feedback is collected at the end of each semester/ module for indirect measurement of the COs attainment and to provide greater insights into the course management and its delivery. The section on CO attainment in the feedback form, ascertains indirectly how much of the learning outcome has been achieved.

STEP-5: The performance of each student in each course is reviewed during the meeting reviewing and moderating the term-end results.

STEP-6: Further, the Examination Committee comprising COE, HODs, Deans, VC and the Registrar meets at the end of every semester to review the results. The Academic Progression, Success Rate, and Success Index of each batch of students are analyzed and actions to be taken are discussed.

STEP-7: Survey forms are floated to Alumni and a detailed feedback analysis is undertaken from the batches periodically to analyze the attainment of the POs and GAs.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

2.6.3

Pass Percentage of students(Data for the latest completed academic year)

Response:

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

Response: 314

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

Response: 315

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document
Link fo any additional information	View Document
Paste link for the annual report	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 is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

BMU aspires to be a research-intensive University hence the research facilities of the University are frequently updated and there are well-defined policies for the promotion of research. The **research policy of BMU addresses research promotion, Ph.D. programs, innovation, patents, consultancy, incubation, and start-up.** Accordingly, the **research promotion committee reviews existing practices, and policies, and identifies the required changes to be made.** The implementation of research promotion provisions updated the institute's research facilities and enabled the establishment of various research centers of excellence at BMU over the years.

For instance the **Center for Advanced Materials and Devices (CAMD), Center for Automation, Robotics, and Mechatronics (CARM), Center for Computational and Complexity Sciences (C3S), Center on Law, Regulation, and Technology (CLRT), and Center for Inclusive Innovation (CII).** Moreover, within the center, the research facilities are updated frequently according to the needs of the researcher. For example, as per the requirement of researchers, the **CAMD has installed facilities, like advanced physical vapor deposition systems (sputtering, electron-beam-evaporation, cathodic-arc), plasma-enhanced chemical vapor deposition for thin films and surface engineering research, x-ray diffraction, scanning electron microscope, energy dispersive x-ray analysis, atomic force microscope, optical microscope, Raman spectroscopy, glove boxes, lithography, etc.**

The provision of seed money to faculties from BMU as well as sister industries, in the research promotion policy, promoted the initial research that led to fetching government and industry-sponsored projects (national and international), and the establishment of start-ups. To date, the research projects are fetched from the **Department of Science and Technology (DST), Science and Engineering Research Board (SERB), Ministry of Electronics and Information Technology (MEITY or DIETY), NITI Aayog, National Industrial Research and Development Agency (NIRDA), Ministry of Mines, National Board for Higher Mathematics (NBHM), Royal Academy of Engineering UK, Rockman industries, M/S Everest Aluminum Pvt. Ltd., M/s Maruti Recycling Ltd., Lakshya Food India Limited, Border Mission Limited Singapore, etc.** The **ACIC-BMU Foundation (ACIC- BMU)** has been set up by BMU along with the support of **Atal Innovation Mission, NITI Aayog to promote and support innovation and entrepreneurship.** The Intellectual property rights and consultancy clauses permit up to 70% and 90%, respectively, revenue sharing with faculty. This further encourages high-quality translational research.

The professional development grant provided to scholars and faculties has enabled them to create national and international collaborations for research and innovation. In addition, the BMU recognizes the efforts of faculty through the **"Research Excellence Award"**, which promotes quality research. BMU encourages faculty members and students to publish research in high-quality journals and file patents. **Our research policy outlines the financial rewards and recognition to faculty for**

publishing in top peer-reviewed and high-impact factor journals. As much for their ability to inspire students in the classrooms, the faculty members at BMU take the rigor and relevance of their research from laboratories to the classroom. In short, BMU is equipped with a well-defined research policy to promote faculty and research scholars for impactful publication of international standards, patentable research leading to commercialization or start-up, and contribute towards nation-building through applied, and translational research.

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

3.1.2

The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	11.5	26	0	153.4

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	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:

3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	4	3	4

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.1.4

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	11	5	3	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5

Institution has the following facilities to support research

- 1. Central Instrumentation Centre**
- 2. Animal House/Green House**

3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

Response:

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Upload any additional information	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6

Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response:

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1

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

Response:

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise

during the last five years (INR in Lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
30	37.55	15.22	0	50.6

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.2.2

Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
153.66	277.55	12.1	1	68.37

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document
Any additional information	View Document

3.2.3

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

Response:

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

Response: 36

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 172

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste Link for the funding agency website	View Document

3.3 Innovation Ecosystem**3.3.1**

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

Response:

Entrepreneurial Learning and Innovation are one of the key strategic objectives of the University and sincere efforts are made towards investments in infrastructure, embedding entrepreneurial courses, organizing events, and creating alliances. The activities are performed under the aegis of the Institute of Innovation and Entrepreneurship (I2E), which works closely with the faculty in different schools. The success of our initiatives is evidenced in the ARIIA rankings and the 5-star ratings to our Institution Innovation Council from the Ministry of Education. The University's efforts have been recognized by entrepreneurial ecosystem partners, for instance, the provision of Rs. 2.5 crore grant by the NITI Aayog equally matched by BMU for setting up the Atal Community Innovation Centre (ACIC). Additionally, the Institution Innovation Council (IIC) established in collaboration with the MHRD Innovation Cell at AICTE provides the operational leadership for innovation and entrepreneurship activities.

Our on-campus co-working space in the BMU incubator, called “Propel” has contemporary facilities required for supporting start-up ventures. The budding entrepreneurs get access to the university infrastructure like laboratories, workshops, digital learning resources, and so on. At BMU we have clearly defined policies for incubation and innovation and start-up. The deferred placement policy also ensures that students who intend to explore entrepreneurial ventures do so without the stress of getting a job.

To ensure the coordination of the entrepreneurial initiatives within the campus and beyond at BMU we have the position of Chair Professor of Entrepreneurship. Our Incubation Center Propel has an

appointed Chief Executive Office to manage the operations. Together with this, there are **regular faculty members, visiting and adjunct professors, and a distinguished set of mentors ranging from industry experts, serial entrepreneurs, incubation heads, angel investors and venture capitalists, and practicing academicians.**

Over the years the university has strengthened its interaction with the members of the entrepreneurial ecosystem evidenced in successful formal and informal collaborations with over sixteen international Universities having a focus on innovation and entrepreneurship for instance, **Singapore Management University, Warwick University, and Imperial College London. Our association with the Indo-US Chamber of Commerce (IUCC) and StartupIndia** provides avenues for growth and leadership development. **BMU is also a part of the Delhi Science and Technology Cluster, named Delhi Research Implementation Innovation (DRIIV) coordinated by IIT Delhi, and has an alliance with the National Entrepreneurship Network.**

BMU offers **several entrepreneurship-focused courses in the program curriculum of different schools.** A bouquet of courses is also being created to be offered as a **Minor Programme in Innovation and Entrepreneurship.**

Our IPR Cell helps manage the student and staff creations and helps towards the subsequent commercialization of viable products. A few of our student clubs like T-Sec and Sierra also organize quarterly and annual programs on innovation and entrepreneurship. Furthermore, to take our initiatives to the next level annual flagship events and programs (**The Pitchfest, The Hult Prize, Foundation Program for Aspiring Entrepreneurs, Heroes of Tomorrow, Hackathons, etc.**) are organized within the BMU campus providing vibrancy and momentum required to support the innovation and entrepreneurship initiatives of the University.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2

Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response:

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
26	196	52	8	3

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.3

Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response:

3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	11	4	1

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response:

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document
Any additional information	View Document

3.4.2

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

1. Commendation and monetary incentive at a University function

2. Commendation and medal at a University function

3. Certificate of honor

4. Announcement in the Newsletter / website

Response:

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3

Number of Patents published / awarded during the last five years.

Response:

3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
9	36	5	2	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.4

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

Response:

3.4.4.1 How many Ph.D's are awarded within last five years.

Response: 6

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

Response: 9

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
171	96	59	65	89

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.6

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	59	36	36	130

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.7

E-content is developed by teachers :

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

Response:

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document
Any additional information	View Document

3.4.8

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

Response:

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.9**Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution****Response:**

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy**3.5.1**

Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

The University has a **well-defined sponsored research and consultancy policy**. BMU being supported by the Hero Group is genetically aligned to collaborate with industries and promotes inter or cross-disciplinary research and development. Dean Research oversees the processes and the overall development in this area. Some of the key responsibilities include **1) Promotion of Sponsored Research and Industrial Consultancy, Technology Transfer, IPR, and Software Marketing activities, 2) Project monitoring compliance with terms and conditions of the agreement/ contract between the sponsor(s) and the University, 3) Financial management of projects 4) Liaison with principal investigators, the Institute, and the Sponsors, 5) Administration of the contractual/ deputed project personnel**. BMU is pioneered to introduce the concept of '**Professor of Practice**'. Under this program, the university recruit faculty with 10-20 years of industry experience who closely work with the other faculty members to bid for projects from the industry.

The consultancy **policy tries to capture the diverse nature of the consultancy projects and the benefits that accrue to the faculty and the University**. For instance, routine testing and calibration-related Industrial consultancy result in the faculty receiving 65% of the consultancy revenue and 35% going towards University overheads. For projects requiring the use of the Laboratory and other facilities of the University **the faculty receives 70% of the revenue generated and for projects that do not use**

University's facilities the University provides 75% of the revenue to the faculty.

The policy also outlines additional benefits to the principal investigator (PIs) and Co-PIs. Within the framework of a sponsored project, PIs are permitted to have consultancy fee/honorarium, if the sponsor so approves. PIs can work full time based on one working day per week or avail vacation during the projects and get a suitable honorarium (in lieu of the vacation) for such period. In the absence of the PI, the Co-PI assumes the role of continuing the project and is free to avail of OD (on-duty) leaves.

Depending on the availability of funds under the travel allowance, partial grants (TA, DA, Registration Fee) for presenting papers at National/ International Conferences in fields relevant to the project can be availed by the PIs / Co-PIs/ upon appropriate approval by the Dean Research. Furthermore, on the recommendations of the PIs, contractual project staff and students working on projects are permitted to present papers at National Conferences with TA, DA, and Registration Fee support. **BMU provides an opportunity to a research fellow (JRF, SRF, etc.) working in a sponsored scheme/project of the University from the Industries to register for the PG or Ph.D. programs of the University subject to his/her satisfying the admission qualification requirements.**

Faculty members are encouraged to submit joint proposals with multiple institutes and participate in the different consortiums. To facilitate an environment for sponsored research and industrial consultancy the University has also invested in creating central research facilities under different Centre of Excellence with the aim to provide basic and advanced research facilities to in-house faculty members, students, and other research institutions.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload any additional information	View Document
Paste URL of the consultancy policy document	View Document

3.5.2

Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	237.8	362.49	91.1	204.16

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1

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

Response:

BMU seeks to nurture ethical leaders who are skilled, knowledgeable, and have the life skills required for leading their organizations to success. Therefore, it is fundamental to the mission of the University to sensitize the students to human life and cultivate empathy. This is achieved in part through various extension activities in the neighborhood organized within curricular credit courses, and **through the voluntary non-credit activities by student clubs and the NSS and YRC (Youth Red Cross) units.** The activities are executed in collaboration with national foundations. **The university plans to participate in the Unnat Bharat Abhiyan coordinated by IIT Delhi in the region.**

The undergraduate and postgraduate courses in the School of Management have mandatory **credit-based social-rural immersion activities.** For the undergraduate program, it runs for a month as an **internship project with NGOs committed to the cause of providing education, livelihood generation, environment, etc.** At the postgraduate level, **Project Sankalp is a Social Enterprise for Community Development project with mandatory credit requirements.** The project runs **in association with Mrida Group, a non-profit organization that aids and guide student groups in conceptualizing their social business initiatives.** This project-based course runs throughout the duration of the program. In this, students visit underdeveloped villages in the vicinity of the university to understand the needs of the villagers and then set up sustainable social enterprises to bring about a positive measurable impact in that village in terms of increasing awareness on hygiene issues, skill development, drinking water availability, sanitation, education, setting up social enterprises, etc. over the two years. **The students deliver presentations to various companies to solicit their CSR funds to finance these projects. Through the Sankalp Project, a total of 6 villages have benefited.**

Various clubs at BMU also contribute positively to villages around the University. **SAVERA (Students as Volunteers in Education to Reach and Assist) Club (now an NGO) started in the year 2014 to provide education and all-around development to children of weaker sections of society through co-curricular and academic tutoring activities.** The club often **provides food and clothing and carries out literacy campaigns in nearby villages to persuade people to educate their children.** **BMU NSS Unit was set up in October 2018 and later also the YRC.** They conduct several activities to fulfill the objectives of achieving improvement in personality, leadership qualities, national outlook, and a sense of civic responsibility in our students. Some notable activities include the **‘Daan Utsav’ in collaboration**

with NGO "Goonj", cleaning of Kapriwas Village with villagers as part of "Swachh Bharat Abhiyan" etc. Over 500 unprivileged children have benefited through the efforts of clubs.

Students of BMU and Raman Kant Munjal Foundation (RKMF) have agreed to work together in areas of community development, protecting, conserving, and improving the environment, empowering women across all communities, vocational training and skill development through projects like Hamari Asha, Asha Tutorial and Adult Literacy Classes; Vocational Training; infrastructure projects in adopted villages, etc.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.6.2

Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.6.3

Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response:

3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
19	10	18	12	6

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.6.4

Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response:

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
1459	498	1037	438	291

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1

Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response:

3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last

five years.

2021-22	2020-21	2019-20	2018-19	2017-18
86	39	30	12	34

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2

Number of functional MoUs 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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	9	29	08	43

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

To support and facilitate the teaching-learning process, the BMU campus is endowed with all the necessary infrastructure including buildings, well-furnished classrooms, computing facilities, support systems, and several state-of-the-art laboratories for hands-on training.

There are more than 50 classrooms of different sizes to conduct regular classes. **All these classrooms are ICT-ready and are equipped with projectors, a public address system, and Wi-Fi facilities.** Some of the classrooms have **interactive smart boards and advanced lecture-capturing systems** installed. All the classrooms have ample lighting conditions, and air-conditioning and are designed to provide students with improved learning conditions. Our executive education center has state-of-the-art lecture-capturing systems where expert talks and executive programs are mostly organized.

Faculty members are provided dedicated office spaces to carry out their work and to meet students on the 4th floor of the Hero Motocorp North Block building. The entire building is centrally airconditioned and even has an open terrace for relaxation. The facility has been intentionally designed to encourage faculty members from different schools to interact and collaborate leading to multi- and inter-disciplinary learning and research culture. BMU campus is equipped with an auditorium for major events. Additionally, bigger gatherings are organized in our multipurpose hall. The University also has several seminar halls in addition to standard classrooms.

Several laboratories are housed on campus for providing hands-on experiential learning to our students. These include **basic science labs (Physics, Chemistry), Robotics, Civil Engineering labs, Hydraulics and Fluid Mechanics Lab, Material testing lab, Thermodynamics and IC Engine lab, Shell Learning Center, Pneumatic and Hydraulics Lab, CNC Controller Lab, Mechatronics Lab, Automation Lab, Tinkering Lab, KOM-DOM Lab, Hero Trailing Lab, Electrical lab, 3D Lab** to name a few. All the above-mentioned instructional resources are provided with sufficient workspaces, seating capacities, and equipment. catering to students' needs like water, electricity, gas, and ICT. The laboratories are designed with safety features to create an excellent ambiance and atmosphere for work. These facilities are provided in consonance with the requirements of respective regulatory bodies applicable to various programs offered by the University.

Our **incubator named Propel** encourages and supports aspiring entrepreneurs in their pursuit of innovative solutions. Its co-working spaces are designed to enable working in teams and to bounce off individual ideas with others. Students can use conventional seating or casual workspaces depending on the task they are engaged in. The entire space is airconditioned and has high-speed internet access.

BMU houses **centralized computing facilities, campus-wide networking, and information technology** to enrich the educational experience and invigorate emerging scholarly research and

education areas. The university has eight computer labs with about 60 terminals in each. The computer center is equipped with 64-bit multi-core Xeon processor-based servers running in a virtualized cloud environment designed to provide maximum uptime. They can also connect to the **HPCC (High-Performance Compute Cluster)**. Additionally, we also have a **Deep Learning GPU (Graphic Processing Unit)** facility to conduct advanced computing research. Ancillary services and access to peripherals like Scanners, printers, etc. are available to students through the computing labs and library.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2

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

Response:

BMU has adequate facilities for cultural activities, yoga, games (indoor, and outdoor), and sports. We believe that an important facet of leadership is to engender team spirit, develop good communication and organizational skills, appreciate the cultural niceties of all regions, and develop a positive attitude. While academics impart the necessary knowledge, many leadership qualities are imbued through sports, cultural, and other co-curricular activities to form a truly well-rounded personality.

The sports facilities include **outdoor floodlit sports grounds for football, hockey, basketball, lawn tennis, volleyball, and golf practice greens**. Indoor facilities for sports include a multipurpose hall with **professional badminton courts and table tennis tables and space for kabaddi**. Students also enjoy a dedicated lounging space named “Area 51” which has various **board games, a music speaker, a pool table, a foosball table, a carrom, and chess boards**. Each hostel building is also provided with common rooms that are provided with **Table Tennis tables and televisions**.

BMU has a well-mentored sports program. Students are encouraged to regularly participate in events outside the university. A grand **sports fest, “Hero’s Challenge”** is organized annually at the campus and witnesses large participation from other Universities and College teams. Meritorious students in sports are also offered scholarships. BMU has a **state-of-the-art gymnasium with separate strength and cardio sections** for students to work out. **A trainer has also been appointed** to guide the students in the gym. It is to be noted that during the pro-kabaddi season often the Delhi Daabang team trains at our facility.

The multipurpose hall at the University has a seating capacity of 900 and the University also has a 250-seater auditorium for events. Both these facilities are equipped with high-end audio-video equipment and projection capabilities for organizing cultural events, shows, expert talks, etc. throughout the year. In addition to the auditorium and multipurpose hall, there are also separate spaces earmarked for the cultural activities of the student clubs like the open amphitheater and extended lawns. BMU has a

dedicated “Wellness Center” which provides pastoral care and excellent mental health facilities and works closely with the Wellness Club to help students and staff achieve physical and mental fitness through Yoga and Zumba.

BMU has several active clubs to help students pursue their passion beyond academics. For instance, **performing arts, culinary, photography, martial arts, debates, robotics**, etc. These clubs organize various events throughout the year. In addition, national events like Independence Day, Republic Day, International Yoga Day, etc. are centrally organized. All these activities provide a vibrant environment on campus for students to destress and develop various life skills.

Students also get involved in various community development activities through our active **NSS and Youth Red Cross unit, the Savera Club, and the Sankalp Projects** (immersive social entrepreneurship projects). Undergraduate students are awarded credits for their participation in co-curricular activities. This ensures engagement amongst students and results in campus life being livelier with a positive atmosphere. The university also provides financial assistance to students for attending technical competitions, and international and national level conferences.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3

Availability of general campus facilities and overall ambience

Response:

Since its inception, the University practices a residential system and provides hostel accommodation to all UG, and PG students. The general campus facilities include academic support facilities, facilities for food and accommodation, and an exceptional ambience for physical and mental well-being. **84% of the University campus is a green area** with approximately 12000 trees of various species.

The campus can house 2000 students in **state-of-the-art multistoried hostels and apartments**. It includes choices for triple, double and single occupancy rooms. **Hostels have common areas with entertainment and recreational facilities**. There are two spacious student messes on campus with comfortable seating arrangements. They serve four buffet meals a day with choices of North Indian and South Indian cuisine. There is a **cafeteria** named Delicious (Chit Chaat) which serves a variety of food. **The Coffee shop**, Falhaar-the Juice Corner, and **food stalls** run by Lazeez Rolls, Smoothie Zone, Al Kareem Biryani cater to the **diversity of cuisine**. There are two **tuck shops** for daily needs items, including food items and milk, etc. The University also has a **salon on campus** that provides services to both girls and boys. An **ATM** is in the reception area for all stakeholders.

BMU extends **housing facilities to the faculty and the staff** within a **complex with a gym, and a**

creche with a lady caretaker for the children of staff up to 6 years on all working days. **Laundry facilities** are available for all campus residents. BMU also has a **guest house** to accommodate visitors. Faculty and staff members are provided **subsidized transport facilities** and dedicated **car parking spaces**. All these facilities are maintained by trained staff 24x7 through an outsourced vendor.

A **student hangout zone called Area 51** is one of the most visited areas of the campus with indoor gaming arrangements. Apart from Area 51, there are various other places on campus where students can gather and chill. Several areas on the campus are designated as vehicle-free zones, there are designated pedestrian pathways and ramps for the differently abled, and the entire campus horticulture is maintained by trained personnel. The campus has excellent sports facilities, including **floodlit grounds, an air-conditioned indoor hall**, and a well-mentored program for sporting activities.

The **Wellness Centre** provides specialized therapy sessions, yoga, meditation, psychiatric intervention, and counseling to students and staff. There is a well-equipped **Medical Centre** for the use of students and staff.

In addition to the **ICT-enabled classrooms**, BMU houses a **central workshop** that provides state-of-the-art facilities for students to get a hands-on, industry-like immersive learning experience. BMU has several **sponsored Centres of Excellence** from companies like Siemens and has an established Institute of Innovation and Entrepreneurship driving operational leadership for innovation and entrepreneurship activities at the University through **Propel (Incubator), Atal Community Innovation Centre (ACIC), Institution Innovation Council (IIC)** in collaboration with AICTE.

The University library caters to the information needs of the students, faculty members, staff, and research scholars. The reprographic facility on the campus is equipped with photocopying, scanning, and digital printing and binding services.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4

Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response:

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
404.53	239.54	576.11	1361.88	1527.82

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

The University library is the hub for teaching, learning, and research. The library serves the information needs of students, faculty, staff, and researchers. It is a source of pride for the university and an important component of the Institute's outstanding research and education mission. The library is housed in a centrally air-conditioned building with a well-furnished spacious reading room, which creates a tranquil atmosphere and thus inspires intellectual stimulation and research. It has a large collection of print and electronic resources, such as books, print journals, magazines, project reports, annual reports, newspapers, articles and case studies, courseware, and e-databases/e-journals, which can be used as references by both students and faculty.

Ever since the inception of the University, the library is fully automated with **KOHA Library Management** software. The same has been upgraded to title tape technology in the year 2018. It has an **OPAC (Online Public Access Catalogue)** where readers can search for their required book. The library is equipped with fifteen desktops to cater to the needs of the readers. The library has subscriptions to Databases such as **IEEE, EBSCO business source primer and EBSCO E-books collection, Euromonitor, CMIE (Economic Outlook and ProwessIQ), Sage E-journals, Perlogo (E-book collection, JSTOR, LexisNexis, Manupatra, SCC Online, Hein Online, AIR connections, and PressReader**. Along with these databases, the library also has a subscription to **DELNET(Developing library network), and NDLI(National Digital Library of India)**. BMU Library also has the institutional membership of **Shodhaganga and Shodhasindhu**. The library is **integrated with the University's ERP System Maitri** from Juno Campus. This ensures that the students can access the digital databases and avail of the services of the library from the comfort of their residences. Needless to mention that students greatly benefitted from this integration during the pandemic times. Along with this, the library also provides students with an institutional repository of previous question papers, open-access journals, and faculty publications.

The library facilitates the reader's requirements through a document delivery service that is completely digital. The usage of ICT in the library service is very extensive. With high-speed internet connections, the delivery of digital service is much easier. The library is having its own **institutional repository built on DSpace**, an open-source repository that can be customized to the university's requirements. The

university also has a **remote access tool Shibboleth**. Through this readers can access all the databases which are subscribed to by the university beyond the campus. The library also provides an article alert service to the readers. BMU has a subscription to the **Turnitin Plagiarism detection tool**. This service is available to both students and faculty members through the library on request. On regular basis, our Library disseminates news headlines digitally to the community of students and faculty. They also provide training workshops to students and faculty on the best practices for making the most out of digital databases and efficiently using them for research.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.2.2

Institution has access to the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response:

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3

Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
38.80	23.64	53.69	49.86	62.29

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response:

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

Response: 483

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1

Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response:

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 61

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.3.2

Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

The University has an **IT Usage Policy**, and the IT Team receives a separate budget every year. The facilities are frequently updated, including the Wi-Fi facility. BMU houses **centralized computing facilities, campus-wide networking**, and information technology to enrich the educational experience and invigorate emerging scholarly research and education areas. The central computing facility caters to the computing requirements of all working with BMU. The IT Usage Policy outlines the fair and responsible usage of all the IT infrastructure present on the campus.

Our computer center is equipped with high-end servers running in a virtualized cloud environment designed to provide maximum uptime and compute on-demand facilities to the university community. All machines have **internet access over high-speed fiber-optic links**. Computer labs have thick and thin clients available to students on which they can use Windows as well as Linux applications. The **entire campus acts as a wireless 'hot spot'** by providing a Wi-Fi network. The modems and the connections are frequently updated and maintained for seamless connectivity. Any student having their own laptop/ tablet/smartphone can be made part of the campus wireless network and have secured internet access. However, the device must be equipped with adequate and current antivirus protection, and usage must conform to the university's IT Usage Policy. **The Policy also provides guidelines for the use of ancillary services** and access to peripherals like Scanners, printers, etc. for students and staff.

BMU allocates an **adequate budget to manage and upgrade the campus ICT infrastructure** every year. Core ICT facilities like end-user devices, servers, network switches, firewalls, and wifi devices are procured with maximum warranty and **they are put under annual maintenance contracts (AMCs)** post warranty to maintain high uptimes and performance. All ICT hardware devices are refreshed/ upgraded post their lifecycle to keep the infrastructure up to date and latest. All required software is procured with valid licenses and upgraded as per the lifecycle. ICT expenses are monitored and managed appropriately and monthly reports are shared and discussed with the management. **The ICT budget is reviewed at the end of every academic year** and allocations are made suitably for the next year.

The IT Facilities of the University are **frequently updated**. For instance, **specialized software is available to students** like Origin Lab, Ansys, StaadPro, R for Statistical analysis, Matlab, etc as per the requirements of the different schools and laboratories. Additionally, BMU has made several strides in ICT, starting with formulating its digital strategy and outlining a transformation plan. It includes the enhancement of internal infrastructure, the establishment of an Information Technology Infrastructure

Library (ITIL) governance framework, and the implementation of several new systems and platforms for improving operational effectiveness, including a new website and admissions platform, a helpdesk/ticketing system, and a university-wide communication and collaboration system. The university uses an **integrated university management platform** named Maitri. Besides catering to student lifecycle management, and other support functions such as finance, human resources, payroll, and procurement, it also provides learning management functionality aligned with the outcome-based framework of teaching & learning.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.3

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

Response:

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.4

Available bandwidth of internet connection in the Institution (Leased line)

Response:

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

Other Upload Files

1	View Document
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4.3.5

Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response:

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
812.15	470.57	1505.97	1240.38	1369.39

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.4.2

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

Response:

Our **dedicated facilities and maintenance department** oversees the upkeep and maintenance of buildings, classrooms, laboratories, workshops, hostels, sports complexes, etc. The facilities and maintenance team are headed by the Registrar who in turn monitors the work of the managers at the next level. The managers function as the coordinators and efficiently organize the workforce, and maintain duty files containing details about their individual responsibilities, timings, leave, etc. The managers are encouraged to conduct periodic checks to ensure the efficiency and working conditions of the infrastructure.

The adequate support staff is employed through an **outsourced professional agency** to maintain the hygiene, and cleanliness of the infrastructure on campus. Classrooms, offices, hostels, restrooms, etc. are cleaned and maintained regularly by the staff assigned. **Dustbins are placed** on every floor and in all open areas. The team also looks after the **regular maintenance of civil works**, furniture repairs, masonry and plaster works, painting, carpentry, and plumbing. The maintenance team also ensures **uninterrupted power supply** and maintenance of all electrical assets. The maintenance of equipment like generator sets, general lighting, power distribution system, solar panels, etc. are undertaken as per their **preventive maintenance schedules and guidelines** provided by the equipment supplier. The optimum working condition of all assets and equipment on the campus is ensured through **annual maintenance contracts (AMCs)**. The AMC purview includes maintenance of the generator systems, air conditioners, and water purifiers. Apart from the AMCs, **BMU has trained multi-skilled technicians**, to manage round-the-clock technical operations through annual contracts with professional agencies. All operational repairs and maintenance are carried out as and when required however, all major maintenance activities are collectively processed in every semester break to keep things ready for the new semester. BMU maintains an **in-house dedicated team of IT personnel** for issues on computers and IT-related matters and they can be reached easily by just registering the requirement online.

The extensive greenery cover comprising of seasonal, fruit-bearing, medicinal, and ornamental plants and trees on the campus is well maintained by a **dedicated horticulture team**. BMU has dedicated parking spaces for vehicles and is well organized. **Third-party security personnel is deployed** all throughout the campus for regular vigilance and assistance to the visitors, faculty, and students. Students, faculty, and staff are provided with an online helpdesk app where they can register their concerns related to infrastructure and maintenance. The app helps in timely notification and quick resolution of issues within a specific time frame

BMU also has a **set of policies and standard operating procedures (SOPs) for its stakeholders** regarding the usage and maintenance of physical facilities. For instance, SOPs are available for Maintenance, Misuse, and Breakage of University Property, Fire Prevention, and Emergency Evacuation for the Entire Campus, Security, and Library Usage. Policies are available for Acceptable IT Usage, University Accommodation, Environment, Guidelines for Students staying in Hostel, etc. The University also conducts awareness programs from time to time for all the stakeholders to sensitize them regarding cleanliness, energy conservation principles, and effective utilization of physical, academic, and support facilities.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response:

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
777	829	822	816	761

File Description

Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

5.1.2

Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
970	1079	1262	1232	1203

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
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)**
- 4. Awareness of trends in technology**

Response:

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Institutional website	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:

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Link for additional information	View Document

5.2 Student Progression

5.2.1

Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response:

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
7	14	7	4	2

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	22	13	9	4

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.2.2**Average percentage of placement of outgoing students during the last five years****Response:****5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
214	269	280	228	128

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.3**Percentage of student progression to higher education (previous graduating batch).****Response:****5.2.3.1 Number of outgoing student progressing to higher education.**

Response: 14

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	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:

5.3.1.1 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) year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
9	7	26	30	39

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document
Link for additional information	View Document

5.3.2

Presence of Student Council and its activities for institutional development and student welfare.

Response:

At BMU we believe that students are the life and soul of any educational institution, and the success of any institution depends, to a large extent, on the proper administration of the facilities and catering to the requirements of the students. Therefore, our **Student Council serves as the voice of the student**

community. It acts as the bridge between the students and the administration of our University. The primary role of the Student Council is to assist in decision-making on all non-academic and academic matters along with the University administration. However, they organize and run all student activities on campus and ensure the participation of students in activities outside the university. It also provides a platform for student leaders to hone their leadership and communication skills. **Given the fact that BMU operates a primarily residential campus, the activities of the Student Council become even more important.** The student council largely operates through the **Student Council Executive Committee (SCEC) and the Student Council Advisory Board (SCAB).**

The Student Council Charter was prepared in 2017 and the first Student Council Executive Committee was democratically elected in 2018. The SCEC further forms various committees and councils like the **Club Committees, Mess and Fest Committees, Hostel Council, Student Academic Council, Sports Council, etc.** to actively participate in the management of all student-related facilities like messes, hostels, clubs, and sports. Besides, the above-mentioned councils, students also form part of various other bodies like the **Placement Committee, BMU Ambassadors, Gender Champions, Anti-ragging Cell, Disciplinary Action Committee, Committee Against Sexual Harassment, and the Library Committee.**

The seven-member team of the SCEC (President, Event Secretary, Treasurer, Club Affairs Secretary, Hostel Affairs Secretary, Academic Affairs Secretary, and Sports Secretary) is mostly students in the penultimate/final year of their respective programs and responsible for executing and implementing policies laid down in the Student Council Charter. They ensure the conduct of regular internal meetings with the student community to get feedback, communicate with the university management, and resolve concerns at the earliest. The SCEC organizes quarterly meetings as well as annual meetings with the senior management to share student life-related feedback and concerns. These meetings also provide the University management a platform to share critical information, for instance, news on the reopening of the campus post-Covid pandemic, etc., to the students and express concerns about their well-being.

The SCEC is guided by a Student Council Advisory Board (SCAB). The advisory board also acts as the supervisor to the SCEC and ensures that SCEC members are responsible enough and do not tend to misuse their power. SCAB of the university **comprises representatives from the University's top management, the Dean of Student Welfare, the Faculty in Charge of Student Life, an external consultant, and two members of the previous Student Council.** The SCAB reviews the monthly report of the current SCEC members and reflects upon their performance, regulates the election of the SCEC members, and plays the role of mentoring the SCEC members with respect to leadership development, training, and conflict resolution.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

5.3.3

Average number of sports and cultural events / competitions organised by the institution per year**Response:****5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
139	120	36	34	8

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.4 Alumni Engagement**5.4.1**

The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

Being a young university, the Alumni association traces its roots to **June 10, 2019**, when graduates of BML Munjal University first organized themselves. The founders of this first Alumni Association elected the young team of 5 Members on April 26, 2019, which comprised Alumni from both schools i.e., SOET and SOM. All of them are highly professional, supportive and responsible industry professionals. The fledgling association adopted a constitution and began to hold quarterly and annual meetings. Like most alumni organizations, it served mainly as an intellectual society for the graduates and each year listened to remarks on some current issue or philosophical problem at the annual meeting. As the school evolved, members of the association enthusiastically involved representatives of each new graduating class to support achieving the alumni association's goal in the interest and exercise of BMU Alumni.

Although relatively new our Alumni have contributed to the development of the institute on multiple different platforms. For instance, **the student alumni mentorship program**, is a full-day event where aspirants/ current students are mentored/counseled by experienced alumni on a one-on-one basis. The Alumni committee ensured smooth collaboration between the students and alumni, resolving issues arising on either end. **Career Counseling Day** held on June 27, 2019, under this program helped students explore various career options, get the opportunity to address all their queries, and seek

alumni guidance/advice on what courses to study and their relevance with the industry demand in the current scenario. As a direct outcome, alumni supported students in their campus recruitment drives by conducting mock interview sessions and counseling.

BMU Alumni Association successfully conducted the first formal event on **Entrepreneurship and Innovation at BMU**, a two-day Ideation competition - Paradigm 2019 was held on August 24, 2019, on campus. This was a rigorous event that took significant planning and execution. This event also served as a precursor to the upcoming **pitch-fest (Propel19)** which was held on November 09, 2019. The event was well received with 450+ Students Participation along with 18 Industry Experts on campus. The Alumni Association tied up with EduXguru to provide free legal consultation to the propel participants, an event that was organized on November 9, 2019. Alumni Association provided enormous support in putting up the show and getting teams registered for the event. A team of Alumni guided their juniors to pitch their ideas at the event.

Various other initiatives like include **Building the Nucleus: Gear Up BMU/ UpSkill** where the Alumni Interactions started with an e-learning platform for the MBA students, to train them in the latest technologies, Experience sharing webinar Series by Alumni every weekend, **Grow with Alumni** Webinar Series Commencement and Informative Webinars for Alumni have alumni sharing their experiences for the career path they've taken. The monthly **BMU Alumni Speak Day** showcases the journeys of our successful alumni from various programs through an interactive session (online during the pandemic situation/offline) along with our current students. Additionally, in our BMU Newsletter Pilkhan, a dedicated column of **Alumni speaks** is in progress.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2

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

Response:

File Description	Document
Any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

BMU has a clearly stated vision and mission and they are reflected in its academic and administrative governance. **The focus of the university is to find creative solutions to problems through the application of knowledge.** Hence, the university aims to create a talented community of students and faculty who excel in teaching, learning, and research, in a creative and stimulating environment.

The University follows a **democratic and participatory mode of governance with all stakeholders participating actively.** Thus, besides the positions of **Chancellor and Vice-Chancellor, parts of Deans, Directors, and other statutory positions** are in place to coordinate and lead the University forward from strength to strength. All the functions operate through a defined structure as **per the organogram of the university and the delegation of power document.**

The university's statutory bodies, namely, **Governing Body, Board of Management, Academic Council, Finance Committee, and Board of Studies** are in place, with members drawn from external organizations and industries. The Deans, Faculty, and staff are integral parts of these bodies. The meetings are held regularly and as mandated, the minutes are drawn, and actions are taken and reported.

To operationalize the Vision and Mission statements of the University the **leadership team emphasizes excellence in education through national and international academic and industrial partnerships.** This facilitates advanced research and development through on-campus, state-of-the-art research centers and labs, greater use of ICT and other innovative means, and finally designing a curriculum that is focused around experiential learning, practicals, workshops, industry visits, practice school, simulations, and case studies. **We abide by all the statutory guidelines provided by the apex regulators, namely, UGC and the State Higher Education Department.**

Needless to mention that at BMU **faculty members discharge an important role in implementing the vision and mission and play a proactive part in the overall decision-making process by being conveners of various committees instituted for the day-to-day functioning of the University** like the Academic Council, the Examination Committee, the Admission Committee, the Library Committee, the Editorial Board Committee, Research Committee, etc. **This ensures that faculty members contribute in a significant way towards the participatory ethos of the institution.** For instance, determining admission criteria, marks cut-offs, examination modalities, research themes, library practices, various teaching-learning innovations, and other academic priorities to name a few.

The **administration of the University is largely coordinated by the Registrar's Office.** The university has clearly defined policies, regulations, and standard operating protocols for most of the critical elements of academic and administrative governance to implement the spirit of our mission and vision. These policies are revised from time to time and are approved in statutory

meetings organized by the University. To ensure the implementation and monitoring of the policy decisions, the **University maintains committees formed in accordance with statutory guidelines. The committees meet periodically to oversee the administrative functions. Students and faculty are also encouraged to be a part of some of these regulatory committees** to ensure that the voice of the key stakeholders is also considered during the decision-making process of the institution.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The hallmark of BMU lies in **inclusivity, collaboration, and a participative approach.** Inputs from **all stakeholders (i.e., students, faculty, staff, and alumni) are taken through their direct and indirect involvement** in strategic planning, systems and processes, and their execution. **The organizational structure is hierarchical but horizontal, as the university believes in a flat system. Depending on the nature of the work both top-down and bottom-up models are adopted.** Often, the hybrid model is also practiced.

All the statutory bodies, namely, Governing Body, Board of Management, Finance Committee, and Academic Council, **are very vibrant and have representatives from government, industry, faculty, staff, and other organizations.** The Registrar is the Member Secretary in all. In these bodies, **agendas are obtained from the members, deliberations are held, minutes are recorded, and actions are taken in a very healthy environment.** The approach is to build consensus to arrive at a decision.

For the execution and implementation of **various systems and processes, there are more than 25 committees, with specific roles. Each committee has representation of faculty, staff, students, alumni, and parents.** Some of the key committees are the Executive Council, Board of Studies (BOS), Student Council Executive Committee, Admission and Scholarship Committee, Academic Calendar Committee, Committee for Cases of Sexual Harassment, Examination Committee, Question Paper Moderation committee, Grade Moderation Committee, University Research Progress Committee, Research Ethics Committee, etc. Besides, each school has its own committees to look after the matters pertaining to their own school.

BMU ensures the participation of each stakeholder in its decision-making processes to strive for its all-around growth and success. An enormous amount of **decentralization, empowerment, and autonomy** has been given to each **administrative officer and the committees in their work, which results in efficient decision-making.** Each school and other functions have officers, managers, and

coordinators defined for the execution of the works. Many of the administrative duties are incentivized through remuneration and accumulating points in the appraisals and accounted for while defining the Key Result Areas (KRAs) of everyone.

A delegation of power (DOP) has been prepared, which clearly defines the administrative and financial powers given to the President, Vice Chancellor, Directors, Deans, Associate Deans, Heads of functionaries, and other officers of the university. A separate DOP has been prepared for sponsored research and industrial consultancy projects, giving powers equivalent to the Head of Department to Principal Investigator, to manage grants from other sources. **While there is autonomy and empowerment, all checks and balances are kept in place.** For any errors and mistakes, there is the provision of fixing accountability as well.

A strong review and feedback mechanism is also in place. Depending upon the nature of the work and the requirement, weekly, fortnightly, monthly, and quarterly reviews are held, where each stakeholder takes part in the discussion. The feedback is taken through satisfaction surveys, town hall meetings, and faculty, and staff retreats. Appropriate actions are taken on the constructive feedback thereby completing the 360-degree loop. This results in further improvement and strengthening of the systems and processes.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

BMU has been designed on the lines of the US system of higher education which integrates education, research, and community service. **It has been built underpinning three guiding principles: Inspire, Inquiry, and Impact,** with the following objectives,

- To contribute to Nation Building through Human Resource Development
- To provide access to affordable and high-quality education
- To accelerate Research and Development
- To become a role model for higher education innovation and best practices

BMU's vision and mission statements were translated into 1st Strategic Plan in 2014 with four pillars,

1. **World Class Infrastructure:** It is typically measured by the student-to-built-up ratio, quality of construction, and world-class facilities. Our student-to-built-area ratio is significantly higher than the standards. The quality of construction and furnishing is of global standards and ISO certified. And we have created world-class facilities (e.g., Campus Wi-Fi; Campus ERP; State of Art Labs; Centres of Excellence, ICT-enabled academic infrastructure, and Executive Education Centre)
2. **Development of Talent:** We have built a talent with all-around development who are supported with scholarships. The academic curricula put in place leads to holistic development of students. Against an initial target of 8% scholarship provision, about 20% of revenue has been invested in scholarships to assist the needy and meritorious students.
3. **Rigorous Academic Programme:** For rigorous and holistic academic programs that are in line with the latest advancements and taught by quality faculty, fully flexible choice-based credit curricula with the provision of specializations have been put in place. A practical learning environment enhancing employability delivered via a modern learning interface and Industry orientation has been created. Competitive salary packages have been implemented to attract quality and star faculty on campus.
4. **Focus on Research:** A lot of resources (both hard and soft) have been put in to focus on research. Against a target of 10 labs, 12 dedicated research laboratories have been set up. BMU has invested a lot in the development of faculty through many schemes for their growth leading to higher research and academic outputs. To attract quality research scholars, the university Ph.D. fellowships have been enhanced by 1.5 times the UGC Norms.

All these have resulted in NIRF's top 50 ranking for two consecutive years (37 in NIRF 2020 and 41 in NIRF 2021) under the Management category.

To maintain and elevate BMU's reputation for quality and high academic and research standards, a **Vision 2025 document defining our 2nd 5-year Strategic Plan, aligned with the new National Education Policy** has been created by taking inputs from all stakeholders. **The Vision 2025 document has been duly approved by the Governing Body in November 2020.** The plan, as placed on our institutional website, describes the strategic goals, operational goals, Key Performance Indicators, Measurable Targets, and action plan. The three strategic goals are:

- A University that is known for producing successful entrepreneur
- A University that nurtures well-rounded holistic individuals who are life ready for professional and personal life
- A University that is known for having amongst the best faculty in the country

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

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

At BMU the functioning of all the institutional bodies is effective and efficient. BMU is established on a strong foundation of systems and processes which have been **inherited from one of the strongest groups in the country, i.e., The Hero Group.**

The gazette notifications and documents on ordinances and statutes define the complete administrative set-up of the university as per UGC norms. The roles and responsibilities of each of the statutory positions and committees are well defined in these documents, they exercise their powers accordingly. **The university has the following key officers in the leadership team:**

- Chancellor
- President
- Vice Chancellor
- Deans of Schools
- Dean of Student Welfare
- Registrar
- Controller of Examination
- Chief Finance and Accounts Officer
- Directors and Heads of Functions, e.g., Strategic Initiatives, Communications and Admissions, Development and Alumni Relations, Human Resources, Career Development, and Guidance Centre, IQAC, IT Services.

The university has the following statutory bodies:

- Governing Body, chaired by the Chancellor
- Board of Management, chaired by the Vice Chancellor
- Academic Council, chaired by the Vice Chancellor
- Finance Committee, chaired by the President

The Registrar is the member secretary of these statutory bodies.

The other key committees of the university are:

- Admissions and Scholarships committee, chaired by the President
- Examination Committee, chaired by the Vice Chancellor
- University Research Progress Committee, chaired by the Vice Chancellor
- IQAC, chaired by the Vice Chancellor
- Board of Studies (BOS) of various schools, chaired by the respective Dean of the School
- Grievance Redressal Committee
- Student Council Executive Committee

There are many other committees for the smooth operations and functioning of the university. All the committees have a member secretary. The tenure of all the bodies/committees and the frequency of meetings are defined in the university ordinances and other policy documents.

For the smooth functioning of systems and processes, more than 75 policies duly approved by the competent authority are in place. Each policy has its own Standard Operating Procedure (SOP). The SOP has been suitably implemented in Maitri, University's ERP system. Thus, each process has been automated and digitalized. All the approvals are given through Maitri based upon the university's Delegation of Power (DOP) with almost no manual intervention in any process thereby increasing the efficiency of the system.

BMU has well-defined policies on recruitment, promotions, and appraisals of all faculty members, leadership team, and staff. All the appointments and promotions are duly approved and ratified by the Board of Management.

The university follows the guidelines of UGC with provisions for provident fund contribution, gratuity, leave travel concession, etc. Each faculty member is eligible for an annual Professional Development Allowance (PDA) for his/her professional growth. There are provisions for Performance Linked Incentives (PLIs) and retention bonuses also in the system. The annual increments are performance-based

as per the ratings obtained during the appraisals, which are based on a strong performance management system (PMS). All the operations are performed by the HR office, which is also responsible for the development and welfare of the employees.

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

6.2.3

Institution Implements e-governance covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response:

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

BMU is a performance-based university and therefore a **rigorous appraisal and promotion system is in place through well-drafted policies for both teaching and non-teaching staff in this regard.** The appraisal is conducted yearly for the period from July to June as per the academic year.

The outcome of the appraisal process is constructive feedback to the employees to help them identify their strengths and areas for improvement and development needs.

The appraisal is a **systematic process based on a detailed Performance Management System (PMS)**. It starts with the employee filling up a self-assessment form with quantitative and qualitative measures and submitting the same to the appraiser. The appraiser then has a one-to-one conversation with the appraisee. The forms are then sent across to the HR office for collation and presentation to the moderation committee. **The committee decides on the ratings of the employee.** The results are then shared with the employees as a token of acknowledgment of their contribution and their increment percentages in the remuneration are set accordingly.

At BMU we adhere to a similar promotion policy that is guided by UGC norms. The process is equivalent to the appraisal policy; however, **the employees self-nominate themselves and must present their cases to a set of panel members.** The promotion committee then reviews the eligible promotion applications and provides recommendations for specific candidates. **There exists a separate promotional policy for faculty and non-teaching staff.**

BMU provides **substantial welfare measures for the teaching as well as non-teaching staff.** In addition to the standard benefits of **provident fund, gratuity earned leaves, etc., the University provides a group health insurance policy and a personal accident cover.** BMU also has the practice of **providing salary advances to employees in need and providing a bonus to employees in the event of marriage.** All faculty and non-teaching staff can avail of the **subsidized conveyance for a daily commute** to the University and accommodation within the campus with family at a minimal cost. Faculty members are provided a yearly **professional development allowance** for academic and research activities. For new joiners, BMU provides a **relocation allowance** and has a policy around providing **scholarships to wards of employees** for studying at BMU. At BMU both teaching and non-teaching staff are provided **opportunities for certification courses** and leadership training as needed.

To promote a vibrant culture within the campus, team **HR organizes monthly get-togethers to celebrate the birthdays of both non-teaching staff and faculty in the given month.** Additionally, the University recognizes employees through **long-term service awards, best teacher awards, best researcher awards, special recognition awards, and all-rounder awards during Teacher's Day and our Founder's Day.** BMU revisits the welfare measures of the employees from time to time and makes changes as required. For instance, the **BMU provided 14 days of paid leave to employees affected by Covid 19 and offered substantial support for their well-being both financially as well as emotionally. Needless to mention all throughout the lockdown and pandemic times every employee at BMU was paid in full.**

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	16	31	40	23

File Description

Document

Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)

[View Document](#)

Link for Additional Information

[View Document](#)

Other Upload Files

1

[View Document](#)

6.3.3

Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	37	40	11	6

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.4

Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response:

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
16	39	47	11	3

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Being an academic institution, **BMU relies on student fees as the primary source of funds.** However, as a young research-active University with a talented pool of faculty members **BMU often receives revenues from executive and management development programs, sponsored seminars, conferences, and the conduct of workshops and training programs, and often donations from Corporates and International Foundations.** Some interest on corpus funds also accrues periodically. Additionally, **being a part of the Hero group, the University also receives endowment grants, scholarship funds, funds for infrastructure development, and research from the group through their CSR initiatives.**

The University has a **Finance Committee** to streamline the fund management processes and meets at regular intervals. **As a rule of thumb, the Finance Committee has fixed limits for recurring and non-recurring expenditures.** Any expenditure, recurring or non-recurring beyond the fixed limits **requires prior approval of Governing Body and the Board of Management.**

The generation of fee demand notes for the students is automated and students get the flexibility to deposit their fees by RTGS/ NEFT or through pay apps within the Maitri portal. **All institutional purchases are done in accordance with the policy guidelines.** The documentation and approval process for the same is conducted through the **institutional ERP.** For all expenses, prior approval is mandatory by the respective department heads following which purchase orders are issued to the vendor. All financial transactions are done electronically to maintain transaction records. Some institutional vendors are associated with us through annual maintenance contracts and every department ensures that their resources are optimally utilized.

The budgeting process starts early in a financial year. All the administrative and academic heads are requested to submit the budgets required. As a standard practice, yearly budgets are compared with the actual spending and presented to the Finance Committee and the proposed budget for the next year is discussed for approval.

Team finance then presents the proposed budget and the same is put forward to the Finance Committee, Board of Management, and Governing Body for approval. The University ensures that the expenses are always within the limits prescribed in the budget by respective departments and are spent on the purposes for which it is budgeted. BMU follows a well-defined delegation of power document to outline the approving authorities against budget limits. The finance team strictly adheres to the delegation guidelines to release funds. The finance, accounting, purchase, and auditing process is completely automated through our ERP system (Maitri). The system collates the information and creates the university-wide budget sheet.

A stock audit verification committee has been constituted at BMU to conduct the stock audit on an annual basis and submit the verification report to the management. The finance team at BMU conducts internal and external audits yearly to ensure proper accounting standards and efficient utilization of

funds. Surplus funds if any are invested in Liquid Mutual Fund schemes. The core objective of the investment is to conserve capital for utilization in the operation and to generate maximum returns over a short-term period.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.4.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	250	0	0	0

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.4.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2000	0	1601.50	1016.32	1939.56

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.4.4

Institution conducts internal and external financial audits regularly

Response:

The University conducts **independent external statutory audits within the timeline as prescribed**. Although a **statutory audit is conducted once every year, an internal audit is executed on a half-yearly basis**. Internal audits are meant to **verify all financial transactions and to ensure that they complied with all the required approvals**. The internal audit team thoroughly verifies the income and expenditure details and monitors all tax-related and other regulatory compliances. The internal audit reports are presented to competent authorities periodically.

Statutory auditors appointed by the Governing Body under the regulations of the University conduct the external audit in accordance with the generally accepted auditing standards prescribed by the Institute of Chartered Accountants of India. The external auditors conduct the audit procedures to obtain reasonable assurance about the fact that the financial statements are free from material misstatement and provide a true and fair view of the situation at the end of the financial year. The statutory auditors also review the status of compliances of the University. The process of the external audit is stringent and includes scrutiny of all receipts from fees, donations, grants, interest earned, returns on investments, and all payments to staff, vendors, contractors, students, and other service providers. Any adoption of a new policy or revision in the policy that takes place in a financial period is also shared with the auditors for their views. **Objections if any raised during the audit process are taken up seriously and corrective measures are implemented immediately**. The finance team ensures that the **audit objections have been resolved by satisfying the auditors before signing the financial statements and audit reports**. Additionally, our finance team ensures that the elements of objection are not repeated in future accounting practices.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) at our university was **established in 2018**. The **IQAC committee has been constituted as mandated by the UGC**. An **internal education quality policy has been created to regularly ascertain the quality of teaching and learning processes**. The two significant contributions of IQAC over the last few years are a digital transformation within the University and revising the feedback mechanisms for teaching effectiveness.

1. Digital Transformation: The objective of this initiative was to digitize and promote **E-Governance within the University thereby boosting administrative and academic efficiency with reliable, secure, and easy-to-use enterprise platforms that seamlessly integrate with academic and administrative procedures**. The adoption of IT-related changes enabled the University to get better equipped with technology development and data maintenance.

The implementation of an ERP system has enabled the University to deliver academic and administrative requirements effectively. **Modules like Students Life Cycle Management, Financial Aspects, Human Resource Management, Learning Resources, Payroll, etc., are integrated into this platform**. The implementation of the ERP system helped us to eliminate unnecessary paperwork, reviews, approvals, and duplication of efforts. **The Students' Academic Information System helped us simplify the information retrieval process enabling better access to data so that various offices can focus more on analysis rather than transactional issues**. This feature also assists the University authorities to be better informed, speeding up the decision-making process, maintaining an end-to-end feedback system, and improving resource utilization.

BMU also implemented a **local social network enterprise within the University**. It provides information and keeps updating students and faculty members on upcoming events, conferences, seminars, etc. **Provisions for electronic approvals like shuttle booking, booking library student rooms, gate pass approvals, no dues, complaints, migration certificates, requests to change mess, etc., are sought through this platform**. This platform helps the student community and the university administration meet the daily operational requirements easily and efficiently.

2. Quality initiatives in Teaching Effectiveness and Feedback Mechanisms: Under the guidance of IQAC the university has created the **Centre for Teaching, Learning, and Development** to conduct

various training programs for faculty members. The primary objective of the center is to equip the faculty members to acquire the required skill sets for discharging their duties effectively as well as to improve their quality of teaching, research, and administration. The center also supports the career growth of faculty members and promotes the overall academic development of the University. **The center conducts workshops, seminars, and academic reflections and invites senior academicians to share their experiences on a regular basis.**

IQAC revamped the course feedback mechanism to ensure teaching effectiveness and laid out a well-defined policy. The process now ensures that course-related feedbacks are much more self-reflective from the faculty perspective and not just dependent on end-semester student feedback. Therefore, the policy ensures that the faculty receives feedback from peers before the semester, qualitative and quantitative feedback directly from the students through open houses and the program office during the semester, and finally an end-semester quantitative rating followed by the faculty's own subjective reflection.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.2

Institution has adopted the following for Quality assurance

- 1. Academic Administrative Audit (AAA) and follow up action taken**
- 2. Confernces, 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**
- 6. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).**

Response:

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document
Paste web link of Annual reports of University	View Document
Link for Additional Information	View Document

6.5.3

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

Response:

The Internal Quality Assurance Cell (IQAC) at our university was established in 2018. **The IQAC contributed significantly towards institutionalizing quality assurance.** An internal education quality policy has been created to regularly ascertain the quality of teaching and learning processes.

An ERP system (Maitri, Juno Campus) was implemented in 2018 to digitize and promote E-Governance within the University thereby boosting administrative and academic efficiency with reliable, secure, and easy-to-use enterprise platforms that seamlessly integrate with academic and administrative procedures. The adoption enabled the University to get better equipped with technology development and data maintenance and deliver academic and administrative requirements effectively.

BMU also implemented a local social network enterprise within the University (CollPoll, Butterfly Innovations). It provided information and kept updating students and faculty members on upcoming events, conferences, seminars, etc., thus improving student engagement. Provisions for electronic approvals like shuttle booking, booking library student rooms, gate pass approvals, no dues, complaints, migration certificates, requests to change mess, etc., are sought through this platform. The CollPoll platform helped the student community and the university administration meet the daily operational requirements easily and efficiently.

Under the guidance of IQAC the university has created the Centre for Teaching, Learning, and Development to conduct various training programs for faculty members. The center supports the career growth of faculty members and promotes the overall academic development of the University. The center conducts workshops, OBE training, seminars, and academic reflections and invites senior academicians to share their experiences on a regular basis. to facilitate learning, knowledge creation, and making future leaders.

The Alumni Association of BMU was established on June 10, 2019, and created an Alumni Relation Office. Like most alumni organizations, both offices act mainly as intellectual societies. As the schools evolved, members of the association enthusiastically involved representatives of each new

graduating class to support achieving the alumni association's goal in the interest and exercise of BMU Alumni. For community development efforts, the BMU NSS unit was set up in 2018 and has done yeoman work. It has identified 5 villages near the campus and undertakes activities to improve livelihood in these villages through various programs 'Shram Daan', 'Swachh Bharat Abhiyan', etc.

A lot of resources (both hard and soft) have been put in to focus on research. **To attract quality research scholars, the university Ph.D. fellowships have been enhanced.** The existence of industry-sponsored research centers, incubation facilities, liberal-sponsored research, industrial consultancy policies, start-up research grants, professional development allowance, and research paper rewards are testimony to BMU's focus on research.

Under the guidance of IQAC the University participated in the NIRF Rankings in the Management category in 2020 and received a debut rank of 37. The following year the University ranked 41 in the same category. Additionally, the management school is rated **Diamond under the QS I Gauge Rating system.** The University is also preparing to participate in the NIRF rankings in the Engineering category. Our University is also featured as Brand Performer in the Atal Ranking of Institutions on Innovation Achievements in 2021.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

At BMU we believe that most gender differences are attributed to differences in social rather than biological factors. However, it is also important to refrain from stereotypes. Socializing norms and their formation often happens towards early adulthood in a student. In this regard, the University has instituted various measures. Two students are selected as **Gender Champions** for a term of two years as per policy. The Gender Champions provide overall guidance to their peer groups in integrating and promoting gender equity in all activities of the Institution in the form of discussions, poster competitions, awareness programs, etc. They also identify gaps in student activities and make recommendations to the management to cover these gaps.

Our **Wellness Centre organizes sensitization workshops** for students, faculty, and in-house and outsourced staff at least once a semester. **Female students are encouraged to head clubs** and other committees and be part of the Student Council Executive Committee (SCEC). One of our student-driven clubs SAVERA (Students as Volunteers in Education to Reach and Assist) has taken on the empowerment of underprivileged children, with a special focus on **empowering girl children**. They look after almost 120 children from nearby villages. **Our Udaan Club functions for women and human empowerment** and conducts periodic activities throughout the year. The University provides scholarships to unprivileged girl students under the **Hamari Pari Scholarship** scheme. Almost 30 female students have benefited from this scholarship in the last 5 years. Additionally, all our statutory committees and boards, student bodies have significant women representation.

BMU has separate **hostels for female students**, each hostel being looked after by **one female warden and one female caretaker**. Additionally, **a female security guard is on duty 24 X 7 in the girls' hostel**. **CCTV cameras are on all floors** with access only to female wardens security stationed in the hostel. **Female staff escorts the maintenance team to resolve any complaints in the hostel**. Otherwise, males are strictly not allowed entry. Each hostel has a **common room with indoor gaming facilities like carrom, chess, table tennis, a mini gym, and television**. **Sanitary napkin dispensers and sanitary pad incinerators are installed in the hostels**. **One female counselor is appointed for students** who require special counseling. Our University faculty housing has a creche for the children of faculty and staff assisting them to strike a work-life balance.

The University also has a **fully functional Committee Against Sexual Harassment** to resolve any discomfort among female students and faculty.

BMU conducts an annual **Women in Leadership** certification program to nurture leadership among women in the workplace. Over the years the program has received tremendous mileage both within and beyond the University.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	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

Response:

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	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:

BML Munjal University makes constant endeavors to promote community welfare and environmental protection to a level of performance that move “beyond compliance”. The University strives to demonstrate commitment to best practices in waste management in a way that minimizes the impact on the environment and prevents pollution. Our campus doesn’t have any municipal sewage drain connection. Wastewater from toilets, baths, kitchens, etc is treated at **in-house Sewage Treatment Plants (STP)**. The treated water is reused for flushing and horticulture. We even collect the **wastewater of centralized Building RO for reuse through flushing tanks**. We have an underground water tank

with a capacity of 270,000 liters where we store treated water of STP for reuse.

With two STP plants with capacities of 200KLD and 500KLD, we can treat 700,000 liters of wastewater per day during the peak season. These STPs relate to dedicated sewage drain lines which are connected to all buildings on the campus, thus we do avoid any rainwater flowing into STP. **Our 200KLD STP is a Fluidised Media Reactor (FMR) type and 500KLD STP is underground based on standard practice. Sludge generated in STP is also recycled through a Compositing machine and used as manure for gardening purposes.**

An effluent treatment plant is installed on the outlet of laundry wastewater wherein wastewater is coagulated by chemical (alum) dosing, Flocculation, and settling followed by Filtration units is done. Treated water is stored in a tank which is later used for gardening and flushing purpose.

All water during the rainfall is collected and recharged in the ground through **rainwater harvesting pits, ponds, and swells**. On campus, we have **22 rainwater harvesting pits** which are connected through stormwater drains. These stormwater drains collect rainwater from building terraces, roads, pathways, and green areas. We do carry out yearly cleaning of rainwater harvesting to maintain proper percolation of water into the ground.

BMU has a tie-up/agreement with Max Hospital, Gurugram, and the **minimal bio-medical waste generated is disposed of through Max hospital.**

For E-waste, we have an agreement with M/s Bharat Oil and Waste Management Ltd (BOWM). Waste/scrap like bulbs, chokes, printers, mouse, keyboards, CPUs, Cartridge, switches, telephones, laptops, hard disks, TV, etc are collected and after due permission from management/committee, and a record of the process with a certificate is given to us by the agency.

Kitchen and gardening solid waste is collected/segregated and changed to manure using a **compositing machine with a daily capacity of converting 250kg of waste to manure.** Manure made is used for gardening purposes. Sludge generated in STP is also recycled through a Compositing machine and used as manure for gardening purposes.

For Hazardous waste, we have an agreement with M/s Bharat Oil and Waste Management Ltd (BOWM). Waste like grease generated through kitchen mess and lubricant oil waste generated during the servicing of Diesel Gensets are sent to government-approved agencies. **Last year, we sent 660 liters of lubricant oil to M/s Bharat Oil and Waste Management Ltd.**

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	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:

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5**Green campus initiatives include:**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

Response:

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

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

Response:

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7

The Institution has disabled-friendly, barrier free environment

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

Response:

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8

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

Response:

BMU's ethos is to promote tolerance and bonhomie among the varied communal and regional demographics of our students, faculty, and staff including third-party workers.

Cultural and regional harmony is reflected in BMU through **Pan India admissions and we currently**

have students from 25 different states and 3 Union Territories. There is a concerted effort to keep first-year students from different regions of India together in hostels so that they can intermingle and form bonds. **Festivals of all religious groups are celebrated together by the students and staff.** For instance, we celebrate Ganesh Chaturthi, Dussehra, Diwali, Id-ul-Milad, Christmas as well as Guru Nanak Dev Jayanti with equal fervor, to name a few.

The Indian Constitution and books like “Ramayan”, “Mahabharat”, “Quran”, “Bhagavad Gita”, “Bible” etc. are kept in the Library to promote religious tolerance. National Days like Republic Day, Independence Day, Gandhi Jayanti, Teachers Day, etc. are celebrated with gusto. For example, on 15 Aug 2019, **an exhibition by the Partition Museum** was organized to make our young students and staff aware of the travails our ancestors went through to gain independence. **Senior management takes time to speak to the students and staff regarding the development and importance of empathy, national integration, tolerance, and harmony.** Important facets of the **Constitution of India, Ethics and Citizenship, Indian Culture and Ethos are taught to students in specific courses that are an integral part of the course curriculum,** to instill national integration. Guest speakers are also called regularly to motivate students and staff. BMU also provides academic scholarships to girl children and meritorious students from economically distressed communities.

Gender equality is promoted through our **Gender Champions, Wellness Center, and various clubs like ‘Udaan’** which promotes women and human empowerment. **‘LiQuID’ Club takes up various social and other issues in an event called ‘Chai pe Charcha’ and Enactus Club works for social entrepreneurship.** Our Student Council ensures that there is no gender, communal or regional discrimination while selecting student leaders on campus. This is reflected in the fact that the **President of the Student Council is currently a Muslim girl.**

BMU NSS unit was set up in 2018 and has done yeoman work. It has identified 5 villages near the campus and undertakes activities to improve livelihood in these villages through various programs like **‘ShramDaan’ in Bastpur Village in 2019; ‘Swachh Bharat Abhiyan’ in Kapriwas Village in 2018 etc.** They have also organized ‘Daan Utsav’ to collect clothes for distribution among the poor, visited GSS School Sidhrawali on the International Day of the Girl Child in Oct 2018, and have also celebrated Children’s Day with the children in neighboring villages. **Our Savera Club is now an NGO and its students almost daily teach around 120 underprivileged children from nearby villages for their betterment.** Some of these children have been selected for Navodaya Schools due to the efforts of the club.

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 (within 500 words).

Response:

The University aims at producing ethical leaders, by cultivating an ethos rooted in constitutional values both within its students and employees, as well as the community at large. As a testament to this, BMU has several policies in place and **annually organizes central events aided by the student clubs to promote constitutional values for faculty, students, and staff.**

The student and faculty handbooks and **code of conduct lay emphasis explicitly on the moral obligations, values, rights, and responsibilities of being a responsible Indian citizen. Institutional policies are in place against ragging, sexual harassment, and disciplinary issues. Policies are in place to govern gender champions, hostel buddies and hostel rules, environment, academic integrity, etc.** Committees are defined to ensure general adherence to these policies and the grievance escalation matrix is clearly defined for effective communication. **All staff and students undergo an orientation program on joining the University to align them with the institutional values and to reinforce the duties of a responsible citizen.**

Several University-wide events are organized to create in-campus vibrancy towards constitutional obligations. **For instance, the Constitution Day debate on November 26, 2019, was aimed at developing a spirit of appreciation for the values enshrined in the Constitution amongst students. The debate is modeled to simulate the Indian Constitution Assembly.** In each round, students are given a new proposition of constitutional importance to debate upon. The debate attracts students from over 50 schools each year.

The student clubs at BMU provide a platform for the student community to sensitize themselves toward constitutional obligations through various events and activities all throughout the year. Some notable events are conducted by our Sierra Club, LiQuiD Club, and Club Udaan. For example, Sierra Club organized a **workshop on Indian Committees in December 2020 to develop an understanding among the students of the working of Lok Sabha and the Rajya Sabha.** To promote a scientific temper and the spirit of critical inquiry, **multiple parliamentary debates and Model United Nations (MUNs)** have been organized under the aegis of the LiQuiD and Sierra Clubs. Further, Chai Pe Charcha at BMU has developed into a popular platform where students, in consonance with the spirit of our democratic traditions, responsibly exercise their freedom of expression and debate on contemporary issues. Some examples include **“Standing up for National Anthem”, “Revocation of Article 370”, “Role of media in a democracy”, “Secularism in India, and "Citizenship Amendment Bill”.** Our Science and Technology Appreciation (SATA) club facilitates events to reminisce about great Indian Scientists. The preambular value of equality forms one of the core guiding values for BMU. The Udaan Club organizes events to promote awareness **regarding the rights of the LGBTQ community, and poetry sessions to celebrate International Women’s Day,** and invites the entire fraternity to take the **‘Knee against racism’.** These events, along with the celebrations on Republic Day and Independence Day, have been instrumental in making students aware of their fundamental duties like **respecting the National Anthem and National Flag and cherishing the noble ideals which inspired our freedom struggle.**

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

Response:

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11

Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The University pays special emphasis on national integration and the celebration of various national and international days. A concerted effort is also made to instill a sense of national pride and gratitude toward the sacrifices of the great leaders of our country. International commemorative days are equally celebrated in global solidarity.

National Commemorative Days: **Republic Day and Independence Day celebrations** include flag hoisting followed by inspirational talks by senior management. Students and staff are made aware of the sacrifices made by our leaders, defense forces, and even civilians, and they are exhorted to follow in the footsteps of such great people. Non-teaching staff and children are also encouraged to share their views. Student clubs plan and conduct several activities to celebrate these days including performing arts and exhibitions. For instance, in 2019, an **exhibition by Partition Museum was organized on campus** to make our young students and staff aware of the travails our ancestors went through to gain independence for us.

Festivals of Religious Significance: We at BMU believe in promoting harmony among the campus residents and other stakeholders from all socioeconomic, cultural, and regional descents. Thus, religious festivals like **Dussehra, Diwali, Guru Nanak Jayanti, Id-ul-Fitr, Christmas, Good Friday, Buddha Purnima**, etc. are celebrated with equal enthusiasm. Some of these festive events are organized at a **large scale like our Diwali Party** where all staff members along with their families are invited for an entire evening of fun, frolic, and dining. Many festivals like **Holi, Deepawali, Lohri, and Ganesh**

Chaturthi are organized centrally wherein all students and staff participate with reverence and joy.

Days of Academic Relevance: Being an academic institution **Teachers Day** is celebrated with a lot of enthusiasm, not only to celebrate the contribution of our faculty members toward the success of students. On this day Best Teacher and Best Researcher awards are distributed to faculty members across all schools within the University followed by motivational talks by our senior management. Student clubs also celebrate **Engineer's Day** on Sep 15th every year. Additionally, on our **University Founder's Day**, both talented teaching and nonteaching staff members are recognized for their exceptional service to the University.

National and Socially Significant Days: In addition to celebrating the days of national and regional significance, the University and the students also make efforts toward organizing vibrant events and programs on several days that are of social significance in India like **Gandhi Jayanti, Children's Day, Matribhasha Divas, NSS Day, National Youth Day**, etc. In addition to these, BMU also celebrates important events of **National importance like the Chandrayan 2 Landing** which was telecast till late at night. Students and staff **even lit candles to commemorate our army martyrs in the scuffle with China in Ladakh** on 18 Jun 2020.

International Commemorative Days: Many International commemorative days like **International Day of the Girl Child, International Women's Day, World Mental Health Day, and International Men's Day**, are also celebrated to sensitize students and staff towards being Global citizens.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1

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

Response:

Institutional Best Practice 1

1. Title of the Practice

Experiential Teaching and Learning

2. Objectives of the Practice

Experiential learning is defined as a process whereby knowledge is created through the transformation of experience in a particular context. Notwithstanding the many advantages of traditional teaching, research has shown that incorporating experiential learning in the pedagogy augments overall learning, builds reflection, and enhances decision-making capabilities. Well-designed experiential learning environments contain pedagogical elements that help the student explore, navigate, and comprehend more information about a dynamic system that cannot be obtained through the process of being passive listeners in class. It also improves student-professor interactions as the faculty now assumes the role of a master facilitator where learning is generated within the group through a symbiotic and engaged process. Therefore, at BMU we pride ourselves in delivering programs that are very high on experiential learning components to ensure our students learn while doing things.

3. The Context

In the days of yore, the source of knowledge for students across universities was rather limited. Students either had to listen patiently to the professor in class or read the textbooks and references or had to spend time physically in the library. With the advent of web-based technologies, smart devices, and the internet, the above constraint has been turned on its head. Answers (whether good or bad) are now available at the click of a button. This information revolution has impacted the education world with the millennial generation actively seeking instant gratification for their curiosity. However, at the same time, several industry reports point out that many of today's graduates have lower employability. For instance, in India alone, the ratio of employable to unemployable graduates is 20:80 which is concerning. Many experts point out that the (lack of) ability to apply the knowledge gained at haloed academic institutions is one major Achilles 'heel in securing or sustaining a placement. Our firm belief at BML Munjal University is that how we impart learning needs to change, needs to become more student-centric, and should get the student as well as faculty equally involved in the process of learning and knowledge facilitation. As a progressive, forward-thinking University, we believe that the new crop of students requires a very different pedagogical approach that is much more hands-on and experientially driven rather than a mere one-way delivery of knowledge.

4. The Practice

An experiential learning environment is created at BMU across schools in multiple courses. All the courses have experiential learning components varying from 10% to 60%. This includes learning through case studies, simulations, gaming, practical exercises, site visits, group discussions, technical writings, and seminars. Some of the interesting initiatives are listed below.

The Practice School: The University has a unique internship program called the Practice School that allows students to experience corporate roles and responsibilities through on-the-job training. At the School of Management, students undergo multiple online simulations as a part of their coursework to experience the intensity of management decision-making.

Moot Court: Our School of Law organizes moot courts to train students on the complexities of the legal system and making judicious decisions.

Start-up Ecosystem: Needless to mention the initiatives of our Institute of Innovation and Entrepreneurship that brings in the experience of the industry stalwarts to our classrooms and practical

experience of our students in the start-ups currently being incubated on campus.

Gamification: Indeed, it is a challenge to engage millennials in classrooms, be it offline or online. Therefore, at BMU we often design gamified environments to ensure student engagement and participation. This includes but not limited to incorporating board game simulations, group assignments, outbound learning initiatives like river rafting, etc.

Innovative Courses: Specific courses like Joy of Management offered by our management school and Joy of Engineering offered by our Engineering School integrates hands-on activities into the course delivery.

Workshop of the Future: Additional initiatives within the curriculum like ‘Workshop of the Future’ – a virtual-cum-physical lab help students to bridge the gap between theory and practice and participate in activities like the conception of product design, testing, etc. through advanced software and machinery.

Language Labs: The involvement of our Language Labs ensures every student participates in developing their communication skills.

Global Immersion Programs: The Global or International Immersion Programs at the School of Management and various international training programs keep students’ engagement with the coursework and the university high.

Co-curricular Credits: In fact, in our UG course curriculum credits are also offered for participating in co-curricular activities through the different clubs.

Case-Based Pedagogy: Solving problems is at the heart of all course delivery at our university. Therefore, many courses follow a case-based pedagogical approach. In fact, we have licensing agreement with Harvard Business Publishing to utilize their cases in our classrooms.

Course Projects: The majority of our courses have project-based evaluation components, wherein students in groups solve interdisciplinary problems related to business, technology, and society at large.

Social Immersive Projects: Our Sankalp initiative at the School of Management enables students to go beyond classrooms and solve real-life societal and economic problems in the villages around the University needless to mention the efforts made by our NSS wing.

Prototyping: In courses like Integrated Decision-Making students create prototypes of products and try and test the same in real-life contexts. Many such projects and ideas are presented at our flagship pitch fest organized by the University start incubator Propel and Hult Prize competitions.

Research Projects: In engineering courses often, students are encouraged to work on research projects related to water purification systems, solar energy, and electric vehicles and legal issues around it. At BMU we believe that these immersion activities improve a student’s critical thinking and problem-solving abilities and help them to build their future careers in an interdisciplinary manner.

5. Evidence of Success

The implementation of experiential learning benefitted both the students and the University alike. The

positive outcomes are reflected on various frontiers. One of the key indicators of the success of any University historically has been the employability quotient. Although there is no particular parameter to evaluate employability quotient, placement records and corporate feedback indeed serve as an important proxy. The placements in terms of numbers as well as the average pay package have improved over the years. This healthy situation coupled with the very positive reviews from the employers and corporates we work with at the School indicates that our approach to learning and student academic experience is helping us reach our mission one step at a time. Some testimonials are given below:

“BMU is doing excellent work for society by seeding the thought of research and innovation in young minds. Holistic commitment to nurture talent through experiential learning is commendable. Keep it up!”

- Mussarat Hussain, Astt Vice President, HR, Maruti Udyog Ltd.

“I’ve been associated with BMU for a few years now. This university has a unique and innovative approach to business education. The focus here is on providing the right knowledge, imparting the relevant skills for enduring success in business management careers, and most importantly, shaping the right attitude in the candidates. I’ve had several interactions with both students as well as the faculty members, and in each of them, I could see that they have clearly imbibed the constant ability to be always curious to learn and thereby create an impact! I wish them all success.”

Suresh Mehra, Sr Vice President, HR, CO, Axis Bank

Additionally, faculty members from the University have been constantly rewarded and recognized at several national and international platforms for the experiential pedagogical initiatives they practice. Many student projects have been jointly published with faculty members. Our Incubator has more than 20 start-ups at different stages of inception. Needless to mention the vibrant campus atmosphere that is created and the improvement in student experience with the program.

6. Problems Encountered and Resources Required

Implementation of experiential learning initiatives requires faculty members to be very flexible and adaptive in their style of teaching. Additionally, it also requires various departments within the University to cohesively work in enhancing the student learning experience. Indeed, that is a key challenge. However, at BMU we have our Center for Teaching Learning and Development that organizes multiple sensitization and training workshops for faculty members all-round the year. Additionally aligning the assessments for these experiential initiatives requires objectivity, therefore faculty members constantly adhere to OBE-aligned frameworks. Finally, some of these initiatives are capital-intensive and require budget approvals from appropriate heads.

Institutional Best Practice 2

1. Title of the Practice

Creating a University-Based Entrepreneurship Ecosystem

2. Objectives of the Practice

Over the years BML Munjal University has crafted its place in the Indian Higher Education context as a university that creates successful entrepreneurs and change-makers. The entrepreneurship ecosystem at BMU is intended to help students graduate as innovators with an entrepreneurial mindset in a constantly changing global scenario. Students develop the investigative capability to use the founding principles of the University, the 3 I's: Inquire, Inspire and Impact to address real-world problems. Therefore, BMU aspires to be the University where startups can be founded with all the support required - be it infrastructure, mentoring, guidance, industry connections, etc. To achieve these outcomes the University offers programs, courses, events, challenges, and other engagements to ignite the spirit of innovation and entrepreneurship among students, faculty, and the community. There is a constant endeavor to provide access to a network with entrepreneurs, mentors, experts, and service providers that can be leveraged for the benefit of budding start-ups. Additionally, there is an active engagement of the industry in the innovation activities being conducted by the University for translational research, collaboration with academia, policymaking, etc. for the creation of research-based knowledge around innovation and entrepreneurship

3. The Context

The University's curriculum since its inception has core courses designed to inculcate entrepreneurial thinking in students across the various schools of the University. Ingraining Interdisciplinary thinking has been an underlying philosophy that BMU has espoused to its community. BMU launched its Institute of Innovation and Entrepreneurship (I2E) in 2019 with I2E envisaged being the nodal center of pan-university for innovation and entrepreneurship-related activities. The University also inaugurated its incubator Propel and the Institute Innovation Council the same year under the aegis of I2E.

Activities to promote Entrepreneurship are categorized into three broad heads Curriculum and Research, Extra Curricula as well as Incubation, and Outreach. There were myriad challenges ranging from provisioning intellectual resources, navigating the architecture of individual schools for embedding courses, exciting faculty to participate in research, converting student projects into Innovation projects, and developing a network of mentors and partner institutions to support incubates at the incubation Centre, developing connections with the local industry to translational research among others. However, the University has been successful in the implementation of many initiatives toward its end goal.

4. The Practice

The practice of Entrepreneurial Learning is guided by the principle of – Project (Experiential Learning) – Paper (Applied Research) – Prototype (Tinkering and Experimentation) – Product (Technology Development)- Venture Creation (Technology Commercialization). BMU aims to impart Three Levels of Entrepreneurial Learning: Imbibing an Entrepreneurial Mindset irrespective of Career Choice; Learning the skill of creating a venture within a corporate and Cultivating the skill of sustaining and growing a venture (Incubation and acceleration). All students at BMU undergo a self-awareness module at the time of orientation to make them aware of their current mode of thinking and how it maps to the growth mindset required to imbibe the triad of Inspire, Inquire, and Impact. Thus Entrepreneurial Learning is categorized into three dimensions:

1) *Learning through teaching/mentoring*: Completing courses imparted by the University (whether core, elective or perspective) classified into IE courses by I2E.

2) *Learning through Co-Circular Activities*: Participation in co-circular activities (events, talks,

workshops) organized/facilitated by the clubs and entities of the universities in the IE area.

3) *Learning through Extra Circular Activities*: Applying knowledge gained through the above two components E.g.: Submitting a business plan/ incubation proposal, organizing events related to the IE area, getting certified through an external agency in the IE area, and other such activities notified by I2E

These dimensions are progressive in nature and entrepreneurial learning is expected to increase as students transition from teaching to co-circular and finally to extra-circular activities. The student has an opportunity through these activities to be a part of the pipeline to the pre-incubator at the University (ACIC) or the incubator (Propel) based on their level of preparedness with the idea. BMU has also launched a Major / Minor in Entrepreneurship at the master's level (MBA Program) in its School of Management from AY 22-23 and a Minor in Entrepreneurship at the undergraduate in the School of Engineering and Technology.

5. Evidence of Success

The University's efforts have been recognized by the government and ecosystem partners. Our Institute Innovation Council has been given the highest rating by Innovation Cell, Ministry of Education ever since its inception in 2019. The University has been chosen to be a mentee institution to five other institutions of Higher Education in the country namely – TERI institute of advanced studies, IIHMR Jaipur, ITM Sonapat, MIET Meerut, and Hansraj College Delhi University. BMU has secured a grant from Border Mission Limited of US\$ 250000 spread over five years for creating a Chair in Innovation and Entrepreneurship at the University. A grant of INR 2.5 crores has been received from NITI AYOJ for setting up a Pre-Incubation facility titled Atal Community Innovation Centre (ACIC). BMU has matched this grant with its resources. At present, the University has over twenty startups being incubated at Propel and ACIC. Batx, one of the incubated startups has got its seed round funding and is valued at INR 40 crores. The University also has provisions of the Startup and Innovation Policy, IPR Policy, Deferred Placement Policy, and Incubation Policy as a part of the statute of the University. In addition to several activities to imbibe an entrepreneurial atmosphere within the campus, there is also a provision of Demo Day by Incubator and Innovation Days by respective Schools on experiential projects.

6. Problems Encountered and Resources Required

To enable the initiatives BMU currently has the Institute of Innovation and Entrepreneurship(I2E) with three full-time staff members: a Chair Professor of Innovation and Entrepreneurship at I2E and SOM, CEO for our Incubation center, and ACIC – Coordinator. In addition, I2E is collaborating with other schools in the University and is attracting faculties for dual affiliation with I2E and the parent school. Some of the key challenges faced by the University in terms of reaching critical mass is ensuring Faculty and student participation in the IE activities and increasing the number of incubated companies. To address these challenges, we believe inputs are needed in terms of Investment towards sensitizing faculty towards IE and training of interested faculty to become instructors in this area. Focus is required on the mindset of students at the intake level to attract a percentage of total intake students with the seed of an entrepreneurial mindset. And finally, provisions of the Investment Fund for incubating companies need to be explored as it is the single most important factor to attract new incubates.

File Description	Document
Best practices in the Institutional web site	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:

Holistic Development of Students within the University:

At BML Munjal University (BMU) there is a singular focus on ensuring students as the epicenter. BMU characterizes itself as **creating leaders who possess lifelong learning skills thus leading to the holistic development of students**. The three **guiding principles of the university are Inspire, Inquiry, and Impact**, which are intrinsic to our graduate attributes. The **graduating students are defined by a profile consisting of good citizenry, global outlook, analytical abilities, design-oriented, technology savvy, problem solver, practically sound, industry-oriented, innovation-focused and entrepreneurial attitude, and interdisciplinary**.

We are a comprehensive university, **wherein the co-location of disciplinary schools, each specializing in specific disciplines, on a single campus, allows students to pursue interdisciplinary studies and work at the interfaces of disciplines**. Students develop expertise in crafting solutions to problems more broadly, **without feeling regimented by their disciplinary boundaries**. Together with this, we also emphasize good communication skills, and values and inculcating a lifelong sense of curiosity.

Accordingly, the curricula at BMU are hugely flexible based on the philosophy of **Choice Based Credit System and Outcome Based Education**, wherein students may choose courses and specializations from within and outside of their parent discipline. **The curricular design is innovative and contemporary in content and has regional, national, and global perspectives to foster a national/world view**. It also includes 'enrichment courses' and 'value added courses' for the holistic development of the students and to make them better citizens. **Each program, therefore, has a basket of skills and perspective courses in the curricula with the objective of blending liberal studies with business/technical curricula to produce graduates with a liberal bent. Some components that are embedded include Critical Thinking, Historical Perspective, Basic Public Policy, Art Appreciation, Elements of Social and Applied Psychology, and Literature**. Exposure to such courses provides graduates to develop the ability to think about and deal with the complex world.

Students spend over 45% of their time in experiential learning by way of laboratory work, field visits, projects, case studies, gaming, simulations, and mandatory internships (through our flagship practice school program) to ensure real-life exposure, and industry and professional readiness. This approach is reinforced using technology, **blended and flip classroom learning, and integration of**

MOOCs in the curricula.

BMU Practice School is a powerful industry internship program for students to experience state of art developments in the industry. The overarching goal is not only limited to applying the knowledge and skills learned in the classroom in the real-life situations of the industry but also to imbibe in them the courage and fortitude to experience the challenges of a professional workplace. The students and faculty work closely with the industry in the areas of product development, productivity improvement, and skill development. Joint internship mentoring leads to joint research and consultancy projects.

Besides, the corporate and industry professionals work cohesively with the faculty throughout the year to co-teach the courses thus bringing in live problems and case studies inside the classrooms. **Through the "Leadership Lecture Series" BMU brings industry stalwarts to share their thoughts and experience with students.**

Together with innovative pedagogy, the university has created a conducive research and enterprise culture of fundamental, inters-disciplinary, and applied research via funding through industry collaborations, from government agencies and joint research with foreign institutions. **We have been recognized as a research active institute by the Department of Science and Technology and by Niti Aayog as valuable partners.**

The students are encouraged to publish research in high-quality journals and file patents. As much for their ability to inspire students in the classrooms, the faculty members take the rigor and relevance of their research from laboratories to the classroom. Thus, a concerted impetus is given to UG research. **With a subscription to multiple databases and research journals including our own 'International Journal on Ethics and Business', students keep themselves abreast of new developments.**

To further promote the spirit of innovation amongst the students, **the university has made significant investments in incubation and start-up infrastructure, embedding entrepreneurial courses in the curriculum, organizing events, and creating alliances and networks for driving the initiatives of innovation and entrepreneurial learning, one of the three strategic goals of the university.** Our on-campus **co-working space in the BMU incubator, called 'Propel'** has contemporary facilities required for supporting start-up ventures. The Propel offers incubation to BMU students intending to nurture their business ideas. Incubator has a distinguished **set of mentors ranging from industry experts, serial entrepreneurs, incubation heads, angel investors and venture capitalists, and practicing academicians.**

The research and innovations have led to collaboration with more than 50 industries, research organizations, and foreign institutions. Some of the key ones are Imperial College London; Singapore Management University, Aston University, University of Michigan, Purdue NW university, Microsoft, Hero Motocorp, Hero Fincorp, KPMG, Axis Bank, Hero Electronics, Data Security Council of India, Quality Council of India, Fraunhofer (Germany), Warwick Manufacturing Group (UK). **The Imperial College London has set up a Center for Inclusive Innovation jointly with the Gandhi Center at Imperial College to support social entrepreneurship to focus on projects in health, energy, water, education, urban development, and economic empowerment.**

The students also take huge benefits from the industry-sponsored interdisciplinary centers of excellence to work on industry-led problems. These include **Shell Learning Centre in Lubricants and Tribology, Siemens Centre of Excellence in Automation, Robotics and Mechatronics, IBM Business Analytics**

Lab, AIMA Business Simulation lab, Centre for Sustainability and Financial Markets, Centre for Inclusive Innovation, Centre for Advance Materials and Devices, High-Performance Computing and Deep Learning facility.

Clearly, with students as the centerpiece, the thrust of the university is on their holistic development. **This gets accomplished by creating a learning environment consisting of hugely flexible curricula, skills and perspective training, inter-disciplinary education, research and innovation, industrial internships through practice school, experiential learning, and co-curricular activities.** All these lead to improving their abilities to perform well in their chosen profession. **They develop a sense of self-esteem, positive attitude, teamwork, responsibility, communication, and interpersonal skills required to make them leaders in society, which is the vision of BMU.**

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

5. CONCLUSION

Additional Information :

Towards its aspiration to become a Multidisciplinary Research University, BMU hosts various Research Centres of Excellence:

Centre For Advanced Materials and Devices (CAMD) is equipped with excellent research infrastructure with several scientific instruments classified broadly into three research facilities: Thin-films and Measurements, Material Characterization, and Device Fabrication.

Centre For Automation, Robotics, And Mechatronics (CARM) enhances the technical skills and research competence of the scholars and enables them to broaden their areas of employment and careers in the field of modern industry (I4.0), and spark innovation and entrepreneurial activities.

Center For Computational And Complexity Sciences (C3S) aims to foster research collaborations in cutting-edge areas of complex systems and achieve scientific breakthroughs by addressing the challenges from the perspective of complex systems.

Centre On Law, Regulation, And Technology (CLRT) advocates legal and economic regulation that places consumer welfare and innovation at the core of the modern economy.

Centre For Inclusive Innovation (CII) founded jointly by BMU and Imperial College aspires to transform society by undertaking research at the grassroots level and seeking solutions that promise high-impact inclusive growth and development.

Centre For Sustainability Research And Advocacy (CSRA) is a foray into the critical aspect of contributing to SDGs. It is designed with the intention of integrating Sustainability into the areas of Teaching, Research, and Outreach that stands as foundational pillars of BML Munjal University.

The Institute of Innovation and Entrepreneurship (I2E) drives the Innovation and Entrepreneurship agenda at the university through the Institution Innovation Council (IIC) established in the collaboration with MHRD Innovation Cell at AICTE and a five-year funded Chair created at I2E sponsored by His Excellency George Goh Ching Wah, Chairman of Border Mission, Singapore.

Propel has been established to encourage and support aspiring entrepreneurs in their pursuit of innovative solutions and develop the spirit of entrepreneurship among the students.

Atal Community Innovation Centre (ACIC) works towards nurturing the community level Innovative, Pre incubate and transforming innovative ideas into a minimum usable prototype

Centre for Teaching, Learning, and Development (CTLTD) is a new age Centre of Excellence that supports and accredits the academic and professional development of new and in-service faculty members

Concluding Remarks :

Quality is the key driver and at the core of all initiatives taken by BMU, be it infrastructural excellence, student centricity and wellbeing, curriculum and pedagogical distinction, teaching effectiveness, and feedback mechanism, student progression and support in career guidance, leveraging ICT for efficient and smooth flow of operations, research support and conducive and supportive HR Policies.

At the time of its inception, the founders and the promoters had the following objectives for the University:

Devise academic programs that are much more than the traditional degrees and develop students to become leaders with high ethical standards and possess the knowledge and skills required for success in life. Hence the University incorporates courses in the curriculum not only to develop the cognitive skills of students but also to widen their perspective and enrich their performative competency in real-life situations and ethical dilemmas.

The curriculum that is continuously evolving, therefore, lays unparalleled focus on experiential learning and project-based learning, driven by inputs, live projects, internships, and practice school opportunities from the industry.

An environment where students work in interdisciplinary teams and therefore the University cross-lists the courses across different schools and encourages a more diverse and peer learning experience.

Foster hands-on learning and entrepreneurial thinking and build job creators and not job seekers.

The Imperial College London as our mentoring institute provided strategic inputs and guided on matters related to curriculum design, content development, summer study programs, faculty training, educational outreach, and executive education programs. Now as we are about to be ten years old, the three strategic goals of the current 5 Year Strategic Plan (2020-2025) guiding our actions are:

- a) A university that is known for creating successful entrepreneurs & change makers.
- b) A university that nurtures well-rounded holistic individuals who are life ready- for professional and personal life
- c) A university that is known for having amongst the best faculty in the country

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>395</td> <td>362</td> <td>314</td> <td>291</td> <td>246</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>336</td> <td>302</td> <td>277</td> <td>258</td> <td>196</td> </tr> </tbody> </table> <p>Remark : Input modified considering courses having focus on employability, entrepreneurship & skill development</p>	2021-22	2020-21	2019-20	2018-19	2017-18	395	362	314	291	246	2021-22	2020-21	2019-20	2018-19	2017-18	336	302	277	258	196
2021-22	2020-21	2019-20	2018-19	2017-18																	
395	362	314	291	246																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
336	302	277	258	196																	
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses were introduced within the last five years. Answer before DVV Verification : 538</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years. Answer before DVV Verification : 776 Answer after DVV Verification: 776</p>																				
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years. Answer before DVV Verification : 113 Answer after DVV Verification: 93</p> <p>Remark : Input modified considering value added courses without repetition</p>																				
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

216	155	265	0	47
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
253	134	252	0	47

Remark : As per supporting document provided by HEI Input modified

2.1.1 Demand Ratio (Average of last five years)

2.1.1.1. Number of seats available year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
605	464	320	380	590

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
585	450	310	360	570

Remark : Input modified excluding number of seats available in PhD program

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 289.1

Answer after DVV Verification: 278.43

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	22	14	11	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	4	7	4	5

Remark : As per documents provided by HEI Input modified

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

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

Answer before DVV Verification : 319

Answer after DVV Verification: 314

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

Answer before DVV Verification : 320

Answer after DVV Verification: 315

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. The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	6	11	4	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	4	3	4

Remark : Input modified considering national/international fellowship / financial support from various agencies for advanced studies / research only

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

3.1.6.1. The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.

Answer before DVV Verification : 2

Answer after DVV Verification: 0

Remark : Input modified because of supporting document not provided by HEI

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

3.2.1.1. Total Grants for research projects sponsored by the non-government sources such as

industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	215	16.22	0	75.39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
30	37.55	15.22	0	50.6

Remark : As per supporting documents provided by HEI Input modified

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

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

Answer before DVV Verification : 57

Answer after DVV Verification: 36

3.2.3.2. Number of full time teachers worked in the institution year-wise during the last five years..

Answer before DVV Verification : 172

Answer after DVV Verification: 172

Remark : As per Data Template Input modified

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

3.3.3.1. Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	19	32	14	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	11	4	1

Remark : Input modified considering awards for research/innovations only

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following:

1. Inclusion of research ethics in the research methodology course work**2. Presence of Ethics committee****3. Plagiarism check through software****4. Research Advisory Committee**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

Remark : As per supporting documents provided by HEI Input modified

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards**1. Commendation and monetary incentive at a University function****2. Commendation and medal at a University function****3. Certificate of honor****4. Announcement in the Newsletter / website**

Answer before DVV Verification : A.. All of the above

Answer After DVV Verification: A.. All of the above

3.4.4 Number of Ph.D's awarded per teacher during the last five years.**3.4.4.1. How many Ph.D's are awarded within last five years.**

Answer before DVV Verification : 6

Answer after DVV Verification: 6

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

Answer before DVV Verification : 32

Answer after DVV Verification: 9

Remark : As per supporting documents provided by HEI Input modified

3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**3.4.6.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
37	59	36	36	132

Answer After DVV Verification :

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2021-22	2020-21	2019-20	2018-19	2017-18
37	59	36	36	130

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
200	237.8	362.49	91.1	104.16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
200	237.8	362.49	91.1	204.16

Remark : As per CA certificate Input modified

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.6.3.1. Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	9	14	8	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	10	18	12	6

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
907	310	576	887	430

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1459	498	1037	438	291

4.3.1 **Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)**

4.3.1.1. **Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 61

Answer after DVV Verification: 61

5.1.1 **Average percentage of students benefited by scholarships and freships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).**

5.1.1.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
777	829	822	816	761

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
777	829	822	816	761

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)

4. Awareness of trends in technology

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

Remark : As per supporting documents provided by HEI Input modified

5.3.1	<p>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.</p> <p>5.3.1.1. 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) year - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 607"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>12</td> <td>26</td> <td>32</td> <td>85</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 819"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>7</td> <td>26</td> <td>30</td> <td>39</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	21	12	26	32	85	2021-22	2020-21	2019-20	2018-19	2017-18	9	7	26	30	39
2021-22	2020-21	2019-20	2018-19	2017-18																	
21	12	26	32	85																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
9	7	26	30	39																	
5.3.3	<p>Average number of sports and cultural events / competitions organised by the institution per year</p> <p>5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1099 1046 1234"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>204</td> <td>198</td> <td>50</td> <td>44</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1312 1046 1447"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>139</td> <td>120</td> <td>36</td> <td>34</td> <td>8</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	204	198	50	44	8	2021-22	2020-21	2019-20	2018-19	2017-18	139	120	36	34	8
2021-22	2020-21	2019-20	2018-19	2017-18																	
204	198	50	44	8																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
139	120	36	34	8																	
6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1760 1046 1895"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>16</td> <td>48</td> <td>58</td> <td>31</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1973 1046 2085"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	25	16	48	58	31	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
25	16	48	58	31																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

19	16	31	40	23
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6.3.3 **Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	37	40	11	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	37	40	11	6

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	46	52	12	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	39	47	11	3

Remark : As per supporting documents provided by HEI INput modified

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1339</td> <td>1240</td> <td>1351</td> <td>1567</td> <td>1515</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1339	1240	1351	1567	1515
2021-22	2020-21	2019-20	2018-19	2017-18							
1339	1240	1351	1567	1515							

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1339	1240	1351	1567	1515

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3694	3840	4745	3738	4329

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3608	3738	4691	3704	4306

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	12	8	10	15

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
292	225	155	180	285