



# Institutional Development Plan Bodoland University

***Bodoland University***  
*Rangalikhata, Kokrajhar, BTR,*  
*Assam, India.*  
*Website: <https://buniv.edu.in>*

## *Contents*

|  |    |
|--|----|
| <i>1.About the University</i> .....  | 2  |
| <i>1.1 Vision</i> .....  | 3  |
| <i>1.2. Social Mission of Bodoland University</i> .....                    | 3  |
| <i>1.3. Academic Mission of Bodoland University</i> .....                  | 3  |
| <i>1.4. Objectives of the University</i> .....                             | 4  |
| <i>1.5. Focus Areas</i> .....  | 5  |
| <i>2. SWOC Analysis of Bodoland University</i> .....                       | 7  |
| <i>2.1. Strengths</i> .....  | 7  |
| <i>2.2. Weaknesses</i> .....   | 7  |
| <i>2.3. Opportunities</i> .....  | 7  |
| <i>2.4. Challenges</i> .....   | 8  |
| <i>3.S-Curve Analysis</i> .....  | 8  |
| <i>4. Portfolio Analysis</i> .....   | 9  |
| <i>5. Strategic Goals</i> .....  | 9  |
| <i>6. Enablers</i> .....   | 11 |
| <i>6.1. Governance Enablers</i> .....                                      | 11 |
| <i>6.2. Financial Enablers and Funding Models</i> .....                    | 12 |
| <i>6.3. Academic Enablers</i> .....  | 14 |
| <i>6.4. Research , Intellectual Property and Supportive Enablers</i> ..... | 15 |
| <i>6.5. Human Resource Management Enablers</i> .....                       | 15 |
| <i>6.6. Networking and Collaborations</i> .....                            | 16 |
| <i>6.7. Physical Enablers</i> .....  | 16 |
| <i>6.8. Digital Enablers</i> .....   | 17 |
| <i>7. Infrastructure Development Plan</i> .....                            | 17 |
| <i>Annexure</i> .....  | 21 |

## *1. About the University*

Bodoland University, established under the Bodoland University Act, 2009, by the Assam Legislative Assembly on 28th February 2009, stands as a pivotal institution in the educational landscape of lower Assam. As the sole institution of higher education in the western part of Assam, it addresses the comprehensive developmental needs of the region, particularly focusing on the Bodoland Territorial Region. The university has the potential to serve the educational requirements of neighboring states and countries such as Bhutan, Nepal, and Bangladesh. It offers a diverse range of undergraduate, postgraduate, and doctoral programs across various disciplines.

In recent years, the introduction of new courses and the revision of existing ones to align with the National Education Policy (NEP) 2020 have been key highlights. Looking ahead, the university plans to expand its academic offerings and research capabilities. The *Institutional Development Plan of Bodoland University* outlines the strategic objectives and aspirations for the institution's growth and development, aligning with national educational goals and the needs of the BTR. This document emphasizes the university's commitment to academic excellence, research innovation, community engagement, and holistic development, with a strong alignment to the NEP 2020. The plan includes comprehensive strategies for enhancing the quality of education, fostering research, and promoting sustainable development in the region. Through these efforts, Bodoland University aims to become a leading educational hub, contributing significantly to the intellectual and socio-economic upliftment of the region and beyond.

Bodoland University is committed to supporting academic, research, and teaching excellence by promoting learner-centric education, innovation, and knowledge application. The university advocates for multidisciplinary integration, encompassing science, arts, humanities, vocational training, and sports, as per the NEP 2020 and the National Credit Framework (NCrF). It aims to balance academic, administrative, and financial autonomy with accountability and flexibility within the Institutional Development Plan framework. Emphasizing inclusivity, collaboration, and community engagement, the university prioritizes good governance and smooth IDP execution. By bridging trust gaps among stakeholders and fostering a research and startup ecosystem, Bodoland University is shaping a future-ready vision with a 15-year span, integrating external quality assurance and accreditation processes to benefit all stakeholders.

### ***1.1 Vision***

*Bodoland University aspires to be a leading public institution dedicated to instilling moral values, scientific temper, and socio-cultural, economic, and political leadership qualities in its students. This commitment aims to equip students to meet regional, national, and global challenges effectively.*

### ***1.2. Social Mission of Bodoland University***

Bodoland University is dedicated to advancing societal well-being through:

- i. ***Equitable Access:*** Ensuring high-quality, affordable higher education for all, including persons with disabilities.
- ii. ***Knowledge Creation:*** Conducting innovative research to address societal challenges and enhance community well-being.
- iii. ***Vocational Integration:*** Incorporating vocational training and skills development into higher education, and integrating credits from diverse learning experiences.
- iv. ***Industry and Entrepreneurship:*** Developing industry-ready and entrepreneurial graduates to improve quality of life and contribute to social good.
- v. ***Equity and Inclusivity:*** Promoting gender parity, diversity, inclusivity, and environmental sustainability in alignment with Sustainable Development Goals (SDGs).
- vi. ***Internationalization:*** Facilitating global mobility and fostering international collaborations in education and skill development.

### ***1.3. Academic Mission of Bodoland University***

Bodoland University's academic mission focuses on:

- i. ***Holistic Education:*** Promoting and strengthening holistic, multidisciplinary, cross-disciplinary, and interdisciplinary approaches to learning.
- ii. ***Achieving Learning Outcomes:*** Facilitating the attainment of key learning outcomes through core discipline studies and prescribed curricula.
- iii. ***Character and Values Development:*** Fostering character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, and a spirit of service across diverse disciplines, including sciences, social sciences, arts, humanities, languages, and vocational subjects.

- iv. ***Skill Development:*** Enhancing critical and creative thinking, problem-solving, analytical and adaptive thinking, design thinking, computational thinking, social intelligence, cross-cultural competency, and other skills to support continuous and lifelong learning.

#### ***1.4. Objectives of the University***

*Bodoland University aims to fulfil the following objectives:*

##### ***i. Academic Excellence and NEP Alignment***

- a. To provide high-quality, *multidisciplinary* education that meets national and international standards and is in line with the NEP 2020 framework.
- b. To enhance *curriculum and pedagogical methods*, ensuring they are relevant, engaging, and future-oriented, incorporating the NEP's emphasis on holistic and integrated education.
- c. To promote excellence in teaching and learning through faculty development programs and innovative teaching practices that reflect the NEP's focus on *experiential learning and skill development*.

##### ***ii. Research and Innovation***

- a. To establish Bodoland University as a hub for *pioneering research and development* across various disciplines, promoting *interdisciplinary and transdisciplinary research* as encouraged by NEP 2020.
- b. To facilitate collaborations with *national and international institutions, industries, and research organizations*, in line with the NEP's emphasis on global partnerships and research excellence.

##### ***iii. Community Engagement and Development***

- a. To actively engage with the local community, understanding and addressing their needs through outreach programs and collaborative projects, reflecting *NEP's focus on community involvement and societal impact*.
- b. To contribute to the socio-economic development of the Bodoland Territorial Region by providing *solutions to local issues and promoting sustainable practices*, as advocated by NEP 2020.
- c. To enhance the *employability and entrepreneurial skills of students* through practical training, internships, and industry partnerships, aligning with the NEP's focus on skill development and entrepreneurship.

**iv. Infrastructure and Resources**

- a. To *develop state-of-the-art infrastructure and facilities* that support advanced learning, research, and student activities, in alignment with the NEP's emphasis on enhancing educational infrastructure.
- b. To *invest in modern technology and resources* that facilitate effective teaching, learning, and administrative processes, incorporating NEP's vision for digital and technological advancements in education.

**v. Governance and Leadership**

- a. To *promote transparent, efficient, and effective governance structures* that support the university's mission and vision, in line with NEP's focus on improving governance and institutional management.
- b. To cultivate a leadership culture that encourages *innovation, inclusivity, and strategic planning*, reflecting the NEP's emphasis on leadership development and institutional autonomy.
- c. To engage stakeholders, including students, faculty, alumni, and industry partners, in decision-making processes to ensure *comprehensive and forward-thinking policies*, as recommended by NEP 2020.

**vi. Sustainability and Inclusivity**

- a. To promote *environmental sustainability through green practices and sustainable development initiatives*, aligning with the NEP's focus on environmental sustainability.
- b. To ensure *inclusivity and diversity within the university community*, providing equal opportunities for all students and staff, reflecting NEP's commitment to equitable and inclusive education.
- c. To *integrate sustainability into the curriculum, research, and campus operations*, fostering a culture of responsibility and awareness as envisioned by the NEP.

## **1.5. Focus Areas**

**i. Enhancement of Academic Programs**

- a. Introduce *new and innovative programs and courses* that address emerging trends and industry demands, in alignment with NEP's emphasis on *vocational education and interdisciplinary learning*.

- b. Strengthen existing programs with *updated curricula, industry partnerships, and practical training opportunities*, reflecting NEP's vision for relevant and contemporary education.

**ii. Expansion of Research Activities**

- a. Develop *research centres and facilities* focused on key areas of interest, including regional development, technology, and sustainability, in line with NEP's promotion of research and innovation.
- b. *Increase funding and support for research initiatives* through grants, collaborations, and industry partnerships, reflecting NEP's focus on boosting research funding and capacity.

**iii. Strengthening Industry Linkages**

- a. Establish Memorandums of Understanding (MOUs) with *leading academic institutions, industries, and research organizations* to foster practical experience, internships, and entrepreneurial opportunities, aligning with NEP's vision for industry-academia collaboration.
- b. Develop programs that enhance student employability and entrepreneurial skills, reflecting the NEP's focus on skill development and job readiness.

**iv. Infrastructure Development**

- a. Invest in the construction and renovation of *academic buildings, research labs, and student facilities*, in line with NEP's emphasis on enhancing educational infrastructure.
- b. Implement *advanced technology solutions* for teaching, learning, and administration, reflecting NEP's vision for digital transformation in education.

**v. Community Outreach and Impact**

- a. Launch *community development projects* that address local needs and contribute to regional growth, in alignment with NEP's focus on community engagement and societal impact.
- b. Foster *partnerships with local organizations and stakeholders* to enhance the university's impact on the community, reflecting NEP's emphasis on societal development and collaboration.

## ***2. SWOC Analysis of Bodoland University***

By leveraging strengths, capitalizing on opportunities, addressing weaknesses, and overcoming challenges, Bodoland University can achieve its mission and enhance its contribution to societal development.

### ***2.1. Strengths:***

- i. ***Qualified Faculty:*** A strong team of qualified faculty members committed to academic excellence.
- ii. ***Interdisciplinary Programs:*** Diverse range of interdisciplinary programs promoting holistic education.
- iii. ***Research Focus:*** Emphasis on cutting-edge research and development activities.
- iv. ***Community Engagement:*** Strong connections with local communities contributing to regional development.
- v. ***Inclusivity and Diversity:*** Commitment to providing equitable access to education for all sections of society, including persons with disabilities.
- vi. ***Collaborative Initiatives:*** Partnerships with national and international institutions for academic exchange and research collaboration.
- vii. ***Technological Integration:*** Utilization of modern technology in teaching and research.

### ***2.2. Weaknesses:***

- i. ***Resource Constraints:*** Limited financial resources affecting infrastructure and expansion plans.
- ii. ***Infrastructure Gaps:*** Need for updated and expanded facilities, including classrooms, laboratories, and libraries.
- iii. ***Limited Industry Connections:*** Insufficient engagement with industries for practical exposure and job placements.
- iv. ***Training and Development:*** Gaps in faculty and staff training programs for skill enhancement.

### ***2.3. Opportunities:***

- i. ***Funding and Grants:*** Potential to secure additional funding from government, private sector, and international organizations.
- ii. ***Innovative Programs:*** Expansion of innovative and vocational programs to meet emerging market demands.

- iii. **Digital Transformation:** Leveraging digital tools and online platforms like *Samarth* to enhance learning and research capabilities.
- iv. **Global Collaboration:** Increasing opportunities for international collaborations and student exchange programs.
- v. **Community Outreach:** Strengthening community engagement initiatives for regional development and social impact.
- vi. **Research Commercialization:** Opportunities to commercialize research outcomes and foster entrepreneurship.

#### **2.4. Challenges:**

- i. **Competition:** Growing competition from other higher education institutions locally and globally.
- ii. **Regulatory Changes:** Navigating changes in educational policies and regulatory requirements.
- iii. **Sustainability:** Ensuring sustainability in financial, environmental, and operational aspects.
- iv. **Student Retention:** Ensuring high student retention rates and reducing dropout rates.
- v. **Quality Assurance:** Maintaining high standards of quality in education and research amidst expansion.

### **3.S-Curve Analysis**

The *S-Curve model* is useful for understanding the growth phases of various initiatives and programs, helping to identify where investments should be made for maximum impact.

- i. **Stage 1: Initial Growth**  
**Focus Areas:** Developing new interdisciplinary programs, enhancing faculty qualifications, and establishing initial international collaborations.
- ii. **Stage 2: Growth (Expansion and Development)**  
**Focus Areas:** Scaling up successful programs, expanding research initiatives, and increasing industry partnerships.
- iii. **Stage 3: Maturity (Stabilization and Optimization)**  
**Focus Areas:** Strengthening established programs, optimizing resources, and maintaining high standards of education and research.
- iv. **Stage 4: Saturation (Diversification and Renewal)**

**Focus Areas:** Innovating and diversifying offerings, and renewing academic and research programs.

#### ***4. Portfolio Analysis***

The *Portfolio Analysis* helps in evaluating the different strategic initiatives and projects based on their potential impact and current status.

- i. ***High Impact, High Effort:*** Key areas requiring significant investment and focus (e.g., major infrastructure development, high-impact research projects).
- ii. ***High Impact, Low Effort:*** Areas with potential high returns with moderate investment (e.g., collaborative research with industry, digital learning enhancements).
- iii. ***Low Impact, High Effort:*** Projects that consume significant resources but yield limited returns (e.g., outdated facilities needing overhaul).
- iv. ***Low Impact, Low Effort:*** Low-priority initiatives requiring minimal resources (e.g., minor administrative updates).

#### ***5. Strategic Goals***

By leveraging the *S-Curve Analysis and Portfolio Analysis*, Bodoland University can strategically align its initiatives, maximize resource utilization, and enhance its contribution to education and societal development.

- i. ***Short-term Goals (1-2 years):***
  - a. The university will upgrade its *IT infrastructure*, including high-speed internet, servers, and networking equipment, and implement *learning management systems (LMS)* for online courses.
  - b. It will integrate digital tools for administration and communication to *enhance online and blended learning* and improve administrative efficiency.
  - c. The university will identify and reach out to *potential research partners*, apply for joint research grants, and organize initial collaborative research projects and workshops to establish research partnerships and increase funding and research output.
  - d. *Faculty and staff development* will be enhanced through training programs on new teaching methodologies and digital tools, workshops and seminars for professional development, and mentorship programs for junior faculty to improve teaching quality and motivation.
  - e. Access to resources will be expanded by increasing subscriptions to *academic journals and databases*, *upgrading library facilities with digital resources*, and *facilitating*

*access to e-books and online learning materials*, ensuring better academic resources for students and faculty.

**ii. Mid-term Goals (3-5 years):**

- a. Bodoland University will scale up successful initiatives and expand *industry linkages*.
- b. The university will design and get *accreditation for new courses in emerging fields*, and launch new programs with a focus on *interdisciplinary studies* to broaden academic offerings and attract more students.
- c. Faculty development will be further enhanced by providing opportunities *for faculty to attend conferences* and pursue further education, implementing a *sabbatical policy* for research and professional growth.
- d. Industry linkages will be expanded by partnering with industries for *internships, placements, and collaborative projects*, establishing an industry advisory board to guide curriculum development, and creating *incubation centres and innovation labs* for students and faculty to work on real-world projects, enhancing employability and strengthening ties with industry.
- e. Infrastructure will be enhanced by constructing new academic buildings and research facilities, upgrading existing infrastructure to meet modern standards, and developing student amenities like *hostels, sports facilities, and cultural centres* to improve the learning environment and increase capacity for students.

**iii. Long-term Goals (more than 5 years):**

- a. Bodoland University will aim to achieve *sustainability and global recognition*.
- b. The university will establish centres of excellence in key research areas, foster a *culture of interdisciplinary research* through grants and incentives, and *host international conferences and symposiums* to be recognized as a leader in interdisciplinary research and attract global talent.
- c. *Global partnerships* will be established with leading universities and research institutions, facilitating student and faculty exchange programs and participation in global research networks and consortia to increase international collaboration and enhance global presence.
- d. *Financial sustainability* will be ensured by diversifying funding sources through *grants, donations, and endowments, implementing cost-effective measures and financial planning, and developing revenue-generating activities such as executive education and consultancy services*, ensuring a financially stable institution capable of sustained growth.

- e. The university will pursue *national and international accreditation* for programs, regularly review and update curricula to meet global standards, and highlight achievements and milestones through strategic communication to enhance its reputation and credibility, attracting students globally.

## **6. Enablers**

### **6.1. Governance Enablers**

To ensure effective governance, Bodoland University must establish and maintain fully functional governing bodies such as the *University Court, Executive Council and Academic Council*. These bodies should be empowered with the necessary autonomy and accountability to oversee the institution's operations and strategic direction.

- i. **Ensuring Accountability:** Establish clear performance metrics and accountability frameworks to ensure these bodies operate transparently and effectively.
- ii. **Standardized Processes:** Develop and implement standardized procedures for all governance activities, including meetings, decision-making, and policy implementation.
- iii. **Quality Assurance:** Implement robust quality assurance mechanisms to monitor and evaluate the effectiveness of governance processes. This includes setting up internal audit systems, regular assessments, and feedback loops to ensure continuous improvement.
- iv. **Inclusive Participation:** Involve a broad range of stakeholders, including faculty, students, staff, alumni, and external experts, in the processes leading to appointments, nominations to the University Court, Executive Council and Academic Council..
- v. **Transparent Selection:** Ensure the selection process is transparent and based on merit and contributions to the university. This will enhance the credibility and effectiveness of these bodies.
- vi. **Financial Autonomy:** Define and implement various levels of financial autonomy for different units within the university, including departments, research centres, and administrative offices.
- vii. **Self-Sustainability:** Develop strategies to achieve financial self-sustainability, such as generating revenue through tuition fees, research grants, consultancy services, and industry partnerships. Encourage units to manage their budgets efficiently while striving for financial independence.

viii. ***Preserving Academic Integrity:*** Ensure that governance practices uphold the integrity of the academic value system, fostering an environment of academic freedom, ethical conduct, and intellectual rigor.

ix. ***Adequate Control Systems:*** Implement adequate control systems to prevent malpractices and ensure compliance with institutional policies and regulations. This includes financial controls, ethical guidelines, and conflict-of-interest policies.

By implementing these measures, Bodoland University can ensure that its governing bodies function effectively, maintaining a balance between autonomy and accountability. This will support the university's mission to provide high-quality education, conduct impactful research, and contribute to the overall development of society.

## ***6.2. Financial Enablers and Funding Models***

To ensure sustainable growth and development, Bodoland University needs to establish robust financial enablers and diversify its funding sources. This involves identifying, prioritizing, and leveraging existing and additional funding avenues to support various initiatives and infrastructure development.

### ***i. Government Grants:***

- a. Continue to secure and maximize funding from state and central government programs and initiatives.
- b. Apply for specific grants aimed at infrastructure development, research projects, and educational programs.

### ***ii. Project Overheads:***

- a. Allocate overheads from sponsored research and development projects to support administrative costs and reinvest in research facilities.
- b. Develop policies to ensure a portion of project overheads is dedicated to institutional growth.

### ***iii. Research Consultancies:***

- a. Expand consultancy services to industry, government, and non-governmental organizations.
- b. Promote faculty and student engagement in consultancy projects to generate additional revenue.

### ***iv. Patents and Intellectual Property:***

- a. Encourage innovation and the patenting of research outcomes.

- b. Generate revenue through licensing agreements and royalties from patented technologies and intellectual properties.

v. ***Alumni Donations:***

- a. Establish a robust alumni network and engagement program to encourage donations and contributions.
- b. Create alumni giving programs and campaigns focused on specific projects or endowments.

vi. ***Private Sector Partnerships:***

- a. Foster partnerships with private companies for sponsored research, joint ventures, and collaborative projects.
- b. Seek funding for scholarships, infrastructure development, and academic programs from corporate social responsibility (CSR) initiatives.

vii. ***Tuition Fees:***

- a. Optimize tuition fee structures to balance affordability for students and financial sustainability for the university.
- b. Introduce differential tuition fees for specialized programs, international students, and professional courses.

viii. ***Sponsored Research and Development Projects:***

- a. Increase engagement with government and private sector funding bodies to secure sponsored research projects.
- b. Ensure that overheads earned from these projects are reinvested in research infrastructure and capacity building.

ix. ***Endowments and Philanthropic Contributions:***

- a. Establish endowment funds to support scholarships, faculty chairs, and research centres.
- b. Cultivate relationships with philanthropists and organizations to secure large-scale donations and long-term funding commitments.

*By diversifying funding sources and developing a sustainable revenue model, Bodoland University can ensure financial stability and continuous growth. These financial enablers will support the university's mission to provide high-quality education, conduct impactful research, and contribute to societal development.*

### 6.3. Academic Enablers

- i. **Interdisciplinary Focus:** Offer education in a wide range of interdisciplinary areas, ensuring comprehensive access to teaching and learning resources, skill and capacity-building opportunities, and robust research and *intellectual property* creation, protection, and deployment.
- ii. **Skill Integration:** Incorporate essential employability skills, including *soft skills, life skills, and foundational technology skills*, into the curriculum to prepare students for the job market.
- iii. **Balanced Approach:** Develop a curriculum that blends theory and practice and is available digitally to foster active contributors to societal transformation.
- iv. **Industry-Relevant Education:** Focus on practice-oriented and industry-required research and teaching methods, including topics like *Industry 4.0*.
- v. **Hybrid Learning:** Adopt a blended mode of learning that combines digital and online resources with traditional classroom instruction.
- vi. **Student-Centric Approach:** Ensure a student-centric teaching and learning process, providing top-quality professional education.
- vii. **Highly Qualified Faculty:** Aim for a high proportion of full-time faculty (75-80%) with *PhDs or significant industry expertise and quality research publications*. Incentivize industry and socially linked collaborative teaching and development of pedagogic materials.
- viii. **Training Programs:** Regularly update faculty through refresher programs and training, focusing on:
  - a. *National Credit Framework (NCrF)*
  - b. *Academic Bank of Credits (ABC)*
  - c. *National Higher Education Qualification Framework (NHEQF) with level descriptors*
  - d. *Integration of vocational education, training, and skilling into higher education*
  - e. *National Skills Qualification Framework (NSQF) with level descriptors*
  - f. *Indian Knowledge System (IKS) and future skills*
- ix. **Empathy and Understanding:** Develop educational programs that inculcate empathy, environmental awareness, and understanding of the needs of Persons with Disabilities (PwDs) and other special sections of society.

- x. **Modern Infrastructure:** Provide modern laboratories and ubiquitous technology, along with advanced learning platforms.
- xi. **Global Accessibility:** Create world-class online courses, digital resources, and blended learning materials accessible to a global audience (e.g., OCW, MOOCs).
- xii. **Leadership Role:** Provide educational leadership to other institutions, both nationally and globally.
- xiii. **Student-Centered Approach:** Foster an inspiring and motivating learning environment that is student-centered, knowledge-centered, innovation-centered, and community-centered.
- xiv. **Entrepreneurial Support:** Mentor students in developing commercial business ideas and integrate them into the startup ecosystem.

#### **6.4. Research, Intellectual Property and Supportive Enablers**

At Bodoland University, we aim to enhance new knowledge creation and intellectual property development through several strategic initiatives. We foster a culture of innovative thinking to drive creative solutions and breakthroughs. Our commitment to systematic institutional research establishes a robust foundation for generating new knowledge. By forging collaborations with universities, research centres, industries, and the community, we leverage diverse expertise and resources. We emphasize high-quality research programs and the development of intellectual property to contribute valuable innovations. Active faculty participation in research projects is encouraged to harness their expertise and drive academic progress. We focus on monetizing research outcomes through *intellectual property* protection and commercialization efforts to maximize their value. Engaging with industry stakeholders helps identify commercially valuable research and fosters collaborative opportunities. Additionally, we support startups through mentorship to nurture entrepreneurial ventures. Recognizing the roles of key stakeholders—including government, industry, academia, and society—in a knowledge-based economy is integral to our approach. Institutional interventions, such as establishing research management structures, industry liaison offices, and fundraising offices, are implemented to strengthen governance and enhance collaboration.

#### **6.5. Human Resource Management Enablers**

At Bodoland University, the recruitment and selection processes for faculty hiring shall be aligned with the academic standards set by regulatory bodies such as *UGC and AICTE*, ensuring that faculty hires meet the required educational qualifications, research experience,

and other criteria mandated by these bodies and institutional policies. Faculty members shall receive comprehensive orientation about the institution's culture, academic programs, and policies. The university conducts workshops on pedagogy, research methodologies, and academic technology to ensure continuous faculty engagement in professional development as mandated by regulatory guidelines and accreditation requirements. Regular faculty evaluations based on teaching, research, and service are conducted in line with regulatory guidelines. Faculty compensation, including salaries, research grants, and benefits packages, meets regulatory requirements. The university fosters positive faculty relationships to promote academic collaboration and institutional harmony, addressing faculty concerns and conflicts following institutional policies and regulatory requirements, and handling grievances in accordance with prescribed processes. Bodoland University aims to create diverse faculty teams to enrich the learning environment, guided by regulatory guidelines, and ensures that faculty members' rights are protected, including terms related to teaching loads and research expectations. Strategic recruitment of faculty to fill academic gaps and align with research priorities is conducted in alignment with regulatory and statutory requirements, with succession planning to identify potential future academic leaders as per regulatory recommendations.

### ***6.6. Networking and Collaborations***

Bodoland University is dedicated to leveraging networking and societal impact to enhance its academic and research capabilities. Through strategic partnerships and active alumni engagement, the university is poised to make meaningful contributions to civil society and the development sector. These efforts underscore the university's commitment to excellence, innovation, and societal well-being, ensuring that its influence extends far beyond the confines of the campus.

### ***6.7. Physical Enablers***

At Bodoland University, we recognize that while physical enablers often require significant financing, exploring alternative and innovative funding measures is essential. Our campus planning is designed to integrate academic, research, cultural, and operational activities, ensuring they harmoniously interact. We are committed to preserving the campus's aesthetic appeal while maintaining its role as a crucial component of our living and learning mission. Emphasizing environmental responsibility, we strive to enhance energy efficiency, minimize waste, and reduce our environmental footprint. We prioritize inclusivity and safety by ensuring accessibility for persons with disabilities (PwD), promoting gender inclusivity, and enforcing a *zero-tolerance policy towards discrimination, ragging, bullying, and cyberbullying*. Safety

and risk management are paramount, with established protocols for both design and operation. Additionally, we support holistic development by providing facilities for artistic expression, sports, and fitness, contributing to the overall well-being and development of our campus community. At Bodoland University, we are dedicated to ecological preservation by *protecting natural topography, minimizing our carbon footprint, and conserving water and natural resources*. We promote environmental awareness through sensitivity campaigns and foster a culture of environmental responsibility.

### **6.8. Digital Enablers**

At Bodoland University, we are centralizing admissions, student fees, and faculty compensation through digital platforms like Samarth to streamline administrative processes and enhance efficiency. To strengthen our digital presence, we are prioritizing the development of dynamic websites, implementing online teaching systems, and adopting computerized examination processes. Additionally, we are embracing digital credentialing to modernize and secure academic certifications in alignment with initiatives like the *National Academic Depository (NAD)* and the *Academic Bank of Credits (ABC)* system. Our comprehensive digital transformation strategy involves a phased implementation, incorporating advanced such as Samarth for student management and Swayam for online learning, among others. These systems, alongside our broader digital transformation efforts, support efficient management, enhance academic records accessibility, and foster a more flexible and responsive educational environment.

## **v. Infrastructure Development Plan**

### **i. Main Campus at Debagaoon:**

The Bodoland University main campus at Debagaoon currently accommodates all 17 departments with a shared building space model. The campus includes six student hostels (four for girls and two for boys), a guest house, and staff quarters. An auditorium is under construction and is expected to be completed within the next year.

The planned infrastructure developments for the main campus are as follows:

- a. **Academic Buildings:** Each department will receive dedicated infrastructure featuring individual faculty rooms, an office for the Head of Department (HoD), well-equipped classrooms, and specialized laboratories for postgraduate courses and research. The facilities will also include a seminar room with a minimum capacity of 100 seats, a

departmental library containing approximately 1,000 books, and subscriptions to relevant journals.

- b. **Classroom Facilities:** Development of state-of-the-art classroom environments, including digital classrooms and research laboratories, to support advanced learning and research needs.
- c. **Central Instrumentation Facility:** Construction of a building dedicated to housing sophisticated research equipment, facilitating high-quality research across disciplines.
- d. **Hostel Facilities:** Construction of additional hostels for students and research scholars to accommodate the growing academic community.
- e. **Sports Facilities:** Development of both indoor and outdoor sports facilities to promote physical wellness and recreational activities.
- f. **Residential Quarters:** Provision of residential quarters for academic and administrative staff to enhance on-campus living arrangements.
- g. **Guest House Upgradation:** Upgrading the existing guest house to better serve visitors and university guests.
- h. **Water Supply Scheme:** Implementation of a comprehensive water supply system, including a water treatment plant to ensure reliable and safe water availability.
- i. **University Hospital:** Establishment of a university hospital with integrated research facilities to address healthcare needs and support medical research.
- j. **Canteen Facility:** Development of a modern canteen to provide quality food services to students and staff.
- k. **Indian Post Office Facility:** Establishment of an Indian Post Office to facilitate postal services on campus.

**ii. Haldwibari Site :**

The Haldwibari site, which covers 55 bighas of land, currently includes one academic building (under construction) for science departments, a building for staff quarters (six units), a tissue culture laboratory, and a botanical garden.

**iii. Subaijhar Site :**

The Subaijhar site, covering 186 bighas of land, is currently undeveloped. Planned developments include:

- i. **Academic Buildings:** Construction of new academic buildings to support the establishment of proposed departments.
- ii. **RCC Bridge:** Construction of a reinforced concrete bridge over the Gaurang River to connect the Subaijhar site with the Debargaon campus.

- iii. **Quality Control/Food Testing Laboratory:** Establishment of a laboratory for quality control and food testing to enhance research and practical training in these areas.

**iv. New Campus Development at Udalguri:**

Bodoland University plans to develop a new campus in Udalguri, Assam, approximately 300 km from the Kokrajhar campus. The proposal has received approval from the Government of Assam, and the process for land acquisition and development is underway. Establishing the departments as presented in Table 1 in Udalguri ensures that the university's academic offerings are more *evenly distributed across the region*, catering specifically to the educational needs and aspirations of students from Udalguri district and nearby regions. This also aligns with the NEP 2020's emphasis on *increasing access to quality education and promoting regional diversity* in higher education institutions:

**Table 1: Proposed Departments at Udalguri Campus**

| SI No | Name of the Department | Academic Focus  | Rationale  |
|-------|------------------------|---|--|
| 1     | Assamese               | Language education, literature, and cultural studies in Assamese. | Enhances regional linguistic knowledge and cultural appreciation.                              |
| 2     | Bodo                   | Language education, literature, and cultural studies in Bodo.     | Promotes cultural heritage and linguistic diversity among students.                            |
| 3     | English                | Language education, literature, and cultural studies in English.  | Provides comprehensive knowledge and skills in English language and literature.                |
| 4     | Economics              | Study of economic systems, theories, and policies.                | Prepares students for careers in economics, finance, and policy analysis.                      |
| 5     | Education              | Study of educational theories, practices, and policies.           | Prepares educators and educational administrators for effective teaching and management roles. |

|   |                   |  |  |
|---|-------------------|--|--|
| 6 | Political Science | Study of political systems, theories, and international relations. | Prepares students for careers in government, diplomacy, and public policy. |
| 7 | Commerce          | Study of business principles.                                      | Equips students with skills for careers in business.                       |

## Annexure

**Gantt Chart 1: Physical Infrastructure Development**

| <b>Name of Infrastructure</b>   | <b>Existing Availability</b>                             | <b>Immediate Plan</b>     | <b>Within 5 Years</b>    | <b>Within 10 Years</b>      | <b>Within 15 Years</b> |
|---|--|---------------------------|--------------------------|-----------------------------|------------------------|
| <b>Academic Building for Department of Bodo</b>                                     | Functioning in the Centre for Bodo Studies               | -                         | -                        | -                           | -                      |
| <b>Academic Building for Department of Physics</b>                                  | Functioning in the old Administrative Building           | -                         | -                        | -                           | -                      |
| <b>Academic Building for Department of Geography</b>                                | Functioning in Education Department                      | -                         | -                        | -                           | -                      |
| <b>Bridge over Gaurang River for Connecting Debargaon Campus and Subaijhar Site</b> | Nil  | Conduct feasibility study | Begin construction       | Complete construction       | -                      |
| <b>Indoor Stadium</b>   | Nil  | Plan and design           | Begin construction       | Complete construction       | -                      |
| <b>Development of Outdoor Sports Complex</b>  | Existing sports field used without proper infrastructure | Design and plan           | Develop infrastructure   | Enhance and expand          | Long-term upgrades     |
| <b>Central Instrumentation Centre</b>   | Nil  | Conduct feasibility study | Begin construction       | Complete construction       | -                      |
| <b>Repairing/Renovation of Existing 5 Academic Buildings</b>                        | Old buildings require repairing and renovation           | Start renovation          | Complete renovation      | -                           | -                      |
| <b>Research Scholars Hostel</b>   | Nil  | Design and plan           | Begin construction       | Complete construction       | -                      |
| <b>Boys Hostel (2 Nos)</b>  | 2 Boys hostels with 120 intake capacity                  | -                         | -                        | -                           | -                      |
| <b>Girls' Hostel (4 Nos)</b>  | 4 Girls hostels with 200 intake capacity                 | -                         | -                        | -                           | -                      |
| <b>Vertical Extension of One-Story Boys Hostel</b>                                  | Ground floor completed, needed vertical extension        | Plan and design           | Begin vertical extension | Complete vertical extension | -                      |

|  |   |                           |                          |                             |   |
|--|---|---------------------------|--------------------------|-----------------------------|---|
| <b>Vertical Extension of One-Story Girls Hostel</b>  | Ground floor completed, needed vertical extension | Plan and design           | Begin vertical extension | Complete vertical extension | - |
| <b>Boundary Wall for Subaijhar Site</b>  | Nil   | Plan and design           | Begin construction       | Complete construction       | - |
| <b>Residential Quarters for 100 Teachers</b>   | 3 Teachers' quarters with 24 units                | Design and plan           | Begin construction       | Complete construction       | - |
| <b>Residential Quarters for 60 Non-Teaching Staff</b>                                      | 2 quarters with 12 units                          | Design and plan           | Begin construction       | Complete construction       | - |
| <b>Construction of Academic Building for Starting 16 New Departments at Subaijhar Site</b> | Nil   | Conduct feasibility study | Begin construction       | Complete construction       | - |
| <b>Academic Building at Udalguri Campus</b>  | Nil   | Design and plan           | Begin construction       | Complete construction       | - |
| <b>Administrative Building at Udalguri Campus</b>  | Nil   | Design and plan           | Begin construction       | Complete construction       | - |
| <b>Boundary Wall at Udalguri Campus</b>  | Nil   | Plan and design           | Begin construction       | Complete construction       | - |

### Gantt Chart 2: Academic Departments and Programmes

| Particulars                            | Existing Availability | Immediate | Within 5 Years | Within 10 Years | Within 15 Years |
|--|-----------------------|-----------|----------------|-----------------|-----------------|
| <b>Hindi</b>                           | Nil                   | -         | ✓              | ✓               | ✓               |
| <b>Bengali</b>                         | Nil                   | -         | ✓              | ✓               | ✓               |
| <b>Sociology</b>                       | Nil                   | -         | ✓              | ✓               | ✓               |
| <b>Tourism Studies</b>                 | Nil                   | -         | ✓              | ✓               | ✓               |
| <b>Mass Communication</b>              | Nil                   | -         | ✓              | ✓               | ✓               |
| <b>Philosophy</b>                      | Nil                   | -         | ✓              | ✓               | ✓               |
| <b>Master of Public Administration</b> | Nil                   | -         | ✓              | ✓               | ✓               |
| <b>L.L.M.</b>                          | Nil                   | -         | ✓              | ✓               | ✓               |
| <b>Psychology</b>                      | Nil                   | -         | ✓              | ✓               | ✓               |

|  |     |   |   |   |   |
|--|-----|---|---|---|---|
| <b>Hospital Administration</b>           | Nil | - | ✓ | ✓ | ✓ |
| <b>Anthropology</b>                      | Nil | - | ✓ | ✓ | ✓ |
| <b>Master Programme in Music</b>         | Nil | - | ✓ | ✓ | ✓ |
| <b>Master Programme in Fine Arts</b>     | Nil | - | ✓ | ✓ | ✓ |
| <b>Pharmacology</b>                      | Nil | - | ✓ | ✓ | ✓ |
| <b>Forensic Science</b>                  | Nil | - | ✓ | ✓ | ✓ |
| <b>Physical Science</b>                  | Nil | - | ✓ | ✓ | ✓ |
| <b>M.Ed &amp; B.Ed Integrated Course</b> | Nil | - | ✓ | ✓ | ✓ |
| <b>Cultural Studies</b>                  | Nil | - | ✓ | ✓ | ✓ |
| <b>Master of Public Health</b>           | Nil | - | ✓ | ✓ | ✓ |
| <b>Master of Social Work</b>             | Nil | - | ✓ | ✓ | ✓ |

**Note:**

- a. **Immediate:** Planning and approval stages.
- b. **Within 5 Years:** Establishment and operationalization.
- c. **Within 10 Years:** Expansion and additional programs.
- d. **Within 15 Years:** Further development and consolidation.

**Gantt Chart 3: Courses and Specialisation to be offered**

| Particulars  | Existing Availability | Immediate | Within 5 Years | Within 10 Years | Within 15 Years |
|--|-----------------------|-----------|----------------|-----------------|-----------------|
| <b>Department of Economics: International Economics</b>                      | Nil                   | -         | ✓              | ✓               | ✓               |
| <b>Department of Botany: Mycology and Plant Pathology</b>                    | Nil                   | -         | ✓              | ✓               | ✓               |
| <b>Department of Botany: Cytology, Genetics, and Plant Breeding</b>          | Nil                   | -         | ✓              | ✓               | ✓               |
| <b>Department of Botany: Plant Ecology</b>                                   | Nil                   | -         | ✓              | ✓               | ✓               |
| <b>Department of History: Philology</b>                                      | Nil                   | -         | ✓              | ✓               | ✓               |
| <b>Department of History: Museology</b>                                      | Nil                   | -         | ✓              | ✓               | ✓               |
| <b>Department of Political Science: Certificate Course on United Nations</b> | Nil                   | -         | ✓              | ✓               | ✓               |

|   |     |   |   |   |   |
|---|-----|---|---|---|---|
| <b>Department of Chemistry:<br/>Certificate Course on Soap<br/>Manufacturing</b>                              | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Chemistry: PG<br/>Diploma in Analytical<br/>Chemistry</b>                                    | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Zoology:<br/>Certificate Course on<br/>Sericulture</b>                                       | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Zoology: PG<br/>Diploma Course on<br/>Bioinformatics</b>                                     | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Zoology:<br/>Certificate Course on<br/>Aquaculture</b>                                       | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Geography:<br/>Cartography</b>   | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Geography:<br/>Climatology</b>   | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Geography:<br/>Health Geography<br/>Specialization</b>                                       | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Geography:<br/>Gender Geography<br/>Specialization</b>                                       | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Geography:<br/>Geopolitical Studies<br/>Specialization</b>                                   | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Geography:<br/>Migration Studies<br/>Specialization</b>                                      | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Management<br/>Studies: Entrepreneurship<br/>Development Short-term<br/>Course</b>           | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Management<br/>Studies: Digital Financial<br/>Literacy Short-term Course</b>                 | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Management<br/>Studies: Soft Skill Development<br/>Short-term Course</b>                     | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Management<br/>Studies: Leadership and<br/>Emotional Intelligence Short-<br/>term Course</b> | Nil | - | ✓ | ✓ | ✓ |

|   |     |   |   |   |   |
|---|-----|---|---|---|---|
| <b>Department of Management Studies: Decision Science Short-term Course</b>                 | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Management Studies: People Management Short-term Course</b>                | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Management Studies: Social Media Management Short-term Course</b>          | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Management Studies: Tourism Management Short-term Course</b>               | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Management Studies: Retail Management Short-term Course</b>                | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Management Studies: MS Excel for Data Analysis Short-term Course</b>       | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Management Studies: Banking and Capital Markets Specialization</b>         | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Management Studies: International Business Specialization</b>              | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Bodo and Assamese: Translation Studies Short-term Courses</b>              | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of English: Functional English Certificate Course</b>                         | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Computer Science and Technology: Introduction of ERP Short-term Course</b> | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Computer Science and Technology: Machine Learning Short-term Course</b>    | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Mathematical Sciences: Mathematics of Uncertainty Short-term Course</b>    | Nil | - | ✓ | ✓ | ✓ |

|   |     |   |   |   |   |
|---|-----|---|---|---|---|
| <b>Department of Mathematical Sciences: Mathematics for Machine Learning/Data Science</b> | Nil | - | ✓ | ✓ | ✓ |
| <b>Department of Biotechnology: Clinical Research Short-term Course</b>                   | Nil | - | ✓ | ✓ | ✓ |

**Gantt Chart 4: Technology Upgradation Plan**

| Particulars   | Existing Availability           | Immediate                                     | Within 5 Years                                      | Within 10 Years                           | Within 15 Years                                   |
|---|---------------------------------|---|---|---|---|
| <b>Upgradation of Existing 34 Classrooms with ICT Facilities</b>          | Digital boards in 34 classrooms | Implement ICT facilities in all 34 classrooms | Ongoing maintenance and upgrades                    | Expand to additional classrooms as needed | Full integration with smart learning technologies |
| <b>Digital Library</b>  | RFID introduced                 | Implement digital library management systems  | Expansion of digital resources and databases        | Integration of AI for resource management | Continuous updates and upgrades                   |
| <b>Introduction of RFID in University Campus</b>                          | Nil                             | Initial rollout of RFID systems               | Full campus-wide RFID implementation                | Enhancement of RFID applications          | Advanced RFID technology integration              |
| <b>Introduction of Online Classes for Diploma and Certificate Courses</b> | Nil                             | Develop online class platforms                | Expand course offerings online                      | Integration with virtual classrooms       | Advanced e-learning technologies                  |
| <b>Digitization of Examinations System</b>                                | Nil                             | Integrate with Samarth                        | Full implementation across all exams                | Continuous upgrades                       | Integration with AI for data analysis             |
| <b>Digitization of Admission and Registration System</b>                  | Nil                             | Integrate with Samarth                        | Full integration across all departments             | Continuous upgrades                       | Advanced digital registration technologies        |
| <b>Digitization of Administrative System</b>                              | Nil                             | Integrate with Samarth                        | Full implementation in all administrative functions | Continuous system improvements            | Integration with advanced admin technologies      |
| <b>Digitization of Record-Keeping System</b>                              | Nil                             | Integrate with Samarth                        | Full implementation across departments              | Ongoing updates and system enhancements   | Integration with AI for record management         |
| <b>Digi Locker System</b>   | Started                         | Expedite                                      | Full utilization by students and staff              | Continuous system upgrades                | Advanced features and integration                 |

**Gantt Chart 5: Community Engagement and Development Plan**

| <b>Activities</b>  | <b>Existing Availability</b> | <b>Immediate</b>                      | <b>Within 5 Years</b>                      | <b>Within 10 Years</b>                            | <b>Within 15 Years</b>                        |
|--|------------------------------|---------------------------------------|--|---|---|
| <b>Adoption of Five Villages in Each District of BTR by Academic Departments of the University</b>       | Two villages                 | Expand to five villages per district  | Establish ongoing support and engagement   | Enhance community initiatives in adopted villages | Consolidate and expand adoption program       |
| <b>Adoption of Schools by Each Department of the University</b>  |                              | Initiate school adoption program      | Full adoption of targeted schools          | Evaluate and enhance school support programs      | Expand to additional schools                  |
| <b>Organizing Awareness Programs on Higher Education</b>   | Nil                          | Develop and launch awareness programs | Conduct regular awareness sessions         | Assess impact and refine programs                 | Expand to broader regions and demographics    |
| <b>Mathematics-Related Awareness Programs in Villages</b>  | Nil                          | Launch initial awareness programs     | Expand to more villages                    | Integrate into local education systems            | Develop ongoing community engagement          |
| <b>Awareness Programs on Science for Motivation of Students in Rural Areas</b>                           | Nil                          | Initiate science awareness programs   | Expand reach to more rural areas           | Develop sustained science education initiatives   | Integrate into broader educational frameworks |
| <b>Organization of Awareness Programs on Witch Hunting/Child Marriage/Drug Abuse at Community Levels</b> | Nil                          | Start with pilot programs             | Broaden programs to additional communities | Evaluate effectiveness and enhance strategies     | Develop long-term community support networks  |

**Gantt Chart 6: Human Resource Development Plan**

| Type of Human Resource  | Existing Availability | Immediate                    | Within 5 Years        | Within 10 Years     | Within 15 Years           |
|---|-----------------------|------------------------------|-----------------------|---------------------|---------------------------|
| <b>Creation and Appointment of 26 Professors for New Departments</b>            | Nil                   | Initiate recruitment process | Complete appointments | Ongoing recruitment | Stabilize staffing levels |
| <b>Creation and Appointment of 52 Associate Professors for New Departments</b>  | Nil                   | Initiate recruitment process | Complete appointments | Ongoing recruitment | Stabilize staffing levels |
| <b>Creation and Appointment of 104 Assistant Professors for New Departments</b> | Nil                   | Initiate recruitment process | Complete appointments | Ongoing recruitment | Stabilize staffing levels |
| <b>Creation and Appointment of 6 Research Officers</b>                          | Nil                   | Initiate recruitment process | Complete appointments | Ongoing recruitment | Stabilize staffing levels |
| <b>Creation and Appointment of 12 Laboratory Assistants</b>                     | 2 Nos                 | Recruit additional staff     | Full staffing         | Ongoing recruitment | Evaluate staffing needs   |
| <b>Creation and Appointment of 52 Clerical Staff</b>                            | 22 Nos                | Recruit additional staff     | Full staffing         | Ongoing recruitment | Evaluate staffing needs   |
| <b>Creation and Appointment of 102 Grade IV Staff</b>                           | 28 Nos                | Recruit additional staff     | Full staffing         | Ongoing recruitment | Evaluate staffing needs   |

**Gantt Chart 7: Initiates for Green Campus**

| Activities  | Existing Availability | Immediate                    | Within 5 Years                  | Within 10 Years                  | Within 15 Years                 |
|---|-----------------------|------------------------------|---------------------------------|----------------------------------|---------------------------------|
| <b>Plantation and Maintenance of Trees by Students</b>    | Started               | Continue ongoing initiatives | Expand tree plantation programs | Integrate with campus activities | Achieve a fully green campus    |
| <b>Development of Botanical Garden at Haldwibari Site</b> | Started               | Continue development         | Complete garden setup           | Enhance with additional features | Achieve full operational status |

|   |         |                                    |                                   |                                  |  |
|---|---------|------------------------------------|-----------------------------------|----------------------------------|--|
| <b>Development of Garden on Both Sides of Gourang River</b>       | Nil     | Initiate garden development        | Progress with landscaping         | Complete major landscaping       | Maintain and expand as needed          |
| <b>Beautification of Outside/Inside University Boundary Walls</b> | Nil     | Begin beautification process       | Complete initial phase            | Expand beautification efforts    | Maintain and refresh regularly         |
| <b>Installation of Solar Plant for Energy Efficiency</b>          | Nil     | Plan and design                    | Begin installation                | Full operational status          | Achieve optimal energy efficiency      |
| <b>Introduction of Waste Management System</b>                    | Started | Implement initial waste management | Expand waste management practices | Optimize waste management system | Achieve comprehensive waste management |

# ***BODOLAND UNIVERSITY***

*Rangalikhata, Kokrajhar, BTR,  
Assam, India.*

*Website: <https://buniv.edu.in>*

