



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BODOLAND UNIVERSITY

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bodoland University was established by an act of the Assam Legislative Assembly on 28th February, 2009 with the objective of higher education accessible to students in lower Assam in general and in particular to Bodos and various communities of Bodoland Territorial Region (BTR) which is under the sixth scheduled of the Constitution of India. This is the only University in the region providing quality higher education and plays important role in all round development of the people and the society of the region.

The university is strategically located at a distance of 45 kms. from West Bengal, 50 kms. from Bhutan and 110 kms. from Bangladesh. This makes Bodoland University possible to cater to the needs of higher education for students from the neighboring countries, Bhutan, Bangladesh and Nepal.

Kokrajhar is the city of peace. The picturesque campus of Bodoland University at Debargaon in Kokrajhar is surrounded by several institutions of higher education and research. The university offers an ideal site for academic interaction and exchange of ideas across disciplines. The serene surroundings and excellent academic and infrastructural strengths make Bodoland University a perfect academic platform for traditional wisdom and contemporary knowledge.

The university presently offered post graduates courses and research in 17 major disciplines and interdisciplinary subjects. The university has 58 affiliated colleges offering undergraduate courses in various disciplines and includes 4 District Institute of Education and Training (DIET) and 3 B.Ed. Colleges offering B.Ed. course and M.Ed. is offered in Government College of Teacher Education. One Law College affiliated to the university offers L.L.B. course.

Bodoland University believes in the motto: Educate, Upskill, Liberate and Empower Youths of Bodoland Territorial Region. To realize this motto, the university has set new heights in research, collaboration with industries, technology incubation and startup, social engagement, curriculum enhancement enacting NEP2020, faculty capacity building, transparency, automation and infrastructure development.

Bodoland University is the International, Regional and Local Knowledge Hub for education, research, practice, harnessing and expression of talents to achieve destiny of every individual.

Vision

To be international knowledge hub of excellence for higher education and to strive for the highest national and global standards.

Mission

1. To impart value-based education leading to innovative knowledge and skill to mitigate present and future regional, national and international challenges.
2. To empower youths through quality education and social engagements.

3. To undertake need-based research pertinent for advancement of indigenous and modern knowledge and innovation for betterment of individual, society and the nation.
4. To ensure access to higher education by all sections of the society, keeping in view the prevailing socio-economic disparity.
5. To develop women's potential and empowerment through education.
6. To protect, preserve and promote the ethics and cultural heritage of the region in particular and of the country in general leading towards national integrity.
7. To enhance exchange of best practices, knowledge and technology.
8. To promote regional, national and international collaboration in education and research.
9. To mold students into becoming leaders in their chosen fields, ensuring effective and sustainable social actions.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Bodoland University provides quality and affordable higher education to students from all socio-economic strata with focus emphasis on tribal students and gender equality.
2. The university has adopted CBCS for all courses and follows semester system.
3. The preparation for implementation of NEP 2020 from the academic session 2023-24 is in full swing.
4. It is only university with footprints in lower Assam in the vicinity of Bhutan, Bangladesh and Nepal in quality education and in basic and advanced research in interdisciplinary and transdisciplinary in the field of Biotechnology, Physical Sciences, Bodo Literature, Humanities, Social Science, Biological and Ecological Sciences, Bamboo Research, Management Studies, Computer and Information Technology.
5. The university received generous grant-in-aid for salary and infrastructure development from the Government of Assam. The university also received from time to time in kind support for infrastructure development, books, furniture, laboratory and classroom equipment from the Government of Bodoland Territorial Council.
6. Bodoland University has strong support of the general public, public administration, , entrepreneurs and business establishments of Bodoland Territorial Region.
7. The university imparts value-based teaching learning by orienting students and faculties on enriching traditional knowledge system, local language, literature, culture, social coherence, coexistence and patriotism.
8. The university has digital savvy, young and energetic faculties well versed with virtual teaching and assessment of students.
9. The university has installed digital board in all academic departments and infrastructure is fast expanding horizontally and vertically.
10. The university has 165 acres of land and has potential to develop infrastructure for new academic departments, laboratories, instrumentation centers, students hostel, quarters and building other amenities.
11. The university is blessed with a green campus with Gaurang river flowing through the campus, with 30 varieties of natured bamboos, a betel nut garden, and 1200 trees.

Institutional Weakness

1. Bodoland University was established in 2009 and 14 years' old and is yet introduce many more academic departments and disciplines.
2. Being a public university funded by the Government of Assam opening of new academic departments and disciplines required concurrence of the government.
3. Full automation of administration, finance, examinations and tendering process is yet to implement.
4. The university has not yet participated in CUET.
5. Hostel capacity fall far short of demands.

Institutional Opportunity

1. To introduce new academic departments and courses as envisaged in NEP2020 and as per changing needs of the society, industry, market and evolving science and technology.
2. To open new campuses in the other districts of the Bodoland Territorial Region (BTR).
3. To open Institute of Distance and Open Learning (IDOL).
4. To develop knowledge hub for literature, culture, traditional practices, arts and folklore.
5. To harness talents of locals in sports by building indoor and outdoor stadiums.
6. To deepen the agricultural productivity by introducing graduate and post graduate courses on agriculture.
7. To create demand and increase intake of foreign students.
8. To increase academic exchange programmes with other academic institutions in the country and abroad.
9. To enhance industrial consultancy with the available expertise of faculties and students and laboratory facilities.
10. To introduce technical courses including forensic and pharmaceutical sciences.

Institutional Challenge

1. To mobilize adequate financial resources infrastructure development, academic departments and building sports facilities.
2. To introduce Enterprise Resource Planning (ERP) for efficiency and transparency in administration.
3. To meet global standard in innovation, research and technology transfer from laboratory to industry.
4. To attract international collaboration for research and exchange programmes.
5. To enhance employability of students due to rural and agriculture based economy of BTR.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The university is an affiliating state university catering to the needs of higher education to students from predominantly rural five districts Baksa, Chirang, Kokrajhar, Tamulpur and Udalguri of Bodoland Territorial Region (BTR). To translate its vision into reality the university the motto: Educate, Upskill, Liberate and Empower Youths of Bodoland Territorial Region.

There are 17 academic departments under 4 faculty of studies and 4 centers offering Post Graduate Courses in 18 disciplines, certificates and diplomas in Bamboo, Human Rights, Dance & Music and a number of value added programmes. The university is striving hard to impart quality higher education, upskill and empower

youths of BTR.

The syllabi of the university are framed with the programme outcomes (POs) and course outcomes (Cos), thereby fulfilling the objective of graduate attributes of Outcome Based Education in India. The CBCS syllabus and the elective courses allow the students and scholars to select courses per their interests and choice, fulfilling their desire to study something different and new. The syllabi are reviewed periodically. Before finalising the syllabus, the suggestions of academicians of repute, experts from the industry and other stakeholders are duly incorporated. The university ensures that the syllabi are of national standard while making sure that the regional contexts are also made part of the final syllabi. The courses of the university's different departments provide avenues to the students for good hands-on training, field survey, etc. It is therefore transforming monologue teaching into participative learning. Most of the university courses primarily focus on employability, entrepreneurship, and skill development of the students. These three mantras attract students to pursue higher learning at this university. With a focus on creating human capital for the nation, the syllabi of the departments are included with the courses like Business Ethics, Intellectual Property Rights, Gender & Politics, Gender History, Gender Economics, Gender Studies, Human Rights, Ethnicity, Society and Politics, Peace & Conflict Studies, Environmental Biotechnology, etc. These inclusions further enrich the syllabi of the departments.

The university is all set to implement NEP2020 at the undergraduate level from the academic session 2023-24.

Teaching-learning and Evaluation

Bodoland University academic environment is rich and transparent. Despite the fact that the university is just 14 years old as many as 75% of the faculty holds Ph.D. and Post-Doctoral degrees in their respective disciplines. The recruitment process is frequently taken up with wide publicity in national, regional and local newspapers and in the university website.

Bodoland University prepare academic calendar for every academic session synchronising classes, internal assessment, examinations, vacations, varsity week, youth festival, national and state holidays. On the average 220 working days and 200 teaching days constitute academic calendar of the university.

The admission policy strictly follow the Constitutional provision for reservations for all the programs. Admissions are made through a centralized admission process based on the joint entrance examination conducted by the office of the Academic Registrar.

The University has a distinct mechanism for offering remedial courses for slow learners. Remedial courses are offered to those deficient in different papers. Departments enjoy autonomy in designing their courses by seeking inputs and suggestions for improvements from experts (within India) in the respective subjects. Students' progress is carefully monitored from semester to semester through two Internal assessments and end-semester examinations. A minimum of 75% class attendance is mandatory. In addition, Invited talks, quizzes, and special lectures are also conducted for the improvement of the learners. Emphasis is given to using online materials and ICTs in the classroom context. Effective e-learning occurs in the library using the NKN and BSNL Facilities. Teachers regularly participate in seminars, orientation and refresher courses. A grievance redressal mechanism ensures a transparent and accountable evaluation system. The University posted the students' final marks and grades online, and the results were posted on the website soon after. The University has developed a system of receiving structured feedback, and action is also taken based on the feedback obtained.

Learning interventions, including mandatory mentoring, induction programs, skill up-gradation, field visits, exploratory surveys and census, post-disaster impact analysis, archaeological excavations, community learning in indigenous knowledge practices, internships, case studies, dissertations, live research projects and remedial teaching, ensure academic excellence.

Research, Innovations and Extension

Research culture in Bodoland University is well established as evident from the projects and publications of the faculties. There is continuous encouragement and support to teachers, students and scholars to carry out and promote research activities in different areas of science, management, humanities, literature and social sciences by providing all necessary infrastructural facilities like research laboratories and a good collection of books and journals. The University have Technology incubation Center, High tech Green House, Animal House, Orchidarium, Bambusetum, Tissue Culture Laboratory, and departmental Language Laboratories for facilitating researchers. The University has appropriate institutional ethical committees to examine ethical issues and ensure quality research. The university also encourages the participation of the faculty members in seminars, conferences, workshops, etc., at national and international levels and offer financial aid as travel grants.

About 59% of the departments of the University are covered by various funding agencies such as DBT, DST, ICSSR, ICMR, and BTC. The University has received a research grant of about 4.86 crores from multiple national funding agencies during the last five years. The Department of Biotechnology under the Faculty of Science and Technology is supported through DST-FIST during the assessment period with a grant-in support of 57lacs. 84 PhDs have been awarded in various disciplines over the last five years. More than 244 research articles in renowned national and international journals, 93 book chapters, books, and conference proceedings have been produced/published during the last five years. Five Memorandums of Understanding (MoUs) with various national institutions have been signed and are operational.. The Start-Up Cell was constituted in 2019, and the Bodoland University Start-up Programme (BUSUP) was initiated in 2022 which was designed in compliance with the National Innovation and Start-up Policy, 2019 (NISP- 2019) of the Ministry of Education, Government of India (GOI).

The University has conducted a good number of extension and outreach programmes under the banner of different academic Departments, the NSS Cell, and the Medical Unit, among students as well as the neighbouring communities on diverse social issues like disease prevention, sanitation, drug abuse, gender sensitisation, domestic violence, human rights etc.

Infrastructure and Learning Resources

Bodoland University has infrastructure adequate to effectively run its academic and administrative needs. University gets network connection of National Knowledge Network (NKN) of 1Gbps. Infrastructure consists of 3 RCC multistoried buildings for social science and humanities, 2 RCC multistoried and one Assam type buildings for physical and biological sciences, one RCC multistoried building for library and has a good playground. Additionally, university has a 2 storied RCC administrative building. Computer center looks after the internet connectivity of faculties, students, officers and staffs of the university.

Digital boards are installed in all the classrooms for IT enabled teaching and learning.. Every academic

department has departmental library, a modest seminar hall and research scholar room. Department of Computer Science and Technology with the System Administrator support secured IT infrastructure in the university. University website, campus network and all computers are protected by license security software.

The university library is RFID enabled to facilitate self-issue and return of books. The library possesses a rich collection of both physical and e-books and journals. The library also has section for books and manuscripts donated by publics, scholars and authors.

The DBT-Govt. of India-sponsored Technology Incubation Centre at Bodoland University, the Center for Bamboo Studies, Biotech Hub, Bioinformatics Infrastructure Facility and Biotech Kisan Hub provide the required facilities to promote innovation and research. Further, Centers such as South and South East Asia Study Centre, Centre for Peace and Conflict Studies, Centre for Women Studies, also undertake various academic initiatives such as Seminar, Conferences, Invited Talks etc. The University has adequate facilities of hostel accommodation for boys and girls, bus for conveyance, canteens within the campus, and medical facilities. Co-curricular activities have also been taken care by providing sports infrastructure and cultural environment in the University. The University shall continue to build on its academic endeavours to achieve the status of a premier educational institution in North East India by using the financial and human resources available to optimum. The University has laid down a road map for augmenting the infrastructure and learning resources to ensure best-in-class education and research in the years to come.

Student Support and Progression

Bodoland University make students accessible basic amenities, support students for their all-round welfare and has a student friendly campus. It is only university in the sixth scheduled areas of BTR providing higher education to students belongs to scheduled tribes (ST) and are from poor rural households. The university is committed to providing affordable quality higher education and the academic environment is vibrant free from pollution, decimation of all kinds, ragging, tobacco and drugs.

A number of students of the university were benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the assessment period. For Capacity building and skill enhancement for the students, the university organized programmes related to Soft skills development, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene) and Awareness of trends in technology. The university has organized career counseling programmes for the students from time to time

For addressing of student grievances including sexual harassment and ragging cases, the university constituted cells like Students Grievance Redressal Cell, Internal Complaints Committee, Anti Ragging Squad and Anti Ragging Committee and these cells are working actively. Hostellers are supervised by Hostel Wardens and Director of Students Welfare. The medical unit of the university is well equipped with the doctors, nurses, pharmacist and ambulance to attend the medical needs of students. During the assessment period, with rare exception of an academic year, there is positive growth rate as far as the placement of students after completion of their degree was concerned.

There is an active Student's Union elected annually and a number of programmes like Varsity Week, Rastriya Ekta Diwas, Plantation programme, Youth festival, inter-college sports meets etc are organized by the student's union, with the facilitation from the faculties, officers and staff of the university. The performance of the students in sports and cultural events are eye-catching winning laurels from many regional and national events. The Bodoland University Alumni Association hold regular meetings in the campus and keep connected.

Governance, Leadership and Management

The university, in order to achieve its vision, has set a good number of missions and has taken practical and pragmatic strategies from time to time. A decentralised and participatory administrative set-up that has been postulated in order to nurture a liberal endeavour for the enactment of the designated roles assigned to the stakeholders. The Bodoland University Statute has been implemented which clearly defines the appointment policy, powers, duties and all other terms and conditions of the services of all the teaching and non-teaching staff of the institute. These policies have been implemented by letter and spirit.

The university has also deployed e-governance to make the system accessible, transparent and convenient for all concerned. The university has provided full support and liberty to the academic departments for academic and research-related functioning. The university has a well-defined performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff. Campus medical facilities, ATM services on the premises, a Children's Park, and staff quarters are some of the welfare strategies the university has been implementing. Financial assistance to participate in seminars/workshops to the faculties has also been provided. Institutional strategies for mobilizing funds and optimal resource utilization are also pertinent areas where the university has taken localized strategies. The university receives grants in aid for salary and infrastructure development as per the provision made in the budget of the Government of Assam. Being an affiliating University, it collects a fee for affiliation and subject permission. Fund sources are also from admission, examination and registration fees and charges for certificates and degrees. All financial collection besides the grant in aid from the GoA is the pooled internal resource mobilization of the university. Additionally, the university has received funding for research projects from DST, DBT, ICMR, NEC and BTC. The IQAC of Bodoland University has actively assisted in planning, guiding and monitoring the premier institution's Quality Assurance (QA) and Quality Enhancement (QE) activities, including formalising quality assurance strategies through deliberation at different levels and participation of various stakeholders.

Institutional Values and Best Practices

Bodoland University adopts yearly programmes for gender sensitisation that focus on concerns specific to women. Moreover, an ICC (Institutional Complaints Committee) handles sexual harassment complaints. Gender is also covered in the curriculum in courses like "Gender Studies," "Gender and Politics," and "Gender Economics." CCTV cameras that are installed and provide round-the-clock surveillance in the girl's hostel safeguard the safety and security of women. Strong fences and competent security personnel guarantee general safety. The Director of Student Welfare heads the University's specialised grievance redressal cell. Also, the cell offers counselling services. Boys and girls have separate common areas, and restrooms have a constant water supply. For female staff, there is a daycare facility accessible. The University strongly emphasises conservation while maximising the use of alternative energy sources. Door-to-door trash collection is used, and dustbins are appropriately positioned. A three cubic metre lab-scale biogas plant and a functioning vermicomposting unit are present within the campus. A bio-incinerator is installed to destroy sanitary products and biomedical wastes. The University disposes of the e-waste at auction; However, there are no radioactive

wastes on campus. University policies are followed while disposing of chemicals from science labs. The University performs energy audits, green audits, etc. Disability-friendly technology is available at the University. The institution implements the government of India's reservation laws and organises various cultural events focusing on literature. Human rights and peace education is provided besides disseminating the constitutional values of India amongst the students. The University emphasises the Code of Conduct for both faculty and students. A day of important significance is commemorated yearly, primarily to promote patriotic and humanitarian values.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	BODOLAND UNIVERSITY
Address	Debargaon , J.D. Road , P.O. Rangalikhata , Kokrajhar (BTR) , Assam.
City	Kokrajhar
State	Assam
Pin	783370
Website	www.buniv.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Laishram Ladu Singh	03661-277126	9954077546	-	ladusingh2010@g mail.com
IQAC / CIQA coordinator	Sujit Deka	-	9969463348	-	sujitdeka@gmail.c om

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	27-02-2009
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	29-05-2012	View Document
12B of UGC	30-10-2019	View Document

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Debargaon , J.D. Road , P.O. Rangalikhatata , Kokrajhar (BTR) , Assam.	Tribal	109.38	15050.23	PG, PhD		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
General	58	0	58

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	58
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes				
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>113386_10446_1_1672213501.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	113386_10446_1_1672213501.pdf	
SRA program	Document				
AICTE	113386_10446_1_1672213501.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	17				34				71			
Recruited	4	2	0	6	14	4	0	18	44	25	0	69
Yet to Recruit	11				16				2			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				124
Recruited	56	12	0	68
Yet to Recruit				56
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				6
Recruited	4	0	0	4
Yet to Recruit				2
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	1	0	0	0	0	0	1
Ph.D.	4	2	0	13	4	0	29	16	0	68
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	14	9	0	23
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	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
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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
PG	Male	811	3	0	0	814
	Female	1111	2	0	2	1115
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	111	0	0	0	111
	Female	104	0	0	0	104
	Others	0	0	0	0	0
Diploma	Male	1	0	0	0	1
	Female	2	0	0	0	2
	Others	0	0	0	0	0

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

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Assamese	View Document
Biotechnology	View Document
Bodo	View Document
Botany	View Document
Chemistry	View Document
Commerce	View Document
Computer Science And Technology	View Document
Economics	View Document
Education	View Document
English	View Document
Geography	View Document
History	View Document
Management Studies	View Document
Mathematical Sciences	View Document
Physics	View Document
Political Science	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Bodoland University (BU) constituted two Task Forces on 24.03.2022 for the implementation of NEP
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	<p>as follows: NEP Task Force for PG level consisting of 24 members, headed by Prof. Laishram LaduSingh, Vice-chancellor, BU NEP Task Force for UG level consisting of 19 members, headed by Prof. Laishram LaduSingh, A meeting of the NEP Task Force for UG level was held on 26.09.2022. After threadbare discussion among the members, suggestions were sought for implementing NEP-2020 at Bodoland University and its affiliated colleges from the next academic session 2023-2024. BU has adopted the Choice Based Credit System (CBCS) since 2015 for its various programmes, providing greater student flexibility. To integrate humanities and science with STEM, open elective (OE) papers are also offered by the various PG departments. The OE papers are interdisciplinary, and the students can opt as per their interest irrespective of the discipline.</p>
2. Academic bank of credits (ABC):	<p>To join the goal of digital transformation in the education domain, Bodoland University has registered itself with DigiLocker-NAD and will implement the same phase-wise. BU has initiated depositing students' earned credits against each student's ABC ID for the UG level. BU is planning to do the same for the PG level shortly.</p>
3. Skill development:	<p>BU conducts different internship/apprenticeship-related courses and programmes for students from inside/outside the university to enhance employability skills in different disciplines with scope for employment and income generation. BU has Technology Incubation Center, which is well equipped to conduct various short-term training programmes on internship/apprenticeship. Besides the Centre for Bodo studies, BU offers short-term certificate courses in performing art, music, and DTP. In contrast, the Centre for Bamboo Studies, BU, provides a one-year diploma in bamboo technology. Besides this, certificate courses in the department of zoology and Assamese have been planned for the next academic session as both the courses have been proved in the academic council meeting.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>BU offers UG, PG and PhD programs in two languages included in the eighth schedule of the Indian constitution, i.e. Assamese and Bodo, in offline mode. Centre for Bodo Studies, BU offers Certificate courses on Traditional Bodo Dance, Music and DTP writing in Devanagari Scripts.</p>

	<p>Besides this, the Centre also conducts seminars and webinars on Language literature and folklore, History and typology, ethnobotany and resource management of the Bodos, research manuscript writing etc., to preserve and promote the tribal culture of NE India in general and BTR in particular. Department of Assamese, BU conducts workshops on 'Spoken Sanskrit' from time to time so that participants acquire knowledge and skill on the language.</p>
5. Focus on Outcome based education (OBE):	<p>The syllabus of the various programmes (PG, M.Phil. and PhD) are mapped with Programme Outcomes (POs) and Course Outcomes (COs) that will help the students and scholars to be transformed into a national asset. The same is uploaded to the University website for the interest of the stakeholders. The syllabus is revised periodically (in 3 years), considering the academic and industrial world changes.</p>
6. Distance education/online education:	<p>BU plans to conduct the theory classes for the one-year Diploma in Bamboo Technology online to attract aspirants from all over India for 2022-23. However, the aspirants shall visit BU for the practical classes in the last month of each semester.</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
37	36	41	37	37
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 17

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1688	1580	1642	1702	1668
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
635	654	775	673	734
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
1451	1396	1629	1578	1425
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
293	194	135	344	346

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
736	736	757	708	699
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
93	88	91	85	87
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
122	122	122	122	122
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
4283	4418	3200	3726	3426
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
467	426	430	473	444
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 53****4.4****Total number of computers in the campus for academic purpose****Response: 108**

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
587.12	297.40	474.92	719.55	1074.31

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:

- Bodoland University is the only University in the Bodoland Territorial Region, Assam and is striving to fulfill the aspiration of the people of the region. The curricula of the University has been designed to impart value based education that shall lead to holistic sustainable development. The University aims to shape ideas and foster innovation and endeavors to continue serving the nation through quality teaching and research by producing competent, skilled and sensitive human resources to meet new and emerging challenges of the society.
- The outcomes and objectives of the curricula for all the programmes offered under the four faculties viz. Language, Science and Technology, Commerce and Management and Social Science have been clearly stated in the Programme Outcomes(POs) and Course Outcomes (COs). The POs and COs are designed in such a way that the students are being transformed into national asset. The POs and COs of the programmes are realistic in approach and aimed to cater to the needs and aspirations of the stakeholders of every quarter, be it local, regional, national and global.
- While finalizing the POs and COs, detailed discussions are carried out in the PG Board of Studies/ Departmental Research Committee and then taken to Academic Council for discussion and approval. The outcomes are incorporated in the syllabus and are uploaded in the University website for the interest of the stakeholders. The syllabi are revised after every three years or as and when need arises. The periodic revision of the syllabi takes into account the changes taking place in the academic and the industrial world.
- Bodoland University has adopted Choice Base Credit System (CBCS) in its curricula in the year 2015 to offer academic flexibility to the students and the privilege and the advantage to choose subject of their choice from a wide range of elective courses. The programmes of the different departments of the University have given importance to both theory and practice. The courses are designed to provide hands on training to the students thereby fulfilling the objectives of POs and COs. This is aimed not only to help the students gain knowledge and discover their aptitude in their areas of interests but also explore and learn newer and relevant subjects.
- Emphasis has been given on skill development courses which is aimed to inculcate entrepreneurial capabilities in the students. The Centre for Bodo Studies has the objectives to educate the learners with the knowledge of Bodo language, culture and tradition. The centre thereby fulfills the regional needs and aspirations. The Centre for Bamboo Studies equipped with Bambusetum at Bodoland University is one of the unique study centre in entire northeast India.
- The University while drafting the syllabi consults the model syllabi prescribed by UGC and AICTE. The syllabi of other leading Universities are also consulted while finalizing the syllabi of the departments. The syllabi of the University is thus of national standard and hence the students after passing out of this University are able to compete at national level.

File Description	Document
Upload Additional information	View Document

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

Response: 20.21

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

Response: 38

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

Response: 188

File Description	Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	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: 18.02

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
119	119	121	147	147

File Description	Document
Institutional data in prescribed format	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: 1.76

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

Response: 64

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

Response: 3636

File Description	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: 100

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

Response: 37

File Description	Document
Institutional data in prescribed format	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:

Bodoland University strives towards imparting quality education to its students and making them capable to compete and sustain in the world outside. Thus, relevant cross-cutting issues are incorporated into the curriculum with an aim to acquaint and enlighten the students regarding these relevant issues of the society we live in.

Professional Ethics

Knowledge and skill alone cannot contribute in the making of competent human resources. This has to be accompanied by inculcating ethics and values in the mindset of students. In the department of Management Studies a course named BUSINESS ETHICS AND CORPORATE GOVERNANCE is provided, the objective of which is to develop an understanding and appreciation of the importance of value system, ethical conduct in business and corporate set up.

Coursesencompassing RESEARCH METHODOLOGY in the departments of Biotechnology, Geography, Education, Commerce, Management Studies, Physics and Political Science are provided

to equip the students in the field of research.

A course on **INTELLECTUAL PROPERTY RIGHTS** is offered in the department of Biotechnology which is aimed to pave the way for the students to catch up Intellectual Property (IP) as a career option and also provide the requisite knowledge of IP in several career options.

Gender:

Gender has become a very significant topic in every aspect of life today. Apart from taking up different gender sensitization action plan by the University to make the students gender-sensitive and understand gender-equality, several courses such as **GENDER & POLITICS** in the department of Political Science, **GENDER HISTORY** in the department of History, **GENDER ECONOMICS** in the department of Economics and **GENDER STUDIES** in the department of English are included in the curriculum. This provides wide range of exposure to students about Gender as a subject and the roles it play.

Human Values

Courses on **HUMAN RIGHTS, ETHNICITY, SOCIETY AND POLITICS** and **PEACE & CONFLICT STUDIES** are offered in the department of Political Science. Courses encompassing Human Resource Management in departments such as Commerce, Economics and Management Studies are offered with the objective of imparting knowledge on fundamental principles of human resources and learn various issues related to human resources, their analysis and management.

Environment and Sustainability

Environmental sustainability demands conservation of natural resources and protecting the global ecosystems to support health and well-being of every individual on this planet. This requires incorporation of courses on the subject to make the students not only aware about the concept of environment and sustainability but also make them capable to provide solutions to problems and issue of the environment.

In the department of Biotechnology, a few courses under the specialization of **ENVIRONMENTAL BIOTECHNOLOGY** is offered for the students to gain the knowledge about different biotechnological approaches for dealing with environmental issues. Similar courses are also offered in departments such as Botany, Chemistry, Education, Commerce, English, Geography, History and Management Studies that entails various aspects of environmental problems and their management. The objective of the courses clearly mentions the intent to bring understanding and awareness about environmental problems and learn to provide sustainable solutions to the same.

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

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.**Response:** 10**1.3.2.1 How many new value-added courses are added within the last five years.**

Response: 10

File Description	Document
Institutional data in prescribed format	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**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
4	22	10	27	20

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).**Response:** 40.11**1.3.4.1 Number of students undertaking field projects or research projects or internships.**

Response: 677

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	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: B. Any 3 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:

Response: B. Feedback collected, analysed and action has been taken

File Description	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: 4.25

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
947	852	850	946	889

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: 61.28

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
291	274	253	280	274

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:

Bodoland University admits students through Entrance Test and counseling cum Admission based on Merit list prepared by the concerned Department. Thus, the admitted students represent both advanced as well as slow learners. To help them to cope up with the new learning environment in the University, a number of measures are taken up by the University for their betterment.

Library facility is made available till 8:00 PM. on all working days to all students and the learners. The students are permitted to borrow the books from the library for study materials preparation and to collect extra references for the content presentation in the Examination. Parents are telephonically contacted by the departmental heads/course teachers to discuss/apprise the progress of their wards.

Mentor-Mentee relationship is followed in the University. The mentor maintains a Students' Record, to keep track of the records of the mentees. This method is to help and to identify the slow learners as well as the advanced learners in every semester.

During the COVID-19 pandemic period the students were kept motivated for health consciousness and also to concentrate on important questions in the respective papers by the teachers. Classes as well as motivational talks were conducted through online mode.

Methods adopted for identification of slow and advanced learners:

Following records are maintained by course teachers/mentors of each class and student:

- (i) Student past academic record
- (ii) Regular Internal Examinations/ Sessional Examinations are conducted twice per semester to assess learning level of the students
- (iii) 75 % Class attendance is mandatory for the students to appear in the end semester examinations.
- (iv) Overall in-class performance of the students in regards to attentiveness and interaction

Steps undertaken for Advanced and Slow Learners:

The following activities are conducted for Advanced Learners:

- In order to motivate and inspire the students performing well, University has institutionalized UN Brahma scholarship to the topper students of every department who scored highest in end of each semester exam. Further certificate of appreciation is awarded to the highest rank holder in every department.
- Encouraging the students to participate in various Seminar/ Symposiums presentations, conference, inter institution competition, training programs for gaining advanced technical knowledge within and outside the state.
- University has a Placement Cell who looks after guiding of students for Competitive Examinations, Career planning and making them aware about options and avenues for employment.

Corrective measures for Slow Learners:

The following activities are conducted for slow Learners:

- Remedial/ Tutorial classes conducted for Slow Learners.
- Conduct of more numbers of internal assessment examinations for improvisation.
- Career Counseling programmes are organized for the students.
- Previous year Question papers for all courses are made available for the students in departments and Central Library.
- Hands on training programmes and field study are conducted for the students.

File Description	Document
Upload Any additional information	View Document

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

Response: 18:1

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:**

Bodoland University ensures student-centric learning while preparing the teaching plans. ICT mediated resources and the pedagogy for benefit of all students includes both traditional as well as modern methods.

The primary objectives of Bodoland University include learners' independence and autonomy based on the interests and skills of the students. Consultative learning and thereby facilitating the students to have command in learning is the core of the learning methods. Diversified methods of student-centric participation are practiced in postgraduate programs. Group discussions, invited talks, tutorial classes, field visits, demonstrations, debates, live projects, case studies, peer team teaching etc. are regularly conducted by the Departments.

Experiential Learning:

The students are mandated to gain practical experience through Advanced Research lab visits, visits to industries, visits to farms, field exposures, experience sharing by industrial / field experts and visit to employability and entrepreneurship-oriented skill courses are regularly conducted. Internships/ dissertation works in industries, companies and other organizations gives hands on experience on analytical

instruments and experiential trainings and case analysis are taken up regularly. Internships are integrated into the course structure in some departments as they are benefitted in gaining experiential knowledge. Peer-assisted learning, scientific projects preparation and journal clubs are followed regularly. Irrespective of the faculty almost all conduct fieldworks for Arts, Humanities and Social Sciences programs and laboratory experiments, practicals, and projects for science programs.

Participative Learning:

Through seminars, conferences, colloquium, role-plays, participatory discussions, activity profiles, assignments, class seminar are regularly conducted in all departments in every semesters. The students and scholars are encouraged for knowledge sharing of the course materials/ notes etc. and thus enhancement of knowledge by collective participation. University earmark budget for field visits / educational tours to interact with the community and industry personnel. Many Skill oriented programs for students are also conducted by the departments which are open to the students of all disciplines.

Problem solving methodologies:

The curricula are designed in such a way that the learners should be able to solve real life problems. Syllabi are prepared with inputs from internal and external experts in all the subjects combining theoretical knowledge with practical activities which is again reviewed by the Academic Council members. The Curricula with critical thinking enables the learners to become conflict resolvers, decision makers and alternative solution seekers, as they face complex and challenging issues in their occupations. 24 ×7 National Knowledge Network enabled Wi-Fi connectivity within campus plays a pivotal role for a blended-learning environment. All the departments are enabled with landline internet connectivity.

File Description	Document
Upload any additional information	View Document

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

Response:

All the Departments are equipped with ICT enabled class rooms. The classrooms and laboratories are equipped with internet connectivity. Therefore the faculty members and the learners have world wide accessibility for the best learning materials. Many departments have online as well as offline software to perform experiments and results/data interpretation by consulting with the experts in other parts of the world. The students are advised to utilize on line materials as reference materials to supplement their understandings.

The library has provision of e-resources for PG students, researchers and faculty members.

During the COVID-19 pandemic, one of the remarkable accomplishments achieved by the University was conduction of regular online academic activities such teaching and examination processes, without amounting to loss of academic timeline. All the teachers and students best utilized the online teaching

learning and evaluation mode. The University conducted the end semester as well as in semester examinations through paid software. The university has subscribed Webex for the online classes, webinars, PhD viva, Student presentations etc.

File Description	Document
Upload any additional information	View Document

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

Response: 18:1

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

Response: 93

File Description	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: 72.79

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	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: 67.7

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
69	60	62	57	53

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: 7.26

2.4.3.1 Total experience of full-time teachers

Response: 675

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: 5.63

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
2	1	2	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	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: 73**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
84	118	46	53	64

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: 17.69****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
293	194	135	344	346

File Description	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:**

IT integration in the examination system of Bodoland University has started from 2020 using specially design portal for examination at both PG and UG course. Automation of result processing is in place from 2019 for declaration of results. Further, the examination system has introduced online based admit card issue through a portal which allow the students to download the admit cards. Online results declaration through portal has also been introduced along with download option for digital copy of grade card.

Improvement in the management of examination work:

1. Form fill up process for submission of application by students for appearing in the respective examination is at ease and hassle free.
2. Rectification process incorporated if any correction required after submission of forms by candidates but before approval by concerned Departmental Head
3. Concerned department can approve the application of eligible candidates for appearing in the respective examinations has become trouble-free and can be completed within few hours.
4. Typographical error at the clerical level can be skipped.
5. Collection of examination fees through online payment system has become easier than manual system
6. Information received through portal has become more reliable and further processing can be carried out with accuracy.
7. Easy to find out related data of examinees from database generated through portal
8. Issue of admit card has become easier than manual, students can download the admit card according to their convenience before examination.
9. Processing of data for generating of results accurately and on time.
10. Announcement of results in portal has become more convenient to check the results from anywhere.
11. Downloaded digital copy of grade cards through portal can serve the immediate requirement for different purpose.

Thus, the integration of IT in examination has positive impact in examination related works – time management, reliability and accuracy.

File Description	Document
Any additional information	View Document

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

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

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

The syllabus of all the programmes, along with the Programme Outcomes, Programme Specific Outcomes and Course Outcomes, are provided on the website and in the form of printed booklets made available for the students.

Appointed Moderators moderate question papers to affirm the incorporation and integration of the learning outcomes in the assessment process.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document

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

Response:

Bodoland University has adopted the methods for continuous measurement of the levels of attainment of course outcomes, programme-specific outcomes and programme outcomes.

The course outcomes are measured through the syllabus, completion of syllabus, continuous evaluation (internal assessment), during setting up of question paper, answer script evaluation, and result analysis.

At the Departmental level, the Heads of the Department and the course teachers strive to complete the courses on time, and in some cases, extra classes are conducted for the students they identify as relatively average or poor. The 75 per cent of compulsory attendance to qualify for writing the Examination of the courses is adhered to during the filling up of forms. It is for ensuring students' participation in the class. The departments maintain a class progress monitoring register where all students, teachers and academic branches can observe as and when necessary. The continuous evaluation is done through tests, quizzes, written assignments, presentation of papers, oral presentations, fieldwork etc. The end-semester Examination of every course is based on a written Examination of three hours, the question paper is set in a way to test the knowledge of the student from every unit prescribed for study.

The general programme outcomes for PhD programmes all across the disciplines of study in the University are that the scholars contribute to the existing body of knowledge by discovery, innovation, paper publication, Problem-solving, establishing of new perspective etc. The number of students who completed PhD during the assessment is evidence of attaining the programme outcomes.

At the Post Graduate level, the attainment of programme outcomes is measured through students' progress to higher studies, either in any higher educational institution in India or abroad. Another measurement of accomplishment is students' placement in companies and institutions.

The feedback system of different stakeholders in place in the University helps it measure and reckon the

attainment of the programme outcomes. The online student feedback system provides information about the relevance of the course, availability of the course material, and the course's importance in terms of employability, which are pertinent questions and help the University measure its learning outcomes.

File Description	Document
Upload any additional information	View Document

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

Response: 82.54

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

Response: 520

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

Response: 630

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students	View Document

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:

Bodoland University established in 2009 by the Act of the Assam Legislative Assembly is the only institute of higher education in Western Assam. Bodoland University aims to provide quality education to the masses to meet regional, national and global challenges. Over the years, Bodoland University could strengthen itself to provide all necessary infrastructural facilities, including well-equipped research laboratories and a good collection of journals that provide a conducive environment to carry out and promote research activities in frontier areas of science, management, humanities, literature and social sciences. The faculty members of all departments have research laboratories to carry out research work. The University has a Technology Incubation Centre funded for the first time in Northeast India, by the Department of Biotechnology, Govt. of India, which provides various training related to mushroom cultivation and rural entrepreneurship to uplift the rural economy. In addition, Bodoland University also has an Orchidarium, Botanical Garden, Tissue culture labs, Bambusetum, which houses many species of bamboo and a well-established Animal house to help researchers carry out their work. Faculties are always encouraged to apply to various external funding agencies and industries to augment the support provided by the University for their research. The University also facilitates the participation of the faculty members in seminars, conferences, workshops, etc., at national and international levels in both offline and online modes. The University encourages researchers to travel to national and international conferences to present their research work. Bodoland University has been providing financial help as a travel grant to faculties to present their research works at international seminars and symposia. The faculty members and students are free to pursue research in their chosen fields, which could be interdisciplinary or multidisciplinary. Faculty members are also encouraged to collaborate with and outside India, including co-supervision of PhD students and access to state-of-the-art research facilities.

Bodoland University has appropriate institutional ethical committees to examine ethical issues and ensure quality research. The University PhD theses and PG dissertations and their publications are constantly scrutinized by authentic plagiarism checking to maintain the standard of research. Faculties and students are encouraged to publish their research work in journals approved by UGC. Over the last five years, the University has produced more than 244 research articles in renowned national and international journals. Some of the faculties have also patented their findings by several patent organizations. Besides PhD research, Bodoland University promotes research through curriculum-based research projects and internship programs. The University has a adequately organized Research Council at its apex to review and frame new policy matters and regulations about research leading to PhD. In addition, other committees, such as Research Advisory Committee and Departmental Research Committee, also supervise the research progress.

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

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

Response: 0

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

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

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

Response: 0.45

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
1	0	1	0	0

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

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

Response: 27

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
2	11	8	5	1

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: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	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: 5.88

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.

Response: 1

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	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: 13.8

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
13.80	0	0	0	0

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

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

Response: 1043.27

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
862	4	87.38	75.11	14.78

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

3.2.3 Number of research projects per teacher funded by government and non-government agencies

during the last five years

Response: 0.2

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

Response: 18

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

Response: 443

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	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:

As envisaged in the Vision of the University, Bodoland University aspires to be a leading public University that can indoctrinate into its students, scientific temperament along with moral values, socio-cultural, economic and political leadership qualities. It has been one of the missions of the University to conduct need-based location-specific research and development of the highest quality. To facilitate this endeavor, the University has taken up a number of initiatives to create and transfer of knowledge.

The DBT-GOI sponsored Technology Incubation Centre (TIC) is established in the University with the primary objective of providing a platform for research and innovation of newer technologies, handholding and providing technical support to the researchers, access to investors and networking. TIC basically works under the principle of "Lab to Land Initiative" to support student and rural entrepreneurs. The center has been successful in transferring knowledge and technical know-how to several batches of trainees comprising of students and rural entrepreneurs for alternative livelihood generation and sustainable development. The center successfully formulated processes and technology for the production of products like mushroom spawn, value added products and products of non-consumptive utilities such as pearl cultivation, vermicompost etc. In 2020, the center has successfully registered for the ISO 9001:2015 certification.

The Start Up Cell of Bodoland University was constituted in 2019 and the Bodoland University Startup Programme (BUSUP) was initiated from 2022 which was designed in compliance with the National Innovation and Startup Policy, 2019 (NISP- 2019) of the Ministry of Education, Government of India (GOI) for the promotion of innovation and entrepreneurship by students, faculty members, alumni of the

Institute, and start-up entrepreneurs across the Bodoland Territorial Region. The programme shall help to translate their ideas into business models and make their products/services ready for commercial use. An amount of INR 2.14 lakhs has been sanctioned for a start-up project jointly proposed by the Department of Biotechnology and Department of Management Studies in 2022 under the said programme.

The University is committed to creating an environment in which scholarship and innovation can thrive, and those involved in these endeavors can be appropriately rewarded for their efforts to achieve the goals outlined in the Act's preamble. The University also recognizes that certain intellectual properties can be developed as a result of the University's environment and facilities. In this regard the Intellectual Property Rights Cell along with its well stated objectives is created in the University to foster, stimulate and encourage creative activities in the broadest sense in the areas of Science and Technology, Arts, Commerce and Management.

A number of research projects funded by DBT, DST, ICSSR, ICMR, BTC has been taken up by the faculty members. For the facilitation of research and innovation, infrastructural facilities such as DBT-GOI sponsored Biotech-Hub, DBT-Bioinformatics Infrastructure Facility, DST-FIST sponsored laboratory in Department of Biotechnology, Biotech-Kisan Hub, High tech Green House, Animal House, Orchidarium, Bambusetum, Tissue Culture Laboratory and departmental Language Laboratory are some of the important establishments in the University

File Description	Document
Upload any 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: 46

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
6	7	14	2	17

File Description	Document
Institutional data in prescribed format	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: 1

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
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	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: A. All of the above

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

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: C. 2 of the above

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

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

Response: 1

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
1	0	0	0	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: 1.36

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

Response: 83

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

Response: 61

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: 2.71

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
95	50	44	23	29

File Description	Document
Institutional data in prescribed format	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: 1.05

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
25	19	20	15	14

File Description	Document
Institutional data in prescribed format	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: D. Any 2 of the above

File Description	Document
Institutional data in prescribed format	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

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

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 encourages its teachers, researchers, students and staff to earn revenue through consultancy over their areas of expertise. The revenue earned through such consultancy is shared with the researcher/teacher by the University on 75:25 ratio. The chief aim behind such incentivization is to bring and develop among teachers, students, staff and researchers an ecosystem for research, teaching, learning and entrepreneurship. The revenue earned through consultancy by members of a project is also shared among the researchers and students as decided by the Principal Investigator.

Apart from that the University incentivizes teachers/ researchers who successfully patent, or design or develop trade secret from the revenues earned by them for the university. Revenue earned by them through royalty may be shared in 70:30 among the Principal Investigator's team and the University.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**Response: 0****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
0	0	0	0	0

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:

The University has conducted a good number of extension and outreach programmes during the last five years in order to sensitize students as well as the neighbouring communities about certain relevant social issues. The chief aim of these activities is to discharge institutional responsibilities to the people of the neighbouring areas as well as of the region at large. These initiatives comprise of various campaigns starting from Yoga training camps to distribution of literatures and books, awareness of Swachhta to Digital India Programme.

In the field of health and hygiene, the NSS cell of the University has organised different programmes like door to door campaigning on Swachhta (general cleanliness and hygiene) in the adopted villages and slums, intensive cleaning of neighbouring villages and selected places, Rally on Swachhta during SwachhtaPakhwada over the last five years. Special yoga training programmes, awareness programme on hand washing and disease prevention, village level awareness programme on health awareness and sanitation were also conducted by the NSS Cell. Awareness cum health camps among adolescences are also held at places like New Tilapara and New Debargaon by the Biotechnology Department.

To impart general education and develop awareness on science and technology among school children and students of other disciplines, different initiatives have been adopted by the University. The NSS Cell of the University has distributed books and literature among children and organised Digital India programmes involving its volunteers. The Biotech Hub, GOI of the University has also conducted orientation on application of PCR in Life Science Research, exposure to Lab Instruments of BLISS at SidliKashikotra HS School, Government HS and MP School Kokrajhar, Mandia HS School, Barpeta, Shakti-Ashram HS School and Vocational School, Grahampur HS School etc. The Department of Zoology has conducted a workshop on Microscopy to make the general students aware of its functioning.

There have been a lot of initiatives taken up by the University for entrepreneurship development among youths of the neighbourhood and the region. The Biotech Hub, GOI of the University has organised training programme on mushroom cultivation among villagers at different places like LaudangaIntibill Community Hall, Dotma, Adabari SSB Camp, Ranganmati, Tipkai, Shikargaon LP School, Dotma etc. Apart from that, the department has also organized an Entrepreneurship development programme at Kahitema, Manas National Park, Hands on Training for Entrepreneurship Development in 'Dry flower technology and floral preparation for commercial venture' etc.

In order to spread awareness about climate change and other environmental challenges, different departments of the University have organised different programmes. The Biotech Hub has managed the Climate Change: Challenges and Mitigation awareness programme in various locations over the last five years. The Department of Zoology has observed International Day for Biological Diversity with the theme 'Our Biodiversity, Our Food, Our Health' to spread awareness on the importance of conserving biodiversity. Apart from that, there have been awareness programmes on Human Rights, Drug abuse, intoxication and other such social issues organised by the NSS Cell of the University.

File Description	Document
Upload any 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: 2

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
2	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	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: 27

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
2	0	0	0	25

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	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: 26.88

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
2224	0	0	0	44

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

3.7 Collaboration

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

Response: 1.8

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
2	4	1	1	1

File Description	Document
Institutional data in prescribed format	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: 5

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
4	1	0	0	0

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

Bodolaand University is well equipped with adequate technology-enhanced EdTech classrooms that foster teaching, learning experiences and students' education outcomes; laboratories, computing equipment etc. There are Smartboards in all 17 departments to deliver an innovative class. Fifteen (15) departments are equipped with two Smartboards, while two (2) departments have one Smartboard each. Eight (8) departments have the provision of a Seminar /Conference Hall. All the science departments under the Faculty of Science and Technology, i.e., Zoology, Botany, Chemistry, Physics and Bio-Technology, there are Laboratories (Science Practical). The Department of Geography has a Laboratory for GIS and Cartography. The Computer Science and Technology, Mathematical Sciences and Bio-Technology department has a dedicated computer laboratory for the students, faculties and trainees. The DBT-Govt. of India-sponsored Technology Incubation Centre at Bodoland University has a laboratory for research on mushrooms and allied fields and a Green House in the Botany department.

Further, the Bamboo Study Centre has a laboratory for researching Bamboo and allied fields. The Animal House of the university is used for dedicated research by students and faculties. A Plant Tissue Culture Laboratory (PTCL) is recently commissioned. The Faculty of Languages comprises Assamese and Bodo Departments and has a Language Laboratory. Likewise, under the Faculty of Social Sciences, the Department of Education has a laboratory that provides First-hand experience to students & teachers in conducting psychological aspects applicable to the teaching-learning situation.

Moreover, BU has Library with an adequate number of books and Wall Magazine in all 17 departments. All the departments have separate rooms to accommodate the Head of the Department and the Faculty Members. The Departments also have their own incumbency board for the Head of the Department and the Faculty Members. The Department of Computer Science and Technology, English, History, Education and Geography provide a ramp for those unable to walk.

All the departments' are facilitated with separate washrooms for boys and girls, which are well maintained by the designated cleaners. There are Complaint Boxes for students to address their grievances. Each department has provisions for First Aid and Fire Extinguishers to escape emergencies.

File Description	Document
Upload any 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:

The Extra-curricular activities like Yoga, games, sports, and cultural activities, which is well reflected in the academic calendar of Bodoland University. The institution organizes activities outside the regular curriculum to meet the learners' interests. The University's annual week, "Thulunga Festival", is scheduled annually to develop a competitive sports and cultural atmosphere and to access the spots and artistic potential of the learners. Further, the Department of Management Studies organizes the annual Management Fest, namely "Panache", to augment their organizational skills.

To enrich such sports activities, University has created a specific sports infrastructure on the university premises. A playground with a total area of 38,243 sq. meters can host all popular sports like Football, Cricket, Kabbadi, track and field sports like Shot Put, Discus Throw, Javelin Throw, High Jump and Long Jump etc. for both male and female students.

Besides, University has two badminton courts approximately with a total area of 164 sq. meters made in 2019. In addition, one basketball court with a total area of 420 sq. meters was pitched in 2013. There is a Volleyball court which covers an area of 162 sq meters. The University has one Multi-Purpose Hall Cum Yoga Center with a total carpet area of 370 sq. meters, which is used regularly by students and teachers for Yoga and Meditation and other health-related exercises like Jumba and Aerobics. A yoga instructor from Art of Living, Kokrajhar, visits this Yoga centre to train Teachers and students occasionally. International Yoga Day is observed every year on the 21st of June by BU NSS in the University. There is also a Gymnasium with a carpet area of 32 sq. meters with all modern facilities for students. Apart from that, there is a provision for an outdoor gym near the children's park. Moreover, there are separate common rooms for Boys and Girls to utilize their relaxation time effectively. Common rooms are equipped with pure drinking water and recreational facilities like table tennis, chess, and carom.

File Description	Document
Geotagged pictures	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

The campus of Bodoland University has a total area of 109.38 acres that comprises three campuses, namely, 1. Deborgaon complex (the main campus with a 29.60-acre area) 2. Haldhibari complex (the second campus with an 18.28-acre area under construction), and 3. Subhaijhar complex (61.50 Acre area).

The main campus achieves adequate facilities for a comfortable stay with all requisite establishments and a stunning ambience.

The facilities in the Deborgaon complex (Main Campus)

Security Personnel and CCTV facility: There are 22 security personnel (outsourced) by the University in total stationed at the university gate as well as the Hostels and the Administrative Block. Moreover, 21 CCTV cameras are installed in different locations. Daily entry and exit registers of vehicles are maintained by the security guards at the University gate.

University Market Facility: There is a Grocery shop in the university market. Besides, a Beauty parlour and Laundry shop is also established.

Students' Xerox & Printing Center: Students' Xerox & Printing Center is also available on the University's main campus at a nominal price.

Landscaping and Gardening: The University engages in horticulture and floriculture. Different kinds of Bamboo plants have been planted on the campus. The plants are maintained by the Center for Bamboo Studies. Besides, tree plantation drives under various mandated and voluntary initiatives are a regular feature of the University. There are 30 concrete benches under the trees in different campus locations for the benefit of all stakeholders.

Medical Unit: The University has one medical unit with a Pharmacy. The University has appointed one allopathic doctor, one Ayurvedic doctor, two Nurses, one Ward boy and one pharmacist. The University Medical Unit has its own 24x7 Ambulance for emergency services for students and Employees.

ATM: One SBI ATM has been functional near University Gate since February 2018.

Canteen: There are three canteens under one roof where university employees and students can avail nutritious and hygienic food.

Guest House: The University has constructed a Guest house with two Suites and 14 air-conditioned guest rooms with all modern amenities. There is a dormitory also. There is a meeting hall as well as a dining hall. There is provision for online booking of rooms.

Children's Park: There is a children's park titled Mohan Lal Brahma Children's Park where kids can play.

Students' Bus Service: There is a regular bus service for the students and employees. The University has outsourced three buses from Bodoland Territorial Council Government. Bus service for hostel boarders is also available every Sunday.

Quarters: The University has quarters for VC's residence, three (3) faculty quarters with fourteen (14) units, officers quarter with six (6) units, Grade II quarters with four (4) units and Grade I quarter with six (6) units for the staff.

Construction of one RCC building for the department of Chemistry and Information and Communication Technology centre over the New Arts building is going on. There is also another building for the department of Botany and Zoology is underway in the Haldibari complex.

File Description	Document
Upload any 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: 72.88

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
19.90	375.53	642.79	645.13	104.60

File Description	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 library has implemented a library management system, Open Source software KOHA with an RFID-based circulation system; the issue return of the books is now being converted into an automated system. The university's academic community is provided with necessary reference/information services based on their specific needs. The library has a digital collection of e-journals and internet facilities. Gifted books, thesis, and M.Phil dissertations from library users have also been collected to serve various academic purposes. The library is growing from the grass root level to provide users access to knowledge and information.

A library management system is used to maintain library records. It tracks the records of the number of books in the library, how many books are issued, how many books have been returned or renewed or late acceptable charges, etc.

RFID technology was introduced in the year 2021 for the effective management of library resources. Online Public Access Catalogue or OPAC is a digital catalogue that enables users to search for books, journals, or any other material by entering keywords such as the book's name, title, author's name, etc. BU Library has approximately 30,000 books and is staffed by trained personnel. The carpet area is 2892 square meters.

Basic tasks in library management include the planning of acquisitions of materials, arranging the acquired materials according to the library classification, preservation of materials, deaccessioning materials, patron borrowing of materials, and developing and administering library computer systems. Among these, the proposed system will be automated using RFID technology,

1. Accessing the number of books at a time.

2. Searching a particular book to check its presence in the library.

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: A. Any 4 or more of the above

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: 25.61

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
27.70	16.19	25.20	50.30	8.64

File Description	Document
Institutional data in prescribed format	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: 76.42

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

Response: 1361

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

4.3 IT Infrastructure

<p>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)</p> <p>Response: 77.36</p>	
<p>4.3.1.1 Number of classrooms and seminar halls with ICT facilities</p> <p>Response: 41</p>	
File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

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

Response:

Bodoland University (BU) provides IT resources to support the educational, instructional, research, and administrative activities of the University and to enhance the efficiency and productivity of the employees. The IT policy specifies requirements for the use of all IT resources at BU by BU faculty and visiting faculty, staff, students, alumni, guests, external individuals, organizations, departments, offices, affiliated colleges and any other entity which fall under the management of BU accessing network services.

The Salient features of the IT Policy of BU can be outlined in the following heads-

- University IT policy exists to maintain, secure, and ensure legal and appropriate use of Information Technology infrastructure established by the University in the campus.
- This policy establishes University-wide strategies and responsibilities for protecting the Confidentiality, Integrity, and Availability of the information assets that are accessed, created, managed, and/or controlled by the University.
- Information assets addressed by the policy include data, information systems, computers, network devices, intellectual property, as well as documents and verbally communicated information.

Access to BU's Wireless Networks

For connecting to a BU's wireless network, user shall ensure the following:

- 1) A user shall register the access device and obtain one-time approval from the competent authority before connecting the access device to the BU's wireless network.
- 2) Wireless client systems and wireless devices shall not be allowed to connect to the BU's wireless access points without due authentication.
- 3) To ensure information security, it is recommended that users should not connect their devices to unsecured wireless networks.

Budgetary provisions for ICT

At BU, use of ICT facilities have been encouraged as it is located in remote area of the country. BU intends to provide budgetary provisions as follows:

- 1) Budgetary provisions should be made under recurring grants (OPEX) to maintain the entire existing ICT infrastructure for smooth functioning of all the ICT enabled services.
- 2) Adequate budgetary provisions under capital head (CAPEX) should be kept for up gradation and augmentation of ICT infrastructure
- 3) Budgetary provisions under capital grants should also be allocated for implementation of newer ICT solutions from time to time.
- 4) In BU, there has been an increase of 10% enrolment of students every year. Keeping in view of this increase and for the benefit of the students, a budget of 10% of the total budget of the university should be ear marked for ICT facility particularly for students.

File Description	Document
Paste link for additional information	View Document

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

Response: 16:1

File Description	Document
Upload any additional information	View Document

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

Response: B. 500 MBPS - 1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

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: E. None of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	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: 46.74

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
377.51	126.76	162.12	332.02	499.42

File Description	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:

The University has a well-defined policy and system for maintaining and utilising its physical, academic and support facilities.

Cleanliness program: The University has appointed cleaners to care for cleanliness and hygiene. A register is maintained by the Head of the Department to ensure compliance. Besides, cleanliness and hygiene are a priority for all stakeholders of the University, and therefore, students, teaching and non-teaching staff are encouraged to engage in responsible behaviour for maintaining a clean infrastructure in the University. Further, through its regular voluntary and mandated initiatives, the NSS engages in cleaning and hygienic practices.

Garbage management: Two incinerators have been installed in the Girls' hostel for waste management. The University currently has an arrangement with a third party for adequately collecting and disposing of all waste (medical, laboratory, residential and office) generated within the University.

Classroom management: Classrooms are well equipped with digital infrastructure such as white board, digital boards and projectors. Provision has also been made for power backup using Generators and Inverters. Provisions are also made for purified drinking water (Water Purifier). To imbibe leader skill skills among the students, two class monitors (one from boys and one from girls) are elected to maintain discipline among the students.

Laboratory: Bodoland University has seventeen departments, out of which eleven departments have laboratories. Lab technicians/Lab In-charge/ HODs of the concerned department are responsible for maintaining the infrastructure. Provision for stock registers is also made.

Library: A Library Management System (LMS) has been incorporated to maintain library infrastructure. The University has constituted LAC (**Library Advisory Committee**) to decide on critical aspects such as purchasing books, subscriptions to Journals and e-Journals and other educational resources. The management of the Library is done under the supervision of the Librarian of the Padma Shri Madaram Brahma central library.

Sports: The sports infrastructure is characterised by a playground featuring popular games such as Football and Cricket and track and field sports such as Shot Put, Javelin throw, High Jump, Long Jump, and Discus Throw, among others. A Basketball court is also made available to basketball enthusiasts. Badminton courts have been constructed for the students. Provision for indoor games such as table tennis and chess has also been made to encourage the student community to engage in holistic development.

IT infrastructure: There is NKN connectivity in the University. Departments are equipped with Internet and Wi-Fi facilities. The System Administrator of the University is entrusted with the responsibility for the maintenance of the IT infrastructure.

Computers: There are four Computer Laboratories in the University. The System Administrator of the University is entrusted with the responsibility for the maintenance of the computers.

Canteen: The University has three Canteens under one roof which provide hygienic food at reasonable rates. The canteens are open on all days of the week. The empanelled vendors maintain the canteens under the supervision of the Estate Officer, Bodoland University.

File Description	Document
Upload any 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: 27.49

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
223	595	489	935	31

File Description

Institutional data in prescribed format

Document

[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: 3.83

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
0	0	170	150	0

File Description

Institutional data in prescribed format

Document

[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: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any 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: A. All of the above

File Description	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: 98.46

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
24	18	23	38	20

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
26	18	23	38	20

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

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 2.66

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
39	26	8	7	8

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

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

Response: 4.25

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 27

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	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: 10

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
0	0	6	4	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

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

Response:

There is an active Students' Council in the University, named as Bodoland University Students' Union (BUSU) and is formed for a year following "BUSU Election", the rules of which are extracted from the emphasis on the Committee constituted under Shri J.M. Lyngdoh (Former Chief Election Commissioner) pursuant to an order of the Hon'ble Supreme Court on 2nd December, 2005.

The students' body is constituted with portfolios such as the President, the Vice-President, the General Secretary, the Assistant General Secretary, Secretary, Major Games; Secretary, Minor Games; Secretary, Minor Games; Literary Secretary; Secretary, Cultural Activities; Secretary, Debate & Symposium; Secretary, Social Service; Secretary, Social Service; Secretary, Boys' Common Room and Secretary, Girls' Common Room.

Objectives:

1. To promote the study and discuss issues of academic, general and public interests.
2. To promote intellectual, moral, physical and cultural advancement of the members.
3. To train students for corporate life, leadership, good citizenship and discipline.
4. To promote scholarship and statesmanship among the students.
5. To perform and carry out any other activities as may be necessary and desirable for the attainment of the above objectives.

Functions:

1. To organize and hold meetings, debates, competitions, symposiums and exhibitions.
2. To organize functions such as sports, music, fine arts, social service camps etc.
3. To manage the students canteen and other things of a similar nature of common interests.
4. To organize and participate in the Inter College Festivals.
5. To publish the annual magazine, journals etc.
6. To send representatives, delegations, teams to such places and bodies as may be desirable.
7. To organize educational excursion to visit different places and bodies as may be desirable.
8. To undertake any other program of actions as may be necessary for the attainment of the objectives.

Activities done by the Students' Council-

- The Executive Body of the year 2016-2017, besides performing the usual annual activities like observing Rastriya Ekta Diwas, National Constitution Day, Independence Day, Varsity Week etc., it organized Swachh Bharat Pakhwada, a Cleanliness Programme, Plantation programme in World Environment Day.
- The Executive Body of the year 2017-2018, in addition to its normal activities, it performed some special activities: it organized Self Defense Training Programme on 24th March 2018 for the students, Pre-Bwisagu Celebration on 9th and 10th April 2018; Deobaria Adda conducted by Pratidin Times, an Assamese news channel on 20th May 2018. The BUSU members actively participated in the Inter College Sports Meet from 25th to 27th June 2018 organised by Bodoland University. It also actively involved with Vanutsav on 1st July 2018 organised by the Department of Wildlife and Forest, BTC at university campus.
- The BUSU of 2018-2019 participated at Inter-College Youth Festival 2018 organised by Bodoland University in collaboration with Sports and Youth Welfare Department, BTC, Kokrajhar. The BUSU invited Mr. Fwrman Brahma, an IAS Cadre of 2019, national Rank 429 from Kokrajhar to interact with students and give them some basic idea of preparing for IAS examination.
- The BUSU has donated drinking water appliances to every academic building, waiting room chairs for administrative building, garden sitting chairs, bookshelves for every departments etc.

File Description	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:** 0.8**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
1	0	0	2	1

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	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:

There is an active Alumni association in the University. There are also active departmental alumni associations that provide different support services to the University.

Some of the activities include:

1. Mentoring: Alumni serve as mentors to current students by sharing their experiences, offering advice, and helping them navigate their career paths. From time to time get-togethers amongst the Alumni and current students are organized to motivate and inspire the students.
2. Participation in University Programmes: Alumni take active participation in plantation programmes, seminars and workshops organized by the University and the departments.
3. Donation: The Alumni of the University engage in donation of books, almirahs, sofa, book shelves and other academic accessories.

File Description	Document
Link for additional information	View Document

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

Response:

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:

Bodoland University has a clearly stated vision “to be a leading public University that inculcates in its students strong moral values with scientific temper and develop socio-cultural, economic and political leaders to meet the regional, national and global challenges.”

The University has stated its missions as follows:

1. To impart value-based education leading holistic and sustainable development.
2. To conduct and develop need-based location specific research of the highest quality with a wide range of interests.
3. Keeping a clear focus on the advancement of technology, efforts are to be made to increase the efficiency of existing technology, optimize the use of natural resources and preserve the environment.
4. To ensure access to higher education by all sections of society, keep the prevailing socio-economic deprivations in view.
5. To develop women’s potential and empowerment through education.
6. To protect, preserve and promote the ethics and cultural heritage of the region and the country, leading towards national integrity.
7. To provide up to date, relevant and need based knowledge.
8. To promote flexible and effective governance.
9. To create linkage with concerned centers of advancement/excellence in the country/abroad.
10. To promote the talents of students who are expected to play leading roles in their chosen career, ensuring effective and sustainable social actions. The University should be a breeding ground for new generations of human resources, which would be job creators rather than job seekers.

In its endeavour to achieve its stated mission, the University has taken steps to: -

- enable academic departments independently make their action plan for teaching and research through Department Advisory Committee (DAC) and Department Research Committee (DRC)
- assure decentralization and autonomy to academic departments in conducting admission test and selecting candidates for admission in post graduate courses and Ph.D.
- ensure transparency and integrity in the recruitment of teachers and other staff to provide well-qualified mentors to the students
- encourage the members of faculties to develop and enhance their knowledge through orientation, refresher course and faculty development programmes.
- adopt the Choice Based Credit System (CBCS) that gives the students more choices on the subjects they choose to study.
- exchange knowledge with other institutions through signing MoUs, collaborative partnership in organising workshops, seminars etc.
- Ensure that syllabi are revised and updated from time to time. To provide easy mobility but

ensuring careful diligence simultaneously, the University adopts a participatory approach involving all stakeholders through Department Advisory Committee (DAC), Ph.D. Committee, Boards of Studies, Research Council and finally the Academic Council.

- To fulfil its mission to provide education to all sections of the society irrespective of caste, class, creed or religion and keeping in mind the economically deprived, the University has made fee waiving schemes for needy students

A total number of 05(five) seats have been reserved for the fringe village category (inclusive of intake capacity: maximum two seats per department) to aid in the educational-upliftment of the students around the University campus.

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:

Section 14 of the Bodoland University Act provides a hierarchy of authorities with well defined powers and functions for decentralised management of the institution viz. the Court, Executive Council, Academic Council, Post Graduate Board, Under Graduate Board, Board of Studies, Finance Committee, Selection Committee and such other authorities declared by the statutes as authorities under Section 14(ix) of the Act, the Faculties, the College and University Development Council, the Examination Committee, the University Building and Works Committee have been formed with apt representations from the stakeholders. The Bodoland University Internal Complaints Committee (ICC) is created following the policies led by SPARSH (Sensitization, Prevention and Redressal of Sexual Harassment) and other authorities decided by the Executive Council.

The Vice Chancellor is the University's Principal Executive and Academic Officer, and while most powers are vested in him/her, the Chancellor keeps a check on the affairs of the University through the powers vested in him/her under Section 9 of the Act. The Registrar, the Academic Registrar, the Controller of Examinations, the Finance Officer and the Deans, the Head of the Departments look after the activities of their respective departments.

Curriculum Committee:

The University has adopted Choice Based Credit System (CBCS) and for it a Curriculum Committee headed by the Academic Registrar and also a sub-curriculum committee headed by the Head of Departments for each subject are constituted to examine the UGC recommendations for CBCS and develop subject wise curriculum. The subject wise curriculum is then submitted to the Curriculum Committee and send to two external experts for assessment and suggestions. Curriculum is finalized incorporating the recommendations of external experts which are then placed in the Board of Studies (BoS) and Academic

Council (AC) for approval and implementation.

Assessment and Grading:

Academic and Examination Sections headed by the Academic Registrar and Controller of Examinations respectively, look after the active management of academic curriculum and assessment systems. The University follows continuous assessment system comprising of internal assessment and end semester assessment in 20:80 ratios. Internal assessment is the evaluation of students' understanding and knowledge of the subjects of the curriculum by the subject teacher through oral test, assignments, seminar presentation, library works and written test during the semester. While the end semester assessment is based on written test at the end of the semester and questions comprises of multiple choice, short answers and essay types.

Academic Calendar Committee:

The designated committee prepares academic calendar for each academic session in synchronisation with the events and activities of the University and affiliated colleges. The academic calendar provide the roadmap of commencement of sessions, semester break, internal assessments, end semester examinations, summer and winter breaks and holidays.

Hostel Management Committee:

To ensure that hostellers are safe, secure and comfortable their day to day needs and care are look after by a Hostel Management Committee comprising of Director of Students Welfare, Hostel Wardens and Estate Officer.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

Bodoland University has strategic prospective plan for academic and its deployment for persistent academic growth of the University. The University has short, medium and long term plan for achieving specific academic and infrastructure development goals. These goals are in line with vision & mission of the University, National Education Policy 2020 and Higher Education Framework of Government of

Assam(GoA).

The mission statement, as defined in the Bodoland University Act, 2009, is "to establish a teaching and to affiliate University at Kokrajhar" and that "the University shall be open to all persons irrespective of sex, race, caste or creed...". The first strategic plan was to frame and publish the first Statutes, first Ordinances and first Regulations upon the appointment of the first Vice-Chancellor. Consequently, upon posting the first Statutes, first Ordinances and first Regulations, the University began its task of affiliating colleges. Most colleges under BTR were brought under the affiliation of Bodoland University in 2017; however, they had to be reverted to Gauhati University since Bodoland University was not yet listed under 12B of the UGC Act 1956 then. So, the plan was to fulfil that requirement first. Once the University got listed under Section 12B of the UGC Act in 2019, the process for affiliation with provincial and government colleges got underway. By 2020, 51 colleges and 07 B. Ed colleges are affiliated to Bodoland University.

The University envisions to be a model University in the region in terms of equity, accessibility, affordability and quality of education. To be knowledge partner for transfer of scientific technology to the farmers and the industries. The University envisages to place itself in the epicenter of literary and cultural enrichment. To connect with its neighboring countries, namely, Bhutan, Bangladesh and Nepal for collaboration in higher education, research and exchange of good practices in tourism, sharing of natural resources and environmental conservation.

File Description	Document
Any 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:

- Bodoland university functions through committees, cells and other bodies by following rules and regulations of State govt., UGC and Executive Council of the university.
- The administrative set-up of the University is characterised by a decentralised and participatory approach which has aptly been reflected in the formation and functioning of all the statutory bodies and proper distribution of powers and duties under the provision of the University Act and the Statute. Statutory Bodies like University Courts, Executive Councils, Academic councils etc., have been formed with due representation from the Stakeholders ranging from Teaching faculties to students, from noted academicians to Civil societies. It enables bridging a healthy relationship between the University administration and the Academic spheres of the University, resulting in a vibrant academic Endeavour.
- To ensure the quality of teaching, learning and administration, the University has been following the appointment policy prescribed by regulatory bodies like UGC, AICTE and the State Govt. from time to time.
- As per the provision of the Bodoland University Act Clause 32(1), a Statute has been implemented which clearly defines the appointment policy, powers, duties and all other terms and conditions of the services of all the teaching and non-teaching staff of the institute.
- Recruitment and promotional procedures, service rules and functioning of various statutory bodies

and committees are as per the Bodoland University Act 2009 and Bodoland University Statutes and Ordinances 2017.

- The Academic Departments of the University conduct curricular/ co-curricular activities to determine core areas of research, and social outreach and design/revise curricula, subject to academic approval by the University statutory bodies. The faculty enjoys intellectual liberty in selecting teaching, research and other assignments after due consultation with Heads and as per University policies/guidelines. To efficiently execute the teaching-learning and research activities by the Academic department's bodies like the Board of Studies, Research Councils have been formed. Non-teaching staff contributes to decision-making through their representative bodies.
- The Internal Complaints Committee (ICC) is responsible for addressing specific grievances.
- The University has been implementing e-governance by placing utmost importance on digital communication of its initiatives like the digital administrative processes, digital research initiatives, digital teaching initiatives, digital initiatives of the library system and online admissions, filling up forms and other student-related activities.

File Description	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: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Any 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:

The Bodoland University Act, Statutes, and Ordinances have made provisions for recruitment and promotions. As laid down in the statutes (Section 9), advertising shall be based on merit and efficiency with due regard paid to seniority. The appraisal systems for teaching faculty are based on UGC API, and

for non-teaching staff on ACR (Annual Confidential Report). To keep the motivational level of all employees high at all times, care is taken for on-time promotion of staff. UGC's Career Advancement Scheme (CAS) is followed to promote teaching staff, and Assam Service Rules are followed to encourage non-teaching teams.

All employees can avail free healthcare from the Medical Unit of the university and medicines are provided free. Additionally, all employees are provided fixed medical allowance as part of their salary. Employees of the university can avail loan to meet urgent need for themselves and their families. Maternity, child care and paternity leave are also provided to all eligible employees.

All benefits to the employees including gratuity, provident fund, pension and leave encashment are as per the provisions of Government of Assam

The Institution has taken the following welfare measures for its employees:

1. It provides a Health Care Centre with a medical team of two doctors, two nurses and a pharmacist.
2. It provides a loan to its employees at a low-interest rate from the university fund.
3. The University provides 02 years of Child Care Leave to Woman Employees Vide Govt. of Assam Notification FEG.11/2013/Pt-II/28, 2015.
4. There is a Gym cum recreational centre on the Campus of the University.
5. A Children Park has been there on the premises of the University for the recreation of the Children of the families residing in the university Quarters.
6. An ATM of the State Bank of India has been installed on the Campus.
7. Maternity and paternity leaves for the University employees
8. Compassionate Pension Scheme.

File Description	Document
Any 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: 0.65

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
1	0	2	0	0

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

Other Upload Files

1	View Document
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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.

Response: 1.6

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
1	3	3	1	0

File Description	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

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: 40.77

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
21	38	62	37	23

File Description	Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any 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:

Bodoland University is a state university established by Bodoland University Act 2009 of the Assam Legislative Assembly. The university received grant in aid for salary and infrastructure development as per the provision made in the budget of Government of Assam. Being an affiliating university it collects fee for affiliation and subject permission. Sources of fund also are from admission, examination and registration fees and charges for certificates and degrees. All financial collection other than the grant in aid from the GoA is the pooled internal resource mobilization of the university. Additionally, the university got funding for research projects from DST, DBT, ICMR, NEC and BTC. Some other strategies have been added to mobilise funds as follows:

- Betel nut plantation has been done to generate resources as an initial step.
- Market complexes and Canteens have been constructed and allotted on rent to generate monthly income.
- A guest house has been constructed, and started to allot rooms for other guests recommended by govt. Departments and public organisations generate income.

Internal Budget Committee allocate fund from the internal resource for departmental development, procurement of equipment, chemicals and other consumables for laboratories, maintenance, infrastructure development, procurement of furniture, books and journals, for students welfare, sports, cultural programmes, organization of seminars/conferences, support to faculties and organization of events of local, state, national and international importance.

File Description	Document
Any 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: 139.71

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
45	45	0	29.77	19.94

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	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: 2.97

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
2.97	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The university engaged a registered Chartered Accounts firm for the purpose of internal audits and for preparation of audited statements of received and expenditure of funds of the university on regular basis. The audited accounts are place for approval of the Executive Council and are submitted on demand for release of grant in aids.

The accounts of the university are audited by auditors deputed by the GoA as per the statutory requirements of the Accountant General. As per Audit observation/para: Compliance Report to Audit para is submitted routinely

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 IQAC of Bodoland University is functioning for planning, monitoring and record keeping of all academic activities of the university. It is concerned with institutionalizing quality assurance strategies by reviewing the feedback of all stakeholders. IQAC also conducts Academic and Administrative audits to evaluate the institution's benchmark.

Feedbacks

The feedback system is a significant component that enables observing and reviewing to administer in measures for bolstering the strategy for the benefit of the stakeholders and the growth of the university. To unlock the full potential of students and teachers in the teaching process, the feedback of students, alumni and teachers is an effective mechanism to drive forward the institution's surveillance.

Under the initiative of IQAC, the feedback of students, alumni and teachers is persisted according to the given parameters in the form uploaded on the website. The students' feedback is carried out based on questions such as the coverage of the syllabus, completion of the course on time, knowledge of the subject, availability and provision of learning resources, use of modern teaching aids, references, web resources, punctuality and regularity of the teachers, etc., asked to have student's assessment. The Evaluation Process is verified by responses of students on the reviews methods, fair and unbiased evaluation processes, question paper covers etc. The infrastructural and institutional facilities are also assessed accordingly.

Similarly, teachers' participation in the evaluation process is accomplished based on response parameters like suitability of the syllabus, no. of optional papers that open the scope for varied choices, the books prescribed/listed as suggested readings are available in the library, infrastructural facilities, administration's approach towards the teacher, funding and support to faculty members for upgrading their skills and qualifications etc.

At the end of every end semester, students' feedback is taken operating the specified parameters by the members of the feedback committee. The collected feedback responses are accepted by the feedback analysis committee. Subsequently, the feedback of the stakeholders is sent to the respective departments. The observations are interpreted in the department and discussed, and prepared action is noticed accordingly. The action taken reports is then submitted to IQAC for the further endeavour.

Execution of Academic and Administrative Audit (AAA)

The AAA analyses and evaluates the institution's academic and administrative processes. It enables the institute to improve the institution quality as a whole. It ensures the proper use and effectiveness of the systems, infrastructure, practices, HR and facilities in the institution's approach.

The quantification of academic performance helps us to compare the academic performance of departments and members of faculty. The strength and weaknesses of the department can be assessed by conducting an

audit. The academic audit often outlines the 5 Cs; the criteria, condition, cause, consequence, and corrective action.

In 2023, IQAC Bodoland University instituted its first Academic and Administrative audit from 20th February to 21st February 2023. After the audit, the AAA report is available on the BU website for all concerned to take necessary corrective measures and actions to prepare an action-taken report before the next AAA.

File Description	Document
Any 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: B. 4 of the above

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

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 university has made judicious effort for all round improvement in faculty strength, filling the vacant post of statutory officers, infrastructure developments, student enrolment and students performance. At present there are 13 Professors, 8 Associate Professors and 71 Assistant Professors as against just one, 6 and 70 respectively in 2019 and posts of Registrar, Controller of Examinations, Librarian and Finance Officer were filled up.

In infrastructure front the university in the past five years constructed one arts building, two quarters for teachers, one officer quarter, one guesthouse, one tissue culture cell, one botanical garden and one animal house. Construction of academic departments for Botany, Zoology and Chemistry is under progress and university auditorium is also under construction.

Bodoland University has been granted 2f and 12B status by the University Grants Commission.

Number of students clearing UGC JRF and NET and number of students securing fellowships from ICSSR and others have increased over the last five years.

Research projects and publications of faculties in indexed and peer review journals have increased manifolds. The university in the recent past has got two patents, one in Botany and one in Biotechnology.

The computer network and internet connectivity has improved leaps and bound. The university new website is recently launched and all faculties, staffs and students are provided with university emails. The university library issue and return is using RIFD and journals subscribed have also been increased considerably.

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:

Bodoland University inherited the rich social and cultural status of women in Bodoland Territorial Region (BTR) and continuing the legacy of keeping women's high in the society by garnishing an environment which is gender inclusive in its academic and administrative systems. Bodoland University takes pride for being gender-discrimination free and equal opportunities for men and women academic institution of higher learning. For strengthening the cause of gender equity in all walks of life the University take up measures that are gender-sensitive and gender-equal. These are reflected in some of the activities cited below.

Gender Sensitization Action Plan

Gender sensitization action plan and series of programs are taken up annually by the University to make the students gender-sensitive, understand gender-equality and gender-responsibilities. The Institutional Complaints Committee (ICC) takes up regular gender-sensitization and awareness programs including awareness on sexual harassment. There is a Women Cell, constituted in the University to address women-centric issues, monitor the maintenance of gender conducive environment, taking up and placing suggestions of welfare measures for women. Workshops and training programs to teach the girl students on self-defense has been taken up in the University from time to time. Awareness on gender-sensitization and Prohibition of gender-based harassment including cyber bullying, initiatives are taken up through distribution of Flyers, Pamphlets and Brochures as a regular activity.

Gender into the curriculum as Course

Gender is included as course of study into the curriculum of the University. Courses such as GENDER & POLITICS in the department of Political Science, GENDER HISTORY in the department of History, GENDER ECONOMICS in the department of Economics and GENDER STUDIES in the department of English are presently being offered. These provide wide range of exposure to students about Gender as a subject and the roles it plays. The Center for Women Studies takes up workshops and seminars on Women and gender issues regularly as its objective to create knowledge and newer perspective to understand gender equality.

Safety and Security:

Women safety and security in the premises of the University has been given due importance. There is provision of CCTV vigilance at the Girls' hostel and 24/7 Security personnel has been deployed at the gate. Lofty brick and concrete walls around the girls' hostel premises provide security to the hostels.

Grievance Redressal and Student Counselling Cell:

A Grievance Redressal Cell is instituted in the university to work towards addressing grievances and

complaints of any form. To set up an effective redressal mechanism, an online grievance system linked to the University website has been initiated, wherein the complainant can register his/her complaint into the system directly. Any grievance which necessitates counselling and psychological help is further dealt in, by the Students' Counselling cell. The cell also engages itself in conducting regular talks, sessions and workshops to keep the students motivated and conscious stakeholders of the University.

Common Rooms:

There are separate common rooms for Boys and Girls, equipped with drinking water and washroom facilities, indoor playing equipment etc. that they can use for recreation and rest during their leisure time.

File Description	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: A. 4 or All of the above

File Description	Document
Geotagged Photographs	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:

Solid Waste Management:

Bodoland University advocates sustainability and environment friendly waste management practices. The following measures are adopted for the purpose:

- Garbage is collected from door-to-door from academic buildings, administrative offices, residential buildings, hostels etc., by outsourcing to a registered agency.
- Dustbins and garbage dumping cans are placed at strategic places in the campus.
- A functional lab-scale vermicompost unit has been constructed with 3 vermi beds of size 3m x 1m x 1m. The unit is presently involved in producing compost from mushroom spent waste and the compost obtained is later used in gardening and plantations.
- A lab scale biogas plant of 3 cubic meter volume is set up in the Technology Incubation Center of the University, which produce green energy by converting it from, cow-dung, bio-waste, household waste, mushroom substrate etc. The bio-gas is finally used in the boiling plant of mushroom production unit.

Biomedical waste management:

- For the management of biomedical waste and sanitary napkins one Bio-incinerator each is installed in the Medical Unit and girls' hostel.

E- Waste management:

- The e-waste generated in the University from academic and administrative uses are first recorded and dumped in the E-waste dumping room. The waste is later managed and disposed via auction by a certified company.

Hazardous chemicals and Radioactive waste:

- For managing disposal of hazardous chemicals from science laboratories, care is taken to follow by the guidelines provided in the Institutional Laboratory Safety Guidelines of Bodoland University.

No radioactive waste is generated in the University premises.

File Description	Document
Geotagged photographs of the facilities	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: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	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: B. 3 of the above

File Description	Document
Geotagged photos / videos of the facilities	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: A. Any 4 or all of the above

File Description	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: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	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:

Bodoland University is conscious and sensitive in providing an inclusive environment to cultural, regional, linguistic, communal, socio-economic and other diversities. The following initiatives of the University are instrumental in this yearning.

- Reservation policy as set by the Government of India is followed in the recruitment process to provide uniform inclusion of members from SC/ST/OBC/EWS/Tea-garden etc.
- During Varsity week, a Cultural event by the name “*Thulunga*” is organized wherein students from all communities and cultural backgrounds participate exhibiting their respective cultures and ethnicity.
- A cultural procession is organized on the final day of Varsity Week, where all the students participate representing diverse cultures and communities.
- Cultural festivals such as Pre-Bihu, Pre-Bwisagu, *Bosonto Utsav* are organized every year, where all the students and teachers participate with great enthusiasm.
- Saraswati Puja, *Bathou San*, Pre-Christmas are well celebrated in the University.
- Observation of days commemorating death and birth anniversaries of regional personalities, such as UN Brahma, Ishan MoshaharyDay MahabirLachitBorphukan, Dr. Bhupen Hazarika, RupkunworJyoti Prasad Agarwalla, KalaguruBishnuPrasadRabha, Sankardev and Madhavdev, etc. and conducting lectures and talks on their life, achievement and contribution to the society.
- Bodo Literary Day also called “Thunlai San” is observed and celebrated on 16th November every year in the University with wide participation from all stakeholders of the society.
- There are active Literary Societies for Assamese and Bodo Languages, formed by students, research scholars and teachers of the University.
- Literary meet named Gonggwana Literary Meet is conducted every year by the Alumni Association of Department of Bodo to provide a platform for the young and upcoming Bodo writers.
- Besides, the General Freshmen Social Day, All Bodo Students’ Freshmen Social, Gorkha Students’ Freshmen Social, Rabha Students’ Freshmen Social day, Rajbongshi are also organized.
- To depict and represent the cultural and ethnic diversity of the region, a Central Museum is established in the University in 2022 whichcuratesart, artifacts and textiles of diverse culture and communities.
- An on-going initiative is taken up by the Department of Assamese is preservation Assamese Manuscripts available in the region by converting them into digital copies.
- A Statue of Gurudev Kalicharan Brahma is installed in the university who was the founder of Brahma Dharma in 1906.

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:

Bodoland University abides by the provisions and obligations set in the Constitution of India. The values of secularism, social justice and constitutional morality is well represented in the activities and functioning of the University. The University believes in creating a democratic and inclusive campus ensuring justice, equity and access to all.

National Constitution Day also known as “Samvidhan Divas” which is observed on the 26th of November every year, is observed widely by the students, research scholars, teachers and officers of the University. The day not only commemorates the adoption of the Indian Constitution but also imbibe a sense of honour and obedience towards the constitution. It is aimed to make everyone aware of the constitutional provisions and obligations made for the citizens of India.

A Post Graduate Diploma Programme in Human Rights Education is offered in the Department of Political Science which is designed to make the learner know about the Human Rights as envisaged in the Indian Constitution. Generic Courses on HUMAN RIGHTS are also offered in Department of Political Science.

There is provision for amendment of the Acts/Ordinances/Statutes in conformity with any constitutional amendments in regard to services, reservation policies or recruitment etc.

An E-copy of Handbook of Indian Constitution in downloadable format is made available in the institute’s website.

‘Swachhta Bharat Pakhwada’ is observed by the NSS volunteers and students of the University by extending their services to the nearby places and communities.

Rashtriya Ekta Diwas or Unity Day is celebrated in the University to encourage brotherhood and unity amongst all.

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: B. 3 of the above

File Description	Document
Code of ethics policy document	View Document

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

Response:

Bodoland University is committed to nurturing a culture of national integrity and a spirit of nationalism among its students and employees. To achieve this, the university celebrates various national and international commemorative days throughout the year. These occasions not only help the university community to come together and celebrate as one, but they also serve as a reminder of our collective responsibility to the nation and the world.

One of the international commemorative days celebrated at Bodoland University is International Women's Day, which falls on March 8 every year. This day is observed to celebrate the social, economic, cultural, and political achievements of women and to raise awareness about gender equality. The university also celebrates World Environment Day on June 5, International Yoga Day on June 21, and International Human Rights Day on December 10. International Human Rights Day marks the anniversary of the adoption of the Universal Declaration of Human Rights by the United Nations General Assembly in 1948. It is a day to acknowledge the importance of human rights and to raise awareness about the need to protect them.

In addition to international commemorative days, the university also celebrates national commemorative days. These include Republic Day on January 26, Independence Day on August 15, National Unity Day on October 31, Constitution Day on November 26, Teachers' Day on September 5, National Science Day on February 28, National Youth Day on January 12, NSS day on September 24, and National Student Day on September 28. These days are observed to commemorate significant events in the history of the nation, to honor the contributions of its citizens, and to inspire the younger generation to work towards a better future.

Bodoland University also celebrates World Forest Day on March 21, which is observed to raise awareness about the importance of forests and the need to protect them. Similarly, International Peace Day on September 21 is observed to promote peace, unity, and cooperation among nations and peoples. Pi Day on March 14 is celebrated to commemorate the mathematical constant pi (?), which is approximately equal to 3.14. Consumer Rights Day on March 15 is observed to raise awareness about the rights of consumers and to promote consumer protection.

Through the celebration of these commemorative days, Bodoland University aims to instill in its students and employees a sense of pride and responsibility towards the nation and the world. It is a reminder that we are all part of a larger community, and that we have a collective responsibility to work towards a better future. These commemorative days provide us with an opportunity to reflect on our achievements, to acknowledge our shortcomings, and to renew our commitment to the ideals of peace, justice, and equality. In doing so, we can build a better future for ourselves, our communities, and our world.

Bodoland University strives to integrate a culture of national integrity and inculcate into all a spirit of nationalism and pride for the nation.

File Description	Document
Geotagged photographs of some of the events	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:

Best Practice No 1

Title of the Practice: Contributing towards the socio-economic upliftment and cultural promotion of the region.

Objectives of the Practice:

1. Providing trainings in entrepreneurship and livelihood opportunities for the rural masses of the region.
2. Up keeping the rich and cultural heritage of the region by providing trainings in Bodo dance and indigenous musical instruments.

The Context:

The best practice proposed here are in accordance with the Mission of the University which instructs the necessity to promote entrepreneurship and impartment of value based education for the holistic development of students. Further, it is also one of the important mission of the University to protect, preserve and promote ethnicity and cultural heritage pertinent to the location in particular and country in general for furtherance of national integrity.

In this context, socio-economic upliftment and empowerment of rural entrepreneurs in mushroom culture and farming especially women entrepreneur is carried out by providing trainings to farmers and rural entrepreneurs, so that they can initiate the process of cultivation of mushroom and can find domestic market with easily cultivable mushrooms (Oyster, Milky & Paddy Straw Mushroom) through rural technological intervention.

The Practice:

For attainment of Objective 1

Bodoland University under different Govt. Schemes like DBT-GoI-TIC (Technology Incubation Centre on Mushroom), DBT-GoI Biotech Hub Programme and KISAN Hub, BU, strives towards the commitment for providing entrepreneurship opportunities to the rural masses and thereby contribute in the socio-economic upliftment.

Major research in mushroom cultivation and production carried out in the university has established the

potential of mushroom not only as a health food and source of nutraceutical, but also as a tool for developing rural entrepreneurship and sustainable development. Further, agro climate of Bodoland Territorial Area District (BTAD, 6th Schedule Area) in particular and North Eastern States (Eastern Himalayan States) in general make mushroom cultivation highly suitable and feasible through a series of easily understandable entrepreneurship & skill development trainings for the purpose. Further, virtues like minimal resource requirement, very low capital investment, less water requirement, less land requirement and wide availability of organic agro waste and presence of potential domestic and international market make mushroom cultivation venture as a model tool for stand up India & start up India concept. Mycophagy is a common practice in tribal community. Most of the people and rural youth of BTAD are from tribal & other communities and mostly belong to economically backward families (BPL) who have started emerging as potential Indian youth despite having a recent hard past.

In this context, the university has been continuing its service in providing relevant trainings of as many as 21 variants of mushroom cultivation and transfer of knowledge and skills to rural entrepreneurs with regard to employment generation. The practice also has the objective to provide alternative income to rural entrepreneurs by eco-friendly green energy.

For attainment of Objective 2:

“CENTRE FOR BODO STUDIES (CBS)” started functioning in 2014 on the basis of Memorandum of Settlement of Bodo Accord, 2003 (Annexure-IV under Appendix C, Sl. No. 1 of the MoU in the Bodoland). Bodoland University designed the centre to facilitate scholars, thinkers and interested individuals in augmenting new approach of study on the Bodo Ethnic Group of North East India with reference to national and international viewpoints. The primary concept of the centre is to contribute enormity of Indian diversity in nation building approaches.

The stated Vision of the Center is to reconstruct the endangered Bodo culture, language and antiquity which was about to disappear in the midst of globalization process. The Bodo language and culture need to be developed suitably to cope with the other language and culture of the country. India being the multi-cultural and multi-lingual nation offers scope for self development and self identity to all small communities.

The mission of the Centre is to carry out extensive study in organized ways for creating and enhancing domain of fundamental knowledge with new tools and methods in scientific way through quality study, research, consultancy, learning & teaching, documentation, archiving and digitization, exchanging ideas of culture, language, racial identity and so forth.

Centre for Bodo Studies (CBS) is an interdisciplinary concept in its own realm with quest for true knowledge and disseminating to truth. It intends to become a pioneering force in the development of scholastic potential among its ethnic group in the region. It shall have facilities and provision for extension and exchange of knowledge and studies with other likeminded institutions of India and abroad.

Some of the activities carried out by the centre are:

- Month long training Programmes on Bodo dance.
- Certificate course on DTP writing in Devnagiri scripts.
- Workshops and National Seminars on languages, ethnicity, history and typology of the language and literature of the region.

- Seminars and Conferences on Research scope in language literature and folklore.

Evidence of Success:

Objective 1:

1. Total 203 trainings have been conducted since 2012. A total of 4447 farmers have been trained in the process.
2. Value added fortified mushroom food products with FSSAI and ISO certification has been produced and scaled up through women entrepreneurs.
3. The follow up action of mass and holistic entrepreneurship development of Kokrajhar through mushroom based technology has led to the recognition of mushroom as ODOP (One District One Product) for Kokrajhar district.
4. The Mushroom Unit has been supporting 11 existing entrepreneur initially and helped in setting up of 24 new mushroom Unit at BTAD region.
5. The Center, through NGOs and DEVELOPMENTAL BLOCK of Districts, the Mushroom Unit has collected the data for the families to be helped.
6. Till now the centre has distributed more than 32 quintals of Mushroom spawn and has earned revenue accordingly and as many as 650 families are helped (with the help of Aaryanak, Art of Living, ATREE, KVK, Kokrajhar). It has been estimated that a total production of mushroom in BTAD and adjoining areas has been enhanced by 20 to 25 tons annually.
7. The centre has made value addition of mushrooms such as *Mushroom Pakora*, *Mushroom Soup*, *Mushroom Cake* and *Mushroom Custard*, *Mushroom Rasgullas* etc. and the farmers have been trained in this for their start up venture.
8. A helpline number for the farmers and Spawn booking by SMS etc. has also been initiated.
9. Presently, 48 small scale entrepreneurs are currently groomed by the centre.
10. FSSAI license have been achieved with registration no 20319108000037

Objective 2:

Activities of the Center for Bodo Studies so far:

1. One month Bodo dances Training Programme on Bagurumba, Mwsaglangnai and Bardwisikla from 3rd July to 31st July, 2014.
2. National Seminar held on 28-29th May, 2015. The theme of seminar: Quest for Survival of

Languages of the Ethnic Communities of North-East India: In the Face of Globalization.

1. Felicitation programme on 12th February, 2016 to Dr. Kameswar Brahma, President of Bodo Sahitya Sabha and EC member of Bodoland University, for his Padmashree Award.
2. Celebration of the occasion of 16th November, Bodo Literary Day Certificate Course on Bodo Language for the session 2017 to 2018.
3. Tribes North East India: The Bodo-origin, Antiquity, Identification, Society and Religious Life, Organized by Antiquarian Studies Section, held on 07 April, 2017
4. Regional Seminar on History and Typology: Literature and Language of the Bodos, Organized by Literature and Language Section, held on 28, April, 2017

5. The Source for the reconstruction of History of North East India, Organized by Antiquarian Studies Section, held on 3, May, 2017
6. Celebration of on the occasion of 16th November, 2018 Bodo Literary Day in Association with Constituent College of Kokrajhar.
7. Seminar on HISTORY AND TYPOLOGY: LITERATURE AND LANGUAGE OF THE BODOS” Held on 28/04/2017, Organized by the Literature and Language Branch, CBS, BU.
8. WEBINAR on the Topic: “Research Scopes in Language literature and Folklore in 21st Century” on 21st & 22nd August, 2020 at 4.00 pm.
9. Certificate Distribution Programme, held on 3rd November, 2021, at Centre for Bodo Studies, Bodoland Univesity.
10. A workshop on “Research manuscript writing and publication in reputed Journal” was organized by Centre for Bodo Studies, Bodoland Univesity on 7th October 2021.
11. SEMINAR on the Theme of the seminar on “ETHNOBOTANY AND RESOURCE MANAGEMENT OF THE BODOS” Held on 10/12/2021, ORGANIZED BY CENTER FOR BODO STUDIES, BU.
12. Certificate course DTP writing in Devanagari scripts program held from 8th January to 23rd

March, 2021, March to May, and June to Oct, 2021. Certificate course in Traditional Bodo Dance and Music” held from 8th Feb, 2021 to till now at Centre for Bodo Studies, BU.

Problems Encountered and Resource Required

1. With the growth in the activities and services of the centres, there has occurred a need of greater manpower to carry forth the functions of the centres.
2. Need of resources including financial assistance for maintenance and augmentation of infrastructure.

Best Practice: 2

Title: Accessible, Affordable and Inclusive Higher Education in Sixth Scheduled Area

Objectives:

1. Bodoland University set up by an act of the Legislative Assembly of Assam in 2009 is the outcome of Bodoland Accord signed between the Government of India (GoI), Government of Assam (GoA) and Bodoland Movement with the objective of accessible, affordable and inclusive higher education in Bodoland Territorial Region (BTR) included in the Sixth Scheduled Area of Indian Constitution.
2. The objective of the university is to make higher education accessible to the remote far flung areas and Indo-Bhutan border inhabited by Adivasis, Scheduled Tribes, Scheduled Castes, Other Backward Classes, Tea Garden Workers by granting affiliation to colleges located in such areas.

Context

It is well established fact that education is prerequisite for development and peace particularly in conflict zones and underdeveloped of the Bodoland Territorial Region. However, BTR in the sixth scheduled area of the Indian constitution did not have the fortune of having a university till 2009. Quality higher education is instrumental in bringing back to mainstream life by way of enhancing knowledge, skill and aptitude to

seek jobs and inculcate righteous thoughts and feelings for the society.

Practice

The policy of 80% reservation in admission to postgraduate courses to students of the colleges affiliated to the university provide access to higher education to students of BTR who otherwise would not have pursue higher education. Seventeen academic departments offered options to students to study postgraduate in science, arts, humanity and social sciences and students are also promoted to pursue research in the university. Seven affiliated colleges provide B.Ed. and M.Ed. courses for providing training of in service teachers and teacher aspirants. An affiliated law college offered L.L.B. courses adding to providing legal education in BTR. Pursuing higher education is very much affordable as the admission and semester fees are among the lowest of all public universities in the state of Assam.

Evidence of Success

Intake to postgraduate courses in the university have considerably increase over the years from 20 to 40 in the science subjects of Botany, Chemistry, Physics, Zoology and Geography, from 50 to 60 in Mathematics, from 40 to 60 in Economics, History and Political Science, from 60 to 80 in Bodo and from 50 to 60 in English. Enrollment in Ph.D. has also sustainably increase from below 30 to over 100 in recent times. The number of students clearing UGC-JRF, UGC-NET, and SLET have also increased.

Enrollment in undergraduate courses offered in the affiliated courses have increased multifold from 2800 to 16,000.

Problems Encountered and Resource Required

Multiple problems the university has to face and the problems are related to lack of sufficiently large classrooms and lack of adequate laboratories to meet the growing need of increasing intake of students. The university is in dire need of generous funding from the Government of Assam and University Grants Commission.

File Description	Document
Best practices in the Institutional web site	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:

One of the important priorities of Bodoland University is to promote and preserve indigenous Bodo literature, culture, beliefs and practices by creating scope for higher education as major subject and include

in Major Indian Language, documents traditional socio-cultural and religious beliefs and practices by promoting research and documentations. Towards the promotion of rich cultural of Bodos the university time to time conduct workshops on Bodo dance and music and students participate in inter university sports and cultural programmes. It is also the endeavor of the university to pursue with the Government of Assam to open separate academic department of Bodo in other universities in the state of Assam. The university is consistently putting all out efforts towards this distinctive priority area and has made considerable achievement. Teachers of Department of Bodo have brought laurels including Sahitya Academy awards and majority of the students qualifying UGC-JRF and UGC-NET are from this university and a large number of them also qualify for Teachers Eligibility Test (TET) conducted by the Government of Assam.

5. CONCLUSION

Additional Information :

The Governments of Assam (GoA) and Bodoland Territorial Region (BTR) are considering for approval of funds for manpower and infrastructure of opening 16 new courses in Bodoland University. The Hon'ble Chief Minister of Assam has announced opening of a campus of the university at Udalguri district of BTR. The university shall also likely to get a designated hotline for interrupted power supply.

Concluding Remarks :

Bodoland University is an affiliating public university established in 2009 by an act of the Legislative Assembly of Government of Assam and is the only university in the sixth scheduled Bodoland Territorial Region (BTR) in lower Assam. The university provides affordable quality higher education to predominantly rural students scatter in Indo-Bhutan border. The motto of the university to Educate, Upskill, Liberate and Empower Youths of Bodoland Territorial Region (BTR).

There are 17 academic departments offering post graduate courses and research in 18 disciplines and 59 affiliated colleges offering undergraduate courses in various disciplines including B.Ed., M.Ed., Fine Arts & Music and L.L.B. The syllabi of the university is framed following the CBCS of the UGC and adopts outcome based education system.

Bodoland University prepared and implements a well plan academic calendar integrating classes, examinations, vacations, local, state & national holidays, varsity week and youth festival. The university follows UGC eligibility criteria in the recruitments of faculties and more than 75% of the faculties are with Ph.D. The university campus is digitally connected with internet connection from the National Knowledge Network (NKN). The university also attracts attention of DBT, ICCR, DST, NEC, ICSSR, and BTC for funding of a number of research projects. Statutory bodies of Anti-Ragging, Grievance Cell and ICC are well placed to address grievances of the students and healthcare needs are look after by the Medical Unit of the university. Bodoland University has a clearly stated vision "to be a leading public university that inculcates in its students' strong moral values with scientific temper and develop socio-cultural, economic and political leaders to meet the regional, national and global challenges".

The university campus is disabled friendly and implements the government's reservation policy. Human rights and peace education is provided besides disseminating the constitutional values of India amongst the students.

← [Go to previous page \(https://assessmentonline.naac.gov.in/public/index.php/hei/clarification_SSR\)](https://assessmentonline.naac.gov.in/public/index.php/hei/clarification_SSR)

Extended Profile Deviations

Metrics Level Deviations

HEI Name : BODOLAND UNIVERSITY

Request Date : 04/05/2023

Number of Clarifications : 14

AISHE ID : U-0674

Response Date : 19/05/2023

Extended ID	Deviation Details and HEI Response	Affected Metrics	Findings of DVV	Response of HEI																																								
1.1	<p>Number of programs offered year-wise for last five years</p> <p>HEI Input :</p> <table border="1" data-bbox="302 316 1391 469"> <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>37</td> <td>36</td> <td>41</td> <td>37</td> <td>37</td> </tr> </tbody> </table> <p>DVV suggested Input :</p> <table border="1" data-bbox="302 539 1391 692"> <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>36</td> <td>35</td> <td>40</td> <td>36</td> <td>36</td> </tr> </tbody> </table> <p>HEI clarification Input :</p> <table border="1" data-bbox="302 762 1391 916"> <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>36</td> <td>35</td> <td>39</td> <td>36</td> <td>36</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1" data-bbox="302 1024 1391 1177"> <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>36</td> <td>35</td> <td>39</td> <td>36</td> <td>36</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/dynamic_1678870816_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	37	36	41	37	37	2021-22	2020-21	2019-20	2018-19	2017-18	36	35	40	36	36	2021-22	2020-21	2019-20	2018-19	2017-18	36	35	39	36	36	2021-22	2020-21	2019-20	2018-19	2017-18	36	35	39	36	36	1.2.2	<p>1)Provide a year-wise list of ALL programs that have been operational during the last five years.</p> <p>2)Provide a Brochure/Prospectus mentioning programs offered during the last five years. • List of Programs (year-wise) should be specified on the letterhead of HEI</p>	<p>Documents submitted</p> <p>1. Year-wise list of AL programs that have been operational during the last five years duly signed by the head of the institution. 2. Link of the Prospectus for the programs offered during the last five years.</p> <p>Supporting Document</p> <p>1684304517.pdf (htt</p>
2021-22	2020-21	2019-20	2018-19	2017-18																																								
37	36	41	37	37																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
36	35	40	36	36																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
36	35	39	36	36																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
36	35	39	36	36																																								

<p>1.2</p>	<p>Number of departments offering academic programmes</p> <p>HEI Input : 17</p>	<p>3.1.6</p>	<p>1)Provide the list of departments along with programs offered by the respective departments. 2)Provide the web links of the departments in the University.</p>	<p>Documents submitted</p> <p>1. List of departments along with programs offered by the respective departments. 2. Web links of the departments in the University.</p> <p>Supporting Document</p> <p>1684231800.pdf (htt</p>
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2.1

Number of students year-wise during last five years

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
1688	1580	1642	1702	1668

DVV suggested Input :

2021-22	2020-21	2019-20	2018-19	2017-18
1688	1580	1644	1702	1668

HEI clarification Input :

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

2.2.2

2.3.3

1.3.3

1.3.4

4.3.3

4.2.4

5.1.2

5.1.1

3.6.4

1) Edited as per data provided
 2) Provide appropriate documents duly certified by the competent authority
 3) Provide a list showing the number of students on roll in each of the programs for the latest completed academic year.

Response: 1. Edited as per data provided. 2. Student enrolment data across all programs duly certified the Academic Registrar submitted. 3. Student on roll data for each program certified by the Registrar BU, submitted.

Supporting Document

1684231765.pdf (htt

1688	1580	1644	1702	1668
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Recommended Input :

2021-22	2020-21	2019-20	2018-19	2017-18
1688	1580	1644	1702	1668

Attached Documents :

1. Institutional data in prescribed format

(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/dynamic_1678871544_10446.xlsx)

2.2	<p>Number of outgoing / final year students year-wise during last five years</p> <p>HEI Input :</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>635</td> <td>654</td> <td>775</td> <td>673</td> <td>734</td> </tr> </tbody> </table> <p>DVV suggested Input :</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>636</td> <td>654</td> <td>775</td> <td>673</td> <td>734</td> </tr> </tbody> </table> <p>HEI clarification Input :</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>636</td> <td>654</td> <td>775</td> <td>673</td> <td>734</td> </tr> </tbody> </table> <p>Recommended Input :</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>636</td> <td>654</td> <td>775</td> <td>673</td> <td>734</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/dynamic_1678781675_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	635	654	775	673	734	2021-22	2020-21	2019-20	2018-19	2017-18	636	654	775	673	734	2021-22	2020-21	2019-20	2018-19	2017-18	636	654	775	673	734	2021-22	2020-21	2019-20	2018-19	2017-18	636	654	775	673	734	5.2.2 5.2.3	<p>1)Edited as per data provided 2) Provide authenticated document showing the number of outgoing/final year students in all programs in the final year of study in each year 3)Provide the data separately for each program year-wise</p>	<p>Response: 1. Edited as per data pr 2. Number of outgoing students in all programs year-wise</p> <p>Supporting Document 1684235394.pdf (http)</p>
2021-22	2020-21	2019-20	2018-19	2017-18																																								
635	654	775	673	734																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
636	654	775	673	734																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
636	654	775	673	734																																								
2021-22	2020-21	2019-20	2018-19	2017-18																																								
636	654	775	673	734																																								

2.3

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

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
1451	1396	1629	1578	1425

DVV suggested Input :

2021-22	2020-21	2019-20	2018-19	2017-18
1452	1404	1630	1460	267

HEI clarification Input :

2021-22	2020-21	2019-20	2018-19	2017-18
1451	1404	1629	1580	1435

Recommended Input :

2021-22	2020-21	2019-20	2018-19	2017-18
1452	1404	1630	1460	267

Remark :

Edited as per clarification

Attached Documents :

1.Institutional data in prescribed format

(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/dynamic_1679894481_10446.xlsx)

2.5.2

1) Edited as per data provided 2)Provide authenticated documents showing the number of students who have appeared for the University Examinations of each year

Response: 1. Edited and revised data submitted. 2. Results of final examinations submitted.

Supporting Document

1684232368.pdf (htt

2.4

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

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
293	194	135	344	346

Recommended Input :

2021-22	2020-21	2019-20	2018-19	2017-18
293	194	91	344	346

Remark :

Edited as per clarification

1)Provide documents showing the number of applications received for revaluation year-wise, duly certified by the appropriate authority. 2.NOTE--In a semester scheme, give data for both odd and even semesters. 3)NOTE-If one student applies for revaluation in more than one

Response: 1. Report from CoE showing the number of application received for revaluation year-wise. 2. Results of revaluation submitted

Supporting Document

1684315238.pdf (htt

3.1	<p>Number of courses in all programs year-wise during last five years</p> <p>HEI Input :</p> <table border="1" data-bbox="302 199 1391 359"> <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>736</td> <td>736</td> <td>757</td> <td>708</td> <td>699</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/dynamic_1678948241_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	736	736	757	708	699	1.1.3	<p>1)Provide the list of programs along with the number of courses in each program year-wise 2)NOTE--If the same course is offered in more than one program it is to be counted only once.</p>	<p>Response: 1. List of programs along with the number of courses in each program year-wise submitted. 2. No course is overlapping any of the programs. Every course offered is program-specific.</p> <p>Supporting Document 1684232885.xlsx (ht</p>
2021-22	2020-21	2019-20	2018-19	2017-18										
736	736	757	708	699										

<p>3.2</p>	<p>Number of full time teachers year-wise during the last five years</p> <p>HEI Input :</p> <table border="1" data-bbox="302 199 1391 359"> <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>93</td> <td>88</td> <td>91</td> <td>85</td> <td>87</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/dynamic_1678797722_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	93	88	91	85	87	<p>2.4.3 2.4.4 4.2.4 6.3.2 2.4.2 2.2.2 3.1.3 3.4.5 6.3.4 3.4.6 2.4.1</p>	<p>1) Provide the list of all full time teachers indicating the name of the department during the last five years year-wise, and as authenticated by the Registrar(Academic)</p> <p>2)NOTE-A full-time teacher is one who is employed for at least 90 per cent of the normal or statutory</p>	<p>Response: 1. List of a full time teachers along with the name of the department during the last five years year-wise, authenticated by the Registrar submitted.</p> <p>Supporting Document</p> <p>1684315354.pdf (htt</p>
2021-22	2020-21	2019-20	2018-19	2017-18										
93	88	91	85	87										

3.3	<p>Number of sanctioned posts year-wise during last five years</p> <p>HEI Input :</p> <table border="1" data-bbox="302 204 1391 357"> <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>122</td> <td>122</td> <td>122</td> <td>122</td> <td>122</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/dynamic_1678785239_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	122	122	122	122	122	2.4.1	<p>1)Provide list the names of the departments and the number of posts sanctioned for the respective departments. 2)Provide official letter(s) of sanction of posts from the statutory body/Government / Board of Management during the last five</p>	<p>Response: 1. List showing number of posts sanctioned for each department is submitted. 2. Sanction letter from Government of Assam showing number of posts sanctioned during the last five years.</p> <p>Supporting Document 1684233676.pdf (htt</p>
2021-22	2020-21	2019-20	2018-19	2017-18										
122	122	122	122	122										
4.1	<p>Number of eligible applications received for admissions to all the programs year-wise during last five years</p> <p>HEI Input :</p> <table border="1" data-bbox="302 967 1391 1120"> <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>4283</td> <td>4418</td> <td>3200</td> <td>3726</td> <td>3426</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/dynamic_1678949140_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	4283	4418	3200	3726	3426	2.1.1	NO Comments	
2021-22	2020-21	2019-20	2018-19	2017-18										
4283	4418	3200	3726	3426										

<p>4.2</p>	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>HEI Input :</p> <table border="1" data-bbox="302 236 1388 391"> <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>467</td> <td>426</td> <td>430</td> <td>473</td> <td>444</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/dynamic_1678785582_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	467	426	430	473	444	<p>2.1.2</p>	<p>1)Provide the number of seats reserved for each of the programmes and the program-wise total as authenticated by the Registrar (Acad)</p>	<p>Response: 1. Number of seats reserved for each of the programmes and the program-wise total as authenticated by the Academic Registrar is submitted.</p> <p>Supporting Document</p> <p>1684233804.pdf (htt</p>
2021-22	2020-21	2019-20	2018-19	2017-18										
467	426	430	473	444										

<p>4.3</p>	<p>Total number of classrooms and seminar halls</p> <p>HEI Input : 53</p>	<p>4.3.1</p>	<p>1)Provide list the number of classrooms and seminar halls are available. 2)Provide Geo-tagged photos of classrooms and seminar halls</p>	<p>Response: 1. List of classrooms and seminar halls available in the institution. 2. Links of geo-tagged photos of classrooms and seminar halls submitted.</p> <p>Supporting Document</p> <p>1684305501.xlsx (ht</p>
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<p>4.4</p>	<p>Total number of computers in the campus for academic purpose</p> <p>HEI Input : 108</p>	<p>4.3.3</p>	<p>1)Provide Stock register extracts and duly certified bills of purchase /Invoice copies . 2) NOTE-- Exclude the number of computers used for administrative purposes.</p>	<p>Response: 1. List of computers available for academic activities submitted. 2. Bills of Purchase of computer submitted.</p> <p>Supporting Document 1684234151.pdf (htt</p>
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4.5	<p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>HEI Input :</p> <table border="1" data-bbox="302 199 1388 359"> <thead> <tr> <th data-bbox="302 199 519 279">2021-22</th> <th data-bbox="519 199 739 279">2020-21</th> <th data-bbox="739 199 956 279">2019-20</th> <th data-bbox="956 199 1173 279">2018-19</th> <th data-bbox="1173 199 1388 279">2017-18</th> </tr> </thead> <tbody> <tr> <td data-bbox="302 279 519 359">587.12</td> <td data-bbox="519 279 739 359">297.40</td> <td data-bbox="739 279 956 359">474.92</td> <td data-bbox="956 279 1173 359">719.55</td> <td data-bbox="1173 279 1388 359">1074.31</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	587.12	297.40	474.92	719.55	1074.31	4.1.4 4.4.1	<p>1)Provide audited Statement of Income and Expenditure duly certified by the Finance officer and Chartered Accountant in case of Private University / Deemed to be University to be provided highlighting the salary component.</p> <p>2)Provide a statement showing the total</p>	<p>Response: 1. Statement of total expenditure excluding the salary component for each of the years as certified by the Finance Officer</p> <p>2.Highlighted Statement showing the total expenditure excluding the salary component for each of the years in the Audit</p> <p>Supporting Document</p> <p>1684400646.pdf (htt</p>
2021-22	2020-21	2019-20	2018-19	2017-18										
587.12	297.40	474.92	719.55	1074.31										

← [Go to previous page \(https://assessmentonline.naac.gov.in/public/index.php/hei/clarification_SSR\)](https://assessmentonline.naac.gov.in/public/index.php/hei/clarification_SSR)

Extended Profile Deviations

Metrics Level Deviations

HEI Name : BODOLAND UNIVERSITY

Assignment Date : 13/04/2023

Number of Clarifications : 76

AISHE ID : U-0674

Last Date : 28/04/2023

Metric ID	Deviation Details and HEI Response	Findings of DVV	Response from HEI										
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. How many Programmes were revised out of total number of Programmes offered during the last five years</p> <p>HEI Input : 38</p> <p>1.1.2.2. Number of all Programmes offered by the institution during the last five years.</p> <p>HEI Input : 188</p> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.1.2_1678787496_10446.xlsx)</p> <p>2.Details of Programme syllabus revision in last 5 years (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.1.2_1678787505_10446.xlsx)</p>	<p>1)Provide a list of programs where syllabus revision has been carried out during the last five years as certified by the Registrar,</p> <p>2)Provide approved Minutes of the relevant Academic</p>	<p>Response: 1. List of programs where syllabus revision has been carried out during the last five years as certified by the Registrar. 2. Institutional data in prescribed format resubmitted with links</p> <p>Supporting Document: FINAL2 1684485855.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.1.2_1678787505_10446.xlsx)</p>										
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>HEI Input :</p> <table border="1" data-bbox="271 1090 1330 1241"> <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>119</td> <td>119</td> <td>121</td> <td>147</td> <td>147</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.1.3_1678787707_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	119	119	121	147	147	<p>1)Provide syllabus copies of the courses highlighting the focus on employability/ entrepreneurship/ skill development along with their course outcomes 2) Provide a mapping of the courses to</p>	<p>Response: 1. Data in prescribed format resubmitted with links to syllabus copies of the courses highlighting the focus on employability/ entrepreneurship/ skill development along with their course</p> <p>Supporting Document: FINAL2 1684412054.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.1.3_1678787707_10446.xlsx)</p>
2021-22	2020-21	2019-20	2018-19	2017-18									
119	119	121	147	147									

<p>1.2.1</p>	<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.</p> <p>HEI Input : 64</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years.</p> <p>HEI Input : 3636</p> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.2.1_1679899658_10446.xlsx)</p> <p>2.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.2.1_1679899764_10446.pdf)</p>	<p>1)Provide list of new courses introduced program-wise during the last five-year period as certified by the Registrar.</p> <p>2)Provide minutes of the relevant Academic Council/BOS</p>	<p>Response: 1. List of new courses introduced program-wise during the last five-year period as certified by the Registrar is submitted.</p> <p>2.Minutes of the relevant BOS meetings are provided as</p> <p>Supporting Document: FINAL2 1684415286.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.2.1_1679899764_10446.pdf)</p>
<p>1.2.2</p>	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented.</p> <p>HEI Input : 37</p> <p>Recommended Input : 19</p> <p>Remark : Edited as per supporting documents</p> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.2.2_1678787842_10446.xlsx)</p>	<p>1)Provide list of new courses introduced program-wise during the last five-year period as certified by the Registrar.</p> <p>2)Provide minutes of the relevant Academic Council/BOS</p>	<p>Response: 1. List of programmes in which CBCS has been implemented, certified by the Registrar is submitted. 2. Institutional data resubmitted with links of relevant Academic Council meeting are</p> <p>Supporting Document: FINAL2 1684412370.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.2.2_1678787842_10446.xlsx)</p>

<p>1.3.2</p>	<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.</p> <p>HEI Input : 10</p> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.3.2_1678787965_10446.xlsx) 2.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.3.2_1678788104_10446.pdf)</p>	<p>1)Provide brochure and Course content or syllabus along with the course the outcome of Value added courses offered</p>	<p>Response: 1. Syllabus and course outcome of the Value added courses are submitted. 2. Link of Prospectus with the Value added courses highlighted is submitted.</p> <p>Supporting Document: FINAL2 1684412447.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.3.2_1678788104_10446.pdf)</p>										
<p>1.3.3</p>	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.</p> <p>HEI Input :</p> <table border="1" data-bbox="271 850 1330 1005"> <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>4</td> <td>22</td> <td>10</td> <td>27</td> <td>20</td> </tr> </tbody> </table> <p>Attached Documents :</p>	2021-22	2020-21	2019-20	2018-19	2017-18	4	22	10	27	20	<p>1)Provide list of enrolled students in such courses year-wise 2)Provide certificates of students enrolled in such courses. 3)Also provide attendance sheets of selected courses</p>	<p>Response: 1. List of enrolled students in Value added courses year-wise 2. Results of the value added courses 3. Attendance sheet of students admitted into the courses</p> <p>Supporting Document: FINAL2 1684412585.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.3.2_1678788104_10446.pdf)</p>
2021-22	2020-21	2019-20	2018-19	2017-18									
4	22	10	27	20									

<p>1.3.4</p>	<p>Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).</p> <p>1.3.4.1. Number of students undertaking field projects or research projects or internships.</p> <p>HEI Input : 677</p> <p>Recommended Input : 0676</p> <p>Remark : report of the field visit/sample photographs of the field visit / permission letter from the competent authority not submitted</p> <p>Attached Documents :</p> <p>1.List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.3.4_1678788326_10446.xlsx)</p>	<p>1)Provide completion certificate from the organization where the internship / research project was completed along with the duration of the same . •2)Provide report of the field visit / sample</p>	<p>Response: 1. List of students undertaking project work certified by the Head of the department is submitted. 2. Completion certificate of students undertaking project work is submitted.</p> <p>Supporting Document: FINAL2 1684488640.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.3.4_1678788326_10446.xlsx)</p>
<p>1.4.1</p>	<p>Structured feedback for design and review of syllabus – semester-wise / year-wise is received from</p> <p>1) Students, 2) Teachers, 3) Employers, 4) Alumni</p> <p>HEI Input : B. Any 3 of the above</p> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.4.1_1679899422_10446.xlsx) 2.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.4.1_1679899600_10446.pdf)</p>	<p>1)Provide filled-in sample feedback forms from the stakeholders 2) Provided links not working.Please resend</p>	<p>Response: 1. Filled-in sample feedback forms from the stakeholders is submitted. 2. Links are checked.</p> <p>Supporting Document: FINAL2 1684413964.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/1.4.1_1679899600_10446.pdf)</p>

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)**

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

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
291	274	253	280	274

DVV suggested Input :

2021-22	2020-21	2019-20	2018-19	2017-18
291	274	253	279	274

HEI clarification Input :

2021-22	2020-21	2019-20	2018-19	2017-18
291	274	253	280	274

Recommended Input :

2021-22	2020-21	2019-20	2018-19	2017-18
291	274	253	279	274

Attached Documents :

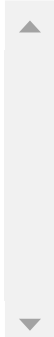
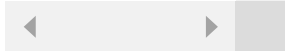
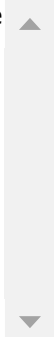
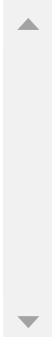
1.Average percentage of seats filled against seats reserved (Data Template)
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.1.2_1678789047_10446.xlsx)

1)Edited as per data provided 2)Provide a copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan,

Documents submitted:
1. Admission extract of students admitted from reserved categories. 2. Letter indicating Seats Earmarked for reserved categories as per State Government Rule.

Supporting Document: FINAL2

1684321688.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.1.2_1678789047_10446.xlsx)

	<p>2.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.1.2_1678789096_10446.pdf)</p>		
2.2.2	<p>Student - Full time teacher ratio (Data for the latest completed academic year)</p> <p>Attached Documents :</p> <p>1.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.2.2_1679907109_10446.pdf)</p>	<p>No comments</p>  	
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors मार्गदर्शकानां सङ्ख्या</p> <p>HEI Input : 93</p> <p>Attached Documents :</p> <p>1.Circulars pertaining to assigning mentors to mentees (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.3.3_1679401948_10446.pdf)</p>	<p>1)Provide copy of the circular pertaining the details of mentors and their allotted mentees. 2)Provide issues raised and resolved in the mentor system has to be attached mentor-wise</p>  	<p>Response: 1. Copy of the circulars. 2. Issues raised and resolved in the mentor system</p>   <p>Supporting Document: FINAL2 1684414628.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.3.3_1684414628_10446.pdf)</p>

<p>2.4.1</p>	<p>Average percentage of full time teachers against sanctioned posts during the last five years</p> <p>Attached Documents :</p> <p>1.Year wise full time teachers and sanctioned posts for 5 years (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.4.1_1679402088_10446.xlsx)</p>	<p>1)Provide sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts). 2)Provide list of full-time teachers</p>	<p>Documents submitted:</p> <p>1. Sanction letters indicating number of posts sanctioned by Government of Assam. 2. List of full-time teachers appointed along with their departmental affiliation.</p> <p>Supporting Document: FINAL2 1684321846.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.4.1_1679402088_10446.xlsx)</p>										
<p>2.4.2</p>	<p>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</p> <p>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</p> <p>HEI Input :</p> <table border="1" data-bbox="271 884 1330 1038"> <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>69</td> <td>60</td> <td>62</td> <td>57</td> <td>53</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.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 (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.4.2_1679402406_10446.xlsx) 2.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.4.2_1679402539_10446.pdf)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	69	60	62	57	53	<p>No comments</p>	
2021-22	2020-21	2019-20	2018-19	2017-18									
69	60	62	57	53									

<p>2.4.3</p>	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers</p> <p>HEI Input : 675</p> <p>Attached Documents :</p> <p>1.List of Teachers including their PAN, designation, dept and experience details (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.4.3_1679402654_10446.xlsx) 2.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.4.3_1679402875_10446.pdf)</p>	<p>1)Provide experience certificate/ appointment order of one faculty from each department</p>	<p>Documents submitted: 1. Appointment letters of faculties</p> <p>Supporting Document: FINAL2 1684322010.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.4.3_1679402875_10446.pdf)</p>										
<p>2.4.4</p>	<p>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</p> <p>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</p> <p>HEI Input :</p> <table border="1" data-bbox="271 954 1330 1107"> <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>2</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.4.4_1679403077_10446.xlsx) 2.e-copies of award letters (scanned or soft copy) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.4.4_1679403088_10446.pdf)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2	1	2	0	0	<p>No comments</p>	
2021-22	2020-21	2019-20	2018-19	2017-18									
2	1	2	0	0									

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**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**

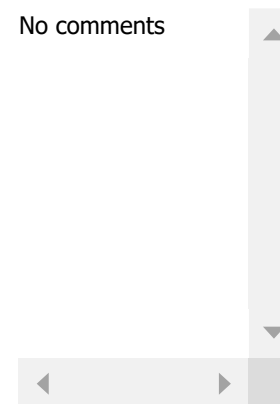
HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
84	118	46	53	64

Attached Documents :

- 1.List of Programmes and date of last semester and date of declaration of results
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.5.1_1679901373_10446.xlsx)
- 2.Any additional information
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.5.1_1679901406_10446.pdf)

No comments



2.5.2

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

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
293	194	135	344	346

Recommended Input :

2021-22	2020-21	2019-20	2018-19	2017-18
293	194	91	344	346

Remark :

Edited as per clarification

Attached Documents :

1.Any additional information

(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.5.2_1679406467_10446.pdf)

1)Provide minutes of the grievance cell / relevant body
2)NOTE--One student to be counted only once a year irrespective of the number of papers/courses for which he/she has

Documents submitted:

1. Result of revaluation
2. Report from controller of Examinations.

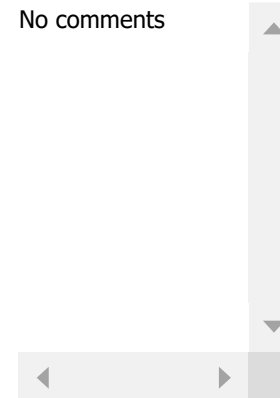
Supporting Document: FINAL2

1684322101.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.5.2_1679406467_10446.pdf)

<p>2.6.3</p>	<p>Pass Percentage of students(Data for the latest completed academic year)</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution.</p> <p>HEI Input : 520</p> <p>Recommended Input : 510</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the Institution.</p> <p>HEI Input : 630</p> <p>Recommended Input : 630</p> <p>Remark : Edited as per clarification</p> <p>Attached Documents :</p> <p>1.Upload list of Programmes and number of students passed and appeared in the final year examination (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.6.3_1679404907_10446.xlsx)</p> <p>2.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.6.3_1679405006_10446.pdf)</p>	<p>1)Provide a Certified report from the Controller of Examinations indicating the pass percentage of students in the final year (final semester) eligible for the degree program-wise</p>	<p>Response: 1. Certified report from the Controller of Examinations indicating the pass percentage of students in the final year is submitted. 2. Institutional data in prescribed format is resubmitted after</p> <p>Supporting Document: FINAL2 1684322222.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/2.6.3_1679405006_10446.pdf)</p>
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<p>3.1.2</p>	<p>The institution provides seed money to its teachers for research (average per year, INR in Lakhs)</p> <p>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).</p> <p>HEI Input :</p> <table border="1" data-bbox="271 325 1330 480"> <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>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.1.2_1680759073_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0	<p>No comments</p>	
2021-22	2020-21	2019-20	2018-19	2017-18									
0	0	0	0	0									
<p>3.1.3</p>	<p>Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.</p> <p>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.</p> <p>HEI Input :</p> <table border="1" data-bbox="271 959 1330 1114"> <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>1</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.1.3_1678943687_10446.xlsx) 2.e-copies of the award letters of the teachers (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.1.3_1678944232_10446.pdf)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1	0	1	0	0	<p>No comments</p>	
2021-22	2020-21	2019-20	2018-19	2017-18									
1	0	1	0	0									

No comments



3.2.2

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

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

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
862	4	87.38	75.11	14.78

Recommended Input :

2021-22	2020-21	2019-20	2018-19	2017-18
792	4	87.38	75.11	14.78

Remark :

Edited as per data provided

Attached Documents :

1.Institutional data in prescribed format

(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.2.2_1679037061_10446.xlsx)

2.e-copies of the grant award letters for research projects sponsored by government

(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.2.2_1679037069_10446.pdf)

<p>3.2.3</p>	<p>Number of research projects per teacher funded by government and non-government agencies during the last five years</p> <p>3.2.3.1. Number of research projects funded by government and non-government agencies during the last five years.</p> <p>HEI Input : 18</p> <p>3.2.3.2. Number of full time teachers worked in the institution year-wise during the last five years..</p> <p>HEI Input : 443</p> <p>Attached Documents :</p> <p>1.Supporting document from Funding Agency (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.2.3_1679037350_10446.pdf)</p> <p>2.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.2.3_1679037340_10446.xlsx)</p> <p>3.Paste Link for the funding agency website (https://buniv.edu.in/source/NAAC/Criterion%203/3-2-3/Addl%20doc%20Website%20link%20for%20funding%20agency.pdf)</p>	<p>NO comments</p>											
<p>3.3.2</p>	<p>Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.</p> <p>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.</p> <p>HEI Input :</p> <table border="1" data-bbox="271 1078 1330 1230"> <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>6</td> <td>7</td> <td>14</td> <td>2</td> <td>17</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.3.2_1679987558_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	6	7	14	2	17	<p>1) NOTE- Only activities with a bearing on Research methodology, Intellectual Property Rights (IPR), entrepreneurship and skill development is to be considered here.Please check</p>	<p>Response: 1. Activities are mapped according to the category of activity. 2. Institutional data in prescribed format resubmitted.</p> <p>Supporting Document: FINAL2 1684328722.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.3.2_1684328722_10446.pdf)</p>
2021-22	2020-21	2019-20	2018-19	2017-18									
6	7	14	2	17									

<p>3.3.3</p> <p>Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.</p> <p>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.</p> <p>HEI Input :</p> <table border="1" data-bbox="271 360 1330 515"> <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>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.3.3_1678944657_10446.xlsx)</p> <p>2.e- copies of award letters (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.3.3_1678944707_10446.pdf)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1	0	0	0	0		<p>1)Provide e- Copies of award letters issued by the awarding agency.</p>	<p>Response: 1. e-copy of the announcement of the award as issued by the awarding agency (IIT-Guwahati)</p> <p>Supporting Document: FINAL2 1684405575.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.3.3_1678944657_10446.xlsx)</p>
2021-22	2020-21	2019-20	2018-19	2017-18									
1	0	0	0	0									
<p>3.4.1</p> <p>The Institution ensures implementation of its stated Code of Ethics for research through the following:</p> <p>1. Inclusion of research ethics in the research methodology course work</p> <p>2. Presence of Ethics committee</p> <p>3. Plagiarism check through software</p> <p>4. Research Advisory Committee</p> <p>HEI Input : A. All of the above</p> <p>Attached Documents :</p> <p>1.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 (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.4.1_1678944764_10446.pdf)</p>		<p>1)Provide a web link on the institutional website which should lead to the landing the page where the Code of Ethics for research is hosted.</p> <p>2)Provide report of research content checked through</p>	<p>Response: 1. Web link for the page where the Code of Ethics for research is hosted in the institutional website, is submitted.</p> <p>2. Plagiarism report of research work carried out in the institution.</p> <p>Supporting Document: FINAL2 1684472683.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.4.1_1678944764_10446.pdf)</p>										

3.4.2	<p>The institution provides incentives to teachers who receive state, national and international recognitions/awards</p> <p>1. Commendation and monetary incentive at a University function</p> <p>2. Commendation and medal at a University function</p> <p>3. Certificate of honor</p> <p>4. Announcement in the Newsletter / website</p> <p>HEI Input : C. 2 of the above</p> <p>Attached Documents :</p> <p>1. Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.4.2_1678945589_10446.xlsx)</p> <p>2. e- copies of the letters of awards (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.4.2_1678945597_10446.pdf)</p>	<p>1) Provide policy document detailing scheme of incentives as approved by the appropriate body.</p> <p>2) Provide E-copies of the letters of incentives</p>	<p>Response: 1. Policy documents for provision of incentives to teachers is uploaded. 2. e-copies of certificates submitted.</p> <p>Supporting Document: FINAL2 1684326009.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.4.2_1678945597_10446.pdf)</p>										
3.4.3	<p>Number of Patents published / awarded during the last five years.</p> <p>3.4.3.1. Total number of Patents published / awarded year-wise during the last five years.</p> <p>HEI Input :</p> <table border="1" data-bbox="271 986 1330 1141"> <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>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1. Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.4.3_1678945264_10446.xlsx)</p> <p>2. Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.4.3_1678945273_10446.pdf)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1	0	0	0	0	No comments	
2021-22	2020-21	2019-20	2018-19	2017-18									
1	0	0	0	0									

<p>3.4.4</p>	<p>Number of Ph.D's awarded per teacher during the last five years.</p> <p>3.4.4.1. How many Ph.D's are awarded within last five years.</p> <p>HEI Input : 83</p> <p>3.4.4.2. Number of teachers recognized as guides during the last five years</p> <p>HEI Input : 61</p> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.4.4_1678946378_10446.xlsx)</p> <p>2.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.4.4_1678946442_10446.pdf)</p> <p>3.URL to the research page on HEI web site (https://buniv.edu.in/page/administration/academic-registrar)</p>	<p>No Comments</p>											
<p>3.4.5</p>	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years.</p> <p>HEI Input :</p> <table border="1" data-bbox="271 943 1330 1094"> <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>95</td> <td>50</td> <td>44</td> <td>23</td> <td>29</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.4.5_1678946597_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	95	50	44	23	29	<p>No comments</p>	
2021-22	2020-21	2019-20	2018-19	2017-18									
95	50	44	23	29									

<p>3.4.6</p> <p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>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</p> <p>HEI Input :</p> <table border="1" data-bbox="271 360 1332 515"> <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>19</td> <td>20</td> <td>15</td> <td>14</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.4.6_1678946663_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	25	19	20	15	14		<p>1)Provide E-copy of the Cover page, content page and the first page of the publication indicating ISBN number and year of publication for books/chapters and conference proceedings</p>	<p>Response: 1. E-copy of the Cover page, content page and the first page of the publication indicating ISBN number and year of publication for books/chapters and conference proceedings submitted</p> <p>Supporting Document: FINAL2 1684326115.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.4.6_1678946663_10446.xlsx)</p>
2021-22	2020-21	2019-20	2018-19	2017-18									
25	19	20	15	14									
<p>3.4.7</p> <p>E-content is developed by teachers :</p> <ol style="list-style-type: none"> 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 <p>HEI Input : D. Any 2 of the above</p> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.4.7_1680087600_10446.xlsx)</p>		<p>1)Provide supporting documents from the sponsoring agency for the e-content developed by the teachers</p>	<p>Response: 1. No sponsoring agency for the e-contents developed by the teachers. All are for self-promotional.</p> <p>Supporting Document: FINAL2 1684326230.xlsx (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.4.7_1680087600_10446.xlsx)</p>										

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).**

HEI Input :

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

Attached Documents :

1.Institutional data in prescribed format
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.5.2_1680759273_10446.xlsx)

No comments

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

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.

HEI Input :

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

DVV suggested Input :

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

HEI clarification Input :

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

Recommended Input :

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

Attached Documents :

1.Institutional data in prescribed format

(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.6.2_1678946831_10446.xlsx)

No comments



2.e-copy of the award letters
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.6.2_1678946860_10446.pdf)

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

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	25

Attached Documents :

- 1.Reports of the event organized
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.6.3_1679987625_10446.pdf)
- 2.Institutional data in prescribed format
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.6.3_1678946919_10446.xlsx)

No comments



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.**

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
2224	0	0	0	44

DVV suggested Input :

2021-22	2020-21	2019-20	2018-19	2017-18
44	0	0	0	2224

HEI clarification Input :

2021-22	2020-21	2019-20	2018-19	2017-18
44	0	0	0	2224

Recommended Input :

2021-22	2020-21	2019-20	2018-19	2017-18
44	0	0	0	2224

Attached Documents :

1.Report of the event

(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.6.4_1678947213_10446.pdf)

2.Institutional data in prescribed format

(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.6.4_1678947059_10446.xlsx)

1)Edited as per data provided 2) Provide student attendance documents / certificates for selected outreach/ extension activities.

Response: 1. Data re-entered after correction. 2. Documentary evidences of the activities in the form of reports submitted.

Supporting Document: FINAL2

1684326402.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.6.4_1684326402.pdf)

<p>3.7.1</p>	<p>Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year</p> <p>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.</p> <p>HEI Input :</p> <table border="1" data-bbox="271 360 1330 515"> <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>2</td> <td>4</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.7.1_1679987593_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2	4	1	1	1	<p>1)Provide copies of documents indicating the collaboration/related documents indicating the nature of collaboration and activities year-wise</p> <p>2)Provide the summary of the</p>	<p>Response: 1. Documentary evidences in the form of reports of the activities submitted. 2. No repetition of activities under 3.6.3 and 3.7.2 is submitted</p> <p>Supporting Document: FINAL2 1684326649.xlsx (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.7.1_1679987593_10446.xlsx)</p>
2021-22	2020-21	2019-20	2018-19	2017-18									
2	4	1	1	1									

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.

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.

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	0	0	0

Recommended Input :

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	0	0	0

Remark :

1)One activity report link missing 2) considered(NIELIT and Wildlife Trust of India) 3) Edited as at least one activity should have been conducted under an MoU during the assessment period to qualify as a functional MoU with institutions.

Attached Documents :

- 1.Institutional data in prescribed format
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.7.2_1678947469_10446.xlsx)
- 2.e-copies of the MoUs with institution/ industry
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.7.2_1678947589_10446.pdf)

1)NOTE--At least one activity should have been conducted under an MOU to qualify as a functional MOU. Provide documentary evidence for the same

Response: 1. Activity Reports of the MoUs submitted.

Supporting Document: FINAL2
1684328249.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/3.7.2_1684328249.pdf)

<p>4.1.4</p>	<p>Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)</p> <p>HEI Input :</p> <table border="1" data-bbox="271 328 1330 483"> <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>19.90</td> <td>375.53</td> <td>642.79</td> <td>645.13</td> <td>104.60</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.1.4_1679907779_10446.pdf)</p> <p>2.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.1.4_1679907741_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	19.90	375.53	642.79	645.13	104.60	<p>1)Provide the consolidated fund allocation towards infrastructure augmentation facilities duly certified by the Finance Officer</p>	<p>Response: 1. Consolidated fund allocation certified by the Finance Officer.</p> <p>Supporting Document: FINAL2 1684400391.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.1.4_1679907779_10446.pdf)</p>
2021-22	2020-21	2019-20	2018-19	2017-18									
19.90	375.53	642.79	645.13	104.60									
<p>4.2.2</p>	<p>Institution has access to the following:</p> <ol style="list-style-type: none"> 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources <p>HEI Input : A. Any 4 or more of the above</p> <p>Attached Documents :</p> <p>1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.2.2_1679662844_10446.pdf)</p> <p>2.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.2.2_1679662729_10446.xlsx)</p>	<p>1)Provide screenshots of the facilities claimed with the name of HEI 2)Provide a link in the institutional website for the selected option for verification by the DVV.</p>	<p>Response: 1. Screenshots of the e-resources submitted. 2. Link of the e-resources in the institutional website is provide. (bulibrary.in)</p> <p>Supporting Document: FINAL2 1684328881.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.2.2_1679662844_10446.pdf)</p>										

<p>4.2.3</p> <p>Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>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)</p> <p>HEI Input :</p> <table border="1" data-bbox="271 325 1330 480"> <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>27.70</td> <td>16.19</td> <td>25.20</td> <td>50.30</td> <td>8.64</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.2.3_1679662871_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	27.70	16.19	25.20	50.30	8.64		<p>1)Provide proceedings of Library Committee meetings for allocation and utilization of fund</p>	<p>Response: 1. Proceedings of Library Committee meetings for allocation and utilization of fund is submitted.</p> <p>Supporting Document: FINAL2 1684387160.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.2.3_1684387160.pdf)</p>
2021-22	2020-21	2019-20	2018-19	2017-18									
27.70	16.19	25.20	50.30	8.64									
<p>4.2.4</p> <p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year</p> <p>HEI Input : 1361</p> <p>Attached Documents :</p> <p>1.Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.2.4_1679663244_10446.pdf)</p>		<p>1)Provide certified E-copy of the ledger for footfalls for 5 days(Of the 2nd week of Jan 2019). 2)Provide Certified screenshots of the data for the same 5 days for online access. (i.e.Of 2nd week of Jan</p>	<p>Response: 1. Winter break of the University during the given dates. Certified screenshots of the ledger for footfalls provided for the period: 18th January 2019 to 22nd January 2019.</p> <p>Supporting Document: FINAL2 1684405187.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.2.4_1684405187.pdf)</p>										

<p>4.3.1</p>	<p>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)</p> <p>4.3.1.1. Number of classrooms and seminar halls with ICT facilities</p> <p>HEI Input : 41</p> <p>Attached Documents :</p> <p>1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.3.1_1679914280_10446.xlsx)</p> <p>2.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.3.1_1679914273_10446.xlsx)</p>	<p>No comments</p>	
<p>4.3.3</p>	<p>Student - Computer ratio (Data for the latest completed academic year)</p> <p>Attached Documents :</p> <p>1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.3.3_1679999322_10446.pdf)</p>	<p>1)NOTE-- the number of Computers available for student use only will be considered. 2)Provide Bills for the purchase of computers. 3)Provide Highlighted entry for purchase of</p>	<p>Response: 1. Purchase bills and stock register record of computers submitted.</p> <p>Supporting Document: FINAL2 1684387433.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.3.3_1684387433_10446.pdf)</p>

4.3.4	<p>Available bandwidth of internet connection in the Institution (Leased line)</p> <p>HEI Input : B. 500 MBPS - 1 GBPS</p> <p>Attached Documents :</p> <p>1.Details of available bandwidth of internet connection in the Institution (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.3.4_1679664272_10446.pdf)</p>	No Comments	
4.3.5	<p>Institution has the following Facilities for e-content development</p> <ol style="list-style-type: none"> 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipments and softwares for editing <p>HEI Input : E. None of the above</p> <p>Attached Documents :</p> <p>1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.3.5_1680088226_10446.pdf)</p> <p>2.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.3.5_1680087654_10446.xlsx)</p>	No Comments	

<p>4.4.1</p>	<p>Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</p> <p>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)</p> <p>HEI Input :</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>377.51</td> <td>126.76</td> <td>162.12</td> <td>332.02</td> <td>499.42</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.4.1_1679908602_10446.xlsx)</p> <p>2.Audited statements of accounts (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/4.4.1_1679908613_10446.pdf)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	377.51	126.76	162.12	332.02	499.42	<p>No comments</p>	
2021-22	2020-21	2019-20	2018-19	2017-18									
377.51	126.76	162.12	332.02	499.42									
<p>5.1.1</p>	<p>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).</p> <p>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)</p> <p>HEI Input :</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>223</td> <td>595</td> <td>489</td> <td>935</td> <td>31</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.1.1_1679031943_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	223	595	489	935	31	<p>1)Upload policy document of HEI for the award of scholarships and free ship. 2)Upload sanction letter of scholarship/freeships for each of the schemes. 3)Provide Audited income and</p>	<p>Response: 1. UN Brahma Scholarship has been initiated from the session 2022-2023. Supporting document is uploaded. 2. Links of Sanction letters of scholarship/freeships for each of the schemes are provided.</p> <p>Supporting Document: FINAL2 1684391693.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.1.1_1679031943_10446.xlsx)</p>
2021-22	2020-21	2019-20	2018-19	2017-18									
223	595	489	935	31									

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.**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**

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	170	150	0

DVV suggested Input :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	70	150	0

HEI clarification Input :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	170	150	0

Recommended Input :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	170	150	0

Attached Documents :

1.Institutional data in prescribed format
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.1.2_1678959121_10446.xlsx)

1) Edited as following program do not fall in this metric (Special camp on the theme of Youth for Eco-Development)
2)Provide copy of circular/brochure of such programs along with the details of

Response: 1. Career counselling Programme was conducted as a part of the Special Camp on the theme of Youth for eco-development. Highlighted report submitted.

Supporting Document: FINAL2

1684401786.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.1.2_1678959121_10446.xlsx)

<p>5.1.3</p>	<p>Following Capacity development and skills enhancement activities are organised for improving students capability</p> <p>1. Soft skills</p> <p>2. Language and communication skills</p> <p>3. Life skills (Yoga, physical fitness, health and hygiene)</p> <p>4. Awareness of trends in technology</p> <p>HEI Input : A. All of the above</p> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.1.3_1678959175_10446.xlsx)</p> <p>2.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.1.3_1679987691_10446.pdf)</p> <p>3.Link to Institutional website (https://buniv.edu.in/)</p>	<p>1)Provide Web-link to particular programs/schemes mentioned in the metric in specific (Not to university home page)</p>	<p>Response: 1. Links for the activity reports of the programs mentioned in the metric has been provided in the uploaded document.</p> <p>Supporting Document: FINAL2 1684392333.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.1.3_1678959175_10446.xlsx)</p>
<p>5.1.4</p>	<p>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</p> <p>1. Implementation of guidelines of statutory/regulatory bodies</p> <p>2. Organisation wide awareness and undertakings on policies with zero tolerance</p> <p>3. Mechanisms for submission of online/offline students' grievances</p> <p>4. Timely redressal of the grievances through appropriate committees</p> <p>HEI Input : A. All of the above</p> <p>Attached Documents :</p> <p>1.Link for additional information (https://buniv.edu.in/sub-pages/grievance-redressal-committee)</p>	<p>1)Provide Minutes of the meetings of the student Grievance Cell as per the metric. 2)Provide Circular/web link/committee report justifying the objective of the metric 3)Provide</p>	<p>Response: 1. Minutes of the meetings of the student Grievance Cell is submitted. 2. Office Order copy for constitution of ICC, Anti-Ragging Committee and Anti-Ragging Squad are uploaded.</p> <p>Supporting Document: FINAL2 1684484523.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.1.3_1678959175_10446.xlsx)</p>

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.)

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

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
24	18	23	38	20

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

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
26	18	23	38	20

Attached Documents :

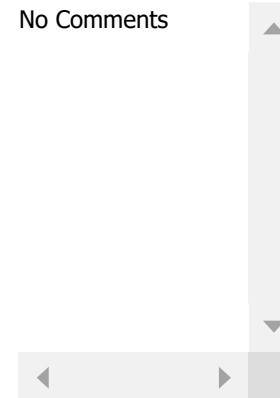
1.Institutional data in prescribed format

(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.2.1_1678959652_10446.xlsx)

2.Any additional information

(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.2.1_1678959663_10446.xlsx)

No Comments



5.2.2	<p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.2.1. Number of outgoing students placed year - wise during the last five years.</p> <p>HEI Input :</p> <table border="1" data-bbox="271 256 1330 411"> <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>39</td> <td>26</td> <td>8</td> <td>7</td> <td>8</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.2.2_1678963269_10446.pdf)</p> <p>2.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.2.2_1678963233_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	39	26	8	7	8	No comments	
2021-22	2020-21	2019-20	2018-19	2017-18									
39	26	8	7	8									
5.2.3	<p>Percentage of student progression to higher education (previous graduating batch).</p> <p>5.2.3.1. Number of outgoing student progressing to higher education.</p> <p>HEI Input : 27</p> <p>Attached Documents :</p> <p>1.Upload supporting data for student/alumni (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.2.3_1678963342_10446.pdf)</p> <p>2.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.2.3_1678963331_10446.xlsx)</p>	No Comments											

<p>5.3.1</p>	<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>HEI Input :</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>0</td> <td>0</td> <td>6</td> <td>4</td> <td>0</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.3.1_1679032991_10446.xlsx)</p> <p>2.e-copies of award letters and certificates (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.3.1_1679033000_10446.pdf)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	6	4	0	<p>No Comments</p>	
2021-22	2020-21	2019-20	2018-19	2017-18									
0	0	6	4	0									
<p>5.3.3</p>	<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>HEI Input :</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>1</td> <td>0</td> <td>0</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Report of the event (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.3.3_1679917799_10446.pdf)</p> <p>2.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.3.3_1679917792_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1	0	0	2	1	<p>1)Provide report of the events/along with photographs appropriately dated and captioned year-wise. 2)Provide list of students participated in different events year-wise.</p>	<p>Response: 1. Link of the reports of the sports events is submitted, supported with date of the events and photographs.</p> <p>Supporting Document: FINAL2 1684402065.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/5.3.3_1679917792_10446.xlsx)</p>
2021-22	2020-21	2019-20	2018-19	2017-18									
1	0	0	2	1									

5.4.2	<p>Alumni contribution during the last five years (INR in Lakhs)</p> <p>HEI Input : A. \geq 100 Lakhs</p> <p>Recommended Input : E. <5 Lakhs</p> <p>Remark : Edited as per clarification</p> <p>Attached Documents :</p>	<p>1)Provide annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer. 2)Provide List of alumnus/alumni</p>	<p>Response: 1. No Financial contribution made till now by the Alumni.</p>
6.2.3	<p>Institution Implements e-governance covering following areas of operation</p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>HEI Input : A. All of the above</p> <p>Attached Documents :</p> <p>1.Screen shots of user interfaces (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.2.3_1679665577_10446.pdf)</p> <p>2.Details of implementation of e-governance in areas of operation, Administration etc (Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.2.3_1679665528_10446.xlsx)</p> <p>3.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.2.3_1679665674_10446.pdf)</p>	<p>1)Provide institutional expenditure statements for the budget heads of e-governance implementation 2)Provide annual e-governance report approved by the</p>	<p>Response: 1. e-governance policies and institutional implementation procedure is submitted. 2. Online e-governance services such as PFMS and CMP are utilized in Finance and Account maintenance by the</p> <p>Supporting Document: FINAL2 1684402305.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.2.3_1684402305.pdf)</p>

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.**

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**

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	2	0	0

Attached Documents :

1.Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.3.2_1679916583_10446.xlsx)

2.View Document
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.3.2_1679916596_10446.pdf)

1)Provide policy documents on providing financial support to teachers
2)Provide audited statement of account highlighting the financial support to teachers to attend conferences/workshop

Response: 1. Resolution of Deans' Committee Meeting is uploaded. 2. Audited statement of account highlighting the financial support is uploaded. 3. Sanction Order of the financial grant.

Supporting Document: FINAL2
1684474399.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.3.2_1684474399_10446.pdf)

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**

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	3	1	0

Attached Documents :

- 1.Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.3.3_1679665883_10446.xlsx)
- 2.Any additional information
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.3.3_1679987749_10446.pdf)

1)Provide Brochures and Reports year-wise
2)Provide a list of participants in each program
3)Provide photographs with date and the caption
3)Provide Annual reports highlighting

Response: 1. Activity reports of the programmes are submitted as links. 2. Links of Annual reports highlighting the programmes conducted by the university are provided.

Supporting Document: FINAL2
1684411871.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.3.3_1684411871_10446.pdf)

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

HEI Input :

2021-22	2020-21	2019-20	2018-19	2017-18
21	38	62	37	23

Recommended Input :

2021-22	2020-21	2019-20	2018-19	2017-18
19	38	57	34	17

Remark :

Edited as per clarification

Attached Documents :

1.Details of teachers attending professional development Programmes during the last five years
(Data Template)

(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.3.4_1679471973_10446.xlsx)

2.Any additional information

(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.3.4_1679472471_10446.pdf)

1)Provide an E-copy of the certificates of the program attended by teachers. 2)Provide list of participants for each program during the last five years. 3)Provide annual reports highlighting

Response: 1. E-copies of the certificates of the program attended by teachers is submitted.

Supporting Document: FINAL2

1684405926.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.3.4_1684405926.pdf)

<p>6.4.2</p> <p>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).</p> <p>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).</p> <p>HEI Input :</p> <table border="1" data-bbox="271 395 1330 549"> <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>45</td> <td>45</td> <td>0</td> <td>29.77</td> <td>19.94</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Details of Funds / Grants received from government bodies during the last five years (Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.4.2_1679472636_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	45	45	0	29.77	19.94	<p>1)Provide Annual audited statements of accounts highlighting the grants received. 2)Provide copy of the sanction letters received from government bodies for development and</p>	<p>Response: 1. Annual audited statements of accounts highlighting the grants received is submitted. 2. Copy of the sanction letters received from government bodies is provided.</p> <p>Supporting Document: FINAL2 1684409288.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.4.2_1679472636_10446.xlsx)</p>
2021-22	2020-21	2019-20	2018-19	2017-18								
45	45	0	29.77	19.94								
<p>6.4.3</p> <p>Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)</p> <p>6.4.3.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)</p> <p>HEI Input :</p> <table border="1" data-bbox="271 1027 1330 1181"> <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>2.97</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.4.3_1679472746_10446.xlsx)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2.97	0	0	0	0	<p>1)Provide annual audited statements of accounts highlighting the grants received. 2)Provide copy of the sanction letters received from nongovernment bodies, individuals,</p>	<p>Response: 1. Copy of the sanction letters received from non-government bodies is provided. 2. The amount sanctioned for the cause was ₹ 2.97 lakhs only which is too less to be expressed in the audit report.</p> <p>Supporting Document: FINAL2 1684487093.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.4.3_1679472746_10446.xlsx)</p>
2021-22	2020-21	2019-20	2018-19	2017-18								
2.97	0	0	0	0								

<p>6.5.2</p>	<p>Institution has adopted the following for Quality assurance</p> <ol style="list-style-type: none"> 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). <p>HEI Input : B. 4 of the above</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> 1.Upload e-copies of the accreditations and certifications (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.5.2_1679473140_10446.pdf) 2.Upload details of Quality assurance initiatives of the institution (Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.5.2_1679917509_10446.xlsx) 3.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.5.2_1679917531_10446.pdf) 4.Paste web link of Annual reports of University (https://buniv.edu.in/sub-pages/annual-report) 	<p>1)Provide list of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with captions and date.</p> <p>2)Provide list of Collaborative quality</p>	<p>Response: 1. List of Conferences / Seminars / Workshops on quality conducted and links to reports containing brochures and geo-tagged photos with captions and date are provided. 2. List of Collaborative quality</p> <p>Supporting Document: FINAL2 1684485550.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/6.5.2_1684485550.pdf)</p>
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<p>7.1.4</p>	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 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 <p>HEI Input : D.1 of the above</p> <p>Attached Documents :</p> <p>1.Geotagged photographs / videos of the facilities (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/7.1.4_1679921027_10446.pdf)</p>	<p>1)Provide Green audit reports on water conservation by recognized bodies</p>	<p>Response: 1. Environment audit report on water conservation is uploaded.</p> <p>Supporting Document: FINAL2 1684411468.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/7.1.4_1684411468.pdf)</p>
<p>7.1.5</p>	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 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 <p>HEI Input : B. 3 of the above</p> <p>Attached Documents :</p> <p>1.Geotagged photos / videos of the facilities (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/7.1.5_1680166651_10446.pdf)</p>	<p>1)Provide policy documents on the green campus. 2)Provide Circulars for the implementation of the initiatives and any other supporting document.</p>	<p>Response: 1. Green campus initiatives of the University is submitted.</p> <p>Supporting Document: FINAL2 1684411616.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/7.1.5_1684411616.pdf)</p>

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**

HEI Input : B. 3 of the above

DVV suggested Input : D. 1 of the above

HEI clarification Input : D. 1 of the above

Recommended Input :
D. 1 of the above

Attached Documents :

1.Code of ethics policy document
(https://assessmentonline.naac.gov.in/storage/app/hei/SSR/113386/7.1.10_1679921694_10446.pdf)

1)Provide policy document on code of ethics. 2)Provide Constitution and proceedings of the monitoring committee. 3)Provide circulars and geo-tagged photographs with date and caption

Response: 1. Edited as per the data available