SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GAUHATI UNIVERSITY

GOPINATH BARDOLOI NAGAR GUWAHATI 781 014 ASSAM
781014
www.gauhati.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gauhati University is the premier institution of higher education in the liberal arts and sciences in north eastern India. Founded in 1948 as an expression of the region's unique historical, intellectual and cultural diversity with direct funding from the people and set in a biodiversity hotspot, its expansion in teaching and research has been undertaken with a keen sense of responsibility towards its history and its location.

The University has been consistently guided by the values of *Professionalism, Social Commitment, Diversity /Inclusiveness, Transparency and accountability, Accessibility* and *Gender Sensitivity.*

Vision

To perform a transformative role for the region and its people, foster a spirit of enquiry, articulate global human, social and scientific concerns from its strong base in the region, set ethical standards in thinking and practice and enable the making of responsible citizens and compassionate and sensitive human beings.

Mission

With the above ends in view the mission of Gauhati University is

- **Academic Excellence:** To provide quality teaching that takes account of changing student needs and expectations, incorporate global developments in all fields into its curricula, conduct cutting-edge research through innovation and collaboration across all borders.
- **Widening Horizon of Institutional Activity**: Extend its activities to address environmental, social and cultural concerns in the region, and promote free inquiry and life-long learning
- **Empowered and Competent Stakeholders:** Empower stakeholders of the University and its affiliated colleges through capacity development, standardize recruitment and evaluation procedures, provide access to knowledge, extend academic and administrative assistance and enable employability.
- **Improved Support Structure:** Improve existing academic and administrative resources and enhance physical and technological infrastructure for the effective realization of the University's vision.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Locational and geostrategic advantage, at the gateway to NE India and to the S E Asian region, Bhutan and China
2. Platform for inclusive education catering to wide spectrum of society, ethnic groups and economic classes and with a strong credible legacy of seventy years
3. Strong support base with 356 affiliating colleges
4. Good Teacher-student ratio (average ~ 1:11 for PG) and good demand ratio of 1:8 (seat

availability:applicant)

5. A sprawling campus with 34% green cover and adequate vacant land for future development
6. Generation of with 40% of current annual budget expenditure from internal resources
7. IT enabled services in the administrative processes including admission and examination, overall good development index (NIRF Ranking 22in 2016; 27in 2017)
8. Optimisation of resources and capacity utilization
9. Forty five well established academic departments with two constituent colleges for teaching and research with basic facilities and uninterrupted power and water supply
10. Participatory management of the university affairs with transparency and efficiency

Institutional Weakness

1. Inadequate teacher and student diversity
2. Lack of modern analytical facility for cutting edge research
3. Limited industrial collaboration and business incubation
4. Inadequate hostel capacity, need substantial investment to make a fully residential campus

Institutional Opportunity

1. Leveraging India's Act East Policy with its locational advantage
2. Contribute towards solving local and regional issues of societal concern, natural resource assessment and management for sustainable development
3. Develop strong institutional collaboration for research and teaching
4. Corporate funding for business incubation and application research

Institutional Challenge

1. Renovation and replenishment of the ageing physical facilities
2. Complete automation and transforming into a smart campus with full capacity utilization and efficiency
3. Deployment of CBCS effectively and meaningfully in the affiliating colleges
4. Attracting talents both in teaching positions and student intake
5. Inadequate funding to buildup infrastructure, state of art laboratories for cutting-edge research

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curricula of an institution, and the learning objectives and course outcomes of such curricula determine the

quality and impact of its education. Gauhati University provides education which is contemporary and scientific through curricula that is designed to give students the best available knowledge in their disciplines, and familiarize them with different aspects of their location. Given the cultural and biological diversity of northeast India and its geographical, historical and geological features, courses taught in various departments result in students learning how best to apply their knowledge to observe, document, conserve, sustain and critique aspects of society, natural resources and the environment and intervene productively and judiciously wherever necessary. Understanding of weather, climate and soils, patenting of biological materials, acquiring techniques to study different elements of nature and society, and playing a role in research and policy development, even while keeping an eye on employability and practical life skills are significant course outcomes.

Courses across disciplines feature issues of Gender, Environment and Sustainability, Human Values and Professional Ethics in a variety of ways.

The University has introduced CBCS in 46 of its post-graduate programs. Besides up-dated Core, Elective and Open courses, several value added courses on creative writing, editing, performance, Cultural History of North East India, English language and communication, foreign languages, and soft skills are offered.

All curricula offer students opportunities to acquire theoretical knowledge and practical disciplinary and life skills.

Teaching-learning and Evaluation

The University provides a vibrant teaching and learning ambience. It enrols students from diverse geographical, economic, linguistic and cultural backgrounds, and ensures 100% enrolment against Government of India reservation policies. It attracts students through orientation and dissemination programmes in different modes like the Prospectus, the University website, help pages, printed syllabi, the vision and mission statements, various committees (e.g. CBCS Implementation Cell), the University's information centres, social media platforms and parent-teacher meetings.

The faculty strength of more than 400 teachers ensures a 11:1 teacher-student ratio. The University encourages teachers to use experiential and collaborative pedagogies to develop higher order skills, core knowledge and qualities of better citizenship in learners. Invited lectures, workshops and seminars organized by departments, besides visiting faculty, supplement the knowledge base of many disciplines.

Students are encouraged to make regular use of available technology, such as social media platforms like Facebook, Whatsapp, Skype, and e-content available in e-pathshala, OER or YouTube. Learning is enhanced through practices such as case study analyses of industry problems, summer training in various advanced laboratories, dissertations, projects on geo-environmental issues, field visits, library work, surveys and visits to historical and archaeological sites.

The University conducts examinations for undergraduate, postgraduate, and research degrees. Examination procedures (administered through the office of the Controller of Examinations) ensure transparency, confidentiality and efficiency through an automated examination management system. Democratised administration through devolution of functions to academic departments, introduction of 'micro-zones' and smaller examination centres ensure timely declaration of results.

Research, Innovations and Extension

Gauhati University has a strong foundation of research and innovation and a sustained culture of extension work.

MPhil programmes in several departments and PhD programmes in all departments are popular and admission is through a common entrance test – the GU-RET. Conventional research is matched by cutting-edge research in many disciplines. Research activities frequently find expression in the conferences, seminars and workshops organized in the University or attended by faculty in the country and abroad.

Faculty members of the University have earned 22 international fellowships; more than 500 research scholars have been awarded fellowships and around 40% of the departments are covered by different funding agencies. The University has received support for more than 200 research projects worth around Rupees 54 crores and Rupees 5 crores worth revenue has been generated from research consultancy during the last five years. The Intellectual Property Rights Cell, an important component of a vibrant research culture, conducts relevant workshops and seminars. Around 6 innovation awards have been received by teachers or students, while eight patents, more than 1600 PhDs in various disciplines, and over 3000 research publications in reputed journals, books, and conference proceedings have been produced/published during the last five years.

Social welfare and extension activities like Swach Bharat Abhiyan and Gender Sensitization have been organized in collaboration with government and non-government bodies. Around 60 collaborative activities and about 100 linkages with different research institutions, universities and industries have been established and 30 MOUs with institutions of national and international importance are functional.

Infrastructure and Learning Resources

The institution has the following facilities for teaching, learning and research:

- 112 classrooms of which several have ICT, tele-conferencing, digital projection and Wi-Fi/LAN facilities
- Uninterrupted power supply in many of the departments.
- CCTV surveillance systems in some departments.
- Regularly updated libraries in all departments and E-journals access
- 97 state of the art laboratories with high end instruments, 27 computer labs and 23 seminar halls
- In 2016-17, the budget allocated for infrastructure augmentation and development was Rupees 6654.23 Lakhs.

The K. K. Handiqui Library named after the University's first Vice- Chancellor and eminent Indologist, Professor K.K. Handiqui, is housed in a spacious building with extensive reading rooms and study spaces. Currently the library has approximately 2.7 lakh books, bound back issues of periodicals, around 5650 PhD theses, 4500 old and rare manuscripts, besides MA and MPhil dissertations and back volumes of selected newspapers. Moreover the Library has special collections like the K.K. Handiqui collection, Bhupen Hazarika corner, Vivekananda corner, women's corner, and a text book corner. It provides reprographic facilities, webopec for access to library, OPAC through campus LAN, ETD (electronic theses and dissertations) through Shodhganga, e-journal browsing through UGC infonet, IEEE explorer, Manupatra, J- Gateplus, online abstracting and indexing database Scopus, Web of Science.

IT facilities are available for students, teachers and employees. The bandwidth of the leased line connection is 1GBPS and speed of the V-LAN configuration is 100 MBPS. There are some e-content development facilities like lecture capturing system, movie camera, still camera, and digital flash recorder.

Student Support and Progression

The University is committed to providing a student friendly environment for study and residence and with this aim in view it has instituted measures to support students in various ways and enable them to pursue their education without stress.

Students benefit from scholarships and freeships. In 2016-17, about 300 students received freeships from the University.

Departments have undertaken capability enhancement and development programmes resulting in many students gaining admission to pursue higher degrees in other reputed institutions like JNU, TISS, Hyderabad University etc. A large number of students have also cleared examinations like NET/SLET/GATE etc. The Pre Examination Training Centre (PETC) has provided coaching to enable students to join the State and National Civil Services. Several companies have also recruited students from the University.

The University maintains an extracurricular culture that enables students to pursue interests in sports and various domains like music and art. Many students have won sports prizes at the national and international levels while many have gone on to become successful professional musicians and artists.

The University coordinates the life on the campus – in its residential halls and in departments –through a Residence, Health and Disciplinary Board.

Anti-Ragging mechanisms are in place to ensure safety and discipline in departments and in the hostels and encourage and enable a healthy environment for study.

A vibrant Post Graduate Students Union and an active Alumni Association have helped strengthen the core values of the institution through support and sometimes constructive criticism.

Governance, Leadership and Management

The University has a hierarchical organisational structure with the Governor of Assam as Chancellor at the apex. The Vice Chancellor as executive Head of the Institution takes policy guidance from the Executive Council (development and administration) and Academic Council (academic, research and extension matters). Both these statutory bodies are under the Gauhati University Court. The Office of the Registrar executes relevant decisions under guidance from the Vice Chancellor and the offices of Academic Registrar, Controller of Examinations, Finance Officer, Secretary, University Classes, and Director, College Development Council provide support in respective domains. The Superintending Engineer executes civil, electrical and related work. The Director, Students' Welfare oversees general welfare of students and their extracurricular activities. Independent functionaries are appointed in the constituent institutes/centres of the University like the IDOL, GUIST, PETC, UGC-HRDC etc.

Every academic department functions through the Departmental Advisory Committee, Departmental Research

Committee and Committee of Courses and Studies and departments are clustered into the Faculties of Science, Technology, Commerce, Law, Management, Arts and Fine Arts, with separate Deans for each Faculty. The Internal Quality Assurance Cell (IQAC) helps maintain overall quality in academic matters.

Matters relating to the University's 300 odd affiliated colleges are managed by the College Development Council.

The University has automated the processes of admission and examination.

The principal source of revenue is the State Government. The recurring revenue expenditure is met from government grants while academic activities are managed from the fees collected from students and affiliated colleges.

Institutional Values and Best Practices

Gauhati University, set in a region known for profound diversity of flora and fauna, languages and dialects, ethnic groups and cultures, customs and traditions, has institutionalised green consciousness as a best practice. This is evident in the maintenance of the *Botanical Garden* with rare orchids, medicinal and endangered plant species, the *Aquaculture and Biodiversity Park* with endemic fish species, ornamental plants and a plethora of animals including endemic reptiles and birds, and numerous *water bodies* that support both terrestrial and aquatic life and add to the aesthetic beauty of the campus.

The University propagates practices of sustainable utilization of resources through activities like plantation of saplings during World Environment Day and observation of World Biodiversity Week and by generally maintaining a green campus.

Waste Management initiatives including vermi-composting units and organized collection and disposal of waste material are institutionalized.

Solar power is generated from panels installed in the campus and plans are on to further increase the volume of power generated.

Gauhati University ensures a safe environment for everyone including its girl students through round-the-clock CCTV surveillance in several academic and administrative departments and some key locations. There are separate common rooms and wash rooms for men and women, while a Women's Cell takes care of grievances and other issues relating to women students, scholars and faculty.

Ramps and lifts in some buildings facilitate access for differently-abled people, and the University is among the few institutions of higher learning in India which has a department of Disability Studies.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	Gauhati University
Address	Gopinath Bardoloi Nagar Guwahati 781 014 Assam
City	Guwahati
State	Assam
Pin	781014
Website	www.gauhati.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	Utpal Sarma	0361-2570110	9435545453	-	utpalsarma@gauhati.ac.in
Vice Chancellor	Mridul Hazarika	0361-2570412	9435042679	-	coordinator.iqac@gauhati.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affliating

Establishment Details	
Establishment Date of the University	26-01-1948
Status Prior to Establishment,If applicable	

Recognition Details	
Date of Recognition as a University by UGC or Any Other National Agency :	
Under Section	**Date**
2f of UGC	03-03-1956
12B of UGC	03-03-1956

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	Gopinath Bardoloi Nagar Guwahati 781 014 Assam	Urban	508	299467	M.A., M. Sc.,Ph.D. ,D.Sc., D.Litt, Diploma, Certificate, M.Phil. ,B.Tech, M.Tech, M.Ed.		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	16	2	18
Education/Teachers Training	40	10	50
Arts/Humanities/Social Sciences	114	36	150
Business Administration/Commerce/Management/Finance	5	0	5
Fine Arts/Performance Arts/Visual Arts/Applied Arts	2	1	3
Sciences	2	0	2
Engineering/Technology/Architecture/Design	12	0	12
Medicine & Surgery/Ayurveda/Unani/Homeopathy/Health & Allied Sciences/Paramedical/Sciences	10	2	12
Specification of Degree with Sanskrit/Urdu/Persian/Arabic Nomenclature	1	1	2
Universal/Common to All Disciplines	79	3	82
Commerce	18	2	20

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	2
Affiliated Colleges	356
Colleges Under 2(f)	1
Colleges Under 2(f) and 12B	164
NAAC Accredited Colleges	105
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	43
Colleges with Research Departments	49
University Recognized Research Institutes/Centers	2

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	100003_56_1.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				171				123				147
Recruited	94	44	0	138	32	26	0	58	93	51	0	144
Yet to Recruit				33				65				3
On Contract	0	0	0	0	0	0	0	0	12	23	0	35

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				1213
Recruited	1048	119	0	1167
Yet to Recruit				46
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				53
Recruited	32	2	0	34
Yet to Recruit				19
On Contract	2	0	0	2

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	2	2	0	0	0	0	0	0	0	4
Ph.D.	92	42	0	32	26	0	52	24	0	268
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	41	27	0	68

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	9	1	0	1	1	0	20	7	0	39
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	17	25	0	42

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	2	0	0	2
Adjunct Professor	0	0	0	0
Visiting Professor	6	0	0	6

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Assamese	Dr. Indira Raisom Goswami	Govt. of Assam
2	Assamese	Jawaharlal Nehru	Gauhati University
3	MIL and LS	Rabindranath Tagore	Gauhati University

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	705	13	0	0	718
	Female	1159	14	0	0	1173
	Others	0	0	0	0	0
UG	Male	118	2	0	0	120
	Female	71	1	0	0	72
	Others	0	0	0	0	0
Certificate	Male	19	0	0	0	19
	Female	39	0	0	0	39
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	5	0	0	0	5
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Post Doctoral (D.Sc , D.Litt , LLD)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	45	0	0	0	45
	Female	118	0	0	0	118
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	189	0	0	0	189
	Female	145	0	0	0	145
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	2

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	32	0	0	0	32
Female	28	0	0	0	28
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	08-06-1988
Number of UGC Orientation Programmes	114
Number of UGC Refresher Course	283
Number of University's own Programmes	80
Total Number of Programmes Conducted (last five years)	87

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Anthroplology	[View Document](#)
Applied Science	[View Document](#)
Arabic	[View Document](#)
Assamese	[View Document](#)
Bengali	[View Document](#)
Bioengineering And Technology	[View Document](#)
Biotechnology	[View Document](#)
Bodo	[View Document](#)
Botany	[View Document](#)
Business Administration	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Communication And Journalism	[View Document](#)
Computer Science	[View Document](#)
Disabilities Study	[View Document](#)
Economics	[View Document](#)
Education	[View Document](#)
Electronics And Communication Engineering	[View Document](#)
Electronics And Communication Technology	[View Document](#)
English	[View Document](#)
English Language Teaching	[View Document](#)
Environmental Science	[View Document](#)
Folklore Research	[View Document](#)
Foreign Languages	[View Document](#)
Geography	[View Document](#)
Geological Sciences	[View Document](#)
Hindi	[View Document](#)
History	[View Document](#)

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Information Technology	[View Document](#)
Instrumentation And Usic	[View Document](#)
Law	[View Document](#)
Library And Information Science	[View Document](#)
Linguistics	[View Document](#)
Mathematics	[View Document](#)
Mil And Literary Studies	[View Document](#)
Persian	[View Document](#)
Philosophy	[View Document](#)
Physics	[View Document](#)
Political Science	[View Document](#)
Psychology	[View Document](#)
Sanskrit	[View Document](#)
Sociology	[View Document](#)
Statistics	[View Document](#)
Women Studies	[View Document](#)
Zoology	[View Document](#)

3. Extended Profile

3.1 Programme

Number of programs offered year wise for last five years

2016-17	2015-16	2014-15	2013-14	2012-13
175	175	174	173	172

Number of all programs offered by the institution during the last five years

Response : 175

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5411	5900	5577	5673	5592

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

2016-17	2015-16	2014-15	2013-14	2012-13
1969	2022	2077	2036	2042

Total number of outgoing / final year students

Response : 10146

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

2016-17	2015-16	2014-15	2013-14	2012-13
2616	2904	1788	1514	1503

Number of revaluation applications year wise during the last 5 years

2016-17	2015-16	2014-15	2013-14	2012-13
289	399	483	382	296

3.3 Academic

Number of courses in all programs year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1684	1635	1571	1528	1448

Number of courses offered by the institution across all programs during the last five years

Response : 1684

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

2016-17	2015-16	2014-15	2013-14	2012-13
334	328	312	320	318

Number of full time teachers worked in the institution during the last 5 years

Response : 334

Number of teachers recognized as guides during the last five years

Response : 260

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
455	455	455	455	455

Total number of publications during the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response : 2220

3.4 Institution

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

2016-17	2015-16	2014-15	2013-14	2012-13
13606	15908	15900	10156	9911

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

2016-17	2015-16	2014-15	2013-14	2012-13
529	485	554	581	534

Total number of classrooms and seminar halls

Response : 135

Total number of computers in the campus for academic purpose

Response : 1002

Total Expenditure excluding salary year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
6029.358	6981.376	6649.656	3769.435	3858.14

Annual lighting power requirement (in KWH)

Response : 320.32

Annual power requirement of the institution (in KWH)

Response : 1552

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

Current curricula in the University are in line with its vision of transformation for the region and connection with national and global concerns. These are evident in the emphasis in all courses on fundamentals and on flexibility (20% flexibility in syllabi mandated through an Academic Council Resolution), in the incorporation of regional, national and global components in the learning objectives of all disciplines, the interest in studying and sustaining the natural and human diversity of the region, the focus on languages and of keeping abreast of developments in all fields and technologies of education. They are also evident in specific courses like fuel geology that respond to the region's rich energy resources on which several industries are based and in courses in Women's Studies that use global developments in the field to do focused research on gender issues in the region.

As part of its learning objectives the University

- seeks to provide knowledge of languages, literatures and cultures
- Give practical training in teaching English at all levels
- prepare global citizens sensitive to the values of their own and other cultures, traditions, histories, religious beliefs and practices
- observe, document, manage and sustain the region's bio and ethnic diversity
- address changing requirements of the contemporary business economy
- generate skilled manpower to address environmental and natural hazard related problems
- critique established myths, and distortions regarding women.
- mainstream local, national and global gender issues in teaching and research

- impart practical training through collaboration with other institutions and industries of the region
- address employability
- enhance capacity for Software Development and IT
- Teach social responsibility, and create an awareness of disability rights, and special needs

Overall **Program Specific Outcomes** include grounding in each discipline, identification of research areas and issues that are location specific and adoption of impeccable standards of academic and professional integrity. Some of these are given here:

- Identifying research issues specific to the country and the region
- Understanding sustainable natural resource utilization
- Evaluating the current relevance of indigenous knowledge systems and traditional healthy life practices.

- Standardizing protocol for analysis and assessment of biodiversity of the region and documenting plant and microbial resources
- Training in online journalism, broadcast journalism, advertising and Public relations, film studies and community communications
- Taking up the national challenge in the treatment of cancer (M.Sc. in Radiological Physics introduced with this aim)

Significant **course outcomes** include

- research in all aspects of the region's languages, literatures, cultures and flora and fauna
- training in Statistical techniques to study natural, biological and social phenomena
- awareness of intellectual property rights, patent issues and laws,
- patenting of biological materials
- acquiring techniques of designing and developing effective C4D strategies
- Understanding of weather and climate, soil characteristics, and techniques of weather forecasting
- Training in Geo-informatics including applications of Remote Sensing, GIS and GPS.
- comprehensive knowledge of all aspects of women's place in society, history and culture
- Playing a catalytic role in research and policy development in this geostrategic location that is a gateway to South East Asia (especially as India is one of the partners in the ASEAN Dialogue) through the Centre for South East Asian Studies and the Gauhati University Institute of North East India Studies (GUINEIS).

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

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

Response: 73.14

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

Response: 128

File Description	Document
Details of program syllabus revision in last 5 years	[View Document](#)
Minutes of relevant Academic Council/BOS meeting	[View Document](#)

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development

Response: 2.31

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

2016-17	2015-16	2014-15	2013-14	2012-13
127	5	4	44	8

File Description	Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document]
Average percentage of courses having focus on employability/ entrepreneurship	[View Document]
Program/ Curriculum/ Syllabus of the courses	[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: 14.25

1.2.1.1 How many new courses are introduced within the last five years

Response: 240

File Description	Document
Institutional data in prescribed format	[View Document]
Minutes of relevant Academic Council/BOS meetings	[View Document]

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 31.43

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

Response: 55

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

1.3 Curriculum Enrichment

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

Response:

Gender, Environment and Sustainability, Human Values and Professional Ethics feature in standalone and interdisciplinary courses across the Sciences and the Humanities in accordance with the culture of each discipline. Twenty four Departments offer specific courses which integrate cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics.

Cross Cutting Issues	No of courses
Gender	59
Environment and Sustainability	81
Human Values	73
Professional Ethics	26

The University's core value of **gender** sensitivity is reflected in the way courses understand and teach concepts of *gender*, *feminist theory* and *perspectives on the body***,** *gaze, subjectivity/selfhood, sexuality, community* and *representation*. Courses provide an understanding about the conditions of women's life and the richness and plurality brought in by feminist perspectives on knowledge and experience. Gender issues are explored through historical, sociological, anthropological and economic approaches, while legal provisions for protection of women and gender justice are taught to students across disciplines. The courses highlight the relevance of gender, race, class and sexuality in understanding violence, environment and development issues.

Several departments across the University offer courses featuring the relationship of **environment** and culture and environment and sustainability. *Knowledge of environmental laws, development of environment management plan, environment issues as aspects of the humanities and social sciences – literature, politics, economics and history – as well as of the science*s are made available to students. This interdisciplinary effort helps to create environmental awareness and empathy even as it empowers them with the necessary information and perspective to see environment issues not just in local terms but as global concerns and aspects of international power relations. Ecological aspects of hydrology and watershed management planning are also taught.

Human values of respect for the other, compassion and empathy are highlighted through studies in development, behaviour change, social transformation, peace, equality and human rights. Concepts of plurality, social diversity, spatial dimensions of social, political, economic and cultural issues are emphasized in the courses. Understanding of multilingualism and its role in society, and problems and prospects of rural development are also reflected.

Every discipline in the University tacitly communicates certain **ethical principles** that are to be adhered to in the professing of it as student, teacher and researcher. Alongside this there are courses that actually teach **professional ethics** in education, business management, law, journalism and communication. Following the ethical turn in knowledge in the late 20th century, ethical issues concerning the human and non-human, the environment and interrelationships amongst all these entities are taught in several courses. The Research Methodology paper of the M. Phil and Ph. D course program across all the disciplines gives a grounding in research ethics.

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 imparting transferable and life skills offered during the last five years

Response: 45

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 45

File Description	Document
List of value added courses	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 6.31

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

2016-17	2015-16	2014-15	2013-14	2012-13
1371	115	103	83	53

File Description	Document
List of students enrolled	[View Document](#)

1.3.4 Percentage of students undertaking field projects / internships

Response: 81.65

1.3.4.1 Number of students undertaking field projects or internships

Response: 3930

File Description	Document
List of programs and number of students undertaking field projects / internships	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year wise
A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.96

2.1.1.1 Number of students from other states and countries year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
63	16	61	71	58

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 7.45

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

2016-17	2015-16	2014-15	2013-14	2012-13
1868	1829	1775	1673	1594

File Description	Document
Demand Ratio (Average of Last five years)	[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
529	485	554	581	534

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

After the admission process is over, the institution identifies slow and advanced learners through

- orientation classes,
- performance in sessional examinations,
- assignments that involve oral presentations and
- group discussions.

The difficulties of slow learners are addressed by various departments through mechanisms like

- *remedial classes to sort out existing problem sof understanding and expression.*
- *Extra classes* to enable slow learners to catch up with their classmates.
- *bridge courses* to deal withlacunae in prior knowledge. In the case of departments which run interdisciplinary courses and admit students from several disciplines such courses familiarize strudents with a new discipline
- Recommendation of *easy-to-read books* and study materials *as supplements* (by departments like ELT and Linguistics) to those learners who are not able to follow the prescribed text.
- *Group work* in which slow learners are made to work with advanced learners is encouraged in various departments to enable peer learning (done through the mechanism of mentoring - for example in the Department of English) Students with varying abilities are allotted to individual teachers and the group works together.
- In addition, teachers provide *personal counselling* to address specific difficulties of individual students.

Advanced learners are motivated to go beyond the prescribed syllabus. Therefore, the institution encourages the advanced learner

- to present research papers in seminars
- proceed for internships
- engage in conversation with visiting experts and resource persons

Further the institution and the various departments

- ensure that there is no dearth of learning material

- provide exposure to state-of-the-art laboratories
- acquaint them with the most recent developments in theory and practice in their disciplines,.
- organize special classes that help them to take competitive examinations like GATE and NET.
- organize visits to other institutions of national repute, so that the advanced learner is informed and motivated to pursue career aspirations.
- Ensure that the advanced learner act as a peer mentor to classmates through group work.

2.2.2 Student - Full time teacher ratio

Response: 10.6

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.39

2.2.3.1 Number of differently abled students on rolls

Response: 19

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	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:

As a state university mandated to provide access to quality higher education, Gauhati University is committed to building capacity by empowering its students with the skills and knowledge required to provide leadership and participate in nation building. It is a stated mission of the university to 'achieve and deliver excellence in teaching-learning and research in a technology-enabled environment through innovation, collaboration and localization'. The pedagogical practices of the university reflect these aspirations of the institution.

Salient features of the teaching learning processes

The focal areas in teaching and learning processes that drive the mission of the university may be classified under five broad heads:

1. **Learner-centred pedagogy and learner autonomy**: Participatory and collaborative learning techniques are a core part of the university's pedagogic practices. Students participate actively in cooperative learning strategies such as pair and group activities, discussions and group projects. They undertake projects, and organize and participate in seminars, symposia, conferences and workshops. They perform design based experimental labs, conduct surveys, undertake herbarium based assignments etc. All these learner-centred practices also help develop learner autonomy.

2. **Experiential learning opportunities**: Most programmes incorporate experiential learning techniques in pedagogy through hands-on training opportunities. Students participate in industry visits, excursions to institutions of national and international repute, summer training, internships and Practice Teaching in schools. They organize visits of experts, fairs and exhibitions, and disseminate disciplinary information in schools and colleges. Various competitions, poster presentations, model display, National Science Day organization and similar programmes also provide experiential learning opportunities to students.

3. **Technology enhanced learning**: All departments of the university are provided with computers with internet connections. Departments use a variety of technology based teaching resources such as technology animations, simulated lab experiments, simulations using specific software etc. Some departments use blended modes of teaching and Flipped classrooms. Cryptography tools etc. are used by students to validate theoretical concepts. Students are encouraged to make regular use of e-contents available in e-pathsala, OER or Youtube. Online sharing resources such as Facebook, Whatsapp, Google docs, Skype, etc. are regularly used to provide academic support to students.

4. **Soft skills and critical thinking skills development**: Participation in seminars and group discussions, street plays, quizzes, extempore speech competitions, role plays, short projects, films, newspaper clippings, skits on current topics, mini projects in groups, anchoring events are some ways in which soft skills and critical thinking skills are enhanced.

5. **Research orientation**: The teaching learning processes also equip students with skills to undertake research after post-graduation. Case study analysis on industry problems, summer training programmes in various advanced laboratories, dissertations, projects on geo-environmental issues, field visits, surveys, visits to historical and archaeological sites are some ways in which students' research skills are developed.

In short, the university practices a pedagogy that provides students with collaborative learning opportunities, teamwork and leadership qualities that prepare them to fulfill the vision and mission of the institution.interest.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 66.08

2.3.2.1 Number of teachers using ICT

Response: 300

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 14.41

2.3.3.1 Number of mentors

Response: 334

File Description	Document
Year wise list of number of students, full time teachers and mentor/mentee ratio	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: 70.86

File Description	Document
List of the faculty members authenticated by the Head of HEI	View 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. during the last five years

Response: 84.32

2.4.2.1 Number of full time teachers with Ph.D. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
296	286	276	268	234

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience of full time teachers in number of years

Response: 12.69

2.4.3.1 Total experience of full-time teachers

Response: 5761

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

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

Response: 4.12

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

2016-17	2015-16	2014-15	2013-14	2012-13
26	13	14	7	7

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

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 3.6

2.4.5.1 Number of full time teachers from other states year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
19	18	17	16	12

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	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 during the last five years

Response: 60

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

2016-17	2015-16	2014-15	2013-14	2012-13
60	60	60	60	60

File Description	Document
List of programs and date of last semester and date of declaration of result	[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: 4.02

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

2016-17	2015-16	2014-15	2013-14	2012-13
46	74	100	92	62

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)

2.5.3 Average percentage of applications for revaluation leading to change in marks

Response: 22.9

2.5.3.1 Number of applications for revaluation leading to change in marks year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
46	69	153	112	60

File Description	Document
Year wise number of applications, students and revaluation cases	[View Document](#)

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Introduction

The university has a centralised system for the conduct of end-semester examinations. Examination procedures in the University have been upgraded from time to time which encompasses the use of IT and innovations that ensure transparency, confidentiality and efficiency of the examination procedures. The University has ensured that the office of the Controller of Examinations has sufficient human resources and technical equipment such as reprographic facilities, computers and other peripherals which enable the office to function in an autonomous manner. Question papers are dispatched to the Controller of Examinations by the paper-setters in sealed envelopes which off-sets the possibility of breach of security. Moreover, the 'strong-room' located within the premises of his office ensures that all security concerns are addressed. It is noteworthy that instances of tampering with or 'leaking' of question papers have not happened in the university.

Reforms in the Examination Procedures

The system of examination has been democratised through devolution of functions to the academic departments. Within the semester and CBCS system, academic departments have greater flexibility. For instance, the examination time-table is framed by the departments and this allows for a careful consideration of the needs of the students. Three other significant changes have been made in the following areas:

- smaller examination centres
- Changed pattern of question papers both at the UG and PG level. This is significant as questions requiring short responses are also being asked in the social science subjects with the expectation that performance of students will improve.
- Changes at the level of evaluation . 'Micro-zones' have been created to ensure that scarcity of time does not impede the timely declaration of results. Unlike the previous system of zoning, paper evaluators no longer have to travel to the 'zones' for spot evaluation of answer scripts.

Additionally, as a part of its good governance practices the University ensures that results are declared within a fixed time-frame. It is worth mentioning that for at least eighty percent of the academic departments results are declared within forty-five days from the last date of the examination. The office of the Controller of examinations is the nodal office for rectification of any errors that may be noticed by students in their mark-sheets and such rectification takes place within two working days.

Processes integrating IT

The examination procedure has been integrated with an IT enabled system through a dedicated portal GUIUMS. Introduction of this examination management system is a major reform that has helped streamline examination related matters, reduced dependence on human agents and prompted paperless transactions. Online applications for examination, online fee payment facilities, and online generation of admit cards are now available to students, ensuring efficiency and transparency. In the post-examination phase, Information Technology is used in result processing as well as in result declaration. The office of the Controller of Examination is staffed with personnel who are trained in *specialised examination software*. The University ensures that chances of data entry errors are minimised by following a *double data entry system*. Moreover, as the University follows a grading system, there is a necessity to calculate and convert marks into grades and this process is entirely computer generated, as are mark-sheets and certificates. The use of IT has made certain that the margin of error is negligible and there is smooth and speedy declaration of results.

Continuous Internal Assessment System

The University has been following a semester system from 2001 and is now moving into a Choice Based Credit System. Both these systems are premised on continuous internal assessment of students which takes place through

- class and home assignments,
- seminar presentations,
- group discussions

Besides the above there are *two sessional examinations* per semester.

20% marks in each Semester end examination comes from Internal Assessment.

Assignments for Internal Assessment often take the form of

- small projects
- field studies
- lab sessions
- interviews
- case studies
- translations from regional languages
- film and art appreciation

The reforms in the examination system have made the various stages of the process student friendly and have contributed to sustaining student interest.

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

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

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Mechanism of communication of PSOs and COs

The University has adopted several mechanisms and practices to communicate programmes and course learning outcomes to all stakeholders. Academic departments believe that their programme objectives should reflect the programme and course learning outcomes, so that effective mechanisms can be put in place to evaluate student performance against the stated learning outcomes. The University uses these mechanisms to engage in necessary syllabus revision, policy modification, student support and employability mechanisms in order to demonstrate its continuing improvement, and its success in achieving its vision and mission.

The main mechanisms through which the university communicates learning objectives and outcomes with various groups of stakeholders (students, teachers, alumni, guardians, university administration and the general public) are

- the Prospectus (print and online versions)
- the University website
- help pages
- syllabi (print and online versions)
- the University's vision and mission statements
- committees like the CBCS Implementation Cell
- the University's information centres.

The *Prospectus i*s one of the most important tools through which learning outcomes are communicated. It contains definitions of key terms (e.g., Value Added course, internal assessment, summative assessment), a description of how student learning is aligned to assessment, details of the procedures and tools used to

assess student achievement, and available library facilities. It also contains the academic calendar indicating the academic timetable, schedule of co-curricular activities, facilities of student support, provisions for students with learning difficulties and disabilities, and so on.

Some departments also communicate their teaching objectives, courses on offer, learning support facilities, employment prospects and other information relating to PSOs and COs on *social media formats* such as Facebook and Whatsapp.

In addition to official procedures, all departments arrange *orientation programmes* for new students to make queries on the programmes, the assessment and attendance requirements, reading material and prospects for higher studies and employment. Departments assign specific faculty to provide *on-site counselling sessions for the Value Added and Open courses,* especially to students of other departments.

The *grade card/transcript* is another means through which the institution communicates its learning outcomes. The grade card/transcript contains the coding of the grading system, separate internal and end semester marks, the credits for each course, assessment procedures of Value Added courses, and a formula for conversion of grades back into marks. Departments also provide students *with assignment schedules, rubrics, deadlines and marking criteria* in advance, so that students can map their learning outcomes on to course and programme requirements.

Parent-teacher meets are a means of communicating learning outcomes. Guardians are briefed about their children's participation in academic activities and the extent to which they are able to meet their learning needs. Both students and guardians are made aware of the opportunities available to demonstrate their achievement of the learning outcomes.

All these mechanisms help the students and their guardians to take informed decisions about the benefits, requirements and future prospects of the programmes and courses offered by the university.

File Description	Document
COs for all courses (exemplars from Glossary)	[View Document](#)

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

Response:

The institution employs both direct and indirect methods of measuring attainment of the programme outcomes, the programme specific outcomes of every department, and the course outcomes under each programme. Academic departments use both **summative** and **formative** assessment tools to measure academic achievement and personal development of students.

The university has been following the semester system since 2001, and the Choice Based Credit System (CBCS) since 2016. Under these systems, students' attainment of learning outcomes are constantly measured through *Internal assessment procedures* such as class tests, home assignments, seminar presentations, group discussions, portfolio management, project work, laboratory work, computational

assignments and workshops, and through *External assessment procedures* such as unit tests, mid and end semester examinations, and viva voce. Students are also encouraged to use peer and self assessment procedures to measure their own attainment of learning.

The final grades are computed using a *cumulative grading formula* based of the credits earned by students in each course, and the total scores of their internal and external assessment. The ratio of Internal and End Semester assessment marks is determined according to the nature of the programme. Programmes with practical courses may assign a 40:60 ratio to internal vs external marks, and others might assess students on a 20: 80 ratio. For purposes of higher studies (M.Phil and Ph D) and employment, a system of conversion of grades into marks is also provided in the mark sheet.

Internal and External assessment comprise **direct** measurement of attainment of learning outcomes employed by the university. I**ndirect** methods of measurement such as student satisfaction surveys, exit meetings, and feedback from stakeholders such as guardians and employers are also used.

The university encourages departments to constantly engage in syllabus revision and updation after analysing students' performance in formative and summative assessments, and through employer feedback. New courses are introduced keeping in mind industry demands, global education trends, employability avenues and self employment opportunities. Some departments have special committees comprising faculty members and outside experts to review the achievement of PSOs and COs, syllabus revision, students' performance etc. on the basis of student feedback.

Level of attainment

Academic departments of the university employ various mechanisms to measure students' levels of attainment of their PSOs and COs after graduation. Student progression into advanced degrees through success in different National Level Eligibility Tests is one measure of the level of attainment of learning outcomes. Levels of attainment are also measured through students' language proficiency, leadership qualities, participation in team work and development of soft skills during their studies and after graduation. In addition, results from alumni surveys and student satisfaction surveys are used as tools for measuring levels of attainment of learning outcomes. Finally, the wide range of services in which students get engagement, such as colleges and universities, government offices, banks and other public sector undertakings, tea gardens and other proprietary businesses, NGOs, self income generating schemes and businesses and the like, provide the University and the departments evidence of levels of attainment of learning outcomes.

2.6.3 Average pass percentage of Students

Response: 72.85

2.6.3.1 Total number of final year students who passed the university examination

Response: 11415

2.6.3.2 Total number of final year students who appeared for the examination

Response: 15669

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
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 has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

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)

Response: 4

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)

2016-17	2015-16	2014-15	2013-14	2012-13
20	0	0	0	0

File Description	Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
List of teachers receiving grant and details of grant received	View Document
Minutes of the relevant bodies of the University	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 22

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	5	4	5	3

File Description	Document
List of teachers and their international fellowship details	[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, other research fellows in the university enrolled during the last five years

Response: 504

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

2016-17	2015-16	2014-15	2013-14	2012-13
106	78	83	109	128

File Description	Document
List of research fellows and their fellowship details	[View Document](#)

3.1.5 University has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research/Statistical Databases**

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Any four facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	
Link to videos and photographs geotagged	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 37.78

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 17

File Description	Document
e-version of departmental recognition award letters	View Document
List of departments and award details	View Document

3.2 Resource Mobilization for Research

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

Response: 317.1

3.2.1.1 Total Grants for research projects sponsored by the government/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)

2016-17	2015-16	2014-15	2013-14	2012-13
68.05270	92.3680	21.51742	103.27000	31.89000

File Description	Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
List of project and grant details	View Document

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 5176.94

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

2016-17	2015-16	2014-15	2013-14	2012-13
873.30540	1102.62498	766.41000	1256.25598	1178.34550

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by government	[View Document](#)

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

Response: 0.59

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

Response: 196

File Description	Document
List of research projects and funding details	[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:

Efforts to create an eco-system for innovation has been taking place at different levels at Gauhati University. Most inter-/ and multi- disciplinary research are carried out with the aim to innovate new ideas and solutions.

- Several student innovators supported by faculty mentors have recently summited proposals for inclusion into Asia Pacific's First Open Innovation Platform.
- Many of the innovation proposals have been under consideration as part of Worldwide Academia-

Industry Network (WAIN). The WAIN platform is set to provide interlinked opportunities to both Academic Institutions and Companies to work together in areas such as "Research and Innovation".

* The University has recently initiated efforts for facilitating initiating start-ups by students and research scholars. One start-up company in incubation mode has recently been registered. The start-up concern is being looked after by a few research scholars under the guidance of a committee where there are faculty members of the University. The start-up is working towards manufacturing of certain products which have been designed by the research scholars. The idea is to translate designs to actual products.

* Further, a few more start-up not under University support has been formed by freshly passing out students.

* Also, at GUIST a Start-Up Cell has been recently created which will coordinate such efforts. A few students have already started the process of registering and working to strengthen the set-up. The cell is covered under TEQIP-II programme.

* As part of its efforts to encourage research and innovation a dedicated fund is earmarked to support research projects by younger faculty with a maximum of 1.5 lakhs for each.

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 32

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
13	3	3	4	9

File Description	Document
List of workshops/seminars during the last 5 years	[View Document](#)

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 5

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	1	0	1

File Description	Document
e- copies of award letters	[View Document](#)
List of innovation and award details	[View Document](#)

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 4

3.3.4.1 Total number of start-ups incubated on campus year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	[View Document](#)
e- sanction order of the University for the start ups on campus	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

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

Response: Yes

File Description	Document
List of Awardees and Award details	[View Document](#)

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

Response: 12

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	4	3	2	1

File Description	Document
List of patents and year it was awarded	[View Document](#)

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

Response: 6.3

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 1639

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

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

Response: 1.38

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

2016-17	2015-16	2014-15	2013-14	2012-13
532	392	412	431	453

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

3.4.6 Number of books and chapters in edited volumes / books published, and papers in

national/international conference-proceedings per teacher during the last five years

Response: 0.72

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 the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
323	223	208	196	221

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)

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

Response: 3.25

3.4.7.1 Total number of citations received by publications in the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response: 7218

File Description	Document
BiblioMetrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 33.11

3.4.8.1 Number of citations received by individual research publications in the last 5 years

Response: 7218

3.4.8.2 Number of publications receiving proportionately maximum number of citation in the last five years

Response: 218

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

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	[View Document](#)
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	[View Document](#)
Any additional information	[View Document](#)
URL of the consultancy policy document	[View Document](#)

3.5.2 Revenue generated from consultancy during the last five years

Response: 533.5

3.5.2.1 Total amount generated from consultancy year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
10.36	13.57189	34.30000	443.99400	31.27274

File Description	Document
List of consultants and revenue generated by them	[View Document](#)

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 724.38

3.5.3.1 Total amount generated from corporate training by the institution year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0.40070	61.62920	139.75130	522.59560

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Audited statements of account indicating the revenue generated through training	View Document

3.6 Extension Activities

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

Response:

Extension activities, carried on by different departments of the University, have not only empowered the marginalised sections of the population in the neighbourhood but have also had a positive impact on the students.

- Departments such as Business Administration, Education and Sociology have worked towards sensitising students, residents of the University and the fringe village on *health care* by organising *eye check-up camps, eye donation camps, blood donation camps, awareness programmes on AIDS, cancer, alcoholism and drug addiction.* As these programmes are organised mainly by students, they help in developing communication, leadership and organisational skills even as they build team-spirit.
- The 'Entrepreneurship Development Workshop' organised by the Department of Business Administration has benefited the handloom industry at Sualkuchi and has also made the students realise the positive influence of academic intervention on small and medium scale industries.
- Similarly, a skill development programme on 'Electronics Circuit Design and Inverter Maintenance' aimed at educated unemployed youths organised by the Department of Electronics and Communication Technology have also led to similar impact.
- The Zoology department has been carrying on field based demonstration and training on 'Integrated Fish-cum-Duck Farming and Integrated Pig-cum-Fish Farming Practices' among ST, SC and Minority communities in four villages of Kamrup (R) district. Through such interventions, students gain hands-on experience of the problems of the people and are motivated to direct their study and research outcomes towards social development.
- *Education-based extension activities* carried on by Chemistry, English Language Teaching, English, Sanskrit and Geography cater to diverse groups such as *children of low income families studying in neighbourhood vernacular medium schools*, *Air Traffic Control Officers (for PELA test)* and *Trainee Circle Officers of Government of Assam for Digital Surveying Techniques.*

Special drives held by different departments help develop students' awareness and motivation and instil in

them a sense of empathy as well as responsibility towards the underprivileged sections of society. These have been on issues such as

- food distribution by Business Administration,
- traditional health care remedies by Biotechnology
- road safety by Commerce.
- have been regularly associated with Orphan Homes, especially SOS Home, and Indian Institute of Research and Development for Differently-Abled by Sanskrit and Computer Science,
- Flood relief camps by the Department of Commerce (enabling students and faculty to gain a first-hand perspective on the disruption of life created by floods in the region.
- Workshops, lectures and awareness camps on breast cancer, gender budgeting, cyber-crime and menstrual hygiene by the Department of Women's Studies and the GU administration.
- Under the 'Swacch Bharat' campaign, all departments have undertaken the drive for cleanliness and this has generated consciousness regarding hygiene and 'dignity of labour' among the students and encouraged them to take these practices to society.

In short, the nature of extension activities carried on by the departments are diverse; yet all such activities are geared towards empowering students and making them conscientious members of the community and active citizens of the country.

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	1	3

File Description	Document
e-copy of the award letters	[View Document](#)
Number of awards for extension activities in last 5 years	[View Document](#)

3.6.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 31

3.6.3.1 Number of extension and outreach programs conducted in collaboration with industry,community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc.,year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	7	9	6	7

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Reports of the event organized	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 3.39

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
325	288	244	65	30

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Report of the event	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 8.4

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year

wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	6	5	9	10

File Description	Document
Copies of collaboration	[View Document](#)
Number of Collaborative activities for research, faculty etc.	[View Document](#)

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 259

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
110	51	42	34	22

File Description	Document
Details of linkages with institutions/industries for internship	[View Document](#)
e-copies of linkage related Document	[View Document](#)

3.7.3 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 52

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
13	15	4	12	8

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years	View Document
e-copies of the MoUs with institution/ industry/ corporate house	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:

According to the requirements laid down in the Gauhati University Ordinance on permission/affiliation of M.A./M.Sc./M.Com., programmes, the institution has adequate facility for teaching and learning. The development of infrastructure in the University is done on the basis of academic requirement. The Planning section makes the preparation and takes appropriate decision on the budget allocation of funds for the infrastructure requirements. The Works Department of the University then supervises and implements the necessary plan of action.

Basic Infrastructure (Teaching, Learning and Research):

In order to promote a state of the art teaching, learning and research environment, the University has been improving its infrastructure on a regular basis with a policy of expansion based on requirement.

The following facilities are available:

- 112 classrooms in the university covering all the disciplines. Many of the classrooms have ICT facility while some have tele-conference facility for conducting online classes.
- The number of classrooms with LCD facilities is 78 and the number of classrooms with Wi-Fi/LAN facilities is 103.
- Uninterrupted power supply in many of the departments helps in the smooth running of research and all other departmental activities.
- CCTV surveillance systems are fully functional in some departments.
- E-journals access is provided to all the departments with a campus LAN.
- Departments have seminar libraries with updated discipline and syllabus related books.
- Around 27 computer labs are there across all the departments in the University.
- The departments of the University have around 97 state of the art laboratories with high end instruments for research and academic activities.
- Approximately 23 seminar halls are there across the University for use in conferences, seminars and meetings.
- Within the University campus, there are 23 students' hostels, out of which 12 are Girls' Hostels and 11 Boys' Hostels, including two hostels (one each for boys and girls) for research scholars. The hostels run their own mess through a residents' committee, which operates on a no-loss-no-profit basis.
- There are 4 major canteens inside the campus, which provides healthy and good quality food.
- The University also has a Press established in 1964 as a publication and printing wing. It carries out various printing tasks ranging from official to departmental activities which also includes the printing of answer scripts for all the examinations conducted by the University. The Press also publishes textbooks and has reprinted earlier publications.
- The University hosts ST RADAR facility (for atmospheric physics and weather forecasting).
- The University has an Astronomical Observatory (a fully automated 12-inch, Mead LX-200

Schmidt Cassegrain scope, a manual and trackable, 6 inch Cassegrib scope and a 3-inch Galilean scope).

- There is a botanical garden within the University covering an area of 2 acres with more than 1500 plant species including rare and endangered plants.
- An aquatic and a Bio-diversity park was established in 2013 in the Department of Zoology. The Department also has an Animal house and a Zoological museum. The Department of Botany has a Botanical museum and Green house (Est. 2012)
- The University also has a Recreation Centre, which has kitchen facilities and four rooms with eight beds in order to provide temporary lodging. The Centre has facility for indoor games as well.
- The University has a community radio service 'Radio Luit 90.8 FM'. It is the first campus based non-profit radio service in the Northeast. On the 18th of January 2011, Radio Luit started broadcasting.
- The University has a Mist chamber, Herbarium (29' x 20'), Anthropology Museum, Folklore research museum, Biotechnology park, and Market complex.
- A Central Instrumentation facility has been created with sophisticated instrument for the use of faculty and students across disciplines.
- A Sophisticated Analytical Instrument facility (SAIF) was established at the Department of Instrumentation with the sponsorship from DST. It has a Phillips X'Pert Pro Powder X-ray diffractometer (XRD), PANalytical AXIOS Sequential X-ray Fluorescence Spectrometer (XRF) and Bruker Smart Apex II X-ray Single Crystal Diffractometer (SCXRD).
- Other instruments available in the Institution are HR400, HR200 Spectrometer, High performance computing cluster (HPCC) with four blade servers having 56 processors, Magnetron sputtering system, UV-Visible (UV-Vis) spectrometer, spectroflurometer, high temperature furnace, vacuum coating, Scattering chamber, Powder X-ray analyzer, Flash Chromatography, High Performance Liquid chromatography, Fluorescence spectrophotometer, UV/Visible spectrophotometer, FT-IR Spectrometer, Atomic Absorption Spectrophotometer, Magnetic susceptibility balance, Electrochemical Analyser Work station, Thermo Gravimetric Analyser, GC Mass Spectrometer, Gas Chromatograph (GC), Gas Chromatograph (GC), H NMR Spectrometer, fluvial-geomorphology equipment,

Besides the above there are a fabrication lab, Glass blowing shop, welding shop, carpentry shop, mechanical workshop, Electronics workshop, and Machine workshop in the University.

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

Response:

The Institution has adequate facilities for sports and cultural activities.

The University from its inception encourages its student to take part in sports and cultural activities. The University has a rich heritage of culture and sports which are in keeping with its ambience, environment and landscape. Varsity Week and Youth Festival are organized annually and various national/international competitions are examples of rich heritage of sports and cultural activities in the University. Every department conducts its own cultural programmes during occasions such as Farewell to outgoing students, Welcome to Fresher students.

The sports facilities available may be classified into four main categories:

(i) Indoor facility consisting of 1 Indoor Sports hall with playing area 22× 15 sq. meters and 1 Table Tennis Indoor Stadium of 12× 10 sq. meters.

(ii) Outdoor facilities consist of:

(a) Playground: The University has 2 playgrounds for football and cricket with size of the playground120× 120 sq. meters and 100× 80 sq. meters respectively.

(b) Basketball court: There are 3 Basketball courts with Outdoor court standard size.

(c) Volleyball court: There are 2 Volleyball courts Outdoor court standard size.

(iii) Gymnasium facility: There is one central gymnasium(for Boys) of size 14 × 10 sq. meters and one mini gym (for Girls) of size 6× 5 sq. meters . Boys' Gymnasium was established in 2006 and Girls' Gymnasium in 2016.

The Facilities of in the two Gymnasia are as follows:

SL. No.	Items		Quantity	
1	Multi Gym station		15	
2	Olympic Bar		3	
3	Hammer Bar		3	
4	Ez Bar		5	
5	Plain Barel Bar		10	
6	Treadmill		4	
7	Cycle		4	
8	Olympic Rubber Weights	25 K.G.	4	
		20 K.G.	6	
		15 K.G.	4	
		10 K.G.	14	
		5 K.G.	10	
		2.5 K.G.	6	
		1.25 K.G.	6	
9	Normal Iron Weight	10 K.G.	6	
		5 K.G.	2	
		2.5 K.G.	4	
10	Dumbbell (In pairs)		14	
11	Weight Machine		2	
12	Twisted Machine		2	
13	Bench		5	

(iv) Yoga Centre: The University has one Yoga Centre of size 10× 8 sq. meters. The Yoga Centre has been set up in collaboration with the Vivekananda Kendra, Guwahati. The Centre is open between 5:30 am and 7:30 am.

The cultural facilities include the following:

- one well equipped centrally AC Auditorium,
- one large Hall with all modern facilities and 1800 seating capacity for performance of all kinds of cultural activities (Skit, Mime, Drama etc).
- Hall with 300 seating capacity for Music & cultural Programs .
- For organizing literary activities, lectures and conferences GU has a dedicated Hall with 100 seating capacity.

There is also a newly constructed amphitheatre in front of the Arts and Law building.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 76.3

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 103

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 62.54

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
4889.03	3228.87	2972.91	2799.93	2561.53

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The University Library, known as K K Handiqui Library, started functioning in 1948 at Chandmari, Guwahati. It was shifted to the present building in 1962. In 1982 the library was renamed as the K K Handiqui Library after the first Vice Chancellor, reputed Indologist, Professor Krishna Kanta Handiqui. The library is equipped with all kinds of books and journals, and has well lighted study areas. Currently the library holdings are around 2.7 lakh books, around 35 thousand bound periodicals, around 3700 theses, 5600 dissertation, 4500 manuscripts. The Library has special collections like

- the K. K. Handiqui Collection (having 7593 books in eleven different languages - Greek, Latin, French, Italian, German, Russia, Spanish, Pali, Prakrit, Sanskrit, English)
- the Gandhi Collection
- the Dr Maheswar Neog Collection
- Dr Bhupen Hazarika Corner
- Vivekananda Corner
- Aurobindo Corner
- Nehru Corner
- NE Corner
- UN Corner and
- Thailand Corner
- collection of rare manuscripts on sanchipat and tulapat,

There is a sizeable collection of textbooks while back volumes of journals and selected newspapers are bound and kept for access.

The Library provides facilities like internet, photocopying, webopec for access to library, OPAC through campus LAN, ETD (electronic theses and dissertations) through Shodhganga, e-journal browsing through UGC infonet, IEEE explorer, Manupatra. J- Gateplus, online abstracting and indexing data base viz. Scopus.

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of autom
SOUL (Software for University Libraries	Fully automated	SOUL2.0	2008-09

Housed in a large and airy building and annex the Library provides reading room facilities throughout its

premises and in the spaces where different collections are kept. A map of the Library is prominently displayed in the entrance hall and a guide booklet to the library and the nature of its holdings is available.

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

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The University Library from the time of its establishment has been collecting rare manuscripts from the region and preserving them. There are about 4500 manuscripts available on various subjects. The Library has so far digitized 150000 pages of various manuscripts. The K. K. Handiqui Library has been designated as "Manuscripts Resource Center" (MRC) by the National Mission for Manuscripts constituted by the Ministry of Tourism and Culture, Government of India to act as a nodal agency for fulfilling the aims and objectives of the Mission in the state of Assam. The Library has also been designated as "Manuscripts Conservation Centre" (MCC) to carry out the preservation and conservation of manuscripts and to impart training in conservation related work. Accordingly, with the Librarian who acts as Coordinator, the KKHL, MRC and the KKHL, MCC are engaged in awareness campaigns cum preservation-conservation programmes in different institutions and as a result of these efforts a number of manuscripts have been conserved through preventive conservation methods. During the last year 7 manuscripts have been received from different locations of the state. Among the complete rare manuscripts preserved in the Library two are worth mentioning:

- the *Padma Purana* by Sukavi Narayanadeva written in early Assamese on sanchipat or palm leaf, containing songs in the ojapali form to the snake goddess *Manasa-Bisahari* (and not based on Sanskrit Puranas or epics)
- Veda Vyasa's *Mahabhagabat Puran* written in old Assamese on sanchipat by Sri Madhu Deva Sarma describing Gajendra upakhyana, Samudra manthan, deva-danava yuddha etc

A total of 2145 reports in the archival section have been automated using SOUL2.0, facilitating easy access to this repository.

4.2.3 Does the institution have the following

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	[View Document](#)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 44.46

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

2016-17	2015-16	2014-15	2013-14	2012-13
48.47	17.59	36.09	77.72	42.44

File Description	Document
Audited statements of accounts	[View Document](#)
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	[View Document](#)

4.2.6 Percentage per day usage of library by teachers and students

Response: 3.28

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

Response: 173

File Description	Document
Details of library usage by teachers and students	View Document

4.2.7 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. **For NPTEL/NMEICT/any other Government Initiatives**
> 6. **For Institutional LMS**

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 2 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Gauhati University administers its IT facilities through a Nodal Officer appointed for the purpose.

Many parts of the campus (including departments, hostels and administrative buildings) are **WIFI enabled**.

Dedicated computers with high speed LAN facility (**NKN Network**) are available to students, faculty and administrative officers and staff in the departments, offices and the library along with printing facilities. More than 1000 computers are available exclusively for students.

Each department has an **office that has computing and printing facilities** that enable its many functions

relating to admissions, examinations, and maintenance of records.

The following IT components are available in the University:

- Computer labs
- SPSS software
- MATLAB, AMOS software and CAPITALINE database (specific to the Dept of Business Administration)
- Smart classrooms and digital labs
- Intranet and file sharing facilities
- UPS powerline installations
- Classrooms, seminar and conference rooms, laboratories and faculty rooms with LAN connectivity
- Geological Museum with LAN
- Community computer
- HP ml 650 proliant network server
- Video conference facility with live lecture recording option
- CCTV in several locations
- Display Signage Panel at the front door for event notification
- HP ML 500 Network server (1 Nos)
- NAS file system (2 Nos)
- Computing server (2 Nos)

The residential campus of the University is being covered by a next-generation optical fibre cable (OFC) network with an installed capacity of 10Gbps. It will provide internet access to the residential quarters and is the backbone of the IT resources being built over it. As part of the network, the next addition shall be IP phones provided to each of the terminals in the OFC which will facilitate security and quality communication among the campus residents. Another like addition shall be CCTV camera based surveillance at all junction points of the residential campus and automated entry verification system.

4.3.2 Student - Computer ratio

Response: 4.8

File Description	Document
Student - Computer ratio	[View Document](#)

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
<50 MBPS

250 MBPS-500 MBPS

50 MBPS-250 MBPS

500 MBPS - 1 GBPS

Response: ?1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 55.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
3682.58849	2897.49059	2713.79884	2489.20230	2684.89397

File Description	Document
Audited statements of accounts.	[View Document](#)
Details about assigned budget and expenditure on physical facilities and academic facilities	[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:

Management and maintenance of physical facilities:

Gauhati University has a works department with experienced manpower for maintaining civil and electrical works of various department and administrative branches. Class rooms and Laboratories of the academic departments are maintained by this department. The requirements of the concerned department are communicated to the works department which then proceeds to do the needful. The detailed procedure is given below.

1. The concerned departments send their requirement to the office of the Superintending Engineer (SE)
2. SE and team immediately review the issue
3. If the issue can be resolved instantly, it is resolved
4. Otherwise, an estimate is prepared for necessary approval
5. Depending on the estimated budget, it is approved by statutory bodies like Construction Committee (CC) or Estimate Approval Committee (EAC).
6. After approval and financial sanction, a particular party with lower bid with required specification is selected through a tendering process and work order is issued to the party to complete the work within a stipulated time.

Management and maintenance of sports complex:

In case of the sports complex and Library, all repairing and maintenance work is done by the engineering department in the same manner. Director of Students Welfare (DSW) conducts all the sporting and cultural events. The procedures and rules for the users of the facility are as follows

1. Organisers need to apply for the field/auditorium/ indoor stadium to Director of Students' Welfare.

2. The facilities are provided to the organisers/users against a nominal fee or in some cases it is free of cost. Details are as given in the following table.

Facility	Organisers	Fees (in Rs)
Field	Internal (Stake holders)	Free
	Academic Departments	Free
	External	500/- to 3000/-
Indoor stadium	Internal (Stake holders)	Free
	Academic Departments	Free
	External	1500/-
Auditorium	Internal	Free
	Academic Departments	20000/-
	Outsider	50000/-

Management and maintenance of Library:

Books and journals are purchased in the library in the following way-

1. Recommendations are sent to the Librarian from the concerned Department
2. Librarian checks availability in the existing holdings
3. If the library does not have the books recommended and sufficient funds are available then these are purchased directly.

Every academic department maintains a departmental library and funds for purchase of books and

journals are provided in the annual budget. The budget allocations for departmental book purchases in the last five years are shown in the following table:

Year	Budget (in Thousand Rupees)
2012-13	850
2013-14	1100
2014-15	1309
2015-16	1392
2016-17	3240
2017-18	11575

Computer purchase and maintenance procedure:

Computer purchases are made through a stepwise procedure:

1. Departments send their requirements to the Registrar's office
2. Tenders are invited on the basis of requirements
3. Tenders are reviewed by a committee
4. After review tenders are placed in the tender committee for approval
5. The central purchase committee gives the final approval
6. Purchase order is placed

For maintenance of computers, fund is allocated for different academic departments and administrative units in the annual budget.. Total annual allocation under this Head of Account for academic departments during the last six years is as follows:

Year	Allocated budget (in Lakhs)
2012-13	19.38
2013-14	27.96
2014-15	28.02
2015-16	31.55
2016-17	36.00
2017-18	38.67

Each year, the University allocates fund in the annual budget for each department for maintenance of the Physical facilities.

Hostel Allotments Rule:

Hostel facility is provided to the students and this process is guided by the following rules.

1. Application for admission into the University Halls are made to the Secretary, University Classes, G.U. in the prescribed application form.
2. The admission into the halls is subject to the availability of seats and fulfilment of norms as notified from time to time. Students are admitted into the halls generally at the beginning of each session. However, admission of research scholars to the halls is a continuous process as and when seats are available.

3. Hostel seats for the undergraduate (UG) and postgraduate (PG) students and M.Phil./Ph.D. scholars are proportionately distributed department wise following the existing norms and are finalised by Hall Admission Committee, G.U.

4. An admitted boarder must furnish a written declaration in the prescribed form duly signed by the boarder and his/her parent/ guardian to the effect that he/she shall abide by the University rules, hostel rules and code of conduct, failing which disciplinary action may be initiated as per the rules of the university.

5. Submission of Student's Anti-Ragging Affidavit and Anti-Ragging Declaration is mandatory at the time of hostel admission.

6. No candidate shall be admitted into the Halls unless he/she has been admitted into any of the regular University courses. All hostel fees must be paid in advance for one year and the fee-counterfoil of the deposit slip shall have to be submitted to the Warden prior to occupation of the hostel room/seat. Anyone found violating this shall forfeit his/her hostel seat even if it has been allotted.

7. A student must occupy the hostel seat within 10 (ten) days from the date of allotment, failing which the allotment shall stand automatically cancelled. However, a selected student may apply for extension for a maximum period of one month stating reasons to the Secretary; University Classes through the respective Head of the Department/Director/Principal and the respective Warden.

8. After selection, if a student refuses/fails to take admission in the Hall, he/she shall not be eligible to apply again against vacant seats throughout the entire academic year.

9. Any misleading or false statement or information in the application form may render the admission invalid and such students shall not be entitled to stay and/or enter the hostel or part thereof.

10. 0ccupation of the hostel rooms without prior admission is liable for disciplinary action.

11. The decision/recommendation of the Hall Admission Committee is final and binding on all applicants. Any undue pressure by any applicant may lead to rejection of their application for hall accommodation.

Hospital facility

The Gauhati University Hospital provides basic primary health care. The hospital provides round the clock health services to the patients with limited facilities. Not only the university community but persons from the nearby areas like Garigaon, Sadilapur, Forest School, Sundarbari, Tetelia etc also come to this hospital for medical help. The Hospital also provides ambulance services to the students and the employees. Presently the hospital has two ambulances. Patients are also attended in hostels and in quarters on call. The hospital also provides initial observation and treatment to the patients as and when required before referral.

Gauhati University Hospital provides medical support during different activities of the University like sports programmes, activities of the students and employees, youth festivals, national and international seminars held in the University etc.

A collection centre for different laboratory tests has been started recently. Patients are provided emergency medicines.

Bus Service:

The University provides the facility of a bus service to the students, staff and teachers. It is free of cost for

the staff and teachers and a very nominal fare is charged from the students which is included in the utility fees paid by them. This service is managed and maintained by the Assam State Transport Corporation (ASTC) which charges a small fee from the University.

Estate Office:

The Estate Officer appointed by the University undertakes the responsibility for the following either with its own employees or through outsourcing:

1. Overseeing the infrastructural facilities of the campus
2. Improvement in physical ambience as a routine procedure
3. Maintenance of greenery of the University by regular trimming and grooming of trees
4. Maintaining varieties of ornamental and medicinal plants.

Annual Maintenance Contract (AMC)

Expensive equipment and facilities are maintained under AMC.

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 Government during the last five years

Response: 11.08

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
584	544	679	657	651

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 1.63

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
318	20	33	50	26

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. **Guidance for competitive examinations**
2. **Career Counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and Meditation**
8. **Personal Counselling**

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 3.57

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

2016-17	2015-16	2014-15	2013-14	2012-13
277	326	109	225	71

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)

5.1.5 The institution has an active international students cell to cater to the requirements of foreign

students

Response:

The Gauhati University Wing for International Relations (GUWIR) was set up through notification no. GU/SF/91(4) dt. 07.06.2016. It is entrusted with all matters involving foreign students and it is administered by a three member committee.

- Foreign students are expected to come to the University as a result of International MOUs, Student Exchange programs, and research collaborations that are on-going or on the anvil. Besides, foreign students have also come to the University through allocations from the MEA.
- The ISC GU coordinates admissions – It acquaints prospective foreign/NRI students about the 20% seats on supernumerary basis that are reserved for admission in the various academic programmes/courses in the University Departments/Centres, informs them about basic academic requirements and medical fitness tests. Further, academic qualifications from Foreign Universities or Boards of Higher Education, recognized as equivalent by the Association of Indian Universities (AIU) only are considered eligible for admission under these Regulations). The ISC is the point of initial contact for foreign students seeking admission to the University.
- The ISC GU also deals with scholarships, mandatory medical insurance and other matters that involve liaising with the concerned ministries of the GOI and specific embassies and funding agencies. It advises students on accommodation, mess and medical facilities, library services and language training where necessary, and deals with other problems that may crop up from time to time. It further acquaints them with existing institutional guidelines and regulations.

Information on the GUWIR is available at

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

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

Response: 11.31

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

2016-17	2015-16	2014-15	2013-14	2012-13
322	249	201	204	167

File Description	Document
Details of student placement during the last five years	View Document
Self attested list of students placed	View Document

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

Response: 19.25

5.2.2.1 Number of outgoing students progressing to higher education

Response: 379

File Description	Document
Details of student progression to higher education	View Document
Upload supporting data for student/alumni	View Document

5.2.3 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL/Civil Services/State government examinations)

Response: 16.94

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL/Civil Services/State government examinations) year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
355	347	362	304	350

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

2016-17	2015-16	2014-15	2013-14	2012-13
1969	2022	2077	2036	2042

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)
Upload supporting data for the same	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 101

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

2016-17	2015-16	2014-15	2013-14	2012-13
35	25	11	17	13

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

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

Response:

Gauhati University has a vibrant gender neutral 'POST GRADUATE STUDENTS' UNION' (PGSU), whose objective is to 'promote mental, moral, physical, cultural and social advancement of students'. (Art.2 of the Constitution of Post Graduate Students' Union, Gauhati University). In 2016-17, an open

debate was held prior to election to posts of PGSU.

- The 15-member 2016-17 PGSU comprises 4 women students and 3 OBC students.
- Elections to the office of PGSU are held in accordance with the norms provided by the Lyngdoh Committee.
- The PGSU actively conducts cultural and sports activities during the 'Varsity Week'.
- In addition to various other activities, notable involvement of PGSU was during the 8-10 May 2013, in organising the Northeast India Spring Festival and Inter University Youth Festival.
- In 2014-15, photography workshop, Swachh Bharat Abhiyaan, Bhupendra Sangeet Competition and Inter College Competition was organised.
- During 2015-16, four socio-cultural societies were formed – Music and Culture Society; Literary and Debating Society; GU Sports Society; and Photography and Art Society, - all of which sought to involve and promote extracurricular activities among students as well as facilitating exchange of ideas.
- PGSU is also involved in several administrative bodies such as Gauhati University Sports Body, and Gauhati University Election Committee
- 7 students represent the student community in the Gauhati University Court.

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 37.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
49	41	39	32	27

File Description	Document
Number of sports and cultural activities / competitions organised per year	[View Document]()
Report of the event	[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 non financial means during the last five years

Response:

Established in 2003, **Gauhati University Alumni Association (GUAA)** was registered under Society Registration Act XXI of 1860 with Registration No. KAM/240/T/28 of 2004-2005. Since then the Association has been working for the development of the University through its different activities:

- Logistics help to students and alumni
- In-house lectures and workshops for students, research scholars and staff.
- Outreach activities in schools and colleges.

GUAA has collected nearly **Rs. 50 lakhs** through membership drive and donation for the construction of an Alumni House. Named **Gauhati University Alumni House (GUAH)** it was inaugurated on 12th February 2016. It now houses the office of the Alumni Association and provides accommodation to visiting alumni. One differently abled PG student has also been provided accommodation in the house since August 2016. At one point B.Tech. female students of Gauhati University Institute of Science and Technology (GUIST) were provided accommodation in the Old Alumni House for four academic sessions.

In the last five years, GUAA has organized a number of activities which include

- **Workshop on the Semester System** of Gauhati University August 13, 2013. College teachers were invited and pros and cons of the system were discussed.
- **Workshop on Yoga and Aerobics for Health** for students and employees from December 25 to 27, 2015. There were 53 participants.
- **Lecture** by Dr. Bhupendra Dev Sarmah FRCS (Edin), UK on *Work-Culture* organized for staff and students of the University on 3rd Mar 2016.
- **Lecture on Academic writing** for students and research scholars by Dr. Rituparna Bhattacharyya, Editor-in-Chief, *Journal Space and Culture,* India, on 15th March 2016.
- **Lecture-cum-Interactive Session** by Prof. Uday Kishore, Bioscience, Brunel University, UK for students and research scholars on 10 & 11 May 2016.
- **Interactive Meet of Vice-Chancellors and Educationists** with students of greater Bihaguri in Sonitpur district on 30th June 2016. Four Vice-Chancellors and the Principal of Tezpur Medical College took part in the interaction.
- **Interactive Meeting with students and general public** in Nalbari on 27th September 2016. Five current Vice-Chancellors from different places of Assam were present.

GUAA is currently reaching out to its alumni globally. GUAA has grown into an international organization with the launching of the European Chapter of Gauhati University Overseas Alumni Association (GUOAA) on February 27, 2016 in London and the Australian Chapter on November 26, 2017. Fourteen faculty members from the University under the leadership of the Vice-Chancellor Dr. Mridul Hazarika attended the inaugural meeting in London while a six member team headed by the Vice Chancellor attended the meeting in Sydney, Australia.

5.4.2 Alumni contribution during the last five years (Amount in rupees)

<5 Lakhs

5 Lakhs -20 Lakhs

20 Lakhs -50 Lakhs

50 Lakhs -100 Lakhs

Response: 20 Lakhs -50 Lakhs

File Description	Document
Alumni association audited statements	[View Document](#)
Any additional information	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 21

5.4.3.1 Number of Alumni Association /Chapters meetings held year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	7	1	1	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

The Vision

To perform a transformative role for the region and its people, foster a spirit of enquiry, articulate global human, social and scientific concerns from its strong base in the region, set ethical standards in thinking and practice and enable the making of responsible citizens and compassionate and sensitive human beings.

Mission

In order to realise its Vision, Gauhati University has embarked on a fourfold mission.

- It strives for academic excellence providing a conducive teaching - learning and research environment taking into account changing student needs and expectations, incorporating global developments in all fields into its curricula, conduct cutting edge research.
- Secondly, it endeavours to widen institutional activity addressing environmental, social and cultural concerns in the region.
- The third aspect of its mission is to empower the stakeholders of both the university and the affiliated colleges through capacity building, augmentation of skills and entrepreneurship, providing access to knowledge, academic and administrative assistance.
- The fourth component of its mission is to improve the relevant support-structures

Nature of governance

Gauhati University is an autonomous, State Government funded institution of learning governed by its own Acts and Statutes. It has a hierarchical organisational structure with the Governor of Assam at the apex of it, functioning as the Chancellor. The Vice Chancellor acts as the Head of the Institution, takes all executive decisions with policy guidance from the Executive Council (development and administrative matters) and Academic Council (academic, research and extension matters). Both these statutory bodies are under the umbrella of the Gauhati University Court. The office of the Registrar executes all relevant decisions under guidance from the Vice Chancellor and the offices of the Academic Registrar, Controller of Examination, Finance Officer, Secretary, University Classes, Director, College Development Council provide support in respective domains. The Superintending Engineer executes civil, electrical and sanitary projects through a well laid out protocol- both technical and financial. Office of the Director of Student Welfare is specifically responsible for general welfare of students and their extracurricular and sports activities. Independent functionaries are appointed in the constituent institutes/centres of the university like the IDOL, GUIST, PETC, UGC-HRDC etc. as part of decentralized governance. At the ground level, every

academic department functions as distinct entities clustered into the Faculties of Science, Technology, Commerce, Law, Management, Arts and Fine Arts, with separate Deans for each Faculty. Governance process is thus permeated to all the constituent units and decision making takes place with a bottom up approach.

Perspective plans

To realize its vision and stated missions Gauhati University has drawn up a fifteen year Perspective Plan (2016-2032) with clear development goals and time bound implementation strategies. The Plan envisages partnership strategy for expansion of education, investment for sustainable development, commercialization of intellectual properties, good governance with efficiency and transparency through technology intervention, focused research through new multidisciplinary centres and resource optimization through efficient capacity utilization.

Participation of teachers in decision-making bodies

Teachers play active roles in the university governance through their participation in various decision making bodies at various levels and capacities e.g., the Executive Council, Academic Council, GU Court, non-statutory committees etc.

6.1.2 The institution practices decentralization and participative management

Response:

The academic activities of the University are largely decentralised and administered at the level of the Department by

- the Departmental Advisory Committee (DAC) comprised of all faculty members,
- the Departmental Research Committee (DRC) comprised of research guides of the department
- the Committee of Courses and Studies (CCS) which has department faculty, external members and some representatives from the constituent colleges.

The syllabus, curriculum, etc. are decided, revised or modified by the members of CCS. Similarly research related activities of the department are decided by the DRC within the guidelines of the UGC. The Departmental level activities are conducted by the DAC.

DAC, DRC and CCS decisons and resolutions are routed through the office of the Academic Registrar to the Academic Council, to be approved by the Executive Council.

Considering the multifarious activities of the University, administrative work is decentralised to a certain extent.

- Regular administrative work is managed by the Registrar in consultation with the Vice Chancellor.
- The Statutory and Non-Statutory Committees support administrative requirement.
- The Executive Council is responsible for critical decisions and policy matters.

The budget of the University is prepared by the administration, is routed through discussion in the Executive Council and has to be approved by the Court. Moreover, departments have the freedom to incorporate new heads for fund allocation in budget estimates before the preparation of the final budget. A budget consultation process is carried out each year by the Finance Officer with the Heads of academic departments and administrative units for review of requirements and rationalization. Individual faculty can generate funds for individual research under the guidelines of the University.

Case study relating to participative management:

The process of adoption of the CBCS is a good example of participative management. When the University decided to adopt Choice Based Credit System as per UGC guidelines a Coordination Committee for CBCS (CC-CBCS) was formed with the Vice Chancellor as Chair Person. The committee included the Academic Registrar, Deans of Faculties, Coordinator IQAC, Secretary University Classes, Controller of Examinations and five faculty members recommended by the Chair. The Committee acts as the nodal agency to liaise with departments.

Further a CBCS Implementation Cell (CIC) has been constituted by the Hon'ble Vice Chancellor, comprising of eight faculty members to oversee and facilitate the operation of the CBCS System. It is particularly active in coordinating among the CBCS departments in the registration and evaluation process.

The detailed process of implementation of CBCS in the PG Programme is as follows:

- The Committee for the preparation of the CBCS document was constituted in March 2016 with a senior Professor as the Convener.
- The draft Regulation was first presented to all Heads of Department and Deans of Faculty in a meeting chaired by the Hon'ble Vice Chancellor, GU on 25 April, 2016 for discussion and comments.
- Subsequently revised drafts were sent to individual Department Advisory Committees for discussion and recommendations.
- Over the month, feedback from the various Departments was received and collated in the respective Faculty meetings. The recommendations endorsed by the concerned Faculty were sent to the CBCS drafting committee.
- The recommendations of the Faculties were incorporated in the final draft of the CBCS Regulation which was subsequently placed before the Academic Council, Gauhati University.
- The draft Choice Based Credit System Regulations was ratified by the Academic Council, Gauhati University on 31.5.2016
- Finally, the CBCS System was implemented by Gauhati University from the academic session 2016-2017.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Gauhati University has drawn up a fifteen-year perspective plan (2016-2032) with clear development goals and time-bound implementation strategies (http://web.gauhati.ac.in/ssr/perspective_plan_2016_32). Salient features of this Plan include

- partnership strategy for expansion of education
- investment for sustainable development
- commercialization of intellectual properties
- good governance with efficiency and transparency through technology intervention
- focused research through new multidisciplinary centers
- and resource optimization through efficient capacity utilization. Keeping in mind the stated vision and mission of the university, these futuristic development goals have been worked out. Several steps have already been taken towards fulfilling the perspective plan objectives.

One example of such activity is the *initiative to increase efficiency and transparency in governance through reforms* and the first area selected for reform is the admission and examination procedure.

As part of participatory management, the University has a notified Admission Committee under Chairmanship of the Vice Chancellor and with a number of teachers and relevant officers as members.

Following resolution in the Admission Committee on 27/05/2015, for the first time admission was made online, keeping the offline mode also as an option in the transitional year.

After successful implementation of this process for two consecutive years, the whole admission procedure was made completely online successfully in the academic session 2017-2018.

This experience was further extended to admission into the affiliated B. Ed./teacher training colleges streamlining the entire procedure.

With effect from the current academic session all examination matters, both for the affiliated colleges and the University, have been processed through a dedicated web portal (http://52.172.27.176/GAUIUMS/(S(mlsp3epjafl1fedlk5ysijar))/main.aspx).

To achieve the larger objective of the strategic vision for a smart campus through technology intervention, an integrated University Management System (IUMS) has already been put in place wherein all financial matters including budget, revenue and expenditure, payrolls and affiliation etc. are being integrated progressively.

To streamline the affairs of a large number of affiliated colleges (355in all, including the latest addition of 25 colleges reverted back to Gauhati University from Bodoland University) the admission, registration, examination fee collection etc. are now done through a system generated process under the IUMS

framework. In order to facilitate this, every college is given a unique user id and password.

This initiative has begun to show tangible positive results by way of reduced human interface in the admission and examination process thereby minimising errors and saving bulky paperwork besides bringing in a more user-friendly platform.

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

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The Gauhati University is a teaching, residential and affiliating University. The Authorities and Officers of the University are as follows:

1.   The Chancellor – The Governor of Assam is the Chancellor of the University. He is the Head of the University and the President of the Court.

2.   Vice–Chancellor – The Vice-Chancellor is appointed by the Chancellor on the recommendations of an Advisory Board. The Vice-Chancellor is the Principal Executive and Academic Officers of the University. He is the ex-officio member and Chairman of the Executive Council, the Standing Finance Committee, the Construction Committee and the Academic Council. He can convene meetings of the Court and the Executive Council, Academic Council, Finance Committee and the Construction Committee.

3.   Rector – The Rector is appointed by the Chancellor on the recommendations of the Vice-Chancellor. The office of Rector exercises such powers and performs such duties of the Vice Chancellor as may be delegated to him by the Vice Chancellor.

4.   Registrar – The Registrar is a whole time salaried officer of the University and is appointed by the Executive Council. He is the Secretary ex-officio of the Court, Executive Council and the Construction Committee. The Registrar is the custodian of the records, common seal and other property of the University. The office of the Registrar has to sign and verify all contracts and agreements on behalf of the University. Moreover, the Registrar has to conduct the official correspondence of the Court and the Executive Council.

5.   Treasurer/ Finance Officer – The Treasurer is a whole time salaried officer of the University and is appointed by the Executive Council. The office of the Treasurer exercises general supervision of the funds of the University and advises in regard to its financial policy. Subject to the control of the Executive Council, the Treasurer manages the investments of the University and is responsible for the preparation

and presentation of the annual estimates and the statement and maintenance of accounts.

6.   Court – The Court is the highest enforcing authority of the University and the Chancellor is the President of the Court. The Court has the power to review from time to time the broad policies and programmes of the University and to suggest measures for the improvements and developments of such policies and programmes. It also looks into and suggest measures on the annual reports, annual accounts, the audit reports and the statement of financial estimates. The Court also approves, with or without modification, the statutes submitted by the Executive Council.

7.   Executive Council – the Executive Council is the Executive body of the University. The Executive Council shall hold, control and administer the property and funds of the University and shall appoint a Finance Committee to advise it on matters of finance. It also takes up acts pertaining to constructions in the University and for the purpose appoint a Construction Committee. It also administers funds placed at the disposal of the University, appoints various officers, teachers and employees of the University. It has the power to recognise or withdraw recognition from a College and arrange for conduct of examination and publishing of results. The Executive Council can exercise all powers of the University not otherwise provided for.

8.   Academic Council – The Academic Council is the academic body of the University and controls, regulates and is responsible for maintenance of standards of instruction, education and examination within the University. The Academic Council can make proposals to the Executive Council for institution of Professorship and other teaching posts. Draft Regulations prepared by Academic Council in matters of examinations and award of fellowships or scholarships have to placed before Executive Council for approval. It can also assign subjects and teachers to faculties. The Academic Council is responsible for promoting research and establishment of Research Council. Moreover, it looks into the colleges affiliated to the University in respect of the instruction and discipline therein.

9.   Faculties – The University includes faculties of Arts, Sciences, Law, Medicine, Technology, Engineering, Commerce and Indian Fine Arts. Each Faculty is subject to the control of the Academic Council and comprises of Department of teachings. It looks into the teaching, courses of study and research work in the subjects. Each Faculty is responsible for constituting the Committee of Courses and Studies and recommending to the Academic Council the courses of studies. It recommends the names of examiners, and lays down conditions for award of Degrees, Diplomas and other distinctions. There is a Dean for each faculty who is responsible for the due observances of the Statutes, Ordinances and Regulations relating to the faculty. The Dean is the executive officer of the Faculty and presides at its meetings.

10.   Selection Committee – there is a Selection Committee for making recommendations to the Executive Council for appointment of teachers and officers of the University. The Vice Chancellor is generally the Chairman of the Selection Committee.

11.   Students Advisory Council – the Students Advisory Council consists of a Chairman nominated by the Vice Chancellor from among the teachers of the University and the Director of Students Welfare besides student members. The duty of the Council is to make recommendations in matters relating to the corporate life of the students and rules effecting discipline, welfare, etc.

12.   The University also has a Residence, Health and Discipline Board and such other boards as may be prescribed by the Statutes.

File Description	Document
Link for Additional Information	[View Document](#)
Link to Organogram of the University webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 4 of the above

File Description	Document
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Screen shots of user interfaces	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The University has a number of bodies/cells and committees for managing both academic and administrative matters. They are constituted with members from academic as well as administrative departments. Depending on the hierarchy of the bodies, they are chaired by the Chancellor, Vice Chancellor, Registrar, Deans, Heads of Departments or Senior Faculty members. A list such existing bodies is given in the Organogram 2. New committees may be set up from time to time for management of specific issues and they are dissolved after the issue has been solved.

Example of activity successfully implemented:

- The Finance Committee in its meeting held on 05/01/17 suggested the inclusion of certain items in the Financial Estimate 2017-18 and the Revised Budget 2016-17.
- One of the items was the Provision for Campus related Security items such as CCTV, etc. at a Budget Estimate of Rupees One Crore.
- Accordingly it was incorporated in the Budget under Head of Accounts, Administration.
- On the recommendations made by the Security Advisory Committee, Gauhati University, based on a survey by IQAC, GU and students' representatives on 19/05/17, the University authorities decided to introduce CC Cameras at select places on urgent basis.
- A committee was constituted to finalise the technical specifications and execute the purchase and installations on 26/05/2017.
- As required by norms, Notice Inviting Quotation for purchase of materials was made, comparative statement prepared and the matter was finalised by the Central Purchase Committee.
- *CAM QUEST* was given the work order, vide Order No. GU/Registrar(SF)/2017/197, for "Supply, Installation and Commissioning of CCTV surveillance at certain places of Gauhati University and comprehensive maintenance for two years" by the Registrar.
- The proposal was approved and the information conveyed by the Finance Officer vide Letter No. F.I/SE/3950 to the Convener, Committee for installing CCTV.
- On 30.06.17, work completion letter was submitted by *CAM QUEST*.

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The University has a number of welfare measures for its teaching and non-teaching staff:

- Medical facilities including reimbursement of Medical Expenses
- Residential Quarters for Teaching and non-teaching Staff
- Recreation Centre and Auditorium
- Stadium (Indoor and Outdoor) and Gymnasium, Basketball and Volleyball courts, cricket ground
- A&A Advances for House building/Purchase of Motor Car, etc., Festivals etc.
- Compassionate appointment of Wards of Staff
- Financial assistance for Literary, Cultural and Sports Activities, etc.
- Employees quota for Admission into GU classes
- Free (Subsidised) Bus Service to and from the city
- Leave travel concession facilities
- Group Insurance Scheme
- Day Care Centre
- Pension and family pension
- Gratuity and Leave encashment
- GU Model English Primary School and GU Model High School

- Gauhati University Hospital with provision for free primary health care round the clock

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: 5.22

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

2016-17	2015-16	2014-15	2013-14	2012-13
17	17	23	12	15

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

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 24.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
24	15	24	31	29

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	[View Document](#)
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme

during the last five years

Response: 19.26

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

2016-17	2015-16	2014-15	2013-14	2012-13
113	66	47	48	39

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The institution has a Performance Appraisal System for both teaching and non-teaching staff.

- In case of teaching staff, the appraisal is as per UGC guidelines where both annual *Performance Based Self Appraisal* as well as *Confidential Report* given by the Head of the Department is required.

- Promotions are as per the UGC guidelines for CAS and Open Posts on the basis of *requisite API scores and supporting documents* thorough scrutiny conducted by IQAC and interview by a selection panel.
- In case of Administrative Officers promotional avenue is not available. However, *career advancement schemes* for the officers on UGC scale of pay applicable to Assistant Director of Physical Education, Assistant Registrar and Assistant Librarian are as per notification of UGC.
- The *Deputy Registrar is responsible for the performance appraisal of non-teaching staff up to the level of deputy Superintendent.* For regular promotions of Grade C employees of the institution, the minimum eligibility criteria is four years of satisfactory continuous service in the initial stage followed by four years of satisfactory continuous service in the next stage and two years thereafter for subsequent promotion. Promotions are made against vacancies through a performance based evaluation process as per Government of Assam rules. Besides, scale promotion is given to all C and D Grade employees after completion of eight years of satisfactory service in a permanent post. Mere completion of eight of service or seniority is not the sole criteria for such promotion; demonstrated efficiency is given due weightage.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

As per GU Act, Accounts of the Gauhati University are to be examined by the Examiner, Local Fund Audit, Government of Assam. However now-a-days, Audit teams from the Office of the Accountant General (AG) are engaged to Audit or examine the GU Accounts.

Internal Audit is undertaken only for some specific cases.

The A.G. Office has conducted the Audit for the financial years 2011-2012 and 2012-2013 and reports have also been submitted and Audit is going on for 2013-2014 but no reports have yet been submitted.

Whereas the Examiner for Local Fund Audit conducted the Audit of GU Accounts for the financial years 2011-2012 the report has not yet been submitted and the Audit for the financial years 2012-2013, 2013-14 and 2014-15 are now being conducted and as reported examination will be completed within a short period of time.

Mechanism for settling Audit objection:

The objections, if related to non-receipt of records and vouchers, are identified and shown at the next Audit if they could not be provided during the current Audit period. If the objections are found to be of a technical nature and relating to existing Rules and Regulations these are shown at the time of the next Audit.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III)

Response: 110.99

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

2016-17	2015-16	2014-15	2013-14	2012-13
18.12245	16.72732	18.6794	52.56257	4.89507

File Description	Document
Annual statements of accounts	[View Document](#)
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)

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

Response:

Resource Mobilisation: The Gauhati University is a non-commercial institution of Higher Education. The University was established under "The Gauhati University Act, 1947" of Government of Assam. Accordingly,

- the principal source of revenue for the University is the State Government of Assam. The recurring revenue expenditure towards salary and allowances are met from *government grants.*

The academic activities are managed from the *fees* collected from students and affiliated colleges for various academic activities performed by the University for the colleges and other educational institutions. Thus, while 60% of the total revenue and Capital expenditure is received from various Government grants, the balance 40% has to be generated from nominal internal resources like Student Fees, Affiliation, Registration, Migration, Examination and Certificate fees. Concessions, refunds, scholarships, special financial assistance based on need and merit are also taken care of from this 40%. Some financial resources for development come in the form of FIST, SAP etc. under which presently 17 departments are being supported.

Resource Utilization/Expenditure: The entire expenditure system is based on the procedure of advance budgeting:

- The budget estimate of revenue and capital expenditure for the ensuing year is prepared along with the revised budget of the current financial year well in advance.
- These budgets are scrutinised, examined and approved by the Finance Committee, the Executive Council and finally by the Gauhati University Court.
- All financial transactions are pre-budgeted, transparent and screened by various committees nominated for specific purposes and approved by the Vice Chancellor. No revenue of the University is available for expenditure without budget provision, screening, and concurrence from Finance and it has to be finally sanctioned by the Vice Chancellor.

No cash transaction is involved. Cash payment to the University is to be deposited directly at the bank or through RTGS/NEFT/Online bank transfer and Account Payee Cheques in exceptional circumstances.

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

Response:

Internal Quality Assurance Cell (IQAC) was set up on 28/02/2001. The IQAC has contributed significantly to the institutionalisation of quality assurance strategies and processes. Of the many best practices it has helped to institutionalize, the two that have been most significant are *skill development* (the Gauhati

University Skill Development Centre has been set up through the IQAC's initiative) and *enhancement of faculty publications*

1. Skill Development

In skilling students for employability especially in the colleges affiliated to the University the IQAC's role is evident. In this regard, various Memorandums of Understanding (MoUs) have been signed with different organisations along with associated skilling initiatives provided for under them. Some of these MOUs are given below:

- *MoU with the Telecom Sector Skill Council* (TSSC) in June 2016, under the provisions of which a team of 14 is due for training with the BSNL as per the TSSC course modules for Training of Trainers (ToTs), following which the training can be sustained further in the Centre of Excellence (Telecom) established in the GU campus.
- To support the above initiatives, an *MoU was also signed with Bharati Infratel*, a third party engaged by TSSC, to provide necessary infrastructure required to facilitate training on telecom. This includes a communication tower for ensuring both better connectivity in the campus and adequate hands-on experience for the trainees.
- A*n MoU has also been signed with Reliance Jio* which provides for assistance in the teaching-learning process as well as for delivering more meaningfully in outreach programmes, through better networking and connectivity with affiliated colleges and other academic partners.
- *An MoU signed with ASOMI* in 2016 to assist the Gauhati University Skill Development Centre not only in facilitating Skill Development activities, but also to provide necessary financial support to the students opting for start-ups. Course content in Certificate Course in Soft Skill & Management Development has already been developed in collaboration with ASOMI. For this course ASOMI will provide two professional trainers and arrange for their salary.
- An MoU was signed between Gauhati University and KOViD Group Analytics in 2017 to set up a *Centre of Excellence in Data Science and Advanced Technology*. This MoU has paved the way for setting up an advanced, state-of-the-art infrastructure facility for a data analytical academy within the GU premises. The signing of the MoU was a follow-up measure of the week-long national level workshop on 'Data Analytics in R using HPC (Bigdata) and LabVIEW' in the GU campus. During the workshop, more than 140 participants from different institutions learnt the skill-sets required to use advanced technologies to incubate their innovative ideas and to give shape to start-ups or enhance employability. A Centre of Excellence for Data Science and Advanced Technology is being formed in the premises of the Department of IT. Six Faculty and Staff members from the Departments of Applied Sciences, Bioengineering and Technology Electronics and Communication Engineering have undergone training at the NI training facility at the Delhi NCR.
- An MoU was signed with National Instruments (NI) to come up with a LabVIEW Academy. Necessary hardware components as well as licences have been procured to facilitate the activity.
- Earlier, in June 2015, an MoU was signed with National Skill Development Corporation (NSDC) for introducing skill-based courses in colleges affiliated under Gauhati University. Accordingly, a college can now choose up to two skill sectors in the second and third year of the Undergraduate programme and run the courses on the chosen sectors with the assistance of qualified trainers identified in consultation with the NSDC. A meeting was organized by Gauhati University where participating principals of about 30 colleges were able to interact with an NSDC official on various matters relating to the introduction of the skill-based courses in colleges. So far, about fifteen colleges have shown an interest in introducing skill-based courses with minimum course fees. A few colleges like Moirabari College and Paschim Guwahati College have already initiated the

process of opening skill development courses.

2. Enhancement of research and publication

In an effort to institutionalise a culture of research, the IQAC convened a series of meetings to discuss

- need for continuing research
- upscaling of research efforts
- strategies to make the large volume of publications of the faculty more visible
- identification of appropriate publication platforms for specific kinds of research.

Five meetings were held for clusters of departments to make the proceedings more interactive. This initiative was taken in the context of the recent NIRF ranking achieved by the University and to make a conscious attempt to retain as well as upgrade the current ranking. The Vice-Chancellor was present in all the meetings and actively interacted with numerous faculty members on possible strategies. The faculty members were apprised of

- the NIRF ranking procedure,
- the University's participation in the process
- the institutional lacuna and shortcomings that emerged from a scrutiny of the process. Areas with scope for quality enhancement were also pointed out.

The faculty members, in turn, suggested some measures for dealing with some of the shortcomings. The Vice-Chancellor impressed upon the faculty about the need for introspection and avoidance of complacency and for each to contribute to the growth of the institution. He assured the faculty of logistic support and announced certain steps that have been taken in this regard, such as enhancement of the budget of the KKH Library.

The University is also in the process of preparing a Project Management Manual for the institution.

Certain concrete steps towards fostering a healthy research and teaching environment have been taken:

- Creation of a separate branch for research and development in the University administration
- Setting up of a Central Instrumentation Facility
- Ensuring uninterrupted power supply
- Initiating provisions for research grant or seed money for young faculty
- Updating of the University website regularly
- Enhancing funds for regular consumables

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

1. **Feedback process**

The institution regularly monitors the students learning outcomes, as per norms, by conducting end semester examinations, internal examinations, seminars and group discussions, as per the latest guidelines in this regard prescribed by the UGC. The learning outcomes are reflected in the following Criteria –

• 2.6.3 (student's pass percentage);

• 5.2.1 (percentage of out-going students' placement);

• 5.2.2 (percentage of students' progression to higher education);

• 5.2.3 (number of students' achievement in competitive exams like NET,SET, etc.);

The above are good methods of monitoring teaching quality as well. Moreover, the institution also monitors the requirements, varying abilities and expectations of students from the teaching process through *mentoring mechanisms* and *internal assessments*.

Above all, it is through the *feedback system* streamlined and conducted by the IQAC that the effect of the teaching learning process and learning outcomes are monitored. The decision to obtain feedbacks was taken following discussion on curricular reforms in a series of IQAC meetings during the last five years. Between 2012 and 2017, student feedback was taken three times under the auspices of the IQAC. Students of the 1st and 3rd semester from 16 departments provided feedback in hard copy format. . Results obtained from the hard copies of the feedback of the students were transferred to computers for detailed analysis. Subsequently the IQAC introduced the online feedback collection process. During the second round, feedback was collected in June 2016 from the 2nd and 4th semester students. Students from 41 programs provided feedback in the online mode, through an e-form evolved by the University for the purpose. An automatic analysis of the results generated by e-forms became possible. The online feedback collection not only has the flexibility of allowing the results to be viewed in different ways and at-a-glance, but of additionally allowing the stakeholders to access them from anywhere using the internet.

The online mode provided the IQAC with the basis for *expanding the feedback process to cover other stakeholders.* Thus, in the third round, feedback collection, started in October 2017, has involved students, alumni, officers and teachers of Gauhati University and Principals of colleges under the affiliation of Gauhati University.

2. **Curriculum revision**

Curriculum revision plays an important part in any up-to-date teaching learning process The IQAC has spearheaded the process of curriculum revision alongside transition to the CBCS system. During the 2012-2017 period, nearly 85 programmes have been revised at the level of under graduate, post graduate

and research studies (relating to course work). Among these, five programs - BSc in Applied Science, MSc in Biotechnology, PhD in Botany, MSc in Computer Science and one-year B.Ed. programme were revised in 2012. Ten programmes (including M.A. in Assamese and B.Sc. in Botany) were revised in 2013. In 2014 eight programmes (including M.Sc. in Applied Sciences, M.A. in Women Studies, M.Sc. in Zoology, M.Sc. in Physics) were revised. In 2015, fifteen programmes (including Ph.D. in Assamese, M.A. in History, M.A. in Sanskrit were revised. In 2016, thirty-six Departments revised their syllabi, and in 2017 eleven programmes have been revised. Meanwhile, around sixty new courses have been introduced at the postgraduate and undergraduate levels (the details of these revisions have been provided under Criterion 1.2.1).

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 40

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
87	27	27	29	30

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
IQAC link	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Annual reports of University	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

Post accreditation quality initiatives

Since the last NAAC accreditation in 2010, the IQAC has been engaged in a continuous process of initiating changes. These have been in both curriculum and infrastructure related areas:

- It has initiated periodic revision of syllabus and tried to ensure greater flexibility and decentralization in curriculum design.
- The CBCS system was adopted in the PG programmes, with provision of open courses and value added courses in the four semesters.
- Non-conventional courses through centres with regional thrust areas have been initiated. These include the Centre for Performing Arts, Cultural Studies Centre and Centre for South East Asian Studies - all set up in 2016.
- Diploma in the distance mode in ELT with ICT skill for primary English Teachers was introduced in 2014-15, with international collaboration.
- Under the IQAC's initiative, encouragement and support popular lectures on different political, social, economic and scientific issues of the country and the world have been organized.
- Workshops and training programmes on ICT-use, gender-sensitization programmes, and national election studies have acquainted students and faculty with the new trends.
- To encourage faculty members to increase research publications in order to attain greater visibility in the NIRF rankings, a number of meetings were organised by the IQAC. In these meetings, the Vice-Chancellor apprised the faculty members of the recent NIRF ranking of the Gauhati University (43rd position among all the institutionsand urged them to publish their research in journals indexed by Scopus, Thompson and Reuters and Web of Science.
- The IQAC identified the need for better teaching-learning facilities and several smart classrooms, community projection systems and big-screen LED TVs were installed in most of the departments with RUSA funding.
- The IQAC has also coordinated the introduction of a central instrumentation facility, and the formalities for the procurement of a scanning electron microscope have been completed.
- Efforts have also been made to automate the examination process via the Gauhati University IUMS, which covers the areas of student registration (UG+PG), examination form-filling up and

submission of practical examination marks.

- Initiatives have been taken by the IQAC for introducing skill-based courses in colleges and the University for enhancing the employability of students. Towards this end, Memorandums of Understanding (MoUs) have been signed with the National Skill Development Corporation (NSDC), Bharti Infratel, Asomi Foundation and Kovids.

- Faculty recruitment is an issue which the IQAC had been taking up in right earnest. It had evolved suitable formats and mechanism to implement the provisions of the UGC 2010 Regulations for the recruitment and promotion of teachers (CAS). It also facilitates the pre-screening of applications under CAS and Direct Recruitment prior to the Selection Committee stage. In view of the large number of applicants for entry-level Assistant Professor (Stage 1) in various departments, the IQAC has introduced quality assurance measures of shortlisting candidates on the basis of weightage and written test (based on the Master's Syllabus of the concerned subject).

- Infrastructural development is another aspect to which the IQAC has been paying attention. New constructions, repairing campus roads, face-lifting of buildings, better illumination in the campus with improved LED street lights, construction of gates on the eastern and western ends of the campus are some of the visible changes. In its endeavour to make the GU campus more friendly for the specially-abled, access ramps have been constructed in select buildings and a lift installed in the newly-constructed IST building.

There have been initiatives for upgrading the campus security arrangement. CCTV has been installed in eighteen sensitive zones.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 6

7.1.1.1 Number of gender equity promotion programs organized by the institution year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	2	0	0

File Description	Document
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

Gauhati University has several security measures to ensure a safe environment for everyone including girl students, scholars and women.

Safety and Security

- All the academic departments have chowkidars round the clock, and the internal security system of the university is taken care of by the Secretary, University Classes. Other security personnel are on duty in the administrative buildings and are also engaged in patrolling the university streets. These security personnel report to the Security Officer, Gauhati University.
- Home guards are appointed to monitor the movement of people and vehicles through the university gates.
- A CCTV surveillance monitoring committee looks after the camera surveillance of the major gates, and some other important locations. Besides these places, some other locations such as the administrative block, the University Science Instrumentation Centre (USIC) and the Department of Physics also have CCTV surveillance systems installed.
- With a large number of girl students, scholars, women teachers and other employees, the institution is committed to equitable treatment of the sexes.

The Department of Chemistry has security structures like iron grills in place to ensure the safety of female research scholars working late into the evening.

Counselling

- In some departments counselling is provided to students on issues of harassment, unwanted attention, problems of adjusting to a new environment, health issues, etcThe engineering department of the University ensures regular water supply, hygiene and sanitation in the toilets, waste disposal mechanisms, and proper lighting.
- Some departments, such as English and Botany have redressal cells and Safety and Security Cells headed by senior faculty to monitor and deal with gender related grievances and offer counselling and other help as required.
- Other departments like Psychology and Women's Studies hold regular workshops on gender sensitivity.
- Departments like History and Geological Sciences provide counselling on gender issues as and when required, and students are made aware of acceptable and unacceptable behaviour patterns for their safety and security.

Common Rooms

- In some departments, there are separate common rooms for girls while in some others, like the Department of Chemistry, Bodo and a few others, such common rooms are under construction.
- Academic departments and offices are equipped with separate wash rooms for men and women, and provide a safe environment for girls and women.

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 12.89

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 200

File Description	Document
Details of power requirement of the university met by renewable energy sources	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 10.16

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 32.53

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The university has a waste management system in place to take care of different kinds of waste.

- *Garbage bins* have been placed at many locations in the campus, and these are cleaned regularly. Large garbage bins are being placed at a few strategically important points in the campus for effective waste management.
- Currently, there is an arrangement with the Guwahati Municipality Corporation for collecting and *disposing of garbage* from the university campus including the residential quarters.
- An *incinerator* has been installed at the Gauhati University Hospital for the disposal of medical waste.
- A *vermi-compost pit* has been constructed in the Girls' Hostel Complex for the disposal of bio-degradable kitchen waste. Vermi-compost pits are also functional in the Botanical Garden of the University, and the Gauhati University Human Resource Development College. In the Botanical Garden, most of the waste material required for the pit is collected from the garden itself, while the food waste of the Human Resource Development College goes into the vermi-compost pit.

E-waste management

E-waste like non-functional computers, computer and printer accessories, photocopiers etc., are collected and disposed of regularly according to Government of India regulations. This process is managed by the office of the Estate Officer of the University

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Availability of abundant surface and groundwater within the campus does not necessitate rainwater harvesting. However, keeping in mind future needs and taking advantage of high rainfall a rainwater harvesting policy is being initiated.

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

- Paperless governance, online admission process, online tender, online notifications – Traditional official communications within the University is now largely paperless. Relevant information is disseminated through SMS, Web Notification etc. Besides, all tender and recruitment notifications are increasingly made online. Financial transactions are made electronically while admission and various stages of examination procedures are also made online thereby reducing the use of paper.
- Solar power plant - 100 kw of solar power is already being generated and there is a proposal to increase this to 1000 kw of installed capacity in the near future.
- Use of LED bulbs
- The University has a network of arterial roads connected to the main road of the campus that are pedestrian friendly and free from traffic congestion
- The University runs a bus service to and from the city at regular intervals through the day under the Assam State Transport Corporation
- The use of plastics is strongly discouraged and awareness is generated through various means of sensitization and actual mandates against the practice. A supervisory committee consisting of students, teachers and non-teaching staff ensures compliance with this policy.
- The landscape/topography of the University spread over 508 acres comprises low lying hills and wetlands providing an ideal ecosystem for both acquatic and terrestrial flora and fauna. Natural green cover is about 34% of total land area excluding the tree lines along roads and homestead plantation. The green cover and natural landscape are kept free from developments and constructions
- A committee of teachers and officers monitor and coordinate plantation and landscaping while the Town Advisory Committee ensures proper land use and sustenance of green cover. 51% of land is available for future expansion of the University.

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

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.84

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
44.71109	74.18321	24.24952	42.13245	35.38452

File Description	Document
Green audit report	[View Document](#)
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
link to photos and videos of facilities for Divyangjan	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 35

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
13	11	6	4	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document]

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 22

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
9	8	3	2	0

File Description	Document
Details of initiatives taken to engage with local community during the last five years	[View Document]

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document]

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 16

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	3	1	0	0

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Gauhati University has a tradition of celebrating national festivals and paying respect to important national figures with the aim of inculcating human values and providing role models and exemplars to its stakeholders.Some of the national days and anniversaries of eminent Indians observed by the University with this end in view are:

- Republic Day,
- Independence Day
- Gandhi Jayanti
- Teachers' Day

Some of these functions are organized centrally by the administrative authorities, while some are organized in different departments, and also by organizations of the teachers, students and other employees of the university.

The University also pays respect to important figures from the State who have played key roles in linking Assamese identity with Indian nationhood, and have served the state, the nation and the university in different ways.

The construction of the Dr Bhupen Hazarika Memorial by the Government of Assam on land provided by the University, and the installation of statues of Lakshminath Bezbaroa, Krishna Kanta Handiqui, S.K. Bhuyan and Banikanta Kakati in key locations are efforts in this direction.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Professional Ethics:

The University is guided by key ethical values of transparency, impartiality and integrity in all its functions.

To ensure transparency in financial transactions, Gauhati University adheres to the requirements of the Public Finance Maintenance System of the Government of India.

- All works of construction and purchase are done through open tendering in newspapers and the university website.

- Admissions in the University are now done through an impartial and transparent online process.
- The recruitment of research fellows, faculty and officers is done after publishing proper advertisements in newspapers and the University website, and conducting interviews in a fair and honest manner.
- The Right to Information Cell in the University is fully functional.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice 1: Green Initiatives

This is a logical initiative for the University in keeping with its location and its responsibility towards it. The University has a green cover of about 34% that includes thick forest areas, marshy land and a botanical garden which is home to a number of rare, endangered or vulnerable species of plants and some rare and endangered animals.

Objectives/intended outcomes

• To ensure conservation and preservation of the biodiversity of the University campus and its adjoining areas, which includes a Ramsar site (Deepor Beel) adjacent to the institution.

• To achieve eco-sensitization in the University and its neighbourhood

• To make green practices an everyday habit

Underlying principles

The core principle of these green initiatives is sustainability.

Contextual features or challenging issues that needed to be addressed while designing and implementing it

The region is a biodiversity hot spot and has potential for the exploration of economically important plants, animals and microbes that can be valuable for preparing modern medicines, finding solutions to treatment

of tropical diseases, producing substances of use in cosmetics, food and feed industries and the like. Some of the important challenges are given below:

• The major challenge is to restore the fast depleting natural resources of the region including water resources, forest cover, ethno-medicinal plants, small invertebrates, endangered animals and clean environment.

• It is imperative to create awareness about the need for conserving the bioresources for productive sustainable development which is a slow process and often not understood in a situation in which economic development is given priority.

• The main challenge pertains to designing appropriate strategies for convincing the common man through capacity building of target groups and effective planning through awareness programmes.

• Issues like generating livelihood options for people dependent on such resources also need to be deliberated on before implementing a direct ban on the use of natural resources.

• The University is conscious of its role in this situation but one of its major challenges is the availability of sufficient financial resources to work on such projects

• A key concern is to rebuild confidence amongst different communities about sustainable means of ecological restoration by blending indigenous knowledge systems with modern technology.

The need to undertake appropriate research on the basis of core studies in the basic sciences, humanities and social sciences and environment management policies.

Description of the practice

Various measures have been taken to maintain the green cover and protect the rare, endangered species.

• The green canopy is a habitat niche for many endemic species of animals, birds, reptiles, amphibians and other vertebrates. Animals like rhesus monkeys, rare and endangered snakes, reptiles and monitor lizards, 63 species of endemic birds as well as invertebrates like insects live in the area. Felling of trees is strictly forbidden while fresh planting is regularly undertaken in different areas of the campus.. Students of the University actively participate in tree plantation drives during World Environment Day, World Biodiversity Week and also on different University occasions like Varsity Week, Youth Festivals etc.

• The University is surrounded by several water bodies and also contains large natural ponds. These water bodies are rich in endemic aquatic fauna including insects, fish, amphibians and reptiles and hence their conservation has been given priority. These aquatic bodies are also rich in algae and phytoplanktons that harness solar energy and maintain ecological balance. These water bodies are maintained and protected and no construction or other development work is permitted.

• The University has a large aquaculture park endowed with endemic fish species that have both commercial and ornamental value. Research is being conducted by scholars on different aspects of pisciculture. A Biodiversity park has also been developed within the campus to ensure protection of endangered species and provide a recreational site for people.

• The University maintains a very old, large botanical garden which has a fresh water body and many endangered plants including orchids and medicinal plants. It also plays host to many species of birds.

• The university has a waste management system that is an aspect of its green initiatives. Garbage bins have been placed at many locations in the campus and there is an arrangement with the Guwahati Municipality Corporation for collecting and disposing of garbage (especially plastics and non-biodegradable waste) from the university campus including the residential quarters. An incinerator has been installed at the Gauhati University Hospital for the disposal of medical waste. Besides, a vermi-compost pit has been constructed in the Girls' Hostel Complex for the disposal of bio-degradable kitchen waste. Vermi-compost pits have also been made in the Botanical Garden of the university, and the Gauhati University Human Resource Development College.

Green Initiatives in Teaching and Research

• The University has also incorporated a green philosophy in its teaching and research activities with all disciplines teaching aspects of ecological studies in their courses.The departments of Zoology, Botany, Biotechnology and Environmental Sciences have been actively working on various aspects of biodiversity in the region.

• Work on butterflies, moths, honey bees and silkworms have been conducted by the faculty and students of the department of Zoology.

• research on medicinal plants and their taxonomic status, wood science, rattan and bamboos of the region, orchids and aromatic plants have been successfully completed by the faculty of the Department of Botany.

• The Department of Biotechnology actively works on the following areas:

• chemoprevention activities of traditional medicinal plants, genetic predisposition of cancer and hepatitis of the people of indigenous communities,

• ethnic food habits of the inhabitants of the region and their correlation to celic diseases,

• endocrine disruptors in modern foods, cosmetics and chemically processed substances vis-à-vis traditional food items,

• bioprospecting industrially important microorganisms including yeasts that yield photoprotective molecules, displaying quorum sensing activities,

• generating carotenoid derivatives and algae that are native but Oleaginous and which have the prospects of being used in yielding hydrocarbons.

• Collaborative research projects with Brazil has been functioning while collaborative research on insect resistant, stress tolerant, disease tolerant varieties of cereals have been initiated with other Universities in the region and abroad.

• The Department of Environmental Sciences has been actively working on pollution abatement, water conservation through modernizing traditional methods, waste disposal and sludge remediation. The Department of Biotechnology has also reported about Pseudomonas spp of bacteria that can be used to

remediate oil sludge and oil field formation. Identification of microorganism as well as plants for both bioremediation and phytoremediation activities have been carried out by these departments using separate model systems.

Future Plans

The University has approached the Govt. of India for financial support to establish the following resources:

• a herbarium for conservation of endemic plant species,

• a repository of stuffed animals,

• a large aquarium of endemic freshwater fishes,

• a cryopreservation bank of microbial resources that have been identified and characterized in the region

• a small zoological garden to promote biodiversity conservation and inculcate the promotion of "LET'S KNOW ONE ANOTHER", an initiative of sensitizing the common people about the essence of living with nature.

• A proposal for rain-water harvesting in the Administrative Building is under consideration.

Best Practice 2: Social responsibility

Besides being engaged in regular academic and research activities, the University has attempted to contribute in productive ways to the society in the region. Reaching out to the surrounding communities is in keeping with the avowed principles and objectives with which the University came into being at a critical moment of Indian history. These activities, undertaken by different departments, are naturally varied, but have the common objective of serving the society outside the university.

Objectives/intended outcomes

The objectives of the practice for this university are:

• To inculcate a sense of responsibility to society among students and create concerned and courageous citizens

• To preserve the region's unique cultural diversity

• To teach respect for diversity and difference

Underlying principles

• To integrate social responsibility with teaching and research and inculcate values of honesty, and courage of conviction and action.

Contextual features or challenging issues that needed to be addressed while designing and implementing it

Some of the challenges

• Since integration of social responsibility with education is a basic principle the first challenge was of bringing about change in curricula and in methods of teaching.

• Extension work which is an aspect of this practice called for adjustments of time and a change in mindset

• Some resistance was encountered when proposing to work outside one's normal duties in the institution.

Description of the practice

Various departments in the university have programmes and activities that cater to specific needs of groups outside the institute. Also, there are programmes and activities aimed at serving weaker or disadvantaged section of the society. Some activities that demonstrate various ways in which the goal of social responsibility was addressed are given below:

• The Department of Chemistry, for example, extends its sphere of activity outside the institution by organizing popular talks, demonstration programmes, and quizzes in different schools and colleges of Assam. Besides, for the last 16 years, Chemistry Olympiad has been organized in 40 different centres in the State. Through these activities, the Department has been able to attract young minds to the study of science in general and Chemistry in particular.

• The Department of Instrumentation and USIC has been actively engaged in developing instruments that are of use to farmers in the region. The Department has developed instruments for monitoring tea process parameters, and these instruments have been installed in tea factories and the correlations between tea processing parameters and tea quality are being studied. These instruments are helpful in maintaining tea quality. The Department has also been working towards developing instruments to detect Volatile Organic Compounds emitted by the leaves of Khasi Mandarin orange trees. This will help in the early detection of infection by the deadly Citrus Tristeza Virus, and will thus help the large number of orange farmers of the region. Also, the Department is developing instruments for the improvement of horticulture in the region. An instrument for process condition monitoring has been developed, and it is used to estimate the correlation between these parameters with production. This instrument will also help in scheduling drip irrigation for precision horticulture.

• The Department of Assamese has been providing education in the literary and cultural aspects of various ethnic groups of Assam in particular and the Northeast in general, by including these elements in the syllabus.

• The Centre for South Asian Studies in the Department of Political Science has been established to explore the historical cultural and economic links between the region and the countries of South East AsiaThis is in sync with the Government of India's Act East Policy that is expected to give a fresh impetus to development and prosperity of the NE region.

• The Department of Linguistics has been working to preserve and empower languages of the region which face the problem of the overwhelming influence of Languages of Wider Communication (LWC) such as Hindi and English. For more than a decade, the Department of Linguistics has been involved in developing research capacity of its M.A. students and research scholars for studying these languages in the following ways:

• M.A. Linguistics curriculum: It has tried to achieve a balance between introducing knowledge of the core areas of language study with attempts to develop various kinds of skill relating to data-handling.

• Collaboration with well-known linguists and fieldwork experts: Dr. Stephen Morey, Dr. Mark Post (Australia), Dr. Jonathan Evans (Taiwan), Prof. Scott DeLancey , Prof. ShobhanaChelliah (USA) have helped the department to build capacity of the students in language study.

• Holding regular international conferences as a way of building research capacity: The conferences of the North East Indian Linguistics Society since 2006 with the assistance of collaborating linguists have helped the department to evolve a platform for students and experts to meet, discuss and present their research on issues relating to the structure of the languages of the North East. Seven volumes entitled North East Indian Linguistics (NEIL1-7), consisting of select papers presented in 9 NEILS Conferences held so far, have been carefully peer-reviewed and published by CUP India (Vols. 1-5) and Pacific Linguistics (Vols. 6-7). These volumes have come as an opportunity for numerous local N.E. scholars to be guided through a careful peer-review process and have their conference papers on dozens of indigenous Tibeto-Burmann and Indo Aryan Languages published alongside well-known practitioners in the field. The 10th NEILS Conference is being held in Assam University at the end of January, 2018.

• Digital audio data of Tibeto-Burman Languages: Over the years, the department has developed a corpus of more than 10,00,000 words drawn from written and spoken varieties of Assamese, Bodo, Mising, Dimasa, Kokborok and other Tibeto-Burman languages. These serve as an empirical resource base for students and research scholars of the department for preparing their project reports and dissertations on grammar, lexicography, phonology etc.

• Mother Tongue-Based Multi-Lingual Education initiatives: For over 10 years, the department, in collaboration with Summer Institute of Linguistics, an International NGO, has been working with indigenous communities like Rabha, Bodo, Singpho, Amri-Karbi, Sadri, Hajong etc. in preparing educational resources in these languages. This initiative is in line with the aspirations of these communities to educate their children in their heritage languages. Several research scholars have received extensive training from the collaborating partner SIL in working with the communities in producing spelling guides, primers, wordbooks etc. and in teacher training. These efforts of the department have extended to Ph.D. supervision offered on early literacy issues of Assamese and Singpho.

• The Department of English has used its strong foundation in narrative and theory to work and publish in areas like identity, ethnicity, folk narratives of the region, translation and dissemination of regional language writings while promoting a vigorous culture of research on the literatures and cultures of Assam and Northeast India. Books like Scrolls of Strife: The Endless History of the Nagas (Rupa 2011), Questions of Identity in Assam (Sage 2012), Mothers, Daughters and Others: Representation of Women in the Folk Narratives of Assam (English translation of folk tales from several tribal languages with an Introduction. ABILAC 2012), Communities of Women in Assam (Routledge 2016), Sagan (Bodo Short Fiction translated into English, 2015) are evidence of the department's engagement with the region and its recognition of the need to mediate between the region and the nation.

• The Department of Information Technology has collaborated with an NGO, Ashadeep, and has developed an app, Kotha, to be used by autistic people for communication in Assamese as well as English.

• The Department has prepared the digital archive of Dr. Bhupen Hazarika's songs in Unicode format (www.bhupenhazarikadigital archive.org) and has submitted the proposal to include Assamese script in

ISO 10646 to BIS, Government of India.

• The Department has been working in the direction of digitization and exploration of Karbi script in the greater Karbi Anglong district of Assam.

Any other information (besides the Best Practices):

There are some other practices and facilities in Gauhati University which have helped in the smooth functioning of this premier institution, and have ensured an atmosphere of safety and security, conducive to the pursuit of excellence and maintenance of a system of human values. Some of these practices/facilities are described below:

Institutionalization of gender-sensitivity and establishment of Women's Studies: One notable practice in the university is the institutionalization of gender-sensitivity following the establishment of Women's Studies as an academic discipline. This ensures that women are visible in different spheres of action within the institution and are able to intervene through their presence on various committees and bodies.

The Department of Women's Studies (and before that the Women's Studies Research Centre) has played an active role in creating gender awareness and sensitivity at various levels of academic and administrative functioning. While developing a critical edge, an interdisciplinary perspective and strong basic grounding in Gender Studies among students the Department of Women's Studies has also taken on the challenge of community action or activism that is an important aspect of the discipline.

The process of institutionalisation of Women's Studies as a discipline in its own right at the University has been the key to institutionalization of gender sensitivity within the University. From 1989 the WSRC and subsequently the Department of Women's Studies has worked towards achieving visibility in the higher education system and sensitising academia, the administration and the society to gender needs and the value of gender equity.

Strengthening Women's Studies through teaching and training programmes has always been a central focus of the Centre at GU besides research, documentation, extension and advocacy. Initially the Centre conducted a number of *training programmes in research methodology* and on *women's rights* and making note of the fact that the only way to discover the 'missing information' about women from history, from literature and from the sciences was to acquire the tools to *question existing forms of knowledge* about women.

In order to maintain its interdisciplinary thrust there has also been a concerted effort on the part of WSRC, GU to create awareness for inclusion of gender components/papers relating to gender studies in the syllabi of different departments and to situate women's studies and its methodological tools within traditional disciplines. This effort can be said to have borne fruit as we today see the support and academic interest in Women's Studies increasing both among the teaching community as well as among prospective scholars.

WSRC GU in the initial years had begun with conducting numerous studies with the aim to profile the specific condition of the women of the region and the problems plaguing them. There were studies and

situational analyses of women and girls in Assam, on tribal communities and their traditional practices with respect to women, on female-headed households, on women's participation in decision making in the village institutions of *namghars* and a host of other such studies which make up the rich holdings of the Centre.

The formal teaching in Women's Studies began with the M. Phil Course in Women's Studies on 24th January 2009 with an intake of nine students (one male, eight female). With the starting of a research oriented course by the Centre, effort was made to move to the next level where the focus could be on the methodologies and the tools required for conducting studies on 'women'. The overwhelming response to the M.Phil Course in Women's Studies which opened up unexplored areas of research in Women's Studies and the demand for higher degrees in Women's Studies led to the Centre starting its PhD programme in Women's Studies in January 2010 with four Research Scholars (two male, two female).

In 2011 the Government of Assam sanctioned a few teaching and non teaching posts for MA in Women's Studies. Prior to starting the Masters Programme, the Centre had initiated two certificate programmes. One was on Women's Human Rights and the other a Certificate course in Gender Sensitisation. Both the programmes were very successful and were found to be in demand among students. The Certificate Course in Gender Studies is a regular three-month course offered by the Department at present where participants come from different professional backgrounds.

The Centre/Department today functions from a unique position as it is both a recognised UGC centre under the 'UGC scheme for Development of Women's Studies in Indian Universities', as well as a full-fledged Department within Gauhati University with four permanent faculty and one contractual faculty.

Day Care Centre for children of the university community: Gauhati University has several very useful facilities for the university community as well as the people in the surrounding area. The Day Care Centre of the University, for instance, started functioning from December 1, 2015, providing facilities for the care of the small children of university teachers, officers, other employees, research scholars and visiting faculty. The Centre is located near the Gauhati University Hospital, and runs six days a week from 9 am to 5 pm. Gauhati University has signed an agreement with the Zutshi Shanti Home Welfare Trust, Khanapara, Guwahati, to facilitate the functioning of the Centre. Admissions to the Centre are regulated by the University through the Day Care Centre Committee.

The Gauhati University Model School, and an Assamese Medium High School are located within the university campus, and some of the children of the university teachers and other employees, as also children from the nearby area get admitted into these two schools. The school offers direct admissions for the wards of the employees of Gauhati University, and of a few other institutes located near the university, viz., Assam Engineering College, Government Ayurvedic College, SBI (GU Branch) Post-Office (University Branch), and Police Out Post (Jalukbari). In case of availability of seats, other children are also admitted after an interview. The Advisory Committee of the School governs the admission process, while the responsibility of the over-all management of the school rests with Gauhati University.

The Gauhati University Press: Over the years, the Gauhati University Press has published high quality books by experts on various fields like folklore, language and literature, religion, and science, besides text books for students. Many of the rare books published earlier have been reprinted recently, while newer books, journals and bulletins are also being published by the Gauhati University Press.

Academic excellence is evident in different departments of Gauhati University. For instance, during the last five years, 5 students of the Department of Chemistry were able to join PhD research programmes in foreign universities—2 in the USA, 1 in South Korea, 1 in Taiwan and 1 in Japan. Also, during the last five years, 5 former students of the Department of Chemistry published research papers in Nature Group of publications from premier institutes abroad.

Gauhati University responds to the needs of the times in designing courses that have contemporary relevance. The Department of Economics, for instance, offers the MBA (Business Economics) programme in collaboration with the Department of Business Administration. This is in response to the market demand for professionals who are endowed with management skills along with the analytical ability associated with core theoretical economics.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The University's location in a region which is remarkable for its very rich ethnic, socio-cultural, and linguistic variety, besides being famous for its biodiversity, is manifested in studies and research that takes account of both human and biodiversity. The University's response to its location in many of its teaching and research initiatives is distinctive to its vision of transformation and development This finds expression in the work of different departments:

- The Department of Folklore Research, for instance, is engaged in research, documentation and preservation of the rich cultural heritage and diversity of Assam as well as the Northeast.

- Similarly, the Department of MIL encourages research in the diverse indigenous cultures of Assam and other parts of Northeastern India.

The Department of Environmental Science shows its awareness of the institution's location through its MA syllabus and PhD courses that contain topics on natural hazards in general and the natural hazards of Northeast India (especially seismic and flood hazards).

- The Department of Commerce response to its location takes the form of village awareness programmes that are aimed at upliftment of the poor and disadvantaged sections of the society. Ph.D. research is notable in the emphasis on topics pertaining to socio economic conditions, financial inclusion, local handicraft and weaving, micro finance, etc. The Department also tries to help its students become employable by teaching useful, interdisciplinary skills. These include GST and Accounting Software practical training in collaboration with ICA Edu Skills Pvt. Ltd. The Department has a Memorandum of Understanding (MOU) with the Indian Institute of Entrepreneurship, Guwahati and with Federation of Industries in North Eastern Region (FINER). These MOUs summer internship for the students, placements, skill-training for students, promotion of entrepreneurship, and industry-academia partnership.

- The Department of Commerce has also contributed to improving the support system of the University. In addition to its regular M.Com Course, the Department has been conducting Five-year Integrated M.Com Course (Self-financing) for the last nine years and this has opened up opportunities for students of the region to study Commerce at the University from the undergraduate level.

- Some of the activities of the Department of Statistics have used the diversity indices to study deforestation of the region, while some other research projects have been on the demographic variations implying the social aspects of bio-diversity.

- The Department of Zoology has established an Aquaculture and Biodiversity Centre with facilities like NFDR sponsored Integrated Ornamental Fish Farming Unit, Carp Hatchery, Air-breathing fish Hatchery, etc., for pursuing quality research in the field of Aquaculture. With financial assistance from NFDB, Hyderabad, the Department has also established Brooders bank for endangered and commercially important endemic ornamental fish of Northeast India. A total of 70 species of fish having ornamental value have been procured from different localities of the Northeast, and they are being carefully reared in the Aquaculture and Biodiversity Centre, with consideration for their natural habitat and provision for a suitable, stress-free environment. Nine species of indigenous ornamental fish (*Devarioaequipinnatus, Puntiuschola, Garraannandalei, Channastewartii, Daniodangila, Esomusdandricus, Anabustestudineus, Trichogasterfasciata, and Laubukalaubuca*) have successfully bred so far, using modified glass jar fish hatcheries. Rearing and hatching have also been successfully carried out using feed such as Paramecium, Artemia, Microworm, Daphnia and Tubifex, etc. Two new species of fish, viz., *Badispancharatnensis* and *Schisturalaketensis* have been discovered/described so far.

- The Department of Botany has been working in the direction of inventorization and mapping of plant resources of North East India in general and Assam in particular, and conservation of rare, endangered and threatened plant species through in-situ and ex-situ processes, and exploration and exploitation of microbial resources for bioprospection. North-East India is one of the major

biodiversity hotspots of the world, but due to rapid population growth and urbanization, massive deforestation has taken place in recent times, threatening the biodiversity of the region. Therefore inventorization and conservation of plant and microbial resources have become the need of the hour. Further biodiversity of this region is still largely unexplored, and therefore studies are being directed by the Department to document and exploit scientifically the biological wealth of the region.

- The Department of Geological Science has several courses in the M.Sc. programme that are designed to highlight the geological diversity of Northeast India. Region specific themes like Stratigraphy of NE India, Petroleum Geology, Coal Geology etc. have been introduced. The Department also organizes some campus recruitment programmes.

- The University also has courses and programmes that teach usable, practical skills. The Department of English Language Teaching, for example, attempts to empower the youth of the region by making them proficient users of English, and creating trained human resource for the effective teaching of English in schools and in institutes of higher education.

- The Department of English, on the other hand offers a Value Added Course on Communicative English, enabling students from different disciplines within the University to improve their English language skills.

- The University has opened new interdisciplinary programmes in response to the demands of the times. One such programme is the MASTER OF BUSINESS ECONOMICS started jointly in 2009 by the Departments of Business Administration and Economics. It has now been renamed as MBA (BUSINESS ECONOMICS) with effect from 2014 as per UGC notification. This is the first such interdisciplinary postgraduate programme in the entire Northeast.

Gauhati University's social responsibility is also evident in the opening and running of the Department of Disability Studies, which aims at empowering people who are differently abled, and runs courses and programmes designed to help both the people who work with the differently abled, and the differently abled themselves.

5. CONCLUSION

Additional Information :

Gauhati University

1. Has installed capacity for 100KW of *solar power* which is about 6% of present connected load of 1552KW. The proposed new solar energy installation will have the potential to generate up to 32% of the total projected 2500KW requirement.
2. Campus is spread over *508 acres*, of which about 34% is under natural green cover while 15% is built up. This leaves *51% land available for future development.*
3. Has initiated *accelerated interdisciplinary research with application potential* especially in issues of societal concern. One example is a holistic approach to recurring natural disasters that inflict the region like flood, erosion, landslides etc. through the *Brahmaputra Research Centre* and *Centre for Studies in Natural Disasters.*
4. Has been consistently *generating in-house revenue* up to about 40% of its total annual outlay without significant increase in student fees.
5. Has aggressively adopted *technology to increase efficiency*, *transparency* and *accountability* in institutional governance. Such a system is in place in admission and examination (http://52.172.27.176/GAUIUMS) and gradually will cover the entire governance process through a *campus management system*.
6. Is introducing *admission test across disciplines* from the next academic session (2018).
7. Gauhati University has a unique geostrategic advantage vis a vis South East Asia and can play a catalytic role in the Act East Policy of Govt. of India, especially through its recently set up *Centre for South East Asian Studies*.

Concluding Remarks :

Since its inception the University has played a stellar role in educating generations of students from different parts of the North eastern region, producing teachers and scholars, writers and artists, civil servants, bankers, lawyers, businessmen / women, journalists and social activists who have excelled in their professions and performed their roles as responsible citizens..

The University has inherited strong basic infrastructure in the form of an extensive campus, spacious buildings, well equipped Library, a Hospital and a Press, all of which have the potential for future growth and for which plans are already on the anvil. Its beautiful location on the banks of the Brahmaputra and its topography of flat land surrounded and interspersed by low lying hills, and natural water bodies give it an ambience ideally suited for study and reflection as well as for relaxation.

It has also inherited strong values that continue to direct its progress.

In the coming years the University hopes to realise its Vision and play a deciding role in creating knowledge, increase employability of its graduates, branch out into vocational, job oriented.