SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

GAUHATI UNIVERSITY

GOPINATH BARDOLOI NAGAR P.O. GUWAHATI UNIVERSITY HEAD POST
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https://gauhati.ac.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gauhati University, the premier university in the North Eastern region of India was established in the year 1948. The university has been playing a pivotal role in shaping the academic landscape in this part of the country since its inception. As a state affiliating university, it balances its rich historical legacy with modern academic advancements. With over 300 affiliated institutions, Gauhati University caters to the educational needs of diverse communities of the country maintaining a high academic standard and fostering a rich intellectual heritage.

The programs of Gauhati University are being designed based on Outcome-Based Education (OBE) principles, integrating elements of the Indian Knowledge System (IKS) to prepare the students for precise nationwide standards. The university's commitment to excellence is evident through its NAAC Grade 'A' accreditation in the year 2018 (3rd Cycle) and pursuit of ISO 9001:2015 certification, emphasizing quality and operational efficiency.

Gauhati University has consistently been ranked in the top 100 by NIRF India ranking and recognized in the QS World University Ranking. The university has also produced faculty members recognized in the World Top 2 percent Scientists List 2023 by Stanford University. Moreover, Gauhati University was placed in 701-750th (Asia) and 219th (Southern Asia); 1001-1200 in THE World University Ranking (2024. The Scopus h-index of Gauhati University is 106 in 2024 that represents a significant scholarly contribution.

Gauhati University seeks to blend tradition with modernity, utilizing advances in technology while preserving its historical roots. This ongoing pursuit of excellence reflects the university's adaptability and vision for higher education in India in general and the northeast India in particular.

Vision

The following statement is a vision of Gauhati University, which is a declaration of its intention to guide its internal decision making process for realizing its core values. **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

This Vision of Gauhati University results in the following Mission statements:

Academic Excellence provides quality teaching and a learning environment that takes account of changing student needs and expectations, incorporates global developments in all fields into its curricula, conducts cutting edge research through innovation and collaboration across all borders.

To widen the Horizon of Institutional Activity: to extend its activities to address environmental, social and cultural concerns in the region, and promote free inquiry and life-long learning.

To Empower Stakeholders: to empower stakeholders of the university and its affiliated colleges through

capacity development, augmentation of skills and entrepreneurship, provide access to knowledge, extend academic and administrative assistance and enable employability.

To Improve Support-Structure: to 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

Gauhati University, a pioneering institution in northeastern India, boasts numerous strengths that solidify its position as a leader in higher education.

1. Extensive campus area with abundant resources, diverse facilities and a wide range of activities.
2. Autonomy to the departments in pedagogic, research, and related matters provide academic freedom.
3. Vibrant intellectual atmosphere by placing a high priority on research and societal development.
4. Specific pedagogic practices focus on identifying and nurturing talent among students using LOCF in line with outcome based education in its program and curriculum.
5. Flexibility across disciplines prioritizes navigational competencies and fosters a student-centric approach.
6. User-friendly digital interface for assessment and result processing.
7. Library as a robust asset provides vast resources, cutting-edge technologies including rare and ancient manuscript preservation.
8. Vibrant research atmosphere with numerous interdisciplinary projects and collaborations.
9. Distance learning wing ensures access to education for diverse learners.
10. Efficient management of information from affiliated colleges and centers.
11. The start-up and incubation hub facilitates the growth of industrially viable programs.
12. Multiple food courts and a well-maintained green campus enhance the overall student experience.
13. Promotion of women empowerment and leadership providing comprehensive supports and initiatives to nurture gender equality, professional development, and inclusive leadership opportunities.
14. Student participation in various committees, ensuring their voices in decision-making processes promotes a culture of inclusivity and student-centered governance.
15. Facilities for persons with disabilities foster equal opportunities for all members of the community.

Institutional Weakness

Considering that weaknesses serve as opportunities for enhancing the institutional system, the university identifies the weaknesses as steps towards progress and improvement.

1. As a public institution, the lack of funding makes it difficult to implement some projects and restricts spending on programs, resources, and infrastructure necessary for student support and academic success.
2. Inadequate techno-digitalization in the teaching-learning process, poses a challenge in meeting the evolving demands of the global and industry standards.
3. Lack of adequate space to accommodate newly introduced programs under the NEP 2020, limits the expansion and development of academic offerings and infrastructure essential for fulfilling educational objectives.
4. Insufficient grants for the maintenance of a large campus and infrastructures impact the overall quality of academic and research environments.

Institutional Opportunity

1. Promotion of trans-disciplinary research, fostering collaboration across diverse academic disciplines such as science, humanities, social sciences, and technology, to address societal challenges and contribute to the development of society.
2. As a leading center for cultural leveraging the region's diverse linguistic and socio-cultural communities to conduct research, preserve indigenous knowledge, and promote cultural exchange.
3. Capitalizing on the region's unique geography and biodiversity, the university can lead efforts in ecological research and conservation, partnering with local communities and international organizations to protect natural resources sustainably.
4. Opportunity to play a pivotal role in preserving and documenting the region's diverse languages, dialects, and oral traditions.
5. Forging partnerships globally, the university can facilitate student and faculty exchange programs, joint research initiatives, and knowledge-sharing networks, enhancing its global presence and promoting cross-cultural understanding.
6. With its unique geographical features and cultural heritage, the region offers opportunities for the development of sustainable tourism and hospitality management programs.
7. Leveraging advancements in digital connectivity, the university can expand its reach and offer distance learning programs, providing access to quality education for students from diverse backgrounds and geographical locations, both nationally and internationally.

Institutional Challenge

The university perceives the current challenges as avenues for fostering comprehensive growth and development.

1. As a state public university, the challenge arises in asserting its capacity to compete with globally standardized higher educational institutions.
2. Maintaining high academic standards across affiliated institutions.
3. Transforming the university into a center of academic excellence for a large intake capacity of students addressing their educational, financial, personal, and physical needs despite existing limitations.
4. Transforming the university by leveraging technological advancements in the educational sector to meet the growing demand for online and blended learning modes.

5. Encouraging greater industrial and corporate collaborations to facilitate the sharing of intellectual property, thereby enhancing academic excellence.
6. Promotion of consultancy services across various disciplines.
7. All file movements to be conducted exclusively through the e-office system.

1. Top of Form

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Gauhati University (GU) aims to provide quality education to the diverse sections of society. The curricula of all the UG and PG Programmes offered by the University are in accordance with the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) and Course Outcomes (Cos) of the Programmes based on Bloom's Taxonomy. A systematic process of curriculum development with the recommendations of the CCS (Committee for Course and Studies) and the approval of the Faculty and Academic Council is practiced after the deliberation of the feedback from various stakeholders, including alumni, academia and industrial experts. Changes in the curriculum are done regularly to reflect the relevance to the local, national, regional and global developmental needs. In tune with the logical need for interdisciplinary learning, GU has adopted the CBCS. Moreover, the notable feature of GU's curricular approach is its pioneering implementation of NEP-2020 based Four Year Undergraduate Programme (FYUGP) and Five Year Integrated Masters Programme (FYIMP). These initiatives have laid a strong academic foundation, enhancing the overall educational experience for students. Incorporation of cross-cutting topics pertinent to gender, human values, professional ethics, environment, and sustainability into the curricula is a regular feature of GU. The university works in a planned manner to provide greatest possible higher education, along with a wide range of core courses, soft skills, and social values so that the students can prepare themselves to face a demanding and competitive world. The University's various academic departments along with NSS Unit and Clubs complement the efforts of the courses through various extension activities to promote human values, discipline, green environment and sustainability. The courses offered by the Departments address the environment and sustainability issues in the context of Sustainable Development Goals (SDGs). This underscores the university's commitment to contributing towards global efforts to achieve sustainable development. Overall, GU's curricula reflect its dedication to excellence, innovation, and holistic development of the students. By continually adapting to changing educational landscapes and embracing new pedagogical approaches, the university remains at the forefront of higher education in the region.

Teaching-learning and Evaluation

Gauhati University prioritizes excellence in teaching, learning, and evaluation, offering a comprehensive educational experience to its students. In alignment with its motto '*Vidyaya Sadhayeta*' (meaning achievement through learning), Gauhati University embarks the enrolled students on a journey that leads to 'learning' and 'promoting talent', based on their learning capacity and pace. A total of 45 (Forty five) academic departments and 3 (three) centers under 6 (six) faculties, work in harmony to evaluate students' learning levels and then provide the curricula using the most suitable teaching strategies. Emphasizing both modern pedagogical methods and traditional values, Gauhati University fosters a dynamic learning environment that encourages

active engagement and critical thinking among students. The student-centric pedagogy followed in the university enables students to shape their academic interests. The traditional chalk-and-talk method of instruction is blended with ICT-enabled teaching-learning, hands-on experiences like practical activities/laboratory sessions, field trips and field surveys, workshops, internship programs, and activity-based learning to make learning more student-centric. The goal is to improve learning by making it more interactive, participatory, and engaging so that students may plan events and develop their leadership, decision-making, and problem-solving abilities. The examination management system of the University has been significantly improved through the implementation of precise e-governance procedures. The University has integrated IT for the entire UG and PG examination processes. Overall program outcomes as well as the program-specific outcomes have been determined through proper consultation. These are structured in accordance with HEIs' Outcome Based Education goals. The University has implemented and started restructuring programs based on Learning Outcome-based Curriculum Framework (LOCF) in accordance with UGC requirements. Each department of the university is attested to the creation of a syllabus based on LOCF. It uses two different metrics to evaluate the program's outcomes: the students' performance on internal and final exams, as well as the results of their project work and internships.

Research, Innovations and Extension

Gauhati University stands as a beacon of research, innovation, and community engagement, driving academic excellence and societal progress. At the core of its mission lies a dedication to fostering a culture of inquiry and exploration across diverse disciplines. Gauhati University boasts a comprehensive research regulatory system to maintain high standards of quality in research activities. Research guidelines are framed and updated at regular intervals. The current research regulations are in accordance with the UGC "Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degrees 2016" and subsequently revised with effect from July 2023. The research policy offers clear guidelines and procedures involved in the M.Phil., Doctoral and Post-Doctoral research right from admission to evaluation. The University has been a pioneer in establishing a very strong ecosystem to support innovation, entrepreneurship, and industry collaborations. The Industry Institute Partnership Cell (IIPC) was established with the objective to coordinate research and development activities between the departments and industries in product/process development, technology transfer and encourage industry-academia partnership through MOUs, and consultancy along with "Technology Business Incubator" (TBI). The most recent addition to the innovation and entrepreneurship initiatives at the university has been established with the support of the Government of Assam. The engineering students have been undertaking projects on the basis of the problem statements framed during their exposure in Rural Internship, even in the 1st year of graduation, to the problems faced at the grassroots, and explore implementable solutions. Extension activities apart from their regular curriculum help to ensure a social view and environmental awareness amongst the students and are done through the NSS Unit, *Ek Bharat Shreshtha Bharat* (EBSB) Club, ViksitBharat@2047, and Environmental Information System Centre (ENVIS). Gauhati University Institute of North-East India Studies, Brahmaputra Studies Centre, *Dr. H.K. Baruah Regional* Botanical *Resource Centre, ISRO-Regional Academic Centres for Space (ISRO-RACs),* Sophisticated Analytical Instrument Facility (SAIF), Centre for Performing Arts & Culture, ST Radar Centre, DST-Promotion of University Research and Scientific Excellence (DST-PURSE), and GU chapters of Student Start-ups are few of the major facilities for promotion of research and extension in the University.

Infrastructure and Learning Resources

Gauhati University (GU) is distinguished by its infrastructure and extensive learning resources in its

approximately 530 acres campus with CCTV surveillance system; 144 well-ventilated classrooms with free Wi-Fi of 1Gbps speed; 1678 computers; 145 laboratories and 38 seminar halls. Few significant facilities of GU are Brahmaputra Study Centre, Gauhati University of North-East India Studies (GUINEIS), Aquaculture and Biodiversity Park, ST Radar facility, Regional Plant Resource Centre, observatory, museums in the Department of Folklore Research, Anthropology, Zoology, Botany and Geography; ICHR, NEP Coordination Centre, IGNOU Centre, UGC-Malaviya Mission Teacher Training Centre (UGC-MMTTC), Gauhati University Centre for Distance and Online Education (GUCDOE) and Gauhati University Press. Various modern state-of-the-art instruments are available in the university that include SEM-EDX, HR400 spectrometer, XRD, XRF, SCXRD, HPCC, powder X-ray analyzer, GC Mass spectrometer, and H-NMR Spectrometer. All the high-end instruments are maintained in sophisticated analytical instrument facility (SAIF) and Central Instrumentation Facility (CIF). The University provides an excellent environment for residential and hostel facilities for teachers, officers, non-teaching staff and students (boys and girls); a separate International Hostel, well-equipped guest houses; indoor sports complex, several outdoor sports facilities (2 large playgrounds), one in-home market complex, 7 well-equipped restaurants, several food courts and canteen; Gauhati University Hospital; NCC and NSS Cell, Child Day-care Centre, Model Schools, Recreation Centre, Convention Hall, and Radio Luit centre; an Amphitheatre, one large state-of-the-art auditorium with a capacity of about 1800 (BKB Auditorium), few well equipped seminar halls for regular uses, alumni cum Guest house, the e-moot court, 22 parking along with a well-built network of concrete roads within the campus. Central library (KK Handiqui Library) with automation initiated with the execution of CDS/ISIS in the year 1995, Integrated Library Management System (ILMS) SOUL 1.0 of INFLIBNET in 2001, and subsequently SOUL 2.0 in 2009 and SOUL 3.0 in 2022. GU has a well-defined IT policy that covers all IT related matters like addressing the problem of accessibility of the computer centre, Departmental computing facilities, internet etc.

Student Support and Progression

Gauhati University (GU) is dedicated to foster student support and progression, ensuring that every student receives the necessary assistance and resources to thrive academically and personally. GU has a strong mechanism to take care of students' welfare and address immediately their grievances. It offers numerous student support services including library, hostel accommodation, scholarships and endowments, SC/ST cell, NCC, NSS, Director of Student Welfare, GU Hospital (24×7 services), Computer Centre with internet facility. GU International Wing (GUIW) provides a decent environment and support to the international students. Student developmental activities and Grievance Redressal of the University are monitored under the aegis of the Director of Student Welfare and Secretary, University Classes respectively. The IQAC through student feedback centrally assures that their inputs are conveyed to the concerned departments and suitable actions are taken on them. The university has zero tolerance for any kind of ragging. Anti Ragging Committee (ARC) and Anti Ragging Squad (ARS) deals all the issues pertaining to ragging. The university offers a variety of extracurricular activities, including clubs, societies, and volunteer opportunities, where students can explore their interests, develop leadership skills, and engage with community. The IQAC, NSS Cell and Director of Student Welfare of University frequently organizes Capacity Building Programmes, Career Counseling, Entrepreneurship Awareness Programmes through Industry-Institute Partnership Cell & Institution's Innovation Council, and organizes various events of under India's G20 Presidency, Vikshit Bharat 2047, *Ek Bharat Shreshta Bharat* etc. The alumni association is one of the strengths of Gauhati University as it contributes significantly towards various students related developmental activities. The University being the oldest universities in Northeast India proudly claims eminent personalities among its alumni. Gauhati University is committed to enhancing student progression and employability. The University offers internship programs, industry collaborations, and skill development workshops to provide students with practical experience and exposure to the professional world. The Pre-Examination Training Centre (PETC) of University

regularly organizes various activities related to student's progression. Moreover, the University Placement Cell provides opportunities for campus placement centrally along with various departmental own initiatives.

Governance, Leadership and Management

Strong leadership, efficient management, and effective governance are the hallmarks of Gauhati University. Under the direction of a capable administrative body, the institution runs its operations with accountability, openness, and an unwavering dedication to quality in all areas. Gauhati University operates under the governance of the Chancellor, the Governor of Assam and the Vice Chancellor serves as the chief executive, overseeing responsibilities outlined in the statutes. Statutes and Ordinances define roles for administrative officers, and the university's organizational structure includes hierarchy statutory bodies like the Court, Executive Council, and Academic Council, Finance Committee, Committee for Course and Studies (CCS), and various committees/Cells to monitor academic output and administrative input. The University upholds principles of academic autonomy and integrity, granting departments and faculties the freedom to make decisions in pedagogic, research, and related matters. The university engages in both long-term and short-term planning to advance its comprehensive vision encompassing quality education, research excellence, community and industry collaboration, global engagement, and human resource development. The University adheres to the recruitment guidelines outlined by the UGC Regulations and the State Government reservation policy. Furthermore, the University offers a variety of welfare schemes for both teaching and non-teaching staff. Acknowledging the rising financial demands, the institution has proactively enhanced its funding sources. The University has an effective system in place to oversee the prudent utilization of financial resources. It maintains well-established audit mechanisms to ensure financial compliance, including internal audits, external local fund audits, and scrutiny by the Accountant General. By obtaining ISO 9001: 2015 accreditation from NABCB, Gauhati University demonstrate the evidence of strong commitment to quality management practices that are taking steps to continual improvement of its operations. The Internal Quality Assurance Cell (IQAC) ensures quality through various methods, including performance-based student feedback, academic audits, faculty self-assessment, and adherence to UGC norms. It also addresses grievances and maintains administrative transparency. The University implemented nearly eighteen quality sustenance and enhancement initiatives in response to the NAAC committee's recommendations from the previous accreditation cycles. Overall, Gauhati University maintains robust mechanisms for checks and balances to uphold institutional integrity and accountability.

Institutional Values and Best Practices

Gauhati University is guided by a set of institutional values and best practices that underscore its commitment to academic excellence, integrity, inclusivity, and societal impact. The University has implemented a multifaceted approach to promote gender equity and inclusivity executed by Gender Equity Cell in the light of Gender Policy. This includes conducting gender audits, organizing numerous events and sensitization programs on key issues like women empowerment, girls' education, sexual harassment/crimes, integrating gender perspectives into the curriculum etc. Trained female security guards and designated common rooms for female further contribute to creating a safe and inclusive campus environment. Internal Complaints Committee (ICC) dedicates to help in providing justice on any sexual harassment/other gender issues. The Department of Women's Studies plays always pro-active roles to promote gender equity in and out the campus. Gauhati University is committed for creating and implementing an "Outcome Based Teaching Learning Ecosystem

(OBTL) aligning Sustainable Developmental Goals (SDGs) ensuring impact, inclusivity, and social responsibility" and the outcome is always accessed through structured feedback analysis and Academic and Administrative Audit. "Sustainable Campus through green initiatives: Journey towards environmental conservations and eco-friendly operations" is another best practice of the University. The institution possesses suitable methods for handling solid, liquid, biomedical, e-waste, and hazardous wastes, both degradable and non-degradable. Based on the Green, Environment, and Energy Audits, various strategies and actions aimed at reducing the university's ecological footprint and fostering a culture of environmental responsibility among students, faculty, staff, and the wider community. The University is dedicated to creating a welcoming and inclusive environment for individuals with disabilities, ensuring that the campus is Divyangjan-friendly and barrier-free. Gauhati University is a proponent of equal opportunity, ensuring no discrimination based on religion, caste, gender, or colour. Courses in several departments incorporate the spirit of inclusivity in their respective syllabi. GU Institute of North East India Studies focuses on understanding the diversity and connections among North East Indian communities, while the Centre for South-East Asian Studies seeks to establish connections with neighbouring countries. Overall, these values serve as guiding principles, shaping the university's policies, programs, and interactions within the academic community and beyond.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	GAUHATI UNIVERSITY
Address	Gopinath Bardoloi Nagar P.O. Guwahati University Head Post Office
City	GUWAHATI
State	Assam
Pin	781014
Website	https://gauhati.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Pratap Jyoti Handique	0361-2570412	9435042679	0361-2675515	vc@gauhati.ac.in
IQAC / CIQA coordinator	Bhaben Tanti	0361-	9401203977	0361-	director.iqac@gauhati.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

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**	**View Document**
2f of UGC	01-01-1961	[View Document](#)
12B of UGC	01-01-1961	[View Document](#)

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

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Gopinath Bardoloi Nagar P.O. Guwahati University Head Post Office	Urban	508.8	2265386	UG, PG, PhD, Post Doc, MPhil		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	2	12	14
Education/Teachers Training	6	35	41
Business Administration/Commerce/Management/Finance	0	3	3
Fine Arts/Performance Arts/Visual Arts/Applied Arts	2	0	2
Hotel Management/Hospitality/Tourism/Travel	0	1	1
Engineering/Technology/Architecture/Design	0	1	1
Medicine & Surgery/Ayurveda/Unani/Homeopathy/Health & Allied Sciences/Paramedical/Sciences	1	2	3
Rehabilitation Sciences	0	2	2
Universal/Common to All Disciplines	7	0	7
Commerce	7	8	15
Arts	56	92	148
General	57	1	58
Science	3	0	3
Professional	0	4	4

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	1
Affiliated Colleges	302
Colleges Under 2(f)	121
Colleges Under 2(f) and 12B	117
NAAC Accredited Colleges	104
Colleges with Potential for Excellence(UGC)	1
Autonomous Colleges	2
Colleges with Postgraduate Departments	52
Colleges with Research Departments	25
University Recognized Research Institutes/Centers	38

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
AICTE	100003_4693_1_1708676948.PDF
NCTE	100003_4693_4_1708677066.pdf
BCI	100003_4693_8_1702733115.pdf
DEB-UGC	100003_4693_21_1707384414.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	58				116				285			
Recruited	17	6	0	23	53	19	0	72	131	107	0	238
Yet to Recruit	35				44				47			
On Contract	0	0	0	0	0	0	0	0	15	15	0	30

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				1487
Recruited	568	82	0	650
Yet to Recruit				837
On Contract	319	72	0	391

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	2	1	0	0	0	0	0	0	0	3
Ph.D.	76	37	0	33	25	0	81	57	0	309
M.Phil.	0	0	0	0	0	0	3	2	0	5
PG	0	0	0	0	0	0	9	7	0	16
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	9	13	0	22
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	5	2	0	7
UG	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/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

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

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Assamese	Jawaharlal Nehru Chair	Government of Assam
2	MIL and Literary Studies	Rabindra Nath Tagor Chair	Government of Assam
3	Assamese	Mamoni Raisom Goswami Chair	Government of Assam

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

12-04-2024 05:36:08

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	330	4	0	0	334
	Female	337	6	0	0	343
	Others	0	0	0	0	0
PG	Male	619	5	0	3	627
	Female	1116	11	0	0	1127
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	8	0	0	0	8
	Female	28	0	0	0	28
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	127	8	0	0	135
	Female	156	8	0	0	164
	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
Certificate / Awareness	Male	6	0	0	0	6
	Female	13	0	0	0	13
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes	
Total Number of Integrated Programme		23

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	178	0	0	0	178
Female	233	0	0	0	233
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-03-1987
Number of UGC Orientation Programmes	15
Number of UGC Refresher Course	49
Number of University's own Programmes	110
Total Number of Programmes Conducted (last five years)	174

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
Four Star	70.35	NAAC_PT_Cycle_1_Report.pdf		
Cycle 2	Accreditation			
B	2.91	NAAC_PT_Cycle_2_Report.pdf		
A	3.04			
Cycle 3	Accredation	3		View Document

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](#)
Centre For Performing Arts And Culture	[View Document](#)
Centre For Southeast Asian Studies	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Communication And Journalism	[View Document](#)
Computer Science	[View Document](#)
Disabilities Studies	[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](#)

Gu Centre For Distance And Online Education	[View Document](#)
Gu Institute Of Northeast India Studies	[View Document](#)
Hindi	[View Document](#)
History	[View Document](#)
Information Technology	[View Document](#)
Instrumentation And Usic	[View Document](#)
Law	[View Document](#)
Law College	[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](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Vision and Mission of Gauhati University committed to provide high quality education to develop human resources as global citizens. The University is ready to accept the challenges and opportunities presented by the National Education Policy-2020 (NEP-2020), particularly in the realm of multidisciplinary and interdisciplinary approaches. Institutionally, significant steps have been taken to

	foster multidisciplinary and interdisciplinary learning experiences for the students by offering a wide range of undergraduate and postgraduate programs across various disciplines. Students are encouraged to explore diverse fields of study and integrate knowledge from different domains. The university has already carried out multidisciplinary and interdisciplinary education systems for the last several years in different curricula such as Biotechnology, Environmental Science, North East Studies, Foreign Language Studies, Sociology, Mass communication, Library and Information Science, Women's studies, and Folklore Research where students from different academic backgrounds can opt their degrees and diplomas. Moreover, Gauhati University promotes collaborative research and interdisciplinary projects among its faculty members, fostering a culture of cross-disciplinary inquiry and innovation. Additionally, Gauhati University emphasizes experiential learning and practical application of knowledge, enabling students to develop critical thinking skills and problem-solving abilities across disciplinary boundaries through internships, fieldwork, and community engagement initiatives. Importantly, under the NEP 2020, adopted in 2023, by introducing 8 (eight) multidisciplinary courses (MDC), there have been made flexible/multidisciplinary degree options to provide an opportunity to the students to pursue two or more disciplines at a time that may better suit their educational and career goals. Gauhati University is committed to further enhancing its institutional preparedness for the NEP-2020, with a focus on strengthening interdisciplinary collaboration, promoting innovation in teaching and learning methodologies, and aligning academic programs with the evolving needs of society. By embracing multidisciplinary approaches and fostering a culture of intellectual curiosity and collaboration, Gauhati University aims to empower its students and faculty to thrive in an increasingly interconnected and dynamic world.
2. Academic bank of credits (ABC):	Gauhati University has already registered in the National Academic Depository. GU is the one of the largest up-loader of academic records at the National Academic Repository (NAD), powered by Digilocker. The University registered in National

Data Depository in 2021 and at present 20,190 students has registered in the account (https://nad.digilocker.gov.in/statistics/state/4). Certificates of all degrees & diplomas for which the examinations were held in the year 2021 are now live at NAD. As part of the NEP 2020 initiative Gauhati University initiated the process of Academic Bank of Credit and about 37,569 students have been using the service till date (Source: Academic Bank of Credit, Ministry of Education, Govt. of India). The University is in the final stages of preparations to implement the Academic Bank of Credit (ABC), enabling the uploading of students' mark sheets and degree certificates through the platform: nad.digitallocker.gov.in. Gauhati University follows a Choice Based Credit System (CBCS) and currently offers a Four Year Undergraduate Programme (FYUGP) across all academic programs, including those in distance mode. Overall, the ABC of Gauhati University is designed to promote inclusivity, accessibility, and student-centered learning, empowering individuals to take ownership of their education and unlock their full potential. The IQAC, Gauhati University conducted workshop among the faculty members to create awareness on ABC in response to the direction of UGC, Govt. of India. Gauhati University is committed to preparing students for success in an increasingly dynamic and interconnected world.

3. Skill development:	Initiatives to enhance vocational education at Gauhati University include curriculum revisions to align with industry needs, establishing partnerships with businesses for internships and practical training, offering skill development workshops, and integrating vocational courses into existing academic programs. So far, the University offers 31 vocational programs and 13 value added course that aimed at enhancing students' employability and fostering a culture of innovation and entrepreneurship. Gauhati University in collaboration with industries and Government agencies like National Skill Development Corporation (NSDC), and Ministry of Micro, Small and Medium Enterprises (MMSME), Govt. of India has rightly identified various important skills that have high demand in the industrial and other socio-economic sectors, and as such introduced many skill development courses in the curriculum to

draw attention from the potential employers towards the students and researchers. The University collaborates with industry partners to identify emerging skill requirements and incorporates them into various academic programs. In this regard, the Industry Institute Partnership Cell (IIPC) and Institutional Incubation Cell (IIC) of Gauhati University always play pro-active roles in organizing regular Industry Academia Conclave/Workshops and start-up/incubation related activities. The University has been conducting some integrated skill-based courses and training workshops covering a wide range of skills, such as surveying and mapping, geo-informatics/bioinformatics skills, UAV training, soft skill development, public speaking, graphic designing, digital literacy and technical abilities, academic writing, programming, communication, various software applications, problem-solving, entrepreneurship development, vocational training, and language proficiency, etc. for empowering its students and faculty members with a diverse range of skills. Besides, many academic programs of the University have mandatory internship and field studies. Moreover, Gauhati University actively promotes entrepreneurship and innovation among its students through various initiatives such as incubation Centres, Start-up competitions, and entrepreneurship development programs. These initiatives encourage students to think creatively, develop entrepreneurial mindsets, and pursue their own ventures. Overall, Gauhati University is committed to empowering students with the skills and knowledge needed to succeed in today's competitive job market. By emphasizing skill development, industry collaboration, and entrepreneurship, the university prepares students to excel in their chosen fields and contribute meaningfully to society.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Gauhati University recognizes the importance of integrating the Indian knowledge system into its academic framework to preserve cultural heritage, promote linguistic diversity, and provide a holistic educational experience. The university has implemented several initiatives to achieve this integration effectively: (1) Teaching in Indian Languages: Gauhati University offers courses and academic materials in Indian languages, including

Assamese, Hindi, Persian, Arabic, Sanskrit, Bengali and other regional and local languages such as Bodo, Mishing, Tamil, Orya, Rabha, Manipuri and Nepali prevalent in the region. This ensures accessibility and inclusivity for students from diverse linguistic backgrounds and contributes to the preservation and promotion of indigenous languages and cultures. (2) Cultural Integration: The University organizes cultural events, seminars, and workshops that celebrate Indian traditions, art, literature, and heritage. In this connection, the Centre for Performing Arts of the University coordinates all these cultural related activities. These initiatives foster a deeper understanding and appreciation of Indian culture among students and encourage cultural exchange and dialogue within the university community. (3) Online Courses: Gauhati University has embraced online learning platforms to disseminate knowledge and engage students in remote areas or those unable to attend traditional classroom sessions. Through online courses, the University can reach a broader audience and provide access to educational resources in Indian languages, thereby democratizing education and promoting digital inclusivity. (4) Interdisciplinary Approach: Gauhati University promotes interdisciplinary studies that integrate Indian knowledge systems with modern academic disciplines. By incorporating elements of traditional Indian sciences, philosophy, and arts into various academic programs, the University offers a comprehensive and holistic educational experience that bridges the gap between traditional wisdom and contemporary knowledge. (5) Research and Documentation: The University encourages research and documentation of indigenous knowledge systems, traditional practices, and cultural artifacts. The department of Botany, Zoology, Geography, Assamese, Bodo, Anthropology, Sanskrit, Folklore Studies, and Environmental Science engage students and researchers to conduct research projects that explore indigenous knowledge, document oral traditions, and preserve cultural heritage for future generations. (6) Community Engagement: Gauhati University actively engages with local communities, indigenous tribes, and cultural organizations to promote dialogue, collaboration, and knowledge exchange. Department of Women's Studies, Sociology, Political Science, and History foster

	mutual learning and respects diverse perspectives and knowledge systems by involving community members in academic activities and research projects. In summary, Gauhati University's integration of the Indian knowledge system encompasses teaching in Indian languages, promoting cultural integration, utilizing online learning platforms, adopting an interdisciplinary approach, fostering research and documentation, and engaging with local communities. These initiatives collectively contribute to creating a vibrant academic environment that celebrates India's rich cultural heritage and promotes holistic education.
5. Focus on Outcome based education (OBE):	Gauhati University has introduced Outcome-Based Education (OBE) in a phased approach across its programs. The IQAC, Gauhati University with support from university management, spearheaded an action plan for OBE analysis. Following a three-day workshop in February 2022 and pilot implementation in select programs, a decision was made to extend OBE to all departments on campus before gradually expanding to affiliated colleges. The university has approved an OBE Manual, emphasizing personalized learning paths, formative assessments, and constructive feedback. Faculty-wise mapping of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) based on the National Higher Education Qualification Framework (NHEQF) has been completed. Additionally, the university signed a memorandum of understanding (MoU) with IPSR Solutions Limited, Kerala, for OBE implementation, leading to workshops, Faculty Development Programs, and virtual sessions. The adoption of the 'deQ LEARNING' learning management system and an OBE portal further supports effective execution. An AI tool (https://questionpaper.ai/) aids faculty in OBE implementation. The university's curriculum is designed to offer experiential and practical learning, skill development, internships, industry linkages, and critical thinking in line with OBE principles. Regular syllabus revisions based on current needs and student feedback enhance OBE implementation. Overall, Gauhati University's OBE implementation entails various components aimed at improving educational outcomes and student experiences. Curriculum Design: The University has updated its curriculum to

establish precise learning objectives for every program and course. Faculty members work together to create course objectives, content, and assessments that match these objectives. The curriculum focuses on cultivating key competencies, skills, and knowledge necessary for students to excel in their respective fields. Student-Centric Approach: At Gauhati University, OBE emphasizes student-centered learning. Faculty involves students through active learning methods, problem-solving tasks, and project assignments, promoting engagement, critical thinking, and self-directed learning. Assessment and Evaluation: The University uses diverse assessment techniques like exams, quizzes, presentations, projects, and portfolios to gauge student attainment of learning goals. These assessments have well-defined criteria aligned with course objectives, ensuring fairness and consistency in evaluation. Feedback and Continuous Improvement: Gauhati University values feedback from multiple stakeholders such as students, faculty, employers, and industry experts. Feedback mechanisms collect input on curriculum effectiveness, teaching methods, and student performance. This feedback informs areas for enhancement and prompts adjustments to the curriculum and teaching practices. Professional Development: The University offers professional development opportunities to the faculties to deepen their grasp of OBE principles and methods. Through workshops, seminars, and training sessions, faculties are engaged in curriculum design, assessment strategies, and pedagogical techniques aligned with OBE principles. Quality Assurance: Gauhati University employs quality assurance methods to assess OBE effectiveness. Regular reviews, audits, and assessments ensure adherence to accreditation standards and enhance academic programs. Overall, the university's OBE implementation underscores its dedication to delivering top-tier education, aligning with defined rubrics to equip students for success in a dynamic global landscape.

6. Distance education/online education:	Gauhati University has achieved notable progress in the field of distance and online education. Gauhati University has undertaken quality distance learning initiatives through its "Gauhati University Centre for Distance and Online Education" (GUCDOE), formerly known as the "Institute of Distance and

Open Learning" (IDOL). GUCDOE completed 25 years of successful existence and aims to continue the mission of spreading and providing quality education to the students. Starting with 514 students and 6 courses in May 1998, GUCDOE now witnesses its growth in all capacities with an enrolment of more than fifteen thousand students, several programmes in a learning environment equipped with latest technologies. Apart from self- learning materials and counselling services, GUCDOE aims to maximize learning opportunities and the first E-learning portal of the North-East, http://bodhidroom.net/, developed by GUCDOE and Radio Luit, the Community Radio Center are latest modes in student support services. By prioritizing inclusivity, the University has facilitated fulfilment of the educational ambitions of thousands of students which would have been otherwise near impossible for those students. Moreover, Gauhati University has utilized advanced technologies with the aim to maximize learning opportunities for the students. By utilizing virtual classrooms, multimedia resources, and digital evaluations, the university has offered an interactive environment to distance learners and ensured high-quality education equivalent to that in regular education. Additionally, the University has made an online learning platform (Moodle) available to distance learners to facilitate effortless access to study resources, lectures, and other academic support which facilitates the blended learning as well both online and offline modes are used for regular courses. Moreover, Gauhati University has planned for integration of vocational, cultural, linguistic, IKS and other locally relevant courses offered through online mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club (ELC) of Gauhati University was formally set up in June 2023. However, the issues being taken care of by the ELC have been part and parcel of the University culture since years back. Being the first University of the region of North-East India, and the centre of academic, cultural and political aspirations of the

people, the students have been very active in political articulations. The student community of the University played pivotal role as the makers of future representatives of the people in the region and the state. The Post Graduate Students Union (PGSU) is formed in conformity with the parliamentary political practices. Gauhati University has also acted as a nodal institute for the electoral studies conducted by Lokniti, Centre for the Study of Developing Societies (CSDS), and accordingly the students have been trained to conduct election related studies. Since the time of formal launching of the ELC in 2023 the University has implemented many strategies to encourage literacy about electoral knowledge, including the roles and obligations of citizens, electoral rights, the significance of voting, how to vote, etc. All university departments have adopted the idea of the Electoral Literacy Club, which is a platform to engage students through engaging activities and practical experience to sensitize them to their electoral rights and familiarize them with the electoral process of registration and voting. Following their admittance to classes for the first semester, students vote to choose a Class Representative (CR). In the following semester, they choose a Departmental Representative (DR), who also becomes a member of the Student Union. As a result, a departmental representative from each academic department collaborates with the classes to carry out electoral literacy programs.

2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The department representative of the students is the Coordinator at the department level. The faculty adviser overseeing the coordination of activities pertaining to electoral literacy is a senior professor in the Political Science Department. The particular roles of the ELCs are represented in the electoral literacy exercises. Every department has a sufficient number of students enrolled in ELC activities. Additionally, the coordinator and program officers for NSS actively participate in ELC-related activities. Through the NSS program officers and coordinator, the NSS wing is in charge of these operations.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	The students of the University are closely associated with the electoral and democratic process in the state. Many of them play advocacy roles towards electoral literacy like highlighting the pertinent issues during the elections both through conventional and social

assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

media. Various programmes are being conducted to enhance the electoral awareness among the students. A few departments like the Department of Political Science, Sociology and Women Studies send their students for regular interactions with the under-privileged sections of the society like the slums dwellers, trans gender people and the people living in the margin like the daily wage and construction workers etc. The primary objectives of such field studies have been to make them aware of the constitutional rights and that of their significance in deciding their representatives through elections. The NSS unit of the University has also been very active. As the premier institution of the state, and also as the feeder institution both for the political representatives and the officials in the state administration, the students of the University are encouraged to help in running voter campaign exercise and running election related training etc. Some potential initiatives that ELC of Gauhati University has undertaken based on common practices and objectives of ELC: Voter Registration Drives: ELCs organizes voter registration campaigns targeting students and communities affiliated with the university. This initiative aims to increase the voter turnout and ensure eligible individuals are registered to vote Assistance to District Election Administration: ELCs collaborates with local election authorities to assist in the conduct of polls, such as volunteering as poll workers or providing logistical support during elections. Voter Awareness Campaigns: ELCs can organize voter education and awareness programs to inform students and community members about electoral processes, voting rights, and the importance of participation in democratic processes. Promotion of Ethical Voting: ELC conducts campaigns to promote ethical voting practices, such as discouraging vote-buying, ensuring secrecy of the ballot, and preventing electoral fraud. Inclusive Participation Initiatives: ELC focuses on enhancing the participation of underprivileged sections of society, including transgender individuals, commercial sex workers, disabled persons, senior citizens, etc., by organizing targeted outreach programs, ensuring accessibility to polling stations, and advocating for their rights in the electoral process. Capacity Building Workshops/Programmes: ELC organizes various programs/workshops and

training sessions to build the capacity of students and community members in areas such as voter education, advocacy skills, and election monitoring. Research and Advocacy: ELC engages in research projects related to electoral reforms, voter behavior, or issues affecting democratic governance. They also advocates for policy changes based on their findings. These are just a few examples of potential initiatives that ELC at Gauhati University that undertake to promote electoral literacy and democratic participation. The specific programs and activities depend on the priorities, resources, and objectives of the ELC, as well as the needs of the communities.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The University often engages in various research, outreach, and awareness initiatives aimed at advancing democratic values and participation in electoral processes. Some potential examples of initiatives that Gauhati University has undertaken include like Research Projects, Surveys and Studies, Awareness Drives, Content Creation, Publications, Collaborative Initiatives, and Student Engagement. Moreover, Departments of Political Science, Law, Sociology, Women Studies, and NSS wing organize periodical Awareness programmes and Endowment lectures on the topic of Electoral literacy and related issues. It's important to note that the specific projects and initiatives undertaken by Gauhati University vary over time and depending on the interests and expertise of faculty members, researchers, and students. For the most accurate and up-to-date information on the university's activities in electoral-related issues, the official university publications, research databases, and announcements from relevant departments or centers focused on democracy and governance. The Department of Political Science at Gauhati University serves as the central hub for conducting election studies, receiving technical and logistical assistance from Lokniti-CSDS (Lokniti Programme for Comparative Democracy), a research program affiliated with the Centre for the Study of Developing Societies (CSDS) in Delhi. CSDS is an ICSSR-funded research institution dedicated to studying democracy and electoral politics. The Department's activities in this domain encompass: 1. Analyzing the dynamics of democratic and electoral politics in India. 2. Conducting survey-based research on elections, covering every Assam State Assembly

	and Lok Sabha election since 1996. 3. Contributing to nationwide State of the Nation Surveys (2006-2012), studies on the political opinions of Indian youth (2007, 2011, 2016), and research on the State of Democracy in South Asia (2003, 2013). 4. Providing training in survey-based research methodologies for students and research scholars, with a focus on election studies and public opinion research. 5. Encouraging participation in the annual 'Summer School for Quantitative Methods in Studying Indian Politics' organized by Lokniti-CSDS at various educational institutions across the country since 2008. 6. Organizing workshops aimed at fostering political awareness and democratic values among youth, with technical support from Lokniti-CSDS. 7. Producing numerous academic articles published in prominent books, journals, and newspapers at the national level, authored by faculty members and research scholars of the Department based on data collected through field-based surveys.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The ELC of Gauhati University annually observes the National Voters Day. To encourage UG and PG students to register their names on the electoral registry, the coordinator of the ELC organizes electoral awareness programs. Orientation is provided to all newly admitted students at the Gauhati University to help them become empowered (prospective) voters.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4416	4692	4453	4439	4408
File Description			Document	
Institutional Data in prescribed format			[View Document](#)	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
3914	3651	3894	3638	4248
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
453	443	329	331	341
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 390

File Description	Document
Institutional data in prescribed fomat	**View Document**

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
6545.6	4241.7	5126.19	9375.7	7710.45

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

Gauhati University offers academic programmes through 6 different faculties and 45 departments to diverse communities of learners. A total of 223 programmes are being run at the University following the CBCS mode for flexible, interdisciplinary and experiential teaching and learning. These programmes cover traditional theoretical to applied disciplines as well as vocational ones to fulfil the commitment of Gauhati University ensuring inclusive development of the society of the country in general and Northeast India, in particular. The syllabi cover regional, national and international topics, including current global issues; to develop understanding and relevance of language, art, global peace, gender equity, ecological balance, climate change, changing contours of information technology, and advances in sunrise sectors of science and technology. The syllabi are carefully designed in keeping with Bloom's taxonomy to have course outcomes (COs), programme outcomes (POs) and programme-specific outcomes (PSOs). Every PG programme has a compulsory project dissertation in the fourth semester to leverage students' learning through do-it-yourself. The structures and contents of these programmes have evolved over time through periodic updating or revision of the syllabi with the efforts of subject wise "Committee of Courses and syllabus" (CCS), followed by approval of the Academic Council. Field visits and lectures by eminent personalities or external subject experts also feature in the curriculum.

National and global relevance

To cope up with the changing patterns of academic programmes across the globe and the student-centric and research-based pedagogy, Gauhati University has introduced choice based credit system (CBCS) with regular updating and designing of the course curricula. The university has introduced four-year undergraduate programme (FYUGP) as per the guidelines of NEP-2020 in all the affiliated colleges and five year integrated master programme (FYIMP) in the university campus from 2023-24. The syllabi of all the programmes have been structured with multidisciplinary and holistic approach with national and global perspective.

Students are encouraged to take online courses on SWAYAM, NPTEL, e-pathshala, and other e-resources.

All academic programmes, including Ph.D., under the science and technology faculties are relevant to global demands and needs.

Several foreign languages like French, Russian, Arabic, Persian have been taught in the university. Major Indian languages namely Sanskrit, Assamese, Hindi, Bengali, Odiya, Tamil have been taught. Special

programmes are carried out on indigenous languages like Bodo, Rabha and Mishing.

Local and regional relevance

Vocational programmes have been revised and updated in line with the NEP-2020 targeting specific local and regional industries ranging from food, fishery, textile, tea, cinema, mass communication to language.

Wherever applicable, syllabi have a suitably inserted portion of the rich social tapestry, linguistic, cultural diversity, geo-climatic diversity and ecological niches of Northeast India, especially the mighty Brahmaputra, Barak, and one of the mega biodiversity hotspots viz. Indo-Myanmar Biodiversity hotspot.

Special monuments of the Ahom kingdom; minerals in Meghalaya, Mizoram, Manipur; oil resources of Assam are included in the syllabi of History, Geography and Geology, respectively.

In addition, to cater to the needs of local students, various diploma, certificate and foundation courses are being offered, eg., languages (Manipuri) and folklore.

File Description	Document
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1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Gauhati University is committed to impart survival toolkits to students with multi-dimensional skills. This is ensured through **core, theory, and practical courses** in the syllabi which have been revised to incorporate value-added courses, diplomas, and certificates; and supplemented by various hands-on trainings, workshops, invited lectures, industry-academia conclaves etc. **Project dissertations** in PG programmes provide opportunities to learn new techniques and skills to gain exposure/expertise in chosen domains to further their skill set and enhance employability. Additionally, most academic department **organises workshops and trainings** on regular basis for enrichment of technical, scientific, linguistic and art skills among students. The University supports students of various disciplines for **study tours**, **field surveys, industry visits, and advanced laboratory visits** for gaining experiences that enhancing employability. A number of skill enhancement courses (SECs) have also been introduced in both UG and PG programmes to deal with modern-day requirements.

Employability

Revised core courses like bio-instrumentation, bioinformatics, anthropological demography, geo-

informatics, field mapping, fundamentals of remote sensing and GIS along with a practical course on remote sensing and GIS, virtual instrumentation and CAD for instrumentation, computer programming (C/C++), image processing, photojournalism, artificial intelligence, machine learning, financial reporting and analysis, ornamental fish culturing, wildlife population ecology and methods, etc are a selected few which are meant to increase employability of students.

To enhance employability, aspects like CV building, interview skills and mail etiquette, soft skill development etc., are incorporated in various courses.

Notably, the pre-examination training cell is involved in coaching aspirants of various state or national-level competitive examinations. Academia conclaves are organised to sensitise students about job opportunities keeping in synchronization with the courses and vice-versa.

Entrepreneurship

The syllabi have been revised to include skills related to start-ups and entrepreneurship. The university has established an Innovation Cell and fostered Industry-Academia tie-ups to enhance entrepreneurship skills among students. The Government of Assam has sanctioned a financial grant of Rs. 25 Crore to establish a "Startup and Incubation Centre" in the fiscal year 2023-2024.

Skills of social entrepreneurship are inbuilt in the social science syllabi both in UG and PG programs. For informal learning and training of these skills, students undertake internships in varied organisations. Often these students are employed in these organisations after the end of their academic program.

Skill development

The university conducts well designed skill development programmes in Indian classical music, performing arts, electoral campaign management, practical and creative writing and translation, disability studies and analytical chemistry. PG diplomas are awarded in these programmes.

Value-added courses across different disciplines are imparted to enhance the diverse skills of the students such as mass media and mass communication, applications and possibilities in Bengali, academic and professional writing, communicative English, spoken Arabic, managerial effectiveness, educational entrepreneurship, statistical software for data analysis in Economics and Statistics, gender analysis, gender budgeting, content and descriptive analysis are open to all for skill development. Internships provide hands-on skills and practical learning. Field visits, projects and dissertations further enhance their research skills and aptitude.

File Description	Document
Upload Additional information	[View Document](#)
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1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 35.43

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

Response: 1265

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

Response: 3570

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

Gauhati University as a teaching and research institute endorses issues relevant to professional ethics, gender, human values, environment and sustainability into its curriculum across disciplines. It is evident from the wide range of courses offered through different programs. Integration of these issues became more profound with the introduction of NEP-2020 through the Four Year Under-Graduate Program (FYUGP) and the Five Years Integrated Master's Program in 2023. The university is committed to uphold gender issues. It has established the Department of Women's Studies in the year 2009 and has been offering PG programmes. The NSS unit of the university complements the needs of the cross-

cutting issues.

Professional ethics

For doctoral students of Gauhati University, a research ethics course has been made mandatory as per the UGC recommendation. Students have to follow all the research ethics as per guidelines issued by various competent bodies for sample collection and disposal (plants, microbes, biomedical, electronic) and safety precautions toward fire incidents and others.

Research ethics are also part of the syllabi of PG programmes as students need to undergo compulsory project work in the final semester.

Gender and Human values

Gauhati University has introduced courses on Ethics and gender, Feminism and Gender, Practical Ethics, Feminism and Philosophy, Gender and Society, Women and Society in India, Gender and Education, Gender and Development, and, Gender and Environment in various Master's programmes reflecting the University's commitment to crosscutting human values to fulfil partially the requirements of the 5th goal of the UN Sustainable Development.

Environment and Sustainability

In line with UN Sustainable Goals, Master's programs on sociology, environment, biotechnology, law, and wild life science have components of environment and society, environment (environmental impact assessment), ecology, resource management, forest management, rehabilitation of rescued animals, biodiversity, conservation of nature, sustainability and economic rights. In sociology, sociology of development (social impact assessment) is a part of the syllabus.

Given the importance of the environment, climate change and its impact on biodiversity, the first two semesters of FYUGP in Environmental Science have been designed. These courses are open to all FYUGP students as NEP-2020 offers horizontal flexibility of taking courses across disciplines. On the other hand, FYUGP in Biotechnology, Botany, and Zoology focus on biodiversity and biomolecules in the first semester. Plant Ecology, Phytogeography and Climate Change have been introduced in the fifth semester of FYUGP in Botany. Furthermore, the fifth semester of environmental science attempts to sensitize students about the need to restore the ecology and it is followed by environmental laws and management in the sixth semester. Similarly, biogeography is covered in geography. In other science and technology domains, particularly in Applied Sciences, green and renewable energy, and bio-energy form parts of the syllabus.

Most of the departments mentioned in this section organize short-term courses/workshops/seminars on professional ethics, ethical values, human values, gender equality, and environmental awareness.

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Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 83

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc.	[View Document](#)

1.3.3

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

Response: 80.27

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 179

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 223

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Feedback analysis report submitted to appropriate committee/bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis and its report to appropriate committee/bodies	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 97.94

2.1.1.1 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2180	2166	2454	2194	2236

2.1.1.2 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
2140	2175	2339	2141	2204

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Admission extract signed by the competent authority (only fresh admissions to be considered)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 98.84

2.1.2.1 **Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
848	889	836	888	886

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
848	889	887	888	886

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

- The goal of the institution is to provide opportunities to the learners to achieve success as the pre-determined learning outcomes.
- The university has initiated the implementation of the innovative approaches of OBE and to ensure quality and commitment in the learning environment.
- Several departments have already completed the OBE implementation process while others are in the varying pace of adoption.

- The calculation of Course Outcomes (CO), Program Outcomes (PO) and Program Specific Outcomes (PSO) across all programs reflects a comprehensive effort to align educational objectives with desired learning outcomes.
- Students' progression is evaluated and recorded through spontaneous in-class assignments and internal assessment examinations which help in evaluating their learning levels as per course outcomes. The results are discussed to identify areas of weakness. Necessary assistance in the form of tutorial classes are arranged to cater to the differential learning needs of the students.
- Remedial classes and personal counselling/mentoring sessions are conducted for slow learner students as identified by OBE.
- The mentor-mentee system implemented in the Departments is very helpful to address the variance in the learning ability of the students especially to develop their critical thinking ability.
- Students are assigned to present weekly seminars focusing on current topics of interest. In most of the science and technology subjects, final year students have to write dissertation on an assigned research topics and defend viva-voce examinations.
- Student are encouraged and provided guidance to write and present/publish research papers in seminars/conferences/journals.
- Students are provided guidance and support for NET, GATE, and other competitive examinations, as well as online courses (MOOCs). Additionally, students who require advanced study materials for examinations like NET, GATE, UPSC, etc., are supplied with the necessary materials.
- Special classes on research applications related to the laboratory safety, bio-safety, research ethics and software applications are held by the academic departments.
- Fieldwork and extension activities are carried out across various departments for dissertation and project work to enhance their experiential and participative learning.
- Orientation programme for B.Tech students is held as per AICTE guidelines to lend support to the students in their academic journey. Besides, a common Orientation Programme is organised for all the newly enrolled UG and PG students to help them understand the University system. Orientations programmes are also organised at the department level.
- Capacity building programmes and induction programmes are organized among the students to familiarize them with the Indian Knowledge System (IKS) in the context of regional, national and global perspectives.
- Special Talks and interaction programs are organized where distinguished Alumni and successful candidates of APSC, UPSC, UGC, CSIR, DBT, ICMR, ICAR and NET-JRFs/SRFs are invited to encourage and guide the students. Workshops are held at regular intervals for training of the students on various aspects of competitive examinations.

File Description	Document
Upload Any additional information	[View Document](#)

2.2.2

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

Response: 9.75

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Teachers use modern pedagogy in learner-centric, interactive sessions, blending ICT-enabled techniques with traditional methods to enhance students' cognitive skills with illustrations and practical examples.

Experiential Learning

Students of various disciplines are given opportunities for experiential learning through hands-on activities, and real-world tasks to directly interact with the subject matter. To ensure experimental learning, students are given scopes and facilities to participate in laboratory experimentations, field-based experimentations, subject specific workshops, student training programs, project work on specific topics, field surveys for resource enumeration and socio-economic reviews, educational tours, industrial visits, and internship programs.

Participative Learning

Participative learning techniques including group discussions, collaborative learning, seminar presentations, debates, quizzes, group discussion and classroom interaction are an integral part of the learning process at this university to emphasize active engagement and collaboration among learners. To assess students' problem-solving abilities, they are given assignments on a regular basis, and evaluation of their performance is conducted through periodic internal evaluations. To develop a strong public awareness and holistic view of life, the students are encouraged to organize diverse academic and cultural programs, street plays, and observance of special days namely - World Environment Day, International Literacy Day, Constitution Day, National Science Day, International Women's' Day, Ekta Divas and other national and international importance.

Problem-Solving Methodologies

For developing problem-solving ability and decision making capacity, students are given opportunity to organize various events through structured frameworks under the mentorship of teachers. The students

enrolled under the faculties of science and technology gain practical knowledge on the respective subject through laboratory and field investigations, and the study of available standard samples/specimens/models present in the departments. These methodologies provide a step-by-step process for identifying, analyzing, and solving problems in various domains of science, engineering, business and everyday life.

During the COVID-19 pandemic period, several training programmes were organized to facilitate online teaching, learning and evaluation. The ICT integration in teaching is as follows:

(i) Web-based Information Sources: ICT tools like e-Books, eNotes, Journal Articles, NPTEL, SWAYAM, DELCON consortium, Open-source software, Udemy, Coursera, e-PG Pathsala, ShodhSindhu, Youtube videos, online corpus, various websites, BookFi, etc. are used by the teachers for latest updates. Multidisciplinary standard databases like Scopus, Web of Science, National Digital Library, and Shodhganga are subscribed to aid the students and scholars.

(ii) Audio-visual Aids: Online platforms like Zoom, CISCO Webex, Jiomeet, Skype, MOODLE classroom; Google Meet and Microsoft Office 365 are extensively used. Google Classrooms are used to manage study materials, assignments, quizzes and conduct of examinations.

(iii) Constructive tools: PowerPoint presentations are given by teachers and the same is also encouraged to be used by students while presenting seminars. Furthermore, some subject-specific resources are also used by the teachers such as online SkyServer, CSD, ICDD PDF4+, NCBI etc.

(iv) Communicative & Collaborative tools: Video Conferencing Platforms, Document Collaboration and Sharing Tools, Project Management Software, Virtual Whiteboards and Collaboration Spaces, File Sharing and Storage Platforms, etc. are used which provide opportunities to the students to enhance productivity, fostering teamwork, enabling effective communication and collaboration in today's digital workplaces.

File Description	Document
Upload any additional information	[View Document](#)

2.3.2

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

Response:

Gauhati University has a systematic and well-prepared mentor-mentee scheme with a multifaceted approach to support students' academic excellence, and personal and psychological well-being. Most of the departments maintain records where the details of each mentor-mentee meeting are documented at the end of every session. The overall mentor-mentee ratio of the institution is 1: 13.

The following support and guidance is provided by the mentors in the institution

Academic Support

- All the departments of Gauhati University have a systematic mentor-mentee scheme for monitoring incumbent students. The newly admitted students are divided into small groups and are assigned to respective teacher mentors.
- The mentoring process starts with the introduction and discussion of the vision and mission of the institution and the expected values to be inculcated through various programmes.
- The mentors guide the mentees on academic matters through personalized discussions and support them in navigating academic challenges, setting goals, and developing effective strategies to overcome weaknesses.
- Through regular interactions and feedback, mentors try to monitor students' progress, identify areas for improvement, and offer tailored advice and recommendations for academic success.
- Mentees are allowed to approach their mentors or any other faculty member with their doubts/queries besides the allotted classes once in a week.
- Apart from the teachers, the research scholars of each department also informally take part in mentoring the PG students.
- During the lockdown period of the COVID-19 pandemic, students had undergone serious mental health issues. At that time online webinars, talks and psychological counselling were provided by the mentors regularly.
- The teacher mentors were always available for any online support required by the students on academic as well as personal matters deemed appropriate to be consulted.

Psychological Support-

- Mentors can provide emotional support and encouragement by helping students to build resilience, cope with stress, and navigate personal challenges.
- Through a positive cordial relationship and a sense of belonging, mentors contribute to students' overall well-being and self-confidence.
- The mentor-mentee scheme helps the students to familiarise themselves with the department culture and guides them on how to accomplish their educational goals. It helps in nourishing creativity and innovative thinking among the learners.

Skill Development-

- Mentorship programs offered in the university aim at facilitating in the development of essential life skills, knowledge skills, and scientific skills such as time management, communication skill, problem-solving ability and decision-making capacity which are crucial for academic progress and success in life.

Community Building-

- At the departmental level, mentors facilitate peer-to-peer supportive networks, and collaborative learning opportunities leading to cooperation among the student groups.
- The senior group is automatically mentor of the junior group which helps in overcoming several barriers in the institution.

Early Intervention and Referral-

- Mentors continuously monitor the progress of the mentees which plays a vital role in early identification and providing required intervention.
- Mentors can refer students to appropriate support services, such as academic tutoring, counselling, wellness programs and sometimes financial support for holistic development.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 81

2.4.1.1 **Total Number of Sanctioned year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
459	459	459	459	459

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 85.38

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 333

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 15.03

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

Response: 6808

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 37.4

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the last date**

of declaration of results year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
39	39	31	37	41

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

2.5.2

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

Response: 0.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
73	798	57	237	234

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
32453	35067	37145	38169	28158

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

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	[View Document](#)
The report on the present status of automation of examination division including screenshots of various modules of the software.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	[View Document](#)
Copies of the purchase order and bills/AMC of the software.	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The university has well-defined and explicitly stated learning outcomes/graduate attributes of different programmes being offered. They are accessible to several groups of stakeholders (students, teachers, alumni, guardians, university administration and the general public) via Prospectus (print and online version), the university website, its help pages, syllabus, the various department's vision and mission statements, social media tools, various committees like the CBCS Implementation Cell and the university's information centres. The syllabi and learning outcomes undergo periodic revisions and updating in view of the student needs and industry demands. The departments conduct orientation programmes for new entrants which offer them the chance to make detailed queries on the programmes, the assessment and attendance requirements, reading material and prospects for higher studies and employment.

The ways in which the course outcomes are integrated into the assessment process have been clearly

spelt out in the syllabi of the respective programmes. The various assessment procedures such as internal assessment, end-term examination, project/dissertation, seminar presentation, group discussion, internship, practice teaching etc. are designed to measure the attainment level of the stated learning outcomes. The available learning outcomes and evaluation plans make the assessment process transparent for the students.

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

2.6.2

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

Response: 93.61

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

Response: 3664

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the Controller of Examinations indicating the pass	View Document
Annual report of COE highlighting the pass percentage of students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Gauhati University's research promotion policy delineates strategies and objectives to nurture a vibrant research culture. By facilitating transparent access to its R&D policies, GU fosters an environment conducive to innovation and knowledge creation, promoting academic scholarship and societal development.

Research Regulatory System

The promotion of research at Gauhati University is facilitated by the Research and Development Cell, which plays a central role in fostering a multidisciplinary, transdisciplinary, and translational research culture, aligns with the NEP-2020 in advancing the goals of Atma-Nirbhar-Bharat. The university has formulated comprehensive R&D Policy and Consultancy Policy (https://gauhati.ac.in/header/httpsiqacgauhatiacinrdc). Moreover, the University has established various committees as per UGC to monitor research ethics, ensuring adherence to regulatory guidelines and promoting research activities. Additionally, the institute has implemented a Ph.D. Regulations to regulate and oversee doctoral research programs effectively.

Laboratory Facilities

Gauhati University provides comprehensive laboratory facilities for research across three tiers: individual faculty labs, Departmental Central Facilities, and centralized resources like the CIF, SAIF, ST- Radar Facility, and ISRO-RACS. Notably, GU enhanced its CIF with the FE-SEM acquisition in 2018-19, progressing towards a Center for Multidisciplinary Research under the DST PURSE-2023. Various research centres like GUINES, South East Asian Study Centre, and others promote interdisciplinary research. Additional amenities include Anthropology and Archaeology museums, GU Botanical Herbarium, Institutional Biotech Hub, Bioinformatics Facility, and more. These resources foster an enriching research environment conducive to innovation and scholarly endeavours.

Information Resources

The University is committed to provide cutting-edge information resources to researchers, available in both digital and print formats through the KK Handiqui Library (KKHL). Automation at KKHL is facilitated by the Integrated Library Management System (ILMS) SOUL 3.0. Notably, under the National Mission for Manuscripts (NMM) through IGNCA New Delhi, KKHL has archived 1.5 lakh manuscripts. Additionally, over 6,200 PhD theses and 297 M.Phil. theses are accessible through the ShodhGanga repository of INFLIBNET. The library boasts prized collections such as the KK Handiqui Collection, Dr. Bhupen Hazarika Corner, Vivekananda Corner, and others, with the KK Handiqui Collection being particularly renowned for its rare Sanskrit, Pali, and Prakrit manuscripts.

Plagiarism Check and Publishing

All the thesis/dissertations before submission are required to undergo a plagiarism check by URKUND/DRILBIT software and certification from the Librarian. A strict criterion of less than 10% similarity is enforced.

Support System

The Office of the Academic Registrar oversees research-related activities, administrative functions for Ph.D. and M.Phil. degrees, and course documentation. GU houses a NEP Coordination Centre for supporting the Four Year Undergraduate Programme. Research and Development Cell and UGC Project Cell manage intellectual and financial affairs. Institutional committees ensure compliance with biosafety, ethics, and licensing regulations. The IPR cell assists faculty and students on intellectual property issues. Seed Money and Travel Assistance encourage research and academic exploration. Additionally, the university offers 24×7 healthcare, sports facilities, and a Day Care Centre for researcher support.

Evidence of Success

The success of the research facilities is reflected in the 3136 research publications, 1243 PhDs, 259 books, 33 patents in the last five years and 6223 entries in Shodhganga.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 7.8

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	0	0	17

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)

3.1.3

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

Response: 26.41

3.1.3.1 **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Response: 103

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 50.36

3.1.4.1 **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the**

last five years

Response: 566

3.1.4.2 **Number of PhD Scholars enrolled during last five years**

Response: 1124

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E copies of fellowship award letters (mandatory)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 5560.85

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.52

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

Response: 202

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
E-copies of the grant award letters for research projects sponsored by government agencies.	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Gauhati University has cultivated an innovation ecosystem centred on its Institutional Incubation Centre, fostering creativity, research, and entrepreneurship. The university's Industry Institute Partnership Cell (IIPC), aligned with UGC/AICTE guidelines, serves as a one-stop solution for collaboration with industry partners, enhancing learner-centred Outcome Based Education (OBE) and employability. With numerous alumni-owned companies and startups, GU champions the integration of academia and industry, driving innovation and economic growth.

University-Industry Community Interaction Centre (UICIC)

To boost the industry-academia collaboration, facilitate start-up, incubation activities and students' employability, GU has upgraded the existing Entrepreneurship and Innovation Cell to a full-scale incubation centre namely 'Gauhati University Technology Incubation Centre' (GUTIC) since 27 August 2018 which is certified by the Innovation Cell, MHRD, GoI and AICTE. There is one functional MoU with Oil India Limited (OIL) for funding start-ups. Additionally, Gauhati University has recently received a grant of Rs. 25 crore (Rupees twenty-five crore only) for "Startup and Innovation Ecosystem" including a grant for a Farmers' Training Hostel at the Aquaculture & Biodiversity Centre, which is a vibrant place for entrepreneurial activities.

The Incubation Centre at Gauhati University provides aspiring entrepreneurs and researchers with essential resources, mentorship, and infrastructure to develop and refine their ideas. It acts as a collaborative platform where students, faculty, and industry experts come together to exchange

knowledge, expertise and partnerships. The university has partnered with various industry players, government bodies, and funding agencies to create a supportive environment for start-ups and innovators.

Technology Business Incubator

GUTIC has supported startups like M/s Brahmaputra Technologies and M/s Space and Defense Laboratories in Information, Communication, and Electronics Technologies (ICET), as well as M/s NBK Enterprises in Lifestyle and Healthcare. These startups received financial backing and additional support from associated departments, including infrastructure and equipment. The Aquaculture & Biodiversity Centre at GU features various facilities like the Integrated Ornamental Fish Farming Unit, FRP Carp Hatchery, and Air Breathing Fish Hatcheries. ABC has also facilitated training and demonstrations for entrepreneurs and farmers, benefiting 1000 entrepreneurs/farmers across 5 adopted villages in Assam.

Entrepreneurship and Career Hub

Udyogam, an annual event by GUIST, serves as a platform for academia-industry interaction and collaboration opportunities. Pre-events preceding Udyogam 2020 offered students practical application of skills and problem-solving experiences. Participants and winners showcased their talents to industry professionals across five distinct events. **Utkranti 3.0**, a 24-hour hackathon on February 29th-March 1st, 2020, awarded cash prizes to the top three winners and nominated the top five teams for the state final. **Udbhav 4.0**, a robotics competition titled "**Agro Bot**," aimed to develop robots aiding farmers, was held on March 7th, 2020. Envision, a business plan competition on March 8th, 2020, nurtured problem-solving mindsets in finance, marketing, and business. **DCode**, a daylong coding competition, took place on March 8th, 2020. **Commencez 2.0**, held on March 7th, 2020, focused on bioengineering startups, offering a platform for innovative ideas and the inception of biotechnology startups by students. These events exemplify GUIST's commitment to fostering entrepreneurial skills and industry-relevant expertise among students.

File Description	Document
Upload any additional information	[View Document](#)

3.3.2

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

Response: 44

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
e- Copies of award letters issued by the awarding agency	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)**
3. **Plagiarism check through sofware**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Total number of Patents awarded during the last five years

Response: 33

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
e-copies of letter of patent grant	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 6.33

3.4.3.1 **How many Ph.D s were awarded during last 5 years**

Response: 1444

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

Response: 228

File Description	Document
PhD Award letters to PhD students.	[View Document](#)
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.4

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 9.46

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

Response: 3690

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	[View Document](#)
Link re-directing to journal source-cite website in case of digital journals	[View Document](#)

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 3.2

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

Response: 1248

File Description	Document
List of chapter/book with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4.6

E-content is developed by teachers :

1. *For e-PG-Pathshala*
2. *For CEC (Under Graduate)*
3. *For SWAYAM*
4. *For other MOOCs platform*

> *5.Any other Government initiative*
> *6.For institutional LMS*

Response: D. Any 2 of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Give links to upload document of e-content developed showing the authorship/contribution	[View Document](#)
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	[View Document](#)

3.4.7

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

Response: 0

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: 0

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

3.5 Consultancy

3.5.1

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

Response: 392

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	41	68	0	187

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
CA certified copy of statement of accounts as attested by head of the institution.	**View Document**
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	**View Document**

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

Public Outreach Program activities of Gauhati University (GU) Observatory (2018-2024)

Activities conducted by the Gauhati University Observatory include the study of astronomy, hands-on training on observational techniques and outreach programs. Furthermore, the observatory organized regular public events for viewing interesting celestial objects and events and thus created and promoted awareness about the universe through various modes of presentations. Interactions with school students are held regularly to impart knowledge on astronomy.

Extension Activities Organized by NSS Unit

GU-NSS unit has been instrumental in organizing various programs to facilitate interchange between

community and the students. Regular Programs are being organized by the NSS unit regularly for creating awareness on different societal issues like child marriage, HIV, cleanliness drive, child trafficking, plantation drives, blood donations etc. During the period of pandemic the NSS unit played a vital role in spreading awareness about COVID-19 and in organizing vaccination drives for the teaching, non-teaching staff and the communities in the vicinity of the university campus. It is also noteworthy that the Swachh Bharat Summer Internship -100 hours of Swachhta Programme conducted during July 2018. A large no. of NSS volunteers under NSS Cell enrolled their names in the Swachh Bharat Summer Internship Programme. Various cleanliness drives, plantation drives, awareness programmes, door to door-to-door campaigns in the adopted villages were organized during the period. The volunteers were made to involve themselves in various activities throughout the day during the programme.

The **Aquaculture and Biodiversity centre** established under the UGC-SAP program of the Department of Zoology has been contributing a lot in the aquaculture sector of the state by imparting training to at least 1000 (since 2018) fish farmers/youth across the state. The centre is engaged in conducting outreach programs for fish micro-entrepreneurship in the state, generation of skilled labour and generation of self-employment through various aquaculture interventions such as – Breeding & larval rearing of freshwater ornamental fish, Catfish, SIS of Fish, Fabrication & maintenance of Home Aquarium, Operation & hatchery maintenance, Plankton Plus technology and post-harvest technologies. Presently, the center has also awarded Livelihood Business Incubator with the financial aegis of MSME, and GOI support from Govt. of India to impart 480 micro-entrepreneurs.

World Environment Day on June 05, 2023, was celebrated at Gauhati University in collaboration with the State Bank of India with participants from the community of the fringe University along with the participant from Department of Environmental Sciences, Botany, Geography, Biotechnology and Zoology jointly organized tree-plantation program, Art competition, quiz competition which were also participated by the people outside the University. The event was organized with a slogan –"*Solutions to Plastic Pollution*" and a general meeting was also organized. The students from the Geography department enacted a street play named "*Seujpur'r Andolon*" to highlight the urgent need to address plastic pollution.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years

Response: 167

3.6.2.1 **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last**

five years.

2022-23	2021-22	2020-21	2019-20	2018-19
14	31	23	44	55

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.7 Collaboration

3.7.1

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

Response: 55

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

The University has developed infrastructure and learning resources based on academic needs and to develop an enabling academic ecosystem while preserving the greenery of the campus as stipulated by Regulations and Ordinances. Adequate numbers of classrooms are provided department-wise in separate or composite buildings that have toilets for men, women and Third gender, and ramps or lifts for the differently able persons. The university has installed 5 new lifts since the last NAAC cycle. Faculty members are provided with separate rooms or cabins with computers and internet connectivity. There are 186 classrooms in the university covering all the disciplines. Most of the classrooms/conference rooms have ICT facilities while some have teleconference facilities for conducting online classes. The academic departments of the University have around 123 state-of-the-art laboratories with high-end instruments for research and academic activities. The University has a major ST-RADAR facility (for atmospheric physics and weather forecasting) funded by MEiTY. The University also posseses an Astronomical Observatory.

A Sophisticated Analytical Instrument Facility (SAIF) and a central Instrument facility (CIF) for the use of faculty, students and other users across disciplines have been established with sponsorship from DST. Besides several high-end instruments and a High-Performance Computing Cluster (HPCC), the university also has a fabrication lab, glass-blowing shop, welding shop, carpentry shop, mechanical workshop, Electronics workshop, and Machine workshop. There is a botanical garden in the University covering an area of 61 acres with more than 1500 plant species and an Aquatic and Biodiversity Centre.

There are 44 seminar/conference rooms across the University in various departments and Centres for use in conferences, seminars and meetings. There are five museums in the departments of Anthropology, Folklore Research, Geology, Botany, Geography and Zoology.

There are 23 student' hostels (10 – Girls; and 13 Boys), including two hostels (one each for boys and girls) for research scholars. The accommodation for international students is done separately in a hostel annexed to the Guest house. There are 4 major canteens inside the campus, besides a few food courts. The University Guest House provides in-house accommodation for academic experts, scholars and visitors.

The Gauhati University Press established in 1964 has a large number of text books and reference book publications and the printing wing serves the requirements of the academic community. The University has a community radio service 'Radio Luit 90.8 FM'.

The sports facilities available centrally may be classified into four main categories: (i) Indoor facility consisting of 2 Indoor Sports halls, (ii) Outdoor facility consisting of one big Playground with gallery for football and with floodlight facility and cricket, Basketball court (3 Nos) and Volleyball court (2 Nos); (iii) Gymnasium and (iv) Yoga Centre.

The University has several auditorium facilities that include BKB Auditorium with a seating capacity of 1800; PD hall with a seating capacity of 350; AT Hall with 100 capacity; GUIST Seminar Hall wih 200 capacity, an open convention hall with 3000 capacity and an amphitheatre. The GU market, post office and bank facilities are available in the campus.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

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

Response: 41.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
2907.37	1564.15	2415.64	3619.20	3162.31

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Central Library of Gauhati University was established in the year 1948 to address the academic needs of the students, teachers and research scholars of the University. Right from the initial stage in 1948, the library started functioning in various locations and finally shifted to the present building in 1962. The University Library was renamed Krishna Kanta Handiqui Library (KKHL) in the year 1982 in honour of its first Vice Chancellor, K.K. Handiqui, an orientalist of world fame. As of January 2024, KKH library is equipped with more than 282726 printed books, 4500 rare manuscripts, modern amenities, such as computer, internet connectivity, Wi-Fi, and enabling users to access e- resources and online databases.

The K. K. Handiqui Collection is one of the most prestigious assets with 7,593 unique and rare collections of multilingual books in classics, literature, language, and philology. Other collections in KKH Library are Dr Bhupen Hazarika Corner (366), Vivekananda Corner (124), Gandhi Collection (320), Dr Maheswar Neog Collection (53), Aurobindo Corner (98), Nehru Corner (700), Women's Corner (665), North East Corner (191), UN Corner (315), Thailand Corner (92), and Mahatma Gandhi Collection (320). In addition to these special collections, a handful of significant collections have been adjoined to the KKHL by eminent scholars and men of letters. KKHL has now some new special collections including Pandit Deendayal Upadhyay Collection (533).

The process of automation in the KKH Library was initiated with CDS/ISIS in the year 1995. It was in the year 2001 that the Integrated Library Management System (ILMS) SOUL 1.0 of INFLIBNET was installed in the KKHLibrary. In 2009 it was upgraded to SOUL 2.0 and in the year 2022, it was upgraded to SOUL 3.0. The entire library management system is used for acquisition, library cataloguing, issue and return of books, library user database, database of number of books and journals of the library, searching and browsing using OPAC and Web OPAC.

A major step in the digitization of 150000 pages of manuscripts in the KKH Library has been achieved under the NMM (National Mission for Manuscripts) through IGNCA (Indira Gandhi National Centre for Arts) New Delhi. PhD theses are uploaded in the national repository of INFLIBNET (**shodhganga.inflibnet.ac.in**) centre and presently 6268 PhD theses have been archived. Initially, this project functioned under the ProQuest (PQDT) archive under which 8,52,524 pages were digitized. Institutional Repository created by KKH Library is another platform where DSpace software is used for digitized documents like MPhil dissertations and another 287 e-resources.

Different e-resources can be accessed from the KKH Library. These are the Science Direct portal inclusive of 10 major subjects, Cambridge University Press and Scopus database, e-journals through E-ShodhSindhu (www.ess.inflibnet.ac.in)of INFLIBNET, subscribed e-journals, Science Direct, ProQuest, DBT e-Library Consortium (DeLCON) can be accessed by the users of KKH Library.

File Description	Document
Upload any additional information	[View Document](#)
Provide the Paste link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 2.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
175.74	54.37	51.09	183.53	210.15

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Gauhati University has enhanced its IT facilities over the years and has tried to overcome obsolescence by timely upgrading the IT facilities. The pandemic situation created lot of challenges for the academic community to keep up with the online teaching and evaluation processes, which was overcome with

creative intervention of the faculty and students using the existing IT infrastructure. The University administers its IT facilities through a Nodal Officer appointed for the purpose. Most areas 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, administrative officers and staff in the departments, offices and the library. More than 950 computers are available exclusively for students. Teachers have 550 computers for their personal use and for use by research scholars. 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 University campus is covered by a next-generation optical fibre cable (OFC) network with an installed capacity of 1Gbps. It provides internet access to the departments, offices, training facilities, hostels and residential quarters and is the backbone of the IT resources being built over it. As part of the network, there are IP phones provided to some of the departments and offices.

Hostel campus network with a dedicated OFC link was established in 2019-2020.

The available bandwidth of internet connection in the Institution (Lease line) is 1 GBPS   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

File Description	Document
Upload any additional information	[View Document](#)

4.3.2

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

Response: 4.64

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

Response: 952

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	[View Document](#)
Purchased Bills/Copies	[View Document](#)

4.3.3

Institution has the following Facilities for e-content development and other resource development

1. **Audio visual center, mixing equipment, editing facilities and Media Studio**
2. **Lecture Capturing System(LCS)**
3. **Central Instrumentation Centre**
4. **Animal House**
5. **Museum**
6. **Business Lab**
7. **Research/statistical database**
8. **Moot court**
9. **Theatre**
10. **Art Gallery**
11. **Any other facility to support research**

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	[View Document](#)
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 53.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
3241.8	2510.9	2485.7	5365.5	4143.4

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Management and maintenance of physical facilities:

Gauhati University has an Works Department (Engineering Department) under a Superintending Engineer with experienced manpower for maintaining civil (including plumbing) and electrical works of all academic departments, sports infrastructure, KKH (Central) Library and administrative branches, and residential facilities. The requirements of the concerned establishment are communicated to the works department which then proceeds to take action as per the following procedure:

1. The departments/administrative branch send their complaints and requirement(s) to the office of the Superintending Engineer (SE)
2. The SE and associates immediately review the issue.
3. If the issue is urgent or could be resolved instantly, the same is resolved with the available resources and manpower.
4. For issues requiring long-term solutions, an estimate is prepared for necessary approval.

5. Depending on the estimated budget, it is approved by statutory bodies like the Construction Committee (CC) or the Estimate Approval Committee (EAC).

6. After approval and financial sanction, a party with a lower bid having the required qualifications is selected through a tendering process and the work order is issued to the party to complete the work within a stipulated time.

Utilization of sports facilities:

The Director of Students' Welfare (DSW) conducts all sportis and cultural events. The procedures and rules for the users of the facilities 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 with approval of the competent authority.

3. The sports facilities are accessible to all bonafide students, faculty members and employees of the university for use.

Books and journals purchase procedure:

1. Recommendations sent to the Librarian from the concerned Department.

2. The librarian checks availability in the existing holdings and approves purchases through the Library Committee subject to the availability of funds.

3. Every academic department maintains a departmental library and funds for purchase of books and journals are provided in the annual budget.

Utilisation of Library facilities:

1. Library cards are issued to students, faculties and non-teaching staff as per procedures.

2. The library cards are scanned before entry of the users to the library.

3. Users from outside the institution are also permitted to use the library facilities on application.

Computer purchase procedure:

1. Departments send their requirements to the Office of the Secretary, University Classes.

2. Tenders are invited based on requirements and availability of funds.

3. The tender committee reviews the tenders for approval.

4. The central purchase committee gives the final approval for purchase.

For the maintenance of computers, the fund is allocated for different academic departments and administrative units in the annual budget.

Utilization of computer facilities:

The procedure of utilisation of the computers installed in the departments is determined by the Departmental Advisory Committee (DAC).

Computer facilities at the KKH Library are open for library cardholders

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)	

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 71.34

5.1.1.1 *Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
3037	2339	2418	4420	3772

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority	[View Document](#)
Upload Sanction letter of scholarship and free ships (in English).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The Pre-Examination Training Centre (PETC) was established in the year 1985 to provide quality coaching programs to students, both internal and external for the competitive examinations of the State Civil Services, All India Civil Services, and the UGC National Eligibility Test for Lectureship and JRF (NET) and GATE. The Center also holds coaching programs for the Bank Probationary Examinations and other competitive examinations of the State and Central Selection Commissions and coordinates the remedial classes in several PG departments regularly. At present, the PETC is housed in the new building

of the NEP-2020 Coordination Centre at Gauhati University. The centre is equipped with classrooms and a library equipped with a good collection of books and has procured photocopy machines, computers, laser printers, etc. It used to receive funding under the UGC Scheme of Coaching (Merged Scheme) of the XII Plan period. The PETC has an advisory committee to monitor the affairs of the centre. The Vice Chancellor of Gauhati University is the ex-officio Chairman of the committee.

PETC at Gauhati University plays an important role in shaping the career paths of the students. The cell consistently provides continuous learning to enhance professional competencies by inculcating professional values and work ethics, along with grooming sessions on personality development and communication skills. Moreover, training is provided to inculcate and enhance the analytical skills that are crucial to making key strategic decisions, to add a work-life attitude to personality, and to convert theoretical knowledge to foster professional values. PETC was successful in organising various Industry expert interaction programs for the industry to institute convergence. Group discussion practices, mock interview sessions, resume-building workshops, and coaching for the APSC Civil Services Prelims Examination from 9 February to 7 March 2024 (28 days), a workshop on introduction to SPSS in research work from 26 April to 9 May 2021 (14 days), and a certificate course in computer applications for ST and SC students during 22 April to 12 June 2021 (50 days) were conducted. It also conducted a PETC Crash Course or competitive examinations from May 15–30, 2019, and a Career Counseling Workshop for students conducted jointly with NSDC and Skill India ICT Academy. For conducting the coaching programs, the faculty members of the university departments, teachers of affiliated colleges, and experienced resource persons from well-known coaching institutes are engaged.

In addition to the activities of the PETC, almost all 45 academic departments also conducted various career counselling and guidance for competitive examinations, both in offline and online modes. Among all the programs conducted, some mentionable ones are the career counselling program conducted by the Department of Education, English, Library and Information Science, Zoology, the NET/GATE preparation program conducted by the Department of Electronic and Communication Engineering, Foreign Language, Library and Information Science, Women Studies, how to prepare for civil services conducted by the Department of Zoology.

File Description	Document
Upload any additional information	[View Document](#)

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	[View Document](#)
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	[View Document](#)
Report with photographs on Language & communication skills enhancement programs	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 16.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
777	914	295	401	113

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 26.35

5.2.2.1 **Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
532	1275	766	1149	716

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.3

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 7.1

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

Response: 1373

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

Response: 267

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	30	90	46	13

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The Post-Graduate Student's Union (PGSU) has been functioning since the inception of the university by its constitution. There are 15 office bearers in its executive body and one departmental representative from each department elected by the bonafide students by direct voting in compliance to the Lyndgoh Committee and as mandated by the Hon'ble Supreme Court of India. The office bearers are President, Vice President, General Secretary, Assistant General Secretary, Literary Secretary, Music Secretary, Cultural Secretary, Debate & Symposia Secretary, Major Games Secretary, Minor Games Secretary, Sports Secretary, Boys Common Room Secretary, Girls Common Room Secretary, Gymnasium Secretary, and Social Service Secretary.

The spirit of decentralisation of administration at Gauhati University is well reflected in the inclusion of PGSU in different important bodies. The student representatives are statutory members in Gauhati Universit Court, and other committees like the Internal Complaints Committee (ICC), the Anti-Ragging Committee (one senior student and one junior student), the Grievance Redressal Committee for admissions, the Town Committee, the Security Advisory Committee, the Sports Board, and Residence,

Health and Discipline (RH&D) Board. Moreover, one prefect in each hostel is officially appointed by the administration for immediate intervention in the problems faced by the students in the hostels.

The student council (PGSU & ULCSU) acts as a union body to put forward necessary suggestions and recommendations to be taken up and executed for the welfare of the students. These bodies, elected for one year, takes care of all the issues of the students and brings them forward to the university authorities as and when required. They took initiative in different areas for the institutional and all-round development of the students during the period 2018–2023 by organising several co-curricular and extra-curricular activities like cultural, sports, and academic-related events in association with the Directorate of Students Welfare and Gauhati University administration, where students can become involved outside their formal programme of study. It organised the Gauhati University Inter-College Youth Festival and Varsity Week, where various competitions were held. The Unions also organised events like World Environment Day to create environmental awareness among students, National Voters' Day, Republic Day, Independance Day and observed Rabha Diwas, Shilpi Diwas, Swaraswati Puja among others.

It also has organised welfare programmes like campus cleaning, plantations, blood donation camps, and awareness programs to curb ragging and anti-drug awareness campaigns, as well as in the areas of proper use of social media. During natural disasters, for example, floods, the student bodies used to udertake relief works.

File Description	Document
Upload any additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 105.46

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
100.06	0	5.32	0	.08

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Gauhati University Alumni Association (GUAA) was established in CE 2003 and was registered under the Society Registration Act XXI of 1860 with Registration No. KAM/240/T/28 of 2004-2005. Gauhati University Overseas Alumni Association (GUOAA) in London, the department-level alumni association of 45 departments and a hostel-level alumni association works as a division of the GUAA. The association has a dedicated website and it is available at: https://alumni.gauhati.ac.in.The process of preparing a comprehensive Alumni database is in progress through https://alumni.gauhati.ac.in/ and https://guportal.in/Alumni/ALM_AlumniRegistration.aspx

The alumni association has a Alumni Office-cum-Guest House available for use by its registered members and it is equipped with an office, a visitor's room, 2 single-bedded rooms, 1 double- bedded room, 1 meeting cum seminar room, bath facilities with 24 hours water supply.

Gauhati University alumni are spread across the globe and are occupied internationally. Its alumni bagged 1 Bharat Ratna, 1 Padma Bhusan, 9 Padma Shri, 2 Jnanpith Awards, 3 Shanti Swaroop Bhatnagar Awards, 13 Sahitya Academy Awards, 5 Assam Valley Literary Awards, 1 Sangeet Natak Academy Fellowships, 2 Asom Ratna award. Some of its very notable alumni are Prof. Krishna Kanta Handique (1898 - 1982), Dr. Banikanta Kakati (1894 - 1952), and Prof. Maheswar Neog (1915 - 1995) and Dr. Bhupen Hazarika (1926-2011). Prof. Krishna Kanta Handique was awarded with Padmashree in 1955 and Padmabhushan in 1967. Prof. Maheswar Neog was awarded Padma Shri in 1974 and Sangeet Natak Academy Fellowship, in 1994. Dr. Bhupen Hazarika, the legandary musical genius of the country was awarded "Bharat Ratna" posthumously in the year 2019.

Since its inception, the Alumni Association has provided logistics help to students and alumni, organised in- house lectures and workshops for students, research scholars and staff, organised outreach activities in schools and colleges and provided support in placement, academic and other areas. During the period of 2018-2023 which was impacted by Covid-19, the Departmental Level Alumni Associations have organized a total of 34 alumni meetings. Alumni meets are also held at the hostels from time to time. A special alumni meet was held on September 5, 2021, with 450 alumni participants from 12 different countries, which was inaugurated by an alumnus, Shri Jaideep Mazumder, IFS (1989), Ambassador of India to Austria and parmanent representative of India to the UNO. Alumni contribution

during the period stands at Rs. 105.46 lakh.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Gauhati University envisions a transformative role for the region, promoting a spirit of enquiry, addressing global concerns, and nurturing responsible citizens. The Fifteen-year Perspective Plan (2016-2032) of the University reflects a dynamic curriculum, emerging technological needs and community outreach for local sustainable development goals. To sustain institutional growth, the university has adopted modern educational practices retaining its traditional roots. Its mission focuses on academic excellence, societal and ecological engagement, empowerment of stakeholders, and enhancing support structures. Affiliated colleges extend the university's vision and mission to remote areas. Administrative and academic structures are well-defined and governed by statutes, ordinances and service rules. The Chancellor, the Governor of Assam, oversees the executive decisions implemented by the Vice-Chancellor and advised by the Executive and Academic Councils and other Statutory and Non-Statutory bodies. These bodies ensure participative management with representation from university faculty, colleges, civil society members and Governor's nominees. Administrative support is provided by offices of the Registrar, Academic Registrar, Controller of Examinations, Secretary University Classes, Treasurer, Director-CDC, IQAC, Town Committee and Director of Students' Welfare.

The university follows a decentralized and participatory governance model, appointing functionaries for its constituent institutes and centers. The organogram illustrates participative governance, involving stakeholders in decision-making processes. Decentralization is evident in administrative and academic activities, with committees like Departmental Advisory Committee (DAC), Departmental Research Committee (DRC), and Committee of Courses and Syllabus (CCS) playing crucial roles. Admission, budgeting, and quality assurance processes involve various stakeholders, ensuring transparency and accountability.

Academic departments enjoy autonomy in research, curriculum development, syllabi formulation and other procedures like admission and evaluation. The university comprises of six faculties, each headed by a Dean. Affiliated Institutions are managed by the CDC and there is delegation of responsibility through representation of faculty members in academic bodies.

The University's commitment to regional sustainable development is reflected in its efforts to address socioeconomic and environmental issues by setting up dedicated research institutes such as the Gauhati University Institute for North East India Studies (GUINEIS) and Centre for Brahmaputra Studies (CBS). Community outreach programmes are carried out by departments and one successful example is that of the Aquaculture and Bio-Diversity Centre. It contributes to the aquaculture sector by imparting training to fish farmers identified by the Fisheries Department, Government of Assam. The University has been playing a leading role in reforming the academic landscape of North East India. It is the first University

to implement National Education Policy (NEP) 2020 in the region and providing necessary handholding to the HEIs of Assam. This was achieved through engaging stakeholders at various levels from designing courses, and examination modules while maintaining UGC's mandate. Students are integral part in the decision-making processes. Adapting to challenges like the COVID-19 pandemic, the University shifted to online classes and examinations, demonstrating its adaptability and resilience. Embodying academic excellence, social engagement, and participatory governance with sustainable goals, Gauhati University stands as a pioneer and sought after higher education institution in North East India, .

File Description	Document
Upload any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The fifteen-year perspective plan (2016-2032) of the University projects the developmental goals and implementation strategies. Effective deployment of the plan is evident in the infrastructure development like the extension of academic buildings, IT-enabled classrooms, teacher's residences, canteens, improvement of roads, solar power generation, enhancement in hostel capacity, augmentation of sports facility, development of research laboratories, and digitization of library. To obtain a major capacity building for research, the University has developed a Central Instrumentation Facility (CIF), Sophisticated Analytical Instrumentation Facility, Stratospheric-Tropospheric (ST) Radar, Gauhati University Technology Incubation Centre and other department-centred facilities accessible to the PG and PhD students.

The policy-making and deployment always follow the laid down protocol for approval from the competent authorities. The Organizational structure of the institution covers statutory bodies namely the Court, the Executive Council, the Academic Council, the Faculties, the Finance Committee, the Construction Committee, and the Selection Committee. His Excellency the Governor of Assam is the Chancellor of the University. The Vice-Chancellor is the Highest Executive Officer who is appointed for a term of five years. The Registrar of the University is the Secretary of the Executive Council and the Court. He/she is the custodian of all records and is the Chief Administrator of the university. Examinations of the University, is managed by the Office of the Controller of Examinations. The Treasurer is the chief officer who looks after the finance and accounts. The organogram reflects the administrative setup.

Appointment of teachers and other academic staff are regulated by the UGC Regulations and State Government reservation policy. Appointments and promotions are based on Performance Appraisal Reports to maintain standards. The power and functions of all the administrative heads are well defined

in the Gauhati University Act, 1947 and the Ordinance on Duties and Responsibilties of Officers. Other administrative aspects are managed by the Ordinance on recruitment, service condition, workload and leave rules for teaching staff and other officers of Gauhati University (2000); the Gauhati University Leave Rules (1966); the GU Employees Service Conditions, Conduct and Appeal Rules (1970); and the Gauhati University Accounts Rules (1951).

Necessary strategies, policy intervention, activity mapping and preparation have been made for full implementation of NEP 2020 in its true spirit. Augmentation of physical infrastructure, designing of syllabi and course curricula, restructuring of academic calender and examination processes are almost completed. The University has already decided to adopt SAMARTH eGov Suite and the GeM portal for smooth conduct of administrative activities. One particular example of effective deployment of the perspective plan is the strengthening of e-governance in various areas of operations in the university, namely, student admission and support, examination, administration and finance through the activation of various modules in the IUMS portal. Implementation of PFMS mapping for funds received from various external agencies and making all payments and receipts at Gauhati University through digital platforms has brought in enhanced efficiency and transparency in the university management through technology interventions.

File Description	Document
Upload any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Performance Appraisal System

The IQAC is responsible for monitoring the performance appraisal system and the promotional avenues. Two digital platforms (AROHAN & ADR) have been designed by IQAC through which annual academic and research data are collected from individual faculty and departments/centres.

Self-appraisal Form

These are circulated every year to all faculty members and verified by the concerned Head of Department and the Dean of Faculties.

Parameters for the Self-Appraisal

Several parameters including classes taken (laboratory, remedial classes and tutorials), co-curricular activities, extension activities, field trips, excursions, and awareness programs organized and engaged with periodically. Publications in journals, books, etc. invited lectures; participation and organization of seminars, conferences, workshops, and faculty development programmes are also appraised. The periodicity of such activities is also noted.

Performance Appraisal for Non-Teaching Staff Members

Annual Confidential Report is obtained from the Controlling Officers to record the performance of the non teaching employees. The assessment for promotion is made on the basis of sincerity and efficiency of the employees wherein these confidential reports are also counted. Employees with very good confidential reports are awarded incentives at times.

Promotional Avenues

Promotional avenues to teaching and non-teaching staff are available on a time bound basis. The various stages vary depending on the position (and Grade of the position held). These are based on relevant guidelines of the UGC and other regulatory authorities.

Effective Welfare Measures for Teaching and Non-Teaching Staff

Welfare measures for teaching and non-teaching staff include improved residential facilities; budget provision for need-based medical aid, regular pension payments for retired teachers, the quota for admission in PG courses for wards of GU employees, financial assistance to families in case of the untimely demise of an employee, etc.

GU Teacher's Cooperative Welfare Fund is an independent contributory fund for Teacher's welfare that provides personal loans up to Rs. 7,00,000. Provision also exists for Maternity Leave, Paternity Leave, Child Care Leave, etc. for all employees including provision for medical aid. Medical reimbursement facilities and Housing loans are available for the welfare of the University employees. Provision for festival advance is also available at the University. Funds are being allotted for the publication of department journals annually. LTC facilities are also available for the employees.

A Daycare Centre has been operational since 2015, providing babysitting services to the employees of the university. Internal security of the campus is ensured through an external agency.The University runs a hospital with regular doctors, support staff and ambulance service round the clock for providing medical services to University community and the neighbourhood. In addition, health check-ups and blood donation camps are organized at regular intervals. The university campus has canteen facilities for the students, teaching and non-teaching staff, which function regularly. The University has dedicated free Bus service from different locations of the city throughout the day.

File Description	Document
Upload any additional information	[View Document](#)

6.3.2

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

Response: 4.64

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	2	9	63

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 23.3

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
77	103	173	53	36

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The Gauhati University is a government-aided institute. It taps on grants-in-aid from the Assam Government for infrastructure development and academic activities. Funds are also mobilized from RUSA, NEQIP, TEQIP, TNEIF and USIS. The principal source of revenue for the GU towards salary and allowances is met from government grants-in-aid while academic activities are managed mainly from its own income. The resources are generated internally from various fee sources of students and affiliating institutions. Additionally, interest is earned from fixed deposits including a corpus fund and income from GU press, GU Guest House, rent from various sources, overhead charges from research projects, sale proceeds of the Aquaculture and Biodiversity Centre and consultancy services. Concessions, refunds, scholarships, and special financial assistance based on need and merit are also taken care of. Poor Students' Aid Fund makes special provision for the poor students every year. Academic departments generate infrastructure and resources through government programmes, namely UGC-SAP, DST-FIST, AICTE special grants and others.

The faculty members of the institute have been mobilizing various extramural research projects. During the last 5 years assessment period an amount of Rs 5560.85 Lakh has been generated as research grants from different funding agencies. Gauhati University has been following a well defined consultancy and corporate training policy through which the faculty members are encourage to engage in such initiatives. During the last five years assessment period the university has received an amount of Rs. 392 lakhs as grants from consultancy and corporate training programmes. The University often mobilizes endowment funds from alumni and retired faculty or their family members or philanthropies for organizing academic events, infrastructure development, cultural activities, awards to rank holder students, etc. Fiscal

prudence is maintained through advance budgeting following participatory management, which is approved by the Finance Committee, Construction Committee, Tender Committee, the Executive Council and finally by the Gauhati University Court. The usage is documented in the Cashbook, the Finance Registers, and the Ledger. Project grants are utilized in accordance with the guidelines of the funding agencies using PFMS, TSA, Digi Pay, and other means. For optimal utilization of resources, emphasis has been placed on reducing the number of non-teaching employees in non-essential areas. Financial transactions are screened by various committees for specific purposes.

The University funds are utilized following the due procedure prescribed by the Government, the General Financial Rule of the University, and guidelines of the funding organization. The overhead charges of sponsored projects are shared in the ratio of 70:30, 70% is meant for institutional expenditure and 30% for the Principal Investigator for facilitating addtional research requirements. The overhead charges are utilized for academic and infrastructural developments. Performance audit and financial audit are done to ensure optimal utilization of resources.

File Description	Document
Upload any additional information	[View Document](#)

6.4.2

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

Response: 4456.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
3006.09	501.7	754	13.1	181.2

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	[View Document](#)
Annual audited statements of accounts highlighting the grants received.	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

All the funds received from the government and other agencies are audited internally as well as externally. Gauhati University has an internal Audit Section to verify and examine spending, Cash Books, and Stock takings at the end of the year for all the departments. The external Audit is conducted regularly by the audit team from Local Fund (Audit), Govt. of Assam. The external Audit by Local Fund (Audit) Govt. of Assam is completed up to the year 2017-18. The reply of IR issued by the Local Fund (Audit) is submitted regularly. The periodic external audit is conducted as per provisions laid out in the Gauhati University Act 1947, Section 20 as amended in 2013.

The external Audit is also conducted by the Principal Accountant General (Audit) Assam and their audit is completed up to the year 2019-20. Their suggestions and directions are incorporated into the future utilization of funds.

Gauhati University has a standing Committee on Audit to review all matters relating to the audit of the university including pending Audit Paras, objections/ observations, and replies. The standing Audit Committee was constituted as per the advice of the Hon'ble Chancellor, Gauhati University. The reply of the Inspection Report issued by the Principal Accountant General (Audit) is submitted through the standing Audit Committee. PFMS mapping from grants received from the funding agencies namely DST, DBT, ICMS, ICSSR, RUSA, DSIR, AICTE, MoES, NSS, ISRO, PRC, and NEC has been done facilitating transparency in the financial management of the university. All payments to the university are received through SBI Collect/ dedicated Payment Gateways. Audit observations are duly examined and necessary rectifications are made in operations which is communicated to the auditing agencies for settlement of the IRs.

File Description	Document
Upload any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

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

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

IQAC has been instrumental in ensuring quality practices in the institution. Since the last cycle of accreditation, the IQAC, GU has taken several quality initiatives such as Green Campus Initiatives, implementation of OBE, FYUGP under NEP-2020, NPTEL-SAWAYM, Academic and Administrative Audit, Green and Energy Audit, Gender Audit, Library Audit, improvement in e-governance, digitizing scholastic and academic data repository (AROHAN and ADR) and other administrative aspects (U-TEC) etc.

Two practices institutionalized as a result of IQAC initiatives during the period 2018-2023 are given below.

PRACTICE 1: New strategies and processes adopted in teaching-learning, evaluation and achieving learning outcomes

Gauhati University has adopted innovative strategies to enhance teaching, evaluation, and learning outcomes, including aligning course objectives with desired outcomes based on Outcome-Based Education (OBE). These strategies involve active student engagement through problem-solving, case studies, and group discussions. Blended Learning integrated online resources with traditional instruction to accommodate diverse learning preferences. Continuous assessment provided ongoing feedback for student improvement, while technology integration offered virtual labs and multimedia tools for enriched learning experiences. Faculty development initiatives empowered educators with innovative teaching methods and technology. Utilizing learning analytics, instructors personalized learning and identify areas

for improvement. Additionally, academic advising and counseling services supported student success. As part of quality assurance strategy, the IQAC has developed a centralized feedback system (CensFeed) for student satisfaction surveys through a digital platform. Responses from stakeholders (students, teachers, alumni and officers) are duly analyzed and "action to be taken" is prepared. A number of administrative and academic strategies have been developed on the basis of student feedback.

Practice 2: Enhancement of Academic and Administrative Processes

The IQAC oversees the implementation of quality assurance measures in administrative functions such as admissions, examinations, curriculum development, and student support services. It ensures that these processes adhere to established standards of excellence and are aligned with the university's academic objectives and priorities. The IQAC conducts regular audits and assessments of academic and administrative processes to identify bottlenecks, streamline workflows, and enhance operational efficiency. Moreover, it promotes the adoption of technology-driven solutions for automating administrative tasks, improving data management systems, and enhancing service delivery to students and stakeholders. By fostering a culture of continuous improvement and accountability, the IQAC has contributed to the overall institutional effectiveness and reputation of Gauhati University. The IQAC has assisted and guided the Academic Registrar for implementation of NEP 2020 at Gauhati University by initiating significant reforms in the academic and research landscape. This endeavour commenced in August 2021, marked by the constitution of task forces for crafting the Institutional Plan. A core committee comprising faculty members and administrative heads led by the Vice Chancellor prepared the program structure and operational framework. The IQAC and Academic Registrar took necessary steps to roll out the implementation strategies and disseminate pertinent information to stakeholders. All crucial aspects, including syllabus restructuring, examination reforms, and college clustering, were meticulously addressed before the FYUGP's rollout in July 2023.

File Description	Document
Upload any additional information	[View Document](#)

6.5.2

Institution has adopted the following for Quality assurance*:

1. Academic and Administrative Audit (AAA) and follow up action taken
2. Conferences, Seminars, Workshops on quality conducted
3. Collaborative quality initiatives with other institution(s)
4. Orientation programme on quality issues for teachers and students
5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc
6. Any other quality audit recognized by state, national or international agencies

Response: A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	[View Document](#)
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	[View Document](#)
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

Over the past five years (2018-2023), Gauhati University has undertaken a series of incremental improvements aimed at enhancing post-accreditation quality initiatives as evidenced by the following.

1. Emerging courses like Data Science and Data Analysis, Artificial Intelligence and Computer Animation have been approved by the Academic Council.
2. Gauhati University has initiated necessary drives for recruitment to fill vacant teaching positions over the last five years.
3. The delegation of power at Gauhati University involves assigning authority and responsibility to individuals/departments for decision-making and actions on behalf of the university. Additionally, the university has streamlined its governance and management through the initiation of ISO-9001:2015 certification.
4. The Career Counseling Centre and Placement Cell have been strengthened through additional administrative measures.
5. An Academic and Administrative Audit has been conducted by engaging highly competent experts in respective fields. Moreover, the University conducts annual Green Audit, Energy, Environmental Audit, and Library Audit. The findings are used for developing better service in the University.
6. The utilization of the library by Gauhati University faculty and students has improved

significantly over the last five years through a few specific initiatives.

7. Performance budgeting at Gauhati University aims to enhance resource allocation decisions, improve performance accountability, and ultimately boost the institution's effectiveness and efficiency in achieving academic and strategic objectives.

8. The startup culture at Gauhati University has surged in the past five years, fostering innovation, entrepreneurship, and collaboration among students, faculty, and researchers. This growth is evident through initiatives like establishing Incubation Centers and Entrepreneurship Cells, hosting startup competitions and innovation challenges, offering skill enhancement courses, promoting industry collaborations, and creating a supportive ecosystem for startups. The Industry Institute Partnership Cell (IIPC) supports product/process development, technology transfer, and industry-academia partnerships through MOUs and consultancy, along with the Technology Business Incubator (TBI). Additionally, the university recently secured a significant Rs. 25 crore funding from the Government of Assam to further boost its innovation and entrepreneurship initiatives.

9. Gauhati University has decided to introduce multidisciplinary courses aligned with NEP-2020, fostering interdisciplinary research and faculty collaboration. Additionally, FYUGP has also been decided to be implemented in accordance with NEP 2020.

10. Faculty members have achieved high-impact research, evident in the Bibliometrics for the academic year 2022-2023. The average citation index in SCOPUS rose to 1565 and 1382 in Web of Science, up from 110 in SCOPUS and 97 in Web of Science the previous year. The University publishes several journals, with six indexed by UGC-CARE. Additionally, the number of granted patents has notably increased.

11. The University offers various facilities, including the Central Instrumentation Facility, SAIF, ST-Radar, and GU Technology Incubation Centre facilities accessible to PG and PhD students. Research fellowships are awarded to the topper GU-RET in each department. Furthermore, Gauhati University established a Centre for Multidisciplinary Research (DST-PURSE, GoI).

12. Gauhati University has been continuously occupying positions within the top 100 institutions as per NIRF India Ranking. GU also takes part in THE (Times Higher Education) World University Ranking and QS World Asia Ranking.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gauhati University has always been an institution ensuring equal rights and privileges for all genders. The University has implemented a multifaceted approach to promote gender equity and inclusivity. The university has established a Gender Equity Cell under IQAC to oversee initiatives aimed at fostering gender equity. This includes conducting annual gender audits, being evaluated by internal social scientists, and organizing numerous events and sensitization programs on key issues such as women empowerment, girls' education, sexual harassment, and crimes against women.

Equal pay policies, flexible work arrangements, and anti-discrimination policies have been implemented to create a supportive environment for all individuals regardless of gender. Additionally, awareness and education programs are regularly conducted to raise consciousness about gender biases and equip employees at all levels with the tools to counteract them.

The range of initiatives includes revising policies and practices to ensure gender sensitivity, conducting awareness programs on gender equity, integrating gender perspectives into the curriculum, and providing support services for individuals facing gender-based discrimination. The university also emphasizes representation and leadership development, intersectional approaches, and collaboration with external partners to advance gender equity goals. Through these efforts, Gauhati University strives to create a more inclusive and supportive environment where individuals of all genders can thrive academically and professionally.

Promotion and leadership opportunities are provided equally to women and individuals of all genders through mentorship programs, leadership training, and the establishment of targets for gender representation in leadership roles. Support systems and networks, including women's networks and forums, have been established to provide a platform for underrepresented genders within the institution. Recruitment practices are gender-neutral. Proper women's representation is ensured in all committees and panels. Workplace flexibility, including provisions for menstrual leave and the presence of daycare centres on campus, supports work-life balance for employees with caregiving responsibilities.

Collaborations with external organizations and community engagement further amplify the university's efforts to promote gender equity both within and outside the institution. In addition to these overarching measures, the university integrates gender perspectives into its curriculum across all disciplines. It involves not only incorporating gender studies but also highlighting the contributions of women in fields such as science, technology, engineering, and mathematics (STEM) and addressing gender biases in research and academia.

Teaching methods and pedagogies are designed to cater to suitable learning styles and backgrounds, with a focus on promoting equal participation among all genders and addressing unconscious biases in classroom interactions. Faculty training on gender sensitization ensures that gender issues are understood, respected, and appropriately addressed within the academic community.

Student engagement activities, workshops, and seminars on gender equity are conducted regularly by different departments and cells. Robust support systems, including counselling services and anti-harassment policies, are in place to assist students facing gender-based challenges. The continual psychological counselling and mentor-mentee support within the institution underscore the commitment to providing holistic support to its students. Additionally, trained female security guards and designated common rooms for female students further contribute to creating a safe and inclusive campus environment.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Gauhati University has implemented various facilities and initiatives for the management of degradable and non-degradable waste to promote environmental sustainability and waste reduction on campus. Apart from maintaining efficient degradable waste management practices, the university has initiated several new steps towards disposing and recycling non-degradable waste such as e-waste and hazardous waste.

Solid waste in the campus is managed by Guwahati Municipal Corporation through jointly by the Town Advisory Committee, Estate Office and the NSS of Gauhati University. Some of the practices followed in the university are as follows:

1. Separate colour-coded waste bins are provided for source-segregated solid waste collection.
2. Toilets are facilitated with a proper disposal system.
3. Sanitary napkin vending machines and incinerators have been installed in the girls' hostels.
4. Monitoring and improvement of the drainage system inside the campus is a regular exercise. The University has taken measures for rain and surface water management on the campus.

Gauhati University incorporates green infrastructure and sustainable design principles in campus development to minimize liquid waste. Permeable pavement and vegetated swales are utilized to reduce the burden on wastewater treatment. Awareness programs promote water conservation and responsible water use. Effluent quality is regularly monitored for compliance with environmental regulations, analyzing parameters like BOD, COD, pH, and suspended solids.

The University has ensured engagement of a third-party collection of biomedical waste (an ongoing Memorandum of Understanding with M/s Fresh Air) on a pay-as-you-go basis from time to time. It involves a program in which hazardous materials, including solid waste and chemicals, are transferred to the Common Biomedical Waste Treatment Facility (CBWTF) at Panikhaiti, Guwahati.

The University has an e-waste management policy under which an e-waste management cell has been established to ensure the following:

1. Promotion of buyback-based purchase
2. Recycling and reuse of e-waste through tie-ups with NGOs

The Vermicomposting units of UGC-HRDC, Department of Botany, Aquaculture and Biodiversity Centre, and Department of Zoology are functioning efficiently to create enriched organic compost to be used for different purposes. A complete facility for recycling of organic waste through microbial processes has been established by the Department of Botany. Moreover, for non-degradable waste

recycling *waste to wealth* policy has been initiated involving students.

Gauhati University has implemented robust measures for the management of hazardous waste to ensure compliance with environmental regulations and promote safety on campus through-

1. Identification and classification
2. Segregation and storage
3. Handling and transportation
4. Training and Awareness
5. Compliance monitoring and auditing
6. Emergency response and contingency planning

Hazardous chemicals along with other biochemical wastes are managed through an agreement with Fresh Air, Panikhaiti, Assam as mentioned earlier. Gauhati University is committed to the principles of the institutional ethical committee and institutional biosafety committee as per the different biosafety measures standardized by Govt. of India.

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

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Gauhati University has undertaken a comprehensive Green Campus Initiative to promote sustainability, environmental stewardship, and eco-friendly practices across its campus. The initiative encompasses various strategies and actions aimed at reducing the university's ecological footprint and fostering a culture of environmental responsibility among students, faculty, staff, and the wider community. Key components of the Green Campus Initiative include:

Energy Efficiency and Conservation: The university has implemented energy-saving measures such as the installation of energy-efficient lighting, appliances, and HVAC systems, as well as the adoption of renewable energy sources such as solar power. Awareness campaigns and educational programs promote energy conservation practices among campus occupants.

Water Conservation: Gauhati University emphasizes water conservation through measures such as rainwater harvesting and the installation of water-saving fixtures and irrigation systems. Educational initiatives raise awareness about the importance of water body conservation and responsible water use.

Waste Reduction and Recycling: The university promotes waste reduction and recycling through initiatives such as waste segregation at source, composting of organic waste, and recycling of paper, plastic, metal, and electronic waste. Recycling bins are strategically placed across campus, and awareness campaigns encourage students and staff to reduce, reuse, and recycle materials.

Green Spaces and Biodiversity Conservation/Preservation: Gauhati University prioritizes the preservation and enhancement of green spaces, biodiversity, and natural habitats on campus. Tree planting drives, landscaping projects, and biodiversity surveys promote the importance of green spaces

for ecosystem health, climate resilience, and human well-being.

Sustainable Transportation: The university encourages sustainable transportation options such as walking, cycling, carpooling, and the use of public transportation. Bike-sharing programs, designated bike lanes, and pedestrian-friendly pathways support active and eco-friendly commuting habits among campus members.

Environmental Education and Outreach: Educational programs, workshops, seminars, and guest lectures on sustainability topics are organized to engage the university community in environmental education and awareness. Collaboration with local schools, community groups, and environmental organizations extends the reach of green initiatives beyond campus borders.

Green Building and Infrastructure: Gauhati University incorporates green building principles and sustainable design features into campus development projects. Green building certifications, energy audits, and eco-friendly construction materials promote resource efficiency, indoor air quality, and occupant comfort in campus buildings.

Community Engagement and Partnerships: The university collaborates with government agencies, non-profit organizations, businesses, and community groups to address environmental challenges and promote sustainable development in the broader community. Partnership initiatives support collective action and knowledge sharing on environmental issues.

Through these concerted efforts, Gauhati University demonstrates its commitment to sustainability leadership, environmental stewardship, and the creation of a greener, healthier, and more resilient campus and community for present and future generations.

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit report of all the years from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

Gauhati University is dedicated to creating a welcoming and inclusive environment for individuals with disabilities, ensuring that the campus is Divyangjan-friendly and barrier-free. The University constantly strives to create a barrier-free and disabled-friendly environment, evidenced by physical facilities such as provision for lifts, construction of ramps and rails, restrooms for the specially-abled, provision for Braille and other assistive technologies in the campus, as well-as providing (when required) scribes for

examinees. The Krishna Kanta Handique Central Library of Gauhati University has also created a special dedicated space for differently abled students which provides ease of access to the resources of the library. Furthermore, the library is equipped with Braille, screen reading and similar technologies to facilitate differently-abled students in making use of the vast collection of books and other reference materials. Several initiatives and features that contribute to this commitment are listed below:

Accessible Infrastructure: The university infrastructure is designed to be accessible to individuals with disabilities, with features such as ramps, elevators, PU tactile tiling, and wheelchair-accessible pathways in buildings and across campus.

Adaptive Technology and Equipment: Specialized equipment and assistive technologies are available to support students and staff with disabilities in their academic and professional endeavours. This includes screen readers, magnifiers, braille displays, and accessible computer labs.

Accessible Transportation: Accessible transportation options are provided to facilitate the mobility of individuals with disabilities within the campus and surrounding areas. This may include shuttle services equipped with ramps or lifts for wheelchair users.

Accessible Facilities: Classrooms, lecture halls, libraries, and other facilities are designed to accommodate individuals with disabilities, with features such as adjustable desks, hearing loops, and designated seating areas.

Signage and Wayfinding: Clear and accessible signage, including Braille and tactile signage, is used to assist individuals with visual impairments in navigating the environment independently.

Accessibility Policies and Guidelines: The University has established policies, as per the guidelines of UGC, GoI, and protocols to ensure compliance with accessibility standards and regulations, including the Rights of Persons with Disabilities Act (RPWD), to promote equal access and inclusion for individuals with disabilities.

Awareness and Sensitization: Educational programs, workshops, and awareness campaigns are conducted to promote understanding, acceptance, and support for individuals with disabilities in the university community.

Through these initiatives and ongoing efforts, Gauhati University strives to create a supportive and inclusive environment where individuals with disabilities can fully participate in academic, social, and extracurricular activities, and pursue their goals with dignity and respect.

File Description	Document
Upload supporting document	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other

diversities (within 500 words).

Response:

Gauhati University is dedicated to fostering inclusivity and diversity across its academic and social landscape. It prioritizes cultural, linguistic, and regional diversity, evident through its curriculum incorporating indigenous languages like Assamese, Mising, Rabha, Boro, and Nepali, as well as pan-Indian languages such as Sanskrit, Hindi, Bengali, Orya, Persian, Arabic, and Tamil. This multilingual approach supports Outcome Based Education (OBE) and Indigenous Knowledge System (IKS), ensuring a comprehensive learning environment.

The University's commitment extends to understanding the diverse sociocultural fabric of Southeast Asia and Northeast India. Centres like the Gauhati University Institute of Northeast India Studies (GUNEIS) and the Centre for Southeast Asian Studies (CSEAS) facilitate academic research and people-to-people connections with neighbouring countries. This engagement enriches the University's cultural tapestry and promotes cross-cultural understanding.

Addressing socioeconomic disparities, the Population Research Centre conducts vital research on demographic and socioeconomic aspects in Northeast India. By collaborating with governmental and regional bodies, it contributes valuable insights to policymaking, particularly regarding marginalized communities' access to welfare.

Promoting harmony and understanding, Gauhati University encourages interfaith dialogue and cultural heritage preservation. Initiatives like interfaith prayer sessions and multicultural events foster mutual respect among students, faculty, and staff from diverse religious and cultural backgrounds.

Gauhati University promotes cultural diversity through events like youth festivals and varsity weeks, allowing students to showcase their heritage. Multicultural clubs and societies, such as the Gauhati University Theatre Council and GU Literary Society facilitate intercultural exchange and understanding through activities and discussions.

The University's proactive response to the pandemic underscores its commitment to community welfare. Free sanitiser distribution and vaccination awareness programs targeted socioeconomically deprived segments, demonstrating a commitment to inclusivity during challenging times.

Supporting students from diverse backgrounds, Gauhati University offers scholarship programs, financial aid, and student support services to ensure equitable access to education. Policies and mechanisms promote equal opportunity, non-discrimination, and affirmative action, creating a fair and inclusive environment for all.

Reservation policies as per Govt. of India and Govt. of Assam in terms of admission and recruitments are followed in true spirit.

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

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Gauhati University places great emphasis on sensitizing students and employees to their constitutional obligations, including values, rights, duties, and responsibilities as citizens of India. The university implements various initiatives to promote awareness and understanding of constitutional principles and civic engagement:

The regular observation of Independence Day, Republic Day, and Ekkta Diwas is marked by the active presence of teachers, students, officers, and other employees of the institution, the University has also been celebrating Constitution Day on 26 November every year.

The NCC wing of Gauhati University has been actively participating in the Annual NCC Republic Day Camp held at New Delhi. Besides, there are several other events organized on a regular basis to celebrate special occasions of international as well as regional importance.

The University offers legal literacy programs to enhance students' and employees' understanding of their legal rights and responsibilities under the Indian Constitution. These programs cover topics such as freedom of speech, equality before the law, the right to education, and protection against discrimination.

Specific activities conducted for the promotion of Universal Values and Ethics:

The first-semester students across all disciplines during their mandatory induction program go through a holistic human values and ethics. This is also made by hands-on groups and theatrical activities. which promotes fellow feelings and instils in them human values. The teachers of various departments also take up stress management, human values courses, faculty development programs, and yoga. The UGC-HRDC has also evidently taken up courses in the context of human values to administrators, officers, teachers, and research scholars.

File Description	Document
Any other relevant information	[View Document](#)
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

The university has emphasized two major best practices

Title of the practice (s):

creating and implementing an Outcome-based Teaching Learning Ecosystem (OBTL) aligning SDGs ensuring impact, inclusivity and social responsibility.

The objective of the practice:

1. To design and implement an Outcome Based Teaching Learning Ecosystem (OBTL).
2. To assess the impact of the OBTL and improvise as and where needed.
3. To ensure inclusivity and social responsibility in OBTL-based curriculum and activities.

The context

Going beyond the traditional practices to include the interests and aspirations of all the OBTL, industry-academic collaborations and many other innovative practices are needed to enable the University to develop a multidimensional and dynamic curriculum, promoting an ecosystem for collaborative action research to equip the students to cope with the competitive and demanding professional world.

The Practices

1. Syllabus and Course Content Revision has been going on regularly. NEP 2020 compatible curriculum for all the 302 Colleges, and twenty-three (23) in-campus integrated (5 yr) Master's programs initiated in the year 2023.
2. End-semester examination share in the curriculum is reduced and OBL-only activities are included.
3. The Industry Institute Partnership Cell (IIPC), formed by twenty-eight (28) experts from various industries and Mr. Satish Rao, Chairman and Managing Director, Firmenich India, as Chair has been engaged in mobilizing resources to enhance the employability of the students.
4. Imparting Employability Skill Testing and Training are implemented in different sectors.
5. Alumni are encouraged and supported to use the available resources on the GU campus to train and provide internship opportunities which resulted in six (06) industrial products.
6. Gauhati University has been sending students and/or faculty for internships, consultancy, and other training activities to organizations like IOCL, OIL, Mondelez, the Airports Authority of India, NEDFI, PTI, SCERT, etc.
7. More e-resources and ERP modules are incorporated to meet academic and administrative requirements, resulting in an online counselling platform and other e-governance resources.
8. SWAYAM Local chapter was initiated to facilitate outcome-based education through the inclusion of MOOCs.
9. Activity-based social responsibility through vaccination camps, and sensitization programmes on various socially relevant issues such as gender neutrality, tolerance, cultural assimilation etc., apart from regular NSS activities.

Evidence of Success

The university was able to identify the gaps in ongoing courses and bring necessary changes in the course content through OBTL. Action was taken on the feedback which subsequently reduced the gaps significantly. The smooth transition from the traditional pedagogy to NEP 2020, is one of the significant achievements.

Several MoUs have been signed between the University and various national organizations thereby opening up various career opportunities for the students.

The outreach and extension activities witnessed active community engagement, participation, and response as evident from elaborate documentation over the years.

6. Problems Encountered and Resources Required

- Need for more avenues and a structured framework for funding from external agencies.
- Need for more technological interventions in administrative coordination and liaising.
- Need for mobilizing a more active alumni engagement.

Best Practice 2

Title of the Practice:

Sustainable Campus through Green Initiatives

Objectives:

1. To integrate sustainability into the curriculum and foster a culture of environmental stewardship.

2. To enhance waste management practices aiming at zero waste campus.

3. To implement renewable energy systems through and by promoting eco-friendly infrastructure.

The context:

GU maintains a rich ecosystem with diverse flora and fauna. The green cover of the University includes small forest areas, marshy land and a beautiful botanical garden. The University campus is situated very close to the Deepor Beel Wildlife Sanctuary, which is a Ramsar site and placed adjacent to the Jalukbari Reserve Forest amidst urban settlements.

The Practice:

To maintain the rich diversity, the University has given maximum importance to green initiatives. Plantation drives undertaken by different departments and organizations have helped to maintain the green cover of the campus.

An Aquaculture Centre within the campus contains various endemic species of fish, and water bodies on the campus give shelter to various aquatic creatures. The botanical garden has a variety of plant species while a water body inside the garden enhances its beauty. A separate natural forest patch is also attached to this botanical garden supporting many birds, mammals, and other wildlife species. A campus survey on birds, small and big mammals and other vertebrate species was also made in order to assess the ecological impact of the University on its surroundings.

Evidence of success:

1. Green and Environmental Audits are conducted yearly,
2. Significant increase in the generation of solar energy and installation of LED streetlights on the campus.
3. GU was awarded the District Green Champion in 2021-22.
4. Proper disposal of waste from the hostels, residential quarters, and offices and departments.
5. Curriculum integration using aquaculture facilities and botanical garden.
6. Skill courses

Problems Encountered and Resources Required:

1. Lack of adequate awareness amongst the students regarding the preservation and conservation of environment-based resources.
2. Need for resource mobilization for the maintenance of the green campus.
3. Need for a formal and centralized system for landfilling and composting to be adopted by the University.
4. Recycling of waste
5. Need for additional funds to pay for an outside handler and on-site coordinator to manage the waste management program.

Any other information regarding Institutional Values and Best Practices which the institution would like to include:

Even as the University is undertaking construction and development projects, it is doing so with care, so that the rich biodiversity of the area is not destroyed. Felling of trees is strictly prohibited, and adequate plantation is done around new buildings. Biomass burning is prohibited inside the campus, which is also a no-smoking area. Attempts are being made to make the University plastic-free. Official notices and letters are sent through email to make communication as paperless as possible. A dedicated bicycle lane on the campus has been set up to encourage cycling as a relatively pollution-free environment in the University. The University actively participates in Swachh Bharat Abhiyan programs.

File Description	Document
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

As the premier and largest University in North East India, Gauhati University boasts over 300 affiliated colleges, many of which are situated in rural areas. Its commitment to sustainability is a top priority. Located in a region renowned for its diverse ethnic, sociocultural, and linguistic landscape, as well as its abundant biodiversity, Gauhati University stands out as a distinctive focus area. This commitment is reflected in its curriculum, resources, and research facilities such as the following:

1. Gauhati University Institute of North East India Studies
2. Centre for Performing Arts and Culture
3. Dr. H. K. Baruah Regional Plant Resource Centre (Botanical Garden)
4. Aquaculture and Biodiversity Centre
5. Gauhati University Centre for Distance and Open Education
6. Pre-Examination Training Centre
7. Anthropology Museum (oldest museum in Northeast India)
8. Folklore Museum
9. GU Observatory
10. ST-Radar Centre
11. ISRO-GU Regional Academic Centre for Space (RAC-S)
12. Centre for Multidisciplinary Research (supported by DST-PURSE, GoI)
13. Sophisticated Analytical Instrumentation Facility (SAIF)
14. Central Instrumentation Facility (CIF)
15. Brahmaputra Studies Centre

The vision of the University for transformation and development finds expression in the works of different departments. Among the humanities and languages, the Department of Folklore Research is engaged in research, documentation and preservation of the rich cultural heritage and diversity of Assam as well as the Northeast. The Department of Assamese incorporates into its teaching and research programmes various aspects of the sociocultural ethos of different ethnic groups of the region. Other language departments like English, MIL & Literary Studies, Hindi, Bengali, Persian, Arabic, Foreign Languages play significant roles in the study of languages, literature and culture, and provide a holistic environment for garnering further cultural knowledge. The social science departments are playing a key role in heralding social change, and economic and gender equality. The Department of Linguistics has done pioneering research in the languages of the Northeast. The science departments have been conducting pioneering research in the areas specific to the region with a focus on multidisciplinary and translational research. To ensure quality research, the University successfully implemented the Institutional Academic Integrity Panel (IAIP), and the PhD Regulations of the University adhere to the strictest standards. The Department of IT prepared a digital archive of Bharat Ratna Dr. Bhupen Hazarika's songs in Unicode format and has been working towards including Assamese script in ISO 10646 to BIS, Government of India. The programme and courses of the Department of Environmental Sciences reflect the institution's distinctiveness through topics on natural hazards in general and the natural hazards of Northeast India (especially seismic and flood hazards). The Departments of

Geography, Geological Science and Anthropology have been leading their disciplines with pioneering research and innovative teaching. The Department of Botany has been working towards creating inventories and mapping the plant resources of North East India in general and Assam in particular, and conserving rare, endangered and threatened plant species. The Centre for South Asian Studies, Gauhati University, has been established as a research hub as follow-up of India's Act East Policy.

The University has consistently tried to provide an immersive environment to its students. During the COVID-19 pandemic, it integrated routine educational activities with creating mass awareness regarding individual and social well-being. During the pandemic year of 2020-21, the University adopted several initiatives, some of which are firsts in the entire Northeast India. For example, it was the first to introduce an online Open Text Book Assessment (OTBE) for all undergraduate and postgraduate students during 2020-21.

The University has successfully implemented e-governance in several areas such as planning and development, administration, finance and accounts, student admission and support, and examination.

The University provides equitable education for students from diverse backgrounds. It has a well-formulated admission and fee structure for providing equal opportunities to students belonging to the less privileged sections of society, reflected in the extension and outreach activities conducted by DSW and NSS Unit of the University as well as its departments. Furthermore, the University has sought to connect its grassroots activities conducted at the local/regional level with national and global practices, as evident from its initiative (as the nodal University) towards the implementation of the NEP-2020 in the state of Assam. As part of its social responsibility, students of the engineering stream have been actively engaged in identifying problems pertaining to agriculture, livelihood, energy generation and finding feasible engineering/technological solutions with the potential of expanding the implementation on a larger industrial scale as a part of Rural Internship. In continuation of its efforts to enhance the employability skills of the students through an active and thriving industry-academia partnership, the University has set up a dedicated Industry Institute Partnership Cell (IIPC) with 28 industry members along with an Institutional Incubation Cell (IIC).

The University emphasises the value and efficacy of multilingual education and has taken active initiatives in this regard. It prioritises providing inclusive and outcome-based education (OBE) for all, and the overall framework of its syllabi, pedagogical methods, and co-curricular activities reflect this. To provide holistic and multidisciplinary education the University has introduced the Five-Year Integrated Masters Programme and has facilitated the process of starting the Four-Year Undergraduate Programme in its affiliated colleges.

Gauhati University has **'Earn While You Learn Schemes'** wherein the students are financially supported during their learning, such as the following:

- The fifth and sixth-semester students of the Three-year MSc in Radiological Physics course undergo paid internships at B Barooah Cancer Institute and Tata Medical Centres every year.
- Every year around 30% of the students of the B.Tech. programme undergo paid internships in various companies and sectors during their summer and winter breaks. Details can be found here:-https://drive.google.com/drive/folders/1z1FuAcRa5GRn2Suoram2maF0ZlwJC6uV?usp=sharin
- To promote robust, innovative and relevant research, the University has the following initiatives in place:
- Research fellowships to one scholar from each department to support them in their research.

- *Young Faculty Research Grants are awarded* to newly joined Assistant Professors across various departments to support them in their research.

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Gauhati University, located in Guwahati, Assam, India, is one of the oldest and most renowned universities in the northeastern region of the country. Established in 1948, it has played a pivotal role in shaping the academic landscape of the region. Here are some additional key points about Gauhati University:

1. **Campus**: The university's sprawling campus is spread over an area of approximately 650 acres, making it one of the largest in the region. It provides a picturesque and conducive environment for learning and research.

2. **Faculties and Departments**: Gauhati University offers a wide range of undergraduate, postgraduate, and doctoral programs across various faculties and departments, including Arts, Science, Commerce, Law, Management, Engineering, Technology, Medicine, and Social Sciences.

3. **Research and Innovation**: The university has a strong focus on research and innovation, with several departments actively engaged in cutting-edge research across diverse fields. It encourages faculty and students to undertake research projects and collaborations both nationally and internationally.

4. **Cultural and Extracurricular Activities**: Gauhati University promotes a vibrant cultural and extracurricular scene, with numerous clubs, societies, and events aimed at fostering talent and providing holistic development opportunities for students.

5. **International Collaborations**: The university actively fosters collaborations with international institutions and organizations to promote academic exchange, research collaboration, and student mobility programs.

6. **Recognition and Accreditations**: Gauhati University has received various accolades and accreditations, including a Grade 'A' accreditation by the National Assessment and Accreditation Council (NAAC) and recognition in prestigious national and international rankings.

7. **Community Engagement**: The university is deeply engaged with the local community and actively participates in various outreach programs, social initiatives, and community development projects aimed at addressing societal challenges and contributing to regional development.

8. **Alumni Network**: Gauhati University boasts a vast and influential alumni network comprising distinguished personalities from various fields, including academia, politics, business, arts, and culture, who continue to contribute to society and uphold the university's legacy.

Concluding Remarks :

In conclusion, Gauhati University stands as a beacon of higher education in India's northeastern region, with a rich history of academic excellence and a commitment to innovation and societal development. Since its establishment in 1948, the university has continuously evolved, adapting to the changing needs of the

educational landscape while upholding its core values of integrity, inclusivity, and excellence.

With its sprawling campus, diverse range of faculties and departments, and emphasis on research and innovation, Gauhati University provides a nurturing environment for students to excel academically and professionally. The university's focus on international collaborations, community engagement, and extracurricular activities further enriches the overall learning experience, preparing students to become global citizens and leaders in their respective fields.

Despite facing challenges such as resource constraints and the need to maintain academic standards across affiliated institutions, Gauhati University remains steadfast in its mission to provide quality education and contribute to the intellectual, cultural, and socio-economic advancement of the region and beyond.

As Gauhati University continues to strive for excellence and address emerging challenges, it remains a beacon of hope and opportunity for generations of students, faculty, and alumni, embodying the spirit of knowledge, innovation, and service to society.