



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**COTTON UNIVERSITY**

**H.B. ROAD, PANBAZAR, GUWAHATI  
781001**

**[www.cottonuniversity.ac.in](http://www.cottonuniversity.ac.in)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2023**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

The history of Cotton University is synonymous with that of the erstwhile Cotton College and the trajectory of growth and progress of the centennial institution. Cotton College has understandably, dovetailed into the modern history of higher education in the north eastern region of India and in its hundred years of existence has left behind a lasting impression in the minds of the people of the region and the country. Alma mater to generations of illustrious men and women that walked out of its gates into the university of the world, Cotton as a seat of education is an instrument of learning, research and service to society in its long march in the twentieth century.

The region's most illustrious personalities and luminaries like Dr Bhupen Hazarika, cultural icon of Assam and the nation, and the state's present Chief Minister, Dr Himanta Biswa Sarma remain among the most popular role model alumni for the youth today. Three literary giants who are Gyanpeeth awardees and many other writers and artistes, scientists and statesmen of the region are all products of this institution bringing glory and pride to the star-studded firmament of Cotton. The institution's transition, while not seamless, from the erstwhile college into a public university, with remarkable contribution in the sciences, models itself on the need to acknowledge its roots in the hoary past while shaping a transformative future. The university thus moved from a knowledge-disseminating centre to imparting useful education in the context of the rise of a 'professional' society, at a time when knowledge becomes more available, and is no longer only confined to the university and thrives on the synergy and linkages established between academia and industry.

Upgraded as a unitary Cotton College State University (CCSU) in 2011 Cotton University with the Hon'ble Governor of Assam as its Chancellor, Cotton University was refashioned by the provisions of an Act of Assam Legislative Assembly in 2017 as a teaching, research, unitary University having no constituent and is a fledgling university that awaits its national accreditation.

### **Vision**

Cotton University shall aspire towards a holistic education and cutting-edge research with the highest ethical standards bringing transformative opportunities to employable students. Envisioned as a twenty-first century university backed by excellence in teaching and research, interdisciplinary in spirit and steered by competent leaders of academia, the institution builds on the promise enshrined in its motto *Apramattena Veddhavyam*. Founded upon core human values Cotton University's synergy of instinct and intellect aligns perfectly with the virtue of resilience in the quest of all knowledge through tireless perseverance.

### **Mission**

It is our persistent endeavour to hone and nurture an inclusive campus environment for students endowed with competencies to meet the challenges of the time and evolve as world-class citizens for a strong nation. The University shall strive to be among the group of best HEIs in the country meeting global needs so as to provide only the best education to its students while building solidarities of knowledge and creativity for a vibrant academic cosmos.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Cotton University is the first public unitary university of the state of Assam.
- “Cotton” (College/University) resonates with a history that attracts the best students of the region.
- It is the educational hub of the region and has the advantage of being located at the center of a 5 km radius of HEIs at the heart of the capital city.
- It has guaranteed cooperation and involvement of guardians and the public
- Fully automated and well-equipped Central Library with a unique and largest archive of rare books and documents in the entire NE region.
- Existence of participatory governance and management.
- Introduction of new syllabi of different courses approved by the University.
- Introduction of a good number of new and emerging disciplines as courses at PG levels in tandem with NEP 2020.
- The University offers seamless education through its UG and PG program leading to research opportunities.
- A rich and diverse network of alumni, invested and engaged with the institution, is scattered across the world.
- ICT-enabled infrastructure and facilities for student and faculty use.
- Faculty trained in multidisciplinary fields and from reputed HEIs of the country

### Institutional Weakness

- The institution lacks a national/international approach and is thus unable to draw many students from outside the State/Country
- More thrust needed in areas of applied knowledge and skill-oriented courses.
- Inadequate number of professional courses and vocational programmes.
- Requirement of more well-equipped academic buildings and vertical expansion.
- Limited sources of internal revenue generation.
- Limited financial resources for use of institutional development.
- Several teaching and non-teaching positions and vacancies are yet to be filled up.
- Lack of opportunities for furtherance of research and the absence of a policy for FIP or post-doctoral programs.
- Sprawling but scattered campus spilling over the city prohibits a unified presence of its members and their collective involvement.

### Institutional Opportunity

- The ability to break disciplinary silos and transition to multi-disciplinary ethos with cross-cutting knowledge domains.
- Opportunity to transition from basic and fundamental research to cutting-edge research and applied technology
- In convergence with the Look East/Act East policy the transition is ideally suited to introduce South East Asian Studies to facilitate academic and cultural exchange

- As part of its mandate for social responsibility, the institution's wide networks with the community can further translate into growth and synergy resulting in policy intervention for regional development
- As a unitary non-affiliating public university Cotton University has the advantage of transforming itself into a model institution aligned with the NEP mandates
- Scope for strengthening outreach programmes and collaborative networks of the institution.
- Cotton University's rejuvenated status enabling its autonomous role makes it ready for continuous growth, enhancement and maintenance of quality education that can match international standards
- With increased industry interface the institution has greater capacity to turn out employable students ready to be professionally placed commensurate with their qualification.

### **Institutional Challenge**

- To cope with the challenges of a fledgling university constrained by resources and innovative education backed by new knowledge
- As a government institution, constrained to generate adequate financial resources from internal sources so as to operate in a self-sustaining manner
- To compete with the emerging and new range of private HEIs in the region
- Aspiration towards national recognition and attainment of the status of a Centre of Excellence
- To prepare students to face the challenges of the contemporary contexts and globally driven economy of the time
- To devise a mechanism to draw/attract corporate funding and CSR networks
- To be in sync with a globally-oriented inclusive education so as to stem the brain drain from the institution
- Mainstreaming of the institution's multi-ethnic/ poly-linguistic student population of the region
- With respect to the inclusion of Higher Secondary program under the university mandated by the CU Act, 2017, its delinking thereof remains a challenge

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Cotton University, the nerve-centre of education in North East India, refashioned out of the centennial Cotton College, currently runs 92 academic programs including undergraduate, post graduate, PhD, diploma and certificate programs in a vast and impressive gamut of disciplinary knowledge. The design of the course curricula and the launch of a basket of new programs follows a democratic and transparent process that is validated after being tested for quality via statutory bodies like Board of Studies, Academic Councils. Through consultative processes from an array of renowned experts in respective fields from top level institutions of the country, the academic structures and curricular aspects are strengthened. Keeping in mind the mission and vision of the university and its organicity to the local, national, regional and global /developmental needs, the course contents under each program are aligned with the latest formats of LOCF mandated by the UGC. The holistic development of students geared to meet global Sustainable Development Goals (SDG) is given utmost importance at Cotton University and consequently various Skill Enhancement Courses, Value Added Courses have been made part of the course curriculum under each program connecting learning to life. Employability of students is an essential part of Cotton University's curriculum and it aims at disseminating knowledge that can be applied in industry and the community. To make teaching/ learning relevant to contemporary needs personality development programs, executive training programs and regular orientations in self-development

and ethical conduct are undertaken. Cotton University adopts the Credit Transfer policy and affords students the opportunity to join top institutions while it espouses transferable skills and digital awareness via MOOCS programs like SWAYAM, NPTEL and e-Pathshala among others. Cotton University strongly believes in ingraining the core values of community engagement, gender equality, professional ethics, sensitization towards environmental conservation and sustainable development among students and scholars. With the presence of an inclusive feedback system, there is opportunity to voice student needs and suggestions for continuous upgradation and evaluation of the course curricula and teaching practices of the university aimed at effective academic training geared to inculcate excellence and future readiness.

### **Teaching-learning and Evaluation**

Cotton University strives to offer a holistic learning experience to its diverse student community. The University has been maintaining its high academic standards over the years with a dynamic and vibrant teaching-learning and evaluation culture. This is evident from the high enrolment percentage of students across the region. The University strictly adheres to the reservation norms of the Government of Assam to offer equal learning opportunities to the students from diverse social categories and practices a culture of inclusive education.

The University has a dynamic system of assessing the learning levels of the students and organises different career development programmes for the all-around development of the students. The guidance and psychological counselling initiatives of the University offer an enabling learning environment to the students, and has systems to address the potential and needs of advances as well as slow learners. Student-centric methods of the University connect life and learning seamlessly with experiential learning which offer enhanced learning opportunities and meaningful interventions in the life of the community. The university has adopted a blended teaching-learning approach through ICT initiatives which is modelled on a participative e-learning with the facilities for open learning resources. The faculty members of the University are highly experienced with nationally and internationally benchmarked academic credentials many of whom have made distinct contributions to the life and society of the region.

Cotton University strictly adheres to the Academic Calendar of the University for dispersal of classes, conduct of examinations and declaration of results. The examination division of the university has an automated system of student registration, hall ticket issue and result processing. The University has clearly stated programme and course learning outcomes which is being evaluated through examination performance, progress to advanced degrees and job placements of the students. The outcomes of dynamic and robust teaching learning processes of the university can be seen in examination results and student feedback surveys as well. In its ethos and academic culture Cotton University functions with a democratic outlook and with transparent and time-bound mechanisms in place.

### **Research, Innovations and Extension**

Cotton University is committed towards the promotion of research, innovation, and extension activities. In this context, the University has constituted the Research & Development Cell (RDC), as per UGC norms which is responsible for the management and coordination of Research & Development activities pertaining to:

- Finance and Infrastructure
- Research Program and Policy Development

- Collaboration and Community work
- Product development, monitoring and Commercialization
- IPR, Legal and Ethical matters

As such the University has framed the requisite policies for research and development and constituted the Institutional Committees for monitoring of R&D activities related to Biosafety, Human Ethical and Animal experimentation. A total of 31 Departments/Centres has 196 eligible PhD supervisors and 261 research fellows engaged in research and extension activities. Of these 121 researchers are currently receiving fellowships from various funding agencies and 114 PhDs have been awarded under the supervision of Cotton University faculty.

Total 10 Departments received funding for Infrastructure under DST-FIST, DBT, DONER (NEC), ASTEC and similar other recognition under national and international agencies. The University faculties has secured sizable grants of Rs. 2220.17780 lakhs for research from extramural funding agencies like DST, DBT, ICMR, UGC etc. over the past five years. The University also has the provision for providing seed-money to budding researchers every year. During the last five years, the University faculties has published 953 articles in Journals notified on UGC-CARE, 431 of books and chapters in edited volumes published. Cotton University is leading in the region with its extension activities under programmes like Unnat Bharat Abhiyan (UBA), Cotton University Women's Forum (CUWF), NSS etc. A total 122 extension activities have been hosted under such initiatives. Currently Cotton university has 42 functional MoUs for collaborative research, facilitating student opportunities and faculty exchange.

### **Infrastructure and Learning Resources**

Cotton University is committed to provide a setting that supports excellent instruction, learning, research, and innovation. Its sprawling green campus has well-ventilated, and illuminated classrooms which offer an ambience ideal for learning while encouraging innovation and higher thinking. The majority of departments have modern laboratories, seminar rooms, and meeting spaces. The university has a vibrant campus with Wi-Fi and LAN available in the academic departments giving internal stakeholders access to many resources. For the purpose of organising seminars, symposiums, workshops, film screenings, drama/club and cultural events, Cotton University has auditoriums, seminar halls, conference rooms, and other smaller seating capacity seminar halls in various departments and at centrally accessible locations on its campus. Sports, co-curricular, extracurricular, and academic pursuits all have a fundamental connection and together they support the holistic growth of young brains, inspiring and aiding in the process of academic curiosity and growth. The Dr Surya Kumar Bhuyan Library at Cotton University serves as a hub for integrated learning and knowledge resources. It offers a wide range of additional library services, including an institutional repository housing digitised versions of rare books and manuscripts some of which date back to the 18 th century. The library has reprographic facilities, and automated library membership and user guides, and plagiarism check software for original research . For visually impaired students, the library features a specific area that offers materials and services as well as outstanding ICT infrastructure with enough bandwidth and Braille technology and special visual screens to aid their learning and reading. In order to support academic, institutional, administrative, and research activities, Cotton University has sufficient IT resources. The organisation has a thorough IT Policy and Guidelines document that governs the appropriate and effective use and management of IT resources and assets. The core of an institution's ICT infrastructure is a well-connected campus with unrestricted internet

access. The work for maintenance and utilisation of physical, academic and support facilities is coordinated efficiently among General Administrative Department (GAD), Engineering Cell, Store Section, Directorate of Students Welfare, and Computer Centre for smooth operation of the system.

### **Student Support and Progression**

Equality and posterity of students for better opportunities is one of the core institutional values Cotton University upholds, and facilitates all support for their progression in every human field from sporting to academics, literary to cultural and moral to emotional-wellbeing. In the spirit of greater academic freedom and to enhance the accessibility of higher education, scholarships are offered to needy students from various institutional and governmental schemes. Teaching Assistantship (TA) to PhD students enable meritorious students to be accommodated into the pedagogic structures of the institution. Orientation programs for the students create awareness about various competitive examinations and their success rate in these examinations is a worthy reflection of the university's effort to make them employable and ready for the global market. Apart from classroom interactions, tutorial support, workshops, term papers, field studies, lab visits, seminars and internships are integral components of the academic support system. Through the Office of Director of Students' Welfare, the university sponsors students for national and international sports events, cultural events, institutional student exchange and conferences under the rubric of the Sports Council, Cultural Council and Research Council. Comprehensive health care, made available sans fee, is one of the ongoing duties of University Health Centre, with a student health insurance scheme, now on the anvil. Besides the Internal Complaints Committee which responds to and redresses complaints of sexual harassment on campus as per the POSH act, there exists an Online Student Grievance Redressal System, a student feedback system, and anti-ragging committee and Anti-Ragging Squad. Standard statutory policies ensure a transparent justice system and a positive learning environment and equal opportunity for students. The Centralized Placement Cell for students also ensures a continuous monitoring of their progress and mentoring by assisting students in career identification and employment. A large number of students qualify for research fellowships, public exams and progress to higher education, both within the University and in institutions abroad. Cotton University has a well maintained Indoor stadium, basketball court, KBR auditorium for indoor and outdoor sporting and cultural activities and students bring accolades from various national and international cultural, sporting, literary events every year.

### **Governance, Leadership and Management**

Cotton University, as part of its vision and mission, aspires towards nurturing an egalitarian and inclusive environment to foster healthy minds in students with creative and critical outlook towards life and the world. The University is committed to embrace a holistic education to develop foundational, employable, entrepreneurial skills among its students. To actualise and accomplish this, the University persistently stresses on institutional leadership and well-established system of governance. As part of its organisational system and management, the leadership of Cotton University is determined to hold timely review of management practices and policies and exhibit accountability towards the demands of time and needs of the stakeholders. This is exemplified by the University's commitment and preparedness to implement the New Education Policy (NEP) from 2023-24. In order to substantiate democracy, fairness, transparency and decentralisation in governance and management, the apex bodies of the institution such as Board of Studies, Faculty Board of Studies, Academic Council, Executive Council, and the University Court have representations from diverse stakeholders including faculty members, experts, and representatives from industries, corporate sector and civil society. In line with its commitment to become a global knowledge-hub, the institution prioritises implementing of e-

governance and has digital initiatives like LAN connectivity within the campus, Wi-Fi facility across working spaces, online admission and fees-collection, online student grievance redressal system, digital teaching initiatives, online teaching and learning resources through MOOCs, and an automated library system and subscription to e-resources. The University is also committed to building capacities of faculty members and staff in order to update its academic and administrative environment. Skill building, orientation and other programmes are arranged routinely. Faculty members are provided with financial support to attend and present their research in conferences/workshops and encouraged to undergo Faculty Development Programs as well as Management Development Programs. Cotton University prioritizes optimum utilisation of resources and mobilisation of new resources for all-round development. Tally management systems/ERP systems are in place to regulate financial processes, budget-preparation, mobilizing resources, monitoring expenditures, maintaining accounts, internal verification, and external audit. A full-time Finance and Accounts Department since the University's inception ensures maintenance of annual accounts and audits.

### **Institutional Values and Best Practices**

The institution's foundation in core values and practices finds reflection in a policy of egalitarian, inclusive and just practices attuned to the needs of a twenty-first century centre of higher education that disseminates knowledge and espouses social responsibility. Cotton University is directed by several ethical and equitable principles for both its curricular vision and its larger mission of creating a centre of excellence from a long experience of engagement with contemporary society and the mandates of global competency. As a flag-bearer of higher education this institution leads processes of transformation by being at the vanguard of progressive democratic and inclusive practice. In a bid to foster economic empowerment and enhance the university's engagement with the community Cotton University has leveraged its innovative research acumen to adopt sustainable development measures by setting up a unique pearl-culture unit with rich prospects in research-oriented productivity via a cutting-edge technology. This is complemented by another practice that revitalises community through mushroom spawn production and cultivation for sustainable employment by employing eco-friendly agro-methods in the market-driven economy of the present while keeping to the NSQF mandated by NEP2020. Among its outcomes, it furthers the building of human resource and skills of the community while also aiding the enhancement of students' entrepreneurial ventures through industry collaboration and partnerships as a research deliverable. As another best practices keeping in mind the context and milieu of an increasingly climate-changing planetary world and the threatened biodiversity hotspots of the region, the institution has adopted mainstreaming measures for biodiversity via a tree-watch exercise and interest in the avian population introducing a bird-counting exercise in its neighbourhood, led by environmentalists students, faculty and ecologists. The methodology is based on citizen-science inculcated experiential learning in which students and faculty engage in a visceral and physical engagement with conservation of the planet in an urban setting that mandates a clean air and nature-friendly ecology on campus with focus on trees and butterfly pockets around the institutions' neighbourhood to instil ecological consciousness. Through these unique best practices the rich heritage of the institution that undergirds the present culture of the University has been preserved.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	COTTON UNIVERSITY
Address	H.B. ROAD, PANBAZAR, GUWAHATI
City	GUWAHATI
State	Assam
Pin	781001
Website	<a href="http://www.cottonuniversity.ac.in">www.cottonuniversity.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Ramesh Chandra Deka	0361-2733530	9864044193	-	naac@cottonuniversity.ac.in
IQAC / CIQA coordinator	Ruma Talukdar	-	7002869580	-	iqac@cottonuniversity.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	01-06-2017
Status Prior to Establishment, If applicable	Constituent College
Establishment Date	27-05-1901

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	01-06-2017	<a href="#">View Document</a>
12B of UGC	13-06-2017	<a href="#">View Document</a>

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	H.B. ROAD, PANBA ZAR, G UWAH ATI	Urban	24.9	60460	UG, PG, PHD, PGD		

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

<b>Type of Colleges</b>	<b>Permanent</b>	<b>Temporary</b>	<b>Total</b>
-------------------------	------------------	------------------	--------------

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: No
--	------

### 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	27				54				205			
Recruited	4	0	0	4	21	26	0	47	86	98	0	184
Yet to Recruit	23				7				21			
On Contract	3	1	0	4	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				294
Recruited	174	19	0	193
Yet to Recruit				101
On Contract	36	7	0	43

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				21
Recruited	17	2	0	19
Yet to Recruit				2
On Contract	8	0	0	8

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	13	3	0	27	38	0	60	66	0	207
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	5	0	9	12	0	28
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

**Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	1	0	0	1
Adjunct Professor	2	2	0	4
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	NOT APPLICABLE	N A	N A

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1136	26	0	0	1162
	Female	1898	44	0	0	1942
	Others	0	0	0	0	0
PG	Male	686	21	0	0	707
	Female	1420	17	0	0	1437
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	15	0	0	0	15
	Female	13	0	0	0	13
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	134	1	0	0	135
	Female	207	1	0	0	208
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	No
---	----

**Details of UGC Human Resource Development Centre, If applicable**

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

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Anthropology	<a href="#">View Document</a>
Arabic Persian And Urdu	<a href="#">View Document</a>
Archaeology	<a href="#">View Document</a>
Assamese	<a href="#">View Document</a>
Bengali	<a href="#">View Document</a>
Bodo	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Center For Language Arts And Culture	<a href="#">View Document</a>
Center For Women Studies	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Computer Science And Information Technology	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
Education	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Environmental Biology And Wildlife Science	<a href="#">View Document</a>
Geography	<a href="#">View Document</a>
Geology	<a href="#">View Document</a>
Hindi	<a href="#">View Document</a>
History	<a href="#">View Document</a>
Law	<a href="#">View Document</a>

Library And Information Science	<a href="#">View Document</a>
Mass Communication Journalism And Media Studies	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Molecular Biology And Biotechnology	<a href="#">View Document</a>
Philosophy	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Political Science	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Sanskrit	<a href="#">View Document</a>
Sociology	<a href="#">View Document</a>
Statistics	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>As visualised in the NEP, 2020, Cotton University gears up to create an enabling environment for quality higher education, and develop knowledgeable, thoughtful, well-rounded, and creative individuals who would along with personal accomplishment and enlightenment, have constructive public engagement and productive contribution to the nation. The university believes that the education system must enable an individual to study one or more specialized areas of interest at a deep level (major and minor as well), and develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and develop capabilities in a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. The university is aware of its responsibility to create socially sensitive citizens, and spaces for productive and sustainable livelihood, to ensure that there are no negative outcomes from development interventions and resource use – physical and human. The university has taken initiatives towards social entrepreneurship and rural engagement through activities in its adopted</p>
--	---



	<p>villages with involvement of faculty and students. The activities presently include sanitation and hygiene, waste management, water, and energy management; would accommodate initiatives in health, education, and livelihood. Some of the departments of the university visualise the importance of using sophisticated technologies and acquires support from DBT and DST, Government of India to use technology in research to understand the myriad dimensions of people and the environment. The mandatory category of Multi-disciplinary Electives in the NEP, 2020 provides the faculty opportunities to develop courses keeping in view the needs of students of other disciplines. The approach would help to understand the concerns of the world through a holistic framework and address the pressing needs of the society at contemporary times having relevance to policy formulation. The university in addition to its approach to develop multidisciplinary courses has built a strong foundation for interdisciplinary research. The university has received a DBT-BUILDER project of Department of Biotechnology of Ministry and Science and Technology, Government of India for the promotion of Education and Research Programme in Life Science Departments towards interdepartmental cross talk and nourish students and make them competent in globally competitive emerging bioeconomy. The university initiates this Interdisciplinary Life Science Programme for Advance Research and Education, involving the Department of Botany, Zoology, Molecular Biology, and Environmental Biology and Wildlife Sciences. An amount of Rs, 432,62 lakh was sanctioned for the period 2022-27. The ongoing liberal studies undergraduate programme of the university helps to provide a firm footing to go for the NEP, 2020. The existing liberal studies programme is in the line of NEP, 2020; provides the students opportunities to study besides the core and elective courses several enabler and SEC.</p>
2. Academic bank of credits (ABC):	<p>The university has been encouraging the students to undertake courses on MOOC platforms. SWAYAM NPTEL recognized Cotton University as the "Best Local Chapter in Arts, Science and Commerce category" among the Local Chapters outside the top 100 based on performance in NPTEL Online</p>

	<p>Certification Courses for July-December 2022 session. As on 15 June 2023 altogether 4049 students at the university have registered for Academic Bank of Credits. The university has MoUs with reputed institutions and organisation to initiate and strengthen teaching, skill training and research in manifold areas. The university encourages collaboration; and the faculty of the university have several international collaborative works. All would facilitate the students to earn credits in certain courses and accumulate in ABC. It has been an established practice in the university and allows teachers to design the academic curriculum on their own within the approved framework of teaching and evaluation. The scope for using and applying own pedagogical approaches widens at the higher level of PG and Ph.D. courses. The capabilities would allow the teachers to offer several courses on MOOC platforms.</p>
<p>3. Skill development:</p>	<p>The university since adoption of the CBCS UG curriculum in 2020 has been continuing with a basket of courses on vocational education and soft skills. The university is to implement NEP 2020 from the 2023-24 session and prepared an additional set of SEC courses aligning the courses to the National Skills Qualifications Framework. The university at present offers several skill enhancement courses in classrooms and laboratories. The significant among them are- material culture and museum methods, academic writing, translation and communicative skills, DTP courses in vernacular languages, computer programming, plastic processing technology, introduction to petroleum chemistry, chemistry of environmental pollution, statistical software for data processing, monetary and fiscal policies, GIS and GPS, to name some. The university to the framework of NEP, 2020 plans to include additional courses on a few foreign languages, layout design, basics of library science, accounting with tally, python programming, SPSS/R in data processing, stock market study, electrical design and fabrication, digitisation of tools, and Global Navigation and Satellite Systems under domain of skills. The university is in the process of designing courses with specific credit structure to ensure that all students take at least one vocational course of 12 credits before graduating. The MoUs signed with institutions/organisations would help to</p>

	<p>accommodate and facilitate the students to pursue vocational courses. The university has examples of good practices on skill development are reflected in some of the courses offered by the department of Mass Communication and Journalism of the university. Several skills oriented courses namely documentary film production, photojournalism, and application of digital tools have helped the students get engaged creatively in this expanding arena for livelihood. The university is offering a basket of Value and Social Responsibility Courses (VSRCs) to be undertaken in the first two semesters (first year) of the FYUG programme. The students need to undergo four courses of two credits each to earn a total of 8 credits. The approach of the university fits to the May 2023 guidelines on Mulya Pravah 2.0 - Inculcation of Human Values and Professional Ethics in Higher Education institutions of UGC. The students shall have options to choose the VSRCs from a specified basket of courses from the four domains</p> <ol style="list-style-type: none"> <li>1. Understanding India (on constitutional values, fundamental rights, and duties, India's struggle for freedom and unsung heroes, understanding India: land, people, ecology, and economy, Gandhian principles and approaches for rural development, Gender and Society, Cultural heritage and conservation and community engagement.</li> <li>2. Environmental education/ ecological values (Management and Conservation of bio-logical diversity and resources; Waste management, Climate change and sustainability, environmental and Ecosystem valuation,</li> <li>3. Digital technology - Introduction to Artificial Intelligence and Machine learning, Application of science and technology in health, environment, and sustainable living; science and technology policy,</li> <li>4. Health and Wellness; Yoga, Sports etc; Yoga – concepts on way of life and practice, physical education, sports management</li> </ol>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Reading and understanding on the myriad dimensions of Indian culture and knowledge system have been an integral part of the course contents of all the departments of languages, literature and linguistics, and social sciences and humanities of the university. In addition, understanding on popular culture; aspects of rural culture; kinships and family systems in India; museum archives and society; Indian architecture and heritages, ancient Indian epigraphy,</p>

ethnoarchaeology, and traditional ecological knowledge incorporated in the course contents of the departments of Anthropology, Archaeology, History, Sociology and Geography have been helping to explore the finer dimensions of IKS. In the adopted framework of NEP, 2020, many departments of the university have gone for development of multi-disciplinary courses in the domain of Indian knowledge system/ecological knowledge system to accommodate the interest of the students across all the disciplines in (through classroom teaching) and outside the university as well (online) and participating at MOOC platforms available in the country. All the departments of the university, at undergraduate level, at present accommodate delivery/lectures in vernacular mode in addition to English. This approach is adopted to accommodate interest of the students who had pursued education in vernacular medium at pre-university/higher secondary level. At a certain level, particularly in general elective courses of the undergraduate programme, in addition to English, question papers are set in vernacular languages. The university has undergraduate programmes in Assamese, Bengali, Bodo, Hindi, Sanskrit languages. The university has also introduced a certificate course in Nepali language. The university on July 12, 2021, had constituted a NEC Hindi Project Implementation Committee. The university at present has undergraduate, postgraduate and Ph.D. programmes in Sanskrit language. Understanding of ancient Indian Knowledge System has been a component of many courses in the faculty of Language, Literature and Linguistics and in the faculty of Human and Social Science. The university shall have a review how the components of IKS could be aligned to other academic programmes of the university. The Anthropological Museum of the University with specimens collected over the decades, since the inception of the Department, covers all the three broad subdivisions of Anthropology - biological or physical anthropology, prehistoric anthropology, and social-cultural anthropology. The Museum displays rich and rare ethnographic materials from Northeast India along with some original pre-historic tools and pottery. Some of the early medieval materials that were unearthed within the Cotton Campus during 1991-91 in an excavation (conducted by State

	<p>Archaeology Department, Govt of Assam where students of the Department of Anthropology, Cotton University also took active part) have also been attracting attention from students, visitors, and scholars.</p>
5. Focus on Outcome based education (OBE):	<p>The university adopts Learning Outcomes-based Approach to Curriculum Planning and Development and the syllabus are aligned to LOCF; focus on demonstrated achievement of outcomes expressed in terms of knowledge, understanding, skills, attitudes and values and academic standards expected from and to be achieved from the graduates of a programme of study. The university goes for continuous evaluation of the students with tutorials, sessional assignments, and mid semester examinations. Personal doubt clearing sessions are held as and when required. The university has a system to capture the feedback of the students; aimed to improve performance of the teachers. The university keeps track of the placements of the students after completion of the academic programme to understand and assess the outcome of learning. The Placement and Career Counselling Cell takes pivotal role in this regard.</p>
6. Distance education/online education:	<p>The university sees the possibility to offer certain courses, major, minor, MDEs and skills, but not all, through ODL. The teachers at the university are prepared to join the platforms of MOOCs of the country once the necessary accreditation process of the university is completed. The teachers since the time of Covid 19 pandemic have gone for a blended mode of teaching to compensate for the loss of classes, and now are well conversant with the online mode of classes. Teachers of some of the departments have developed their own tools for teaching and learning.</p>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Electoral Literacy Club (ELC) at Cotton University was established in December 2022. The primary objective of this club is to foster democratic values among students, leading to the formation of a responsible citizenry. Cotton University recognizes</p>
--	---

the importance of empowering students to actively participate in the democratic process. Establishment of the ELC is an outcome towards enhancing students' understanding on democratic principles and electoral processes. The ELC at Cotton University operates with the following goals: I. Cultivating Democratic Values: The ELC emphasize the significance of active citizenship, equality, respect for diversity, and social responsibility. The ELC through workshops, seminars, debates, and discussions on democratic ideals, encourages critical thinking, open dialogue, and informed decision-making among its members. II. Enhancing Electoral Literacy: The ELC focuses on enhancing students' knowledge of the electoral system, voting rights, and the importance of participating in the democratic process. Through interactive sessions, guest lectures, and awareness campaigns, the club educates students about electoral procedures, voting ethics, and the role of citizens in shaping the nation's future. III. Promoting Civic Engagement: The ELC promotes civic engagement by encouraging students to actively participate in community activities, social initiatives, and volunteer work. By engaging in activities that address social issues and contribute to societal betterment, students develop a sense of social responsibility and empathy, essential qualities of responsible citizens. IV. Collaboration and Partnerships: The ELC actively seeks collaboration and partnerships with local government bodies, civil society organizations, and election authorities to amplify its impact and reach. Through collaborations, the club organizes joint programs, workshops, and awareness campaigns, creating a broader impact and leveraging shared resources and expertise. V. Nurturing Leadership Skills: The ELC provides opportunities for students to develop leadership skills by organizing and managing various events and initiatives. By taking on responsibilities within the club, students enhance their organizational, communication, and teamwork skills, preparing them to become effective leaders in their future endeavors.

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?

The ELC comprises members from all sections of the student community, ensuring adequate representation of cross section of the students. I. Student Coordinators: Cotton University has appointed dedicated student coordinators to lead the activities of

the ELC. The student coordinators play a crucial role in organizing and coordinating the club's initiatives, engaging with members, and representing the ELC in various forums. II. Coordinating Faculty: To provide guidance and support to the ELC, Cotton University has appointed coordinating faculty members who oversee the activities of the club. These faculty members have the required expertise coordinate the mandate of the ELC. III. Representation and Diversity: The club ensures adequate representation of students from SC and ST categories, who are given equal opportunities to actively participate in the club's activities. Additionally, the ELC boasts a considerable number of female students, promoting gender inclusivity and ensuring a balanced representation of voices and perspectives. The members of the club come from various academic departments, fostering interdisciplinary collaboration and a holistic approach to electoral literacy.

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, 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.

The ELC has consistently strived to engage students and the wider community through various activities that foster awareness, inclusivity, and ethical voting practices. The following are the programs undertaken by the ELCs: I. Voluntary Contribution in Electoral Process: The ELC actively promote voluntary contributions by students in the electoral process. The members of the ELC enthusiastically participate in voter registration drives within the university and in communities they hail from; put efforts to ensure that eligible individuals are enrolled and empowered to exercise their right to vote. II. Assisting District Election Administration: The ELC has plan to collaborate with the district election administration to assist in the conduct of polls during elections. III. Voter Awareness Campaigns: The ELCs organize extensive voter awareness campaigns to educate students and the community about the significance of electoral participation. Workshops, seminars, social media campaigns to disseminate information on electoral processes, voting rights, and the importance of making informed choices. IV. Promotion of Ethical Voting: Promoting ethical voting practices is a core focus of the ELCs at Cotton University. We conduct interactive sessions, debates, and awareness programs to educate students about the importance of free and fair elections. The ELC tries to instill a sense of integrity and responsibility in our members,

fostering a culture of ethical voting. V. Enhancing Participation of Underprivileged Sections of Society: The ELC at Cotton University is committed to ensuring the participation of underprivileged sections of society. The ELC work towards creating an inclusive environment by reaching out to marginalized communities such as transgender individuals, commercial sex workers, persons with disabilities, senior citizens, and other vulnerable groups and provide the necessary information, support, and assistance to enable their meaningful participation.

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 following are the initiatives of the ELC in this regard: I. Research Projects: Cotton University has planned to initiate research projects that explore various dimensions of electoral systems, voter behavior, and electoral reforms. The faculty members and students have undertaken studies to examine the impact of electoral violence on voter turnout, analyze the role of social media in shaping electoral narratives, and evaluate the effectiveness of voter education campaigns. These research projects contribute to the body of knowledge in the field of electoral studies and provide valuable insights for policymakers and election authorities. II. Surveys and Studies: The university has conducted surveys and studies to assess voter awareness levels, perceptions, and challenges faced during the electoral process. These initiatives aim to identify barriers to electoral participation and provide evidence-based recommendations for improving voter engagement. By understanding the concerns and aspirations of the electorate, we can contribute to the development of informed policies and strategies that strengthen democratic processes. III. Awareness Drives and Outreach Programs: Cotton University has organized several awareness drives and outreach programs to promote electoral literacy and encourage active participation in the electoral process. Workshops, seminars, and interactive sessions to educate students and the wider community about the significance of democratic values, ethical voting practices, and the role of citizens in shaping the future of our nation are some of the initiatives to foster civic responsibility. IV. Collaborations and Partnerships: Cotton University plans to collaborate with government bodies, civil society organizations, and election



	<p>authorities to collectively work towards promoting electoral awareness and participation.</p>
<p>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.</p>	<p>At Cotton University, we place great importance on democratic participation and empowering our students to exercise their right to vote. We are pleased to inform you that almost all of our students who are 18 years and above have already been enrolled as voters. Through consistent efforts and proactive measures, we have successfully registered eligible students, ensuring their inclusion in the electoral process. Recognizing the significance of voter registration, we have institutionalized mechanisms to facilitate and streamline the process. The following initiatives have been implemented at Cotton University: I. Voter Registration Drives: We regularly organize voter registration drives within the university premises to ensure that eligible students are enrolled as voters. These drives are conducted in collaboration with local election authorities, who provide the necessary infrastructure and assistance to facilitate the registration process. By bringing the registration services directly to the students, we aim to eliminate any barriers and make the process more accessible and convenient. II. Awareness Campaigns: To raise awareness about the importance of voter registration, the university conducts awareness campaigns targeted at students who are approaching or have turned 18 years of age. These campaigns include workshops, seminars, and interactive sessions where students are educated about their voting rights and the process of voter registration. Through these initiatives, we strive to create a culture of active citizenship and encourage students to fulfill their civic duty by becoming registered voters. III. Student Engagement: We engage our students in promoting voter registration among their peers and the wider community. Student organizations and clubs at Cotton University actively participate in voter awareness campaigns, encouraging their fellow students to register as voters. Through their leadership and peer-to-peer outreach, we aim to foster a sense of responsibility and active participation in the electoral process. The university remains dedicated to sustaining our efforts in institutionalizing mechanisms for voter registration and ensuring that every eligible student is provided with the opportunity to exercise their voting rights.</p>



## Extended Profile

---

### 1 Students

#### 1.1

**Number of students on rolls year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4410	3774	3686	3951	3869
File Description		Document		
Institutional Data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1443	1569	1577	1725	1525
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
252	248	241	213	220
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

**Response: 286**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1874.473	2358.18227	1416.83456	633.69634	728.67053

## 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:**

Cotton University is committed to its vision of becoming a world-class teaching and research institution, that caters to the multi-ethnic, linguistic, varied cultural identity and diversity of the North Eastern region of India while also keeping in sync with global developmental needs. With this in view, there is an increasing thrust on making the pedagogy more holistic, flexible and experiential. The courses are designed to drive inquiry and discovery among learners and make learning a fun experience. To ensure this, the institution engages in timely review and revision of syllabuses, introduction of new courses that are relevant to the global, national and indigenous needs, application of contemporary knowledge, thrust on interdisciplinary learning and application of this learning to think critically, adapt, innovate and solve real-life problems. As reflected in the mission and vision of Cotton University, the very idea of contribution towards nation-building is reflected in the POs, PSOs and Cos of various courses run in the university.

##### **Fulfilling the Regional need:**

University developed an NE-centric knowledge and cultural components in syllabi of its courses. Local systems of knowledge are part of the curricula that gives the university to explore the regional knowledge systems.

##### **Fulfilling the National need:**

The credit structure of courses at the undergraduate and postgraduate programs have been designed in adherence to the national need keeping in mind the guidelines of UGC. University has adopted the Credit-transfer compliant evaluation system and students are encouraged to take part in online courses via SWAYAM and NPTEL moocs. Institution has already adopted the core course structure of Four Year Undergraduate Programs and already enrolled for CUET based admission from academic year 2023. The institution is already registered under the Academic Bank of Credits that allows study mobility to students and seamless integration of skills and experiences gathered by them into a credit based system. Internships and Projects are part of curricula of each academic programs of the university harnessing to the professional needs.

##### **Fulfilling Global Needs:**

Facilitating the global trends of research university has taken initiatives for augmenting its research facilities to meet the global standards. The Faculty of Physical, Chemical and Mathematical Sciences are

working in tandem with modern day research problems via cutting edge technologies by virtue of which the students are getting opportunities to work on modern day sophisticated lab equipment's. DBT-BUILDER project is one such initiative that is being run in this aspect. Physics Accelerator project is aiming to create a collaborative ground for high end particle physics research center at the university. Programs like M.Sc in Artificial Intelligence & Machine Learning are new addition to the University and are first one of its kind in a state university of Assam.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 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:**

The courses run under different programmes at Cotton University are in tune with the dynamic and changing world and aims at honing individuals with 21st century skills. The syllabi of different programmes are designed to promote innovation and creativity, critical thinking, problem solving and effective communication skills among the learners. In this aspect the university is focused on-

- Keeping the core strength of traditional fundamental courses designed to prepare students for optimum employability and preparedness for competitive examinations.
- With time university has started new professional programmes with establishment of new departments like Library and Information Science, Mass Communication and Journalism, Law to bring in diverse skill sets for students to match needs and demands of the industry. Multiple exit options in undergraduate programmes as envisioned by the NEP 2020 have already been designed and tested in the ongoing BA Liberal Arts Programme initiated in 2020 to transition from a classroom-based pedagogy to a skill-based and experiential learning framework.
- Increasing thrust on communication, discussion, debate and research apart from focus on interdisciplinary and cross-disciplinary training enables students to fit seamlessly into the contemporary job market.
- Regular and periodic syllabi up-gradation, teaching-learning feedbacks and thrust on online pedagogies create updated and relevant scholastic content for 21st century digital needs.
- Emphasis on skill development and promotion of entrepreneurial spirit among learners is encouraged by new-age courses which have value addition in terms of internships and apprenticeships offered by programmes under various faculties to close the gap between academia and industry and enable the meeting of theory and praxis.
- With the credit transfer ordinance adopted in the university, students are facilitated with an option to learn from other experts from leading institutions in India. In fact Cotton University was conferred certification for a valuable local chapter with rating of Level A based on performance in NPTEL certification courses.
- Along with normal study hours, University organizes regular training and workshops with

Industry experts and eminent experts from various fields along with training for Civil services and other competitive examinations.

- Extension programmes and trainings now privilege students to equip themselves for civil services and other competitive positions so as to attain greater employability in government and other sectors.

Meanwhile, academic programmes are undergoing an overhaul as the university gets ready to implement the four-year Undergraduate Curriculum from the current academic calendar (2023). Upholding the core spirit of NEP 2020, the institution prepares for a progressive and connected model of teaching-learning with greater intersections among and between faculties, schools and disciplines of knowledge, moving away from traditional modes of imparting education.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 96.98

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

**Response:** 1573

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

**Response:** 1622

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

### 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:**

Cotton University is committed to the inculcation of human, social and ethical values, gender equality, promotion of environmental conservation and sustainable development among students through classroom teaching and learning and outside-the-classroom activities and events.

Cotton University is dedicated to inclusive, equitable education with focus on eliminating discrimination and ensuring an effective learning environment with equal access to all levels of education in conformity with SDGs. With respect to maintaining and practicing gender equality (SDG 5), the institution has encoded a gender policy as part of its vision and institutional culture, bringing curriculum, ethos and campus infrastructure under a common objective of gender equity, just practices and safety. The Centre for Women's Studies (CWS) offers an exclusive PG Diploma in Gender Studies. There are courses in the disciplines of Bodo, Assamese, English, Anthropology, Archaeology, Bengali, Hindi, Arabic, Geography, Sociology that deals with other societal issues including caste, class and race, human values etc.

Sustainable Development Goals are amply reflected in the plan and design of curriculum of several departments and disciplines. The Department of Botany offers courses on Biodiversity and Conservation Biology, Energy and Environment, Biofertilizer and Bioremediation. The Department of Environmental Biology and Wildlife Sciences (EBWS) offers courses on Conservation Biology and Wildlife Management, Pollution Control and Waste Management, Environmental Toxicology and Risk Assessment, Climatology and Climate Change, Environmental Chemistry and Pollution, Soil Agriculture and Environment. The Departments of Economics, Geography and MBBT offer courses on Environmental Economics, Environmental Geography and Environmental Biotechnology. Additionally,



the Department of Geography also offers course on Geography of Environment and Sustainability. The Department of Geology offers a course on Environmental Geology.

Skill Enhancement Courses (SECs), internships and apprenticeships provide comprehensive exposure and supportive environments to hone entrepreneurial capacities of the students and make them industry-ready.

Professional Ethics are encoded in the curricula via means of Extensive internships, field study and dissertation research projects are part of university curricula that harnesses professional ethics among the students. In addition to that, there are courses on Ethics, Philosophical learning in all the departments of the university.

In the light of NEP 2020, the university has already facilitated the students credit based courses on skill and ability enhancement, value based courses on community engagement and services, and environmental education, primarily as multi-disciplinary electives in the LOCF syllabus to ensure the learning and capability enhancement process holistic. The already running Bachelor of Liberal Arts program has the soul of NEP 2020 in it having focus on holistic learning opportunities for students.

All courses on languages and linguistics include in-depth study of several literary works that deal with gender, societal issues (including caste, class and race), human values, Indian knowledge system as well as cultural aspects. A special course on Manuscript preservation is offered in the Master of Library and Information Science program that introduces the students to the Indian practices of traditional preservation. Issues related to gender, cleanliness have been integrated into courses viz. Traditional Knowledge of the Bodos, Folk-Tale and Song of the Bodos, Religious Literature etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 59

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**1.3.3**

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

**Response:** 83.58

**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: 56

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

Response: 67

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

## 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

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Feedback analysis report submitted to appropriate committee/bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis and its report to appropriate committee/bodies	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 94.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
2456	2190	1917	1843	1804

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

2021-22	2020-21	2019-20	2018-19	2017-18
2227	2031	1861	1822	1755

#### File Description

#### 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:** 94.58

##### 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

2021-22	2020-21	2019-20	2018-19	2017-18
946	773	678	653	633

### 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

2021-22	2020-21	2019-20	2018-19	2017-18
1043	800	710	682	659

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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 University has a policy for assessing the learning levels of students. Academic departments assess the differential learning needs through the following:

- Mid-semester tests
- Class and Home Assignments
- Seminars
- Group discussions
- Interactions
- Presentations

These assessments help students receive regular feedback on their performance and enable teachers to monitor their progress. The departments also conduct **tutorial and remedial classes** for students that allow them to enhance their understanding of topics and engage in Peer-to-Peer (P2P) discussions that have proved to be successful. Special remedial classes and one-to-one conversations with the teachers are also periodically organised to cater to slow learners.

The university is equipped to cater to differential learning intended for a section of students with special needs and learning disabilities. This would include students with visual impairment for whom the Central Library is equipped with screen readers, text magnifiers, Optical Character Recognition (OCR) technology, Braille books etc.

All the Departments of the University follow a **mentor-mentee process** for assisting and mentoring the students individually/collectively in matters pertaining to academics, career, personal support and decision-making. Individual faculty members of the university are assigned as mentors to a group of students for providing regular support to them.

The **Guidance and Counselling Cell** of the University provides psychological counselling for a productive and stress-free learning environment. The Cell has professional support to address emotional and professional growth of students through different programmes that target these needs.

The **Capacity Building Centre (CBC)** of the University periodically organises personality development programs, skill enhancement training programs and other special programs for the all-around development of students. The Centre supports the capacity development of students through initiatives like Civil Services Coaching Programme, interactive sessions on preparation for UGC-NET, SLET and JRF, demonstrations on data science courses etc.

The students have an enabling platform via curricular and co-curricular forums like seminars, conferences, lectures, presentations, and other literary, cultural and sports events organised by the University from time to time. The University encourages the best-performing students with awards and other recognitions. The advanced learners are also encouraged to take up internship projects in various academic institutions, R&D laboratories, and other Universities to broaden the scope of their learning.

A Micro Research Fellowship is offered to students by the institution for research endeavors. Further, the University encourages collaborative learning and exchange through inter-institutional partnerships to hone the curiosity and talent of the young and to build excellence and encourage the pursuit of leadership through such avenues.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 2.2.2

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

**Response:** 17.5

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>

## 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:**

The University adopts student-centric teaching-learning pedagogies for holistic development of students. Apart from physical classes/lectures, experiential and participative learning pedagogies are embedded in curriculums to equip students with life skills and problem-solving capabilities through application of classroom teaching to real-world situations.

**Experiential learning:** The institution aims at fostering critical thinking and problem-solving abilities and a deeper understanding of subjects among students through:

- Practical and assignments
- Field and industry visits
- Online and onsite classes
- Internships
- Participation in literary festivals, science fair, business expo
- Skill enhancement training programmes

Students engage in data collection and analysis work of departmental research projects and dissertations for experiential learning. Science and computer laboratories, museums and the media centre of the university offer hands-on learning experiences to the students.

As mandated by the NEP 2020, the University also encourages its students to enroll in MOOCs to access quality online educational content. The Central Library of the University provides remote access to e-resources to all stakeholders. Besides, all departments of the university provide online access to their video bank, question bank and other e-learning platforms. Students of Mass Communication, Women and Gender Studies etc. pursue compulsory internships for experiential learning and first-hand knowledge of the community.

**Participative learning:** All Departments of the University have adopted participative teaching-learning practices, which include:

- Group discussions
- Seminars/webinars
- Panel discussion
- Exhibition
- Group projects
- Interactive sessions like case study, event analysis and situation analysis
- Employment Enhancement Training Programmes (EETP)
- Role plays
- Extempore presentations

Think-Pair-Share (TPS), a practice that promotes co-operative learning, is included in the curricula of most programmes. Routine exposure visits, Interaction with Industry Experts (IIE), Interaction with Academic Experts (IAE), workshops and national/international seminars are held to augment knowledge, encourage innovative ideas and expose students to global academic and research advancements.

**Problem-solving Methodologies:** Courses are designed to equip students with problem-solving capabilities. These are fostered through:

- Short-term projects
- Research projects
- Assignments
- Class tests/surprise tests,
- MCQ based offline/online tests
- Quizzes

**Use of ICT-enabled Tools:** Discipline-specific, industry-standard software are used across departments. Faculty members also use audio-visual tools, powerpoint presentations, e-learning platforms, video lectures and e-content to extend an interactive and engaging experience for learners. Departments provide access to videos and e-learning resources through ILMS, Google Classrooms etc.

SWAYAM, has been better integrated with Cotton University to enable students to access user-friendly and qualitative online content. In 2022, SWAYAM-NPTEL commended Cotton University as the “Best Local Chapter in Arts, Science & Commerce category” among the local chapters based on performance in NPTEL MOOCs.

The university has access to INFLIBNET Learning Management Service that allows teachers to create and disseminate e-content in four-quadrant approach through personalised dashboards, collaborative tools, alerts and notifications etc.

The Cotton University Forum for the Specially Abled reviews the interests, issues and grievances of specially-abled students. The forum offers counselling support while catering to special needs and also organises various extra-curricular activities for their holistic and inclusive education.



File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 2.3.2

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

##### **Response:**

Cotton University is committed to fostering the overall well-being and success of its students. With this end in view, a student mentoring system is in practice at the institution. It aims at developing a consensual, meaningful and vibrant relationship between teachers and students. While the mentor-mentee practice cannot be a complete solution to all issues related to personal and professional development of students, its essence lies in sustained human relationship and a connected and humane form of disseminating education. At Cotton University, the mentor-mentee practice is seriously viewed by both the parties to build a mutually-beneficial relationship. While students of the institution get a supportive setting for all-round growth and development, teachers take this opportunity to hone their interpersonal and coaching skills apart from building a strong foundation for leadership and inculcating a culture of role-models to strengthen the general nature of education and imparting of knowledge.

Student Mentoring System at Cotton University broadly has two objectives, which is not limited to:

1. Striving to create and enable constructive interaction and guidance.
2. Providing a consistent and all-inclusive support system to foster holistic learning

Under this practice at Cotton University, a set of students (mentee) is allocated to a designated faculty (mentor) of the respective departments. Student mentees regularly meet their mentors and paper out academic shortcomings as well as issues related to personal and individual growth. While mentor-mentee interactions are mandated atleast once a month, the frequency of meetings convened is need-based and depends on the manner and extent to which students seek support and feel inclined to approach their mentors for counselling. The mentors keep track of the academic performance of their mentee alongside monitoring their pathways to overall development. The group of students allotted to a member of faculty continues to remain with the concerned mentor till the end of their respective programmes. As students progress in their semesters the practice of menteeship encourages more open and forthcoming communication in the teaching-learning environment. These interactions are documented in a mentee-record register maintained by the respective mentors.

It is ensured by the administration that mentors actively play the role of a guide, counsellor and problem-shooter in order to create a conducive environment for free and open communication. Should the need arise, administrative assistance and intervention has been found to be a successful way of handling complex cases and the institution goes an extra mile to ensure that students are not left to their own devices in coping with difficulties, both academic and personal. The larger mental health and wellness of students guarantees a congenial campus environment while also creating an ambience of supportive, democratic and nurturing care generated by the mentor-mentee ecosystem of the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 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

2021-22	2020-21	2019-20	2018-19	2017-18
336	345	357	213	220

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>

### 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:** 86.01

#### 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:** 246

<b>File Description</b>	<b>Document</b>
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.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	<a href="#">View Document</a>

**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:** 12.92

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

**Response:** 3257

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**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:** 19.4

**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**

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

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 0.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	27	16	34	36

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

2021-22	2020-21	2019-20	2018-19	2017-18
8602	6250	6860	9469	9427

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.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 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)

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

## 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:**

Cotton University is committed to maintaining a high academic standard which finds reflection in graduates of the university. The learning outcome-based approach to curriculum planning and development adopted by the university is designed to assess the outcomes of every programme, in terms of knowledge, understanding, skills, attitudes and values. The outcomes of all the programmes of the University are reflected in the Graduate Attributes (GAs) of the University.

The Programme Outcomes (POs) for the undergraduate and postgraduate programmes of the university are defined in conformity with the GAs. The Programme learning/Specific Outcomes (PSOs) for every programme of the University are developed at the department level through a back-and-forth consultative process with the faculty members, the board of studies and the relevant Dean's office. These outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the degree.

The Course Outcomes (COs) are defined for each course under a specific programme. The COs are designed with reference to Bloom's Taxonomy of Educational Objectives and Anderson-Krathwohl's Revision to Bloom's Taxonomy of Educational Objectives. The attainment of PSOs for a programme is

computed by accumulating PSO attainment in all the courses through a Course Level Learning Outcomes Matrix. Learning outcomes for all programmes are published on the university website, and accessible to all teachers, students and concerned individuals.

The continuous assessment and evaluation mechanism of the programmes allows for the assessment of the attainment of the outcomes by students. The periodic assessment through mid-term examination, class tests and presentations help the students to evaluate their attainment of course outcomes. Moreover, the regular feedback from the teachers gives input on students' learning.

The attainment of the POs, PSOs and COs is evaluated through examination performance, progress to advanced degrees and job placements of the students. The student feedback process, which is conducted at the end of every semester, has specific questions about the learning experience of the students. Student feedback is taken seriously at the university and is a continual form of assessment of teaching standards, acceptability and progress of learning methods, pedagogies and new and enhanced information in terms of both classroom performance and successful dissemination of curricular programs and scholastic aptitudes thereof. Moreover, employer feedbacks are a tangible way of calibrating the attainment of student GAs and thereby validating the expected outcomes of programmes offered in the institution and creating pools of employable graduates.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>

## 2.6.2

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

**Response:** 90.58

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

**Response:** 1307

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

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.18**

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

## 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:**

There are central, departmental and individual faculty research facilities for advanced research which are being monitored, updated and augmented as and when required. There are R&D projects sponsored by BARC, Mumbai and IUAC, Delhi for developing a particle accelerator facility for frontier and cutting edge research in physics, chemistry, earth science, life sciences, and multidisciplinary fields including language, archaeology and history for radiocarbon dating technology.

The University has well-defined policies for promotion of research which clearly lay down the guidelines for resource mobilization, carrying out sponsored projects, consultancy and collaboration. There are administrative procedures for HR recruitment in projects. There are committees for ethical issues regarding bio-safety, human and animal research.

The PhD regulations of the University based on UGC guidelines have been framed to strengthen research activities for launching PhD programmes in all 31 Departments/ Centres. The faculty members are offered research guideship and PhD students selected through a written test cum interview conducted once in a year, are enrolled under them. Researchers are encouraged to publish their research output in reputed journals. The University appreciates and encourages the faculties and students for quality research works and rewards them for good work.

Enough emphasis is laid on promoting in-house research as well as sponsored research projects. Extending seed money to departments and faculties and micro research fellowship to undergraduate and postgraduate students are some of the key initiatives taken by the University to create research ecosystem in the campus. Faculty members and Departments are encouraged to apply for research funding projects from various agencies such as UGC, CSIR, DST, ICSSR, RUSA, Assam State Technology and Environment Council (ASTECC) and other organisations. The webmail service of the institution is being utilised to inform faculty members about various research projects and avenues from time to time.

Faculty members and students have access to internet connectivity throughout the campus. The central library ensures that subscriptions to numerous online research databases are done and renewed for unhindered research work. The central and departmental libraries are stocked with an adequate number of books and journals to promote learning and research. New books and journals are periodically purchased to keep up with the latest developments in various fields and provide necessary exposure to the students, research scholars and staff. DELNET and INFLIBNET facilities are made available to facilitate research work. Plagiarism detection software service is available at the central library to facilitate research activities.

The institution encourages research by students both at the undergraduate and postgraduate levels. In all postgraduate programmes, dissertation/project as a course is being mandatorily done to develop inquiry



as well as scientific and rational thinking among students. As the institution gears up to implement NEP from the 2023 academic session, skill and research components as courses are integrated in all undergraduate programmes.

The presence of adequate number of seminar and conference halls in the institution with high-speed internet connectivity, projection and webcam facilities enable faculty members, research scholars and students to conduct as well as attend various research-oriented programmes regularly

<b>File Description</b>	<b>Document</b>
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

### 3.1.2

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

**Response:** 20.6

**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
31	19	23	21	9

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

### 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:** 2.1

**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:** 6

<b>File Description</b>	<b>Document</b>
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers.	<a href="#">View Document</a>

### **3.1.4**

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

**Response:** 46.36

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

**Response:** 121

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

**Response:** 261

<b>File Description</b>	<b>Document</b>
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.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E copies of fellowship award letters (mandatory)	<a href="#">View Document</a>

### 3.2 Resource Mobilization for Research

#### 3.2.1

**Total Grants research funding received by the institution and its faculties through Government 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:** 2126.177

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.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>

#### 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:** 0.56

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

**Response:** 161

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

### 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:**

Cotton University is committed to imbibing and sustaining a culture of innovation in its academic and administrative pursuits. Innovative teaching-learning practices and research initiatives have been introduced to bring new insights in knowledge, enrich the teaching-learning process, inculcate a spirit of enquiry among students and faculty members and transfer knowledge for economic empowerment of communities. The institution boasts of well-equipped research labs, life science, anthropology and archaeology museums, medicinal garden, and the use of latest technologies such as Python, AI, Machine Learning etc. for inculcating the spirit of innovation.

- **Thrust on ICT based teaching-learning and evaluation:** Teaching with ICT, use of e-resources, online and onsite classes, flipped-classroom pedagogy, ICT-driven evaluation of learning outcomes through online tests/quizzes, collaborations and MoUs with organisations to foster educational, social and industry-driven teaching-learning and research for faculty members and students are the core practices at Cotton University.
- **Value Added Courses (VACs) and MOOCs:** As mandated by the NEP 2020, the institution has designed courses in tandem with the overarching values and the philosophies under the broader rubric of the Indian Knowledge System (IKS). At the undergraduate level, new courses in which the IKS both as a pedagogy and a cultural representation has been embedded, are included in the larger curricular vision of the institution. Students are encouraged to undertake MOOCs offered through platforms such as SWAYAM, NPTEL in lieu of existing courses to keep abreast with the latest developments in different fields.
- **Intellectual Property Rights (IPR) Cell:** The institution has an IPR Cell to facilitate patent filing and maintenance besides creating awareness programmes on issues related to intellectual property from time to time. One patent has been granted so far.
- **In-house Research Project (IHRP):** The institution launched the IHRP initiative under which seed money was provided to interested faculty members of the institution to undertake the In-house Research Project (IHRP).
- **Institutional Ethical Committee for Human Research:** An Ethical Committee is in place at the institution to ensure a competent review of research proposals involving human participants with a view to safeguard their dignity, rights and well-being. The committee ensures that universal ethical values and scientific standards are followed or contextualised to suit local needs as and when required.
- **Institutional Ethical Committee for Animal Research:** This committee reviews and approves research proposals involving animal experimentations and monitors the progress of the research through periodic visits to the research facility, animal house and laboratories where the experiments are conducted. The committee's key role is to ensure that animal research is conducted only after due compliance to regulatory requirements, guidelines and laws.
- **Capacity Building Centre (CBC):** The CBC has taken initiatives for skill enhancement, awareness generation and capacity building of various stakeholders of the institution in different areas by organising workshops, orientation and training programmes for transfer of knowledge on the latest developments in different fields. A lecture series pertaining to values advocated by the

IKS was recently launched by the Centre.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 9

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e- Copies of award letters issued by the awarding agency	<a href="#">View Document</a>

## 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 software**
- 4. Research Advisory Committee**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI.	<a href="#">View Document</a>

**3.4.2****Total number of Patents awarded during the last five years****Response: 1**

<b>File Description</b>	<b>Document</b>
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.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e-copies of letter of patent grant	<a href="#">View Document</a>

**3.4.3****Number of Ph.Ds awarded per recognized guide during the last five years****Response: 0.44****3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 87

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

Response: 196

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

**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:** 3.09

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

Response: 883

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	<a href="#">View Document</a>

**3.4.5**

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

**Response:** 1.44

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

Response: 411

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

### 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:** C. Any 3 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Give links to upload document of e-content developed showing the authorship/contribution	<a href="#">View Document</a>
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	<a href="#">View Document</a>

### 3.4.7

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

**Response:** 6.22

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>



**3.4.8****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response:** 28

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 0**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

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

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

**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:**

Outreach and extension activities have been an inherent part of the institution since its inception and over the years, a robust system of outreach activities has been developed in general and also as a part of its courses/programmes. Some of the key initiatives are stated below.

- **Unnat Bharat Abhiyan (UBA):** Cotton is one of the beneficiaries of the UBA, an initiative of the MHRD, Government of India, to bring transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an inclusive India. Five villages have been adopted under the programme. Household and village-level surveys and gram sabhas for need assessment, training on alternative livelihood options, workshops for capacity building of school students, sensitisation campaigns on numerous topics etc. have been successfully carried out in the adopted villages. Students are engaged in these interventions to sensitise them on social issues and also provide them an opportunity for experiential learning and holistic growth.
- **Cotton University Women's Forum (CUWF):** CUWF aims at the advancement of women and children of North-East India in general and Assam in particular. Empowerment, development, women's literacy and relevant aspects of socio-economic development are the focus areas of its activities. The forum undertakes extension activities for underprivileged children and women of neighbouring communities.
- **Outreach Programme-Academic Support to educational institutions:** Faculty members are engaged in providing academic support to neighbouring schools by taking scheduled classes on a routine basis with the objective of providing academic support. Based on the academic needs identified by the management of the schools, faculty members are selected to take classes in the identified subjects. Till date, four schools have benefited from this initiative.
- **Xondhan:** Student volunteers of *Xondhan*, a student organisation of the varsity, have actively carried out activities for the benefit of the neighbouring communities such as donation drives, relief activities and cleanliness campaigns. University students have been instrumental in uplifting the lives of children in the neighbourhood by giving free tutorial classes to children of Harijan colonies, educational tours for destitute children etc.
- **Project Springboard:** It is an innovative programme of collaboration and mentorship between the University and schools. The first edition was launched in June 2022 between Cotton University and New Guwahati Adarsha High School. The programme takes up the PPP model and experiential learning method wherein University students mentor school students in identifying innovative solutions to community problems through research. Faculty advisors guide the student mentor-mentee teams. Springboard as an innovative learning tool and method has proved to kindle the curiosity and intellect of young learners in research who are also motivated towards community and social well-being.
- **Activities of National Service Scheme (NSS):** NSS volunteers of the University are engaged in extension activities round the year. Special awareness camps in schools and villages, flood relief distribution camps, donation of books in schools of villages adopted by the University, awareness camps against child trafficking and child abuse, blood donation camps etc. are the key activities carried out by the volunteers of NSS

File Description	Document
Upload any additional information	<a href="#">View Document</a>

**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: 84**

**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.**

2021-22	2020-21	2019-20	2018-19	2017-18
20	26	26	9	3

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
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	<a href="#">View Document</a>

**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: 24**

<b>File Description</b>	<b>Document</b>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 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:**

Spread over an area of 64.25 acres with a split campus, Cotton University focuses on creating an environment conducive to fostering quality teaching, learning, research, and innovation. Spacious, well-lit, and ventilated classrooms provide an ambience conducive of creativity and learning. A few large classrooms are spatially augmented with galleries to ensure unhindered visibility during class hours. Most departments are well-equipped with laboratories, seminar halls, and meeting rooms. Smart classrooms and classrooms with Wi-Fi, Integrated Learning Management System, projection facilities are also available alongside conventional teaching tools and platforms. There are 30 departments and 2 centres at the institution. In total there are 173 classrooms, and 10 seminar halls in various departments, all of which are enabled with ICT facilities. There are 66 laboratories which are utilised for teaching, as well as teaching and research laboratory purposes. Apart from that there are also 27 individual research laboratories present in various departments.

The University boasts of a dynamic campus with Wi-Fi facility in the Manik Chandra Baruah Administrative Building, Banikanta Kakati Building, and academic departments, enabling internal stakeholders' smooth access to e-resources. Cotton University has 2 auditoriums having 420 and 200 seat-capacity; 3 seminar halls having 50, 80 and 150 seat-capacity; 2 conference halls having 30 and 50 seat-capacity. There are several lower-seating capacity seminar halls at various departments. The Computer Centre, which is centrally open to all internal stakeholders, has two computer labs each consisting of sixty computers. It provides campus-wide internet service and the computational facilities enable around 2000 users to concurrently connect at a time. A few departments also have dedicated computer labs. Internet facility is available at the departments with LAN and Wi-Fi connections. Departments offering science programmes are well-equipped with teaching and research laboratories that are regularly upgraded to cater to the dynamic syllabus and enable individual-centric, performance-based experiential learning by students.

Cotton University believes in encouraging a culture that promotes the mental health and physical and psychological well-being of students. The institution boasts of a sports infrastructure that enable stakeholders to strike a fine balance between academics and other pursuits. There is an Indoor Stadium with 2 badminton courts, viewers gallery, multi gymnasium hall, yoga hall, facilities for minor indoor

games such as Table Tennis, and Carom, Games and Sports Equipment Store, Waiting Lounge, Changing Rooms, and Washrooms. The campus also has Basketball and Volleyball court, alongside space for Cricket net practice and Football practice. The Sarusajai Sports Complex, Judges' Field, and playgrounds of neighbouring academic institutions are requisitioned for conducting sports activities. The Girls' Common Room and Students' Day Home serve as the hub for brainstorming activities, creativity, and leisure for students. There are 4 boys' and 3 girls' hostels with 212 and 335 seat-capacity, 1 Administration building, 11 academic buildings, 1 library, 1 guest house, health centre and alumni house each, 4 ATMs, 2 canteens, 1 coffee shop and 2 lifts for physically-challenged students. Commemorating International Yoga Day, running weekly yoga sessions etc. are routinely carried out in the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 44.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
1033.54017	1366.43437	667.94665	72.48764	11.03645

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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:**

Dr. Suryya Kumar Bhuyan Library of Cotton University is an integrated knowledge resource learning centre. This century-old library is considered to be the largest and arguably the best in the north-eastern region. Spread over 13,000 sq.ft., it is well-stocked with around 2 lakh books, 3389 reference books, 6365 donated books, 2585 digitised books, 3014 bound volumes, 641 reports, 26 periodicals, 50 Maps, 648 Braille books, 10 magazines, 475 CD/DVDs and 259 Homen Borgohain Special Collection. It is fully automated using SOUL (Software for University Library) 2.0 integrated library management software developed by INFLIBNET Centre. It provides On-Line Public Access Catalogue (OPAC) access to users through the intranet. The library has access to e-journals and databases like JSTOR which are accessible both locally and remotely. The library is a member of DELNET (Developing Library Network) and INFLIBNET and also has access to the World eBook Library offered by the National Digital Library of India. The institution has an MoU with INFLIBNET Shodhganga for uploading PhD thesis to the repository and is also a member of the Indian Research Information Network System.

The library has an adequate number of workstations to facilitate the use of OPAC, e-resources, web browsing, and other academic works. Other library services include an offline CD-ROM database, inter-library loan through DELNET, reprographic facilities, library membership and user guidebook, plagiarism check, and an Institutional Repository (Knowledge Repository) housing digitised copies of rare books and manuscripts. The library provides support to the academic departments by coordinating routine purchase of books that are stocked in the 30 departmental libraries for immediate reference by stakeholders.

The library has a special corner for the Divyangjan student which also provides resources and ICT services. The following facilities are available for the Divyangjan: Braille Anglo-Assamese dictionary (Hemkosha), braille books, scanning and reading software using high-quality speech and the latest optical character recognition (OCR) technology, Text Magnifier designed for those with limited eyesight, Screen Reading Software (JAWS Talk) for those with vision impairment, Digital Voice Recorder, audio books and audio recording of textbooks in the Assamese language, Notable Ink Notebook that converts handwritten notes to typed text, Orbit Reader for Braille display, book reading and note taking, multilingual scanning and reading through Kibo XS, JBL Headphones, Evo E10 DAISY Player and Recorder, laptops, and desktops. Braille canes and wheelchairs are available for smooth mobility.

The library has washrooms, ramp for *Divyangjan* users. It boasts of a fully functional website, information display notice boards, news board, CC camera, digital display, air-conditioned and non-air-conditioned reading rooms, internet access, print, and photocopy facility, etc. The institution strives to make the library a knowledge repository. The library organises annual Librarian's Day, library orientation, outreach activities, tutorial programs and annual e-BRAIN activity. Students are encouraged to submit their suggestions and grievances through the library website 'feedback' button, written application, or email. On average it receives 11,500 footfall of students, research scholars, faculty, staff, and other users for the past 5 years and remains open on all days of the week.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the Paste link for additional information	<a href="#">View Document</a>

**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:** 2.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
30.26411	15.18414	59.44905	25.19805	26.85691

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

**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:**

Cotton University provides adequate IT resources to support educational, institutional, administrative, and research activities. These resources are meant to serve as tools for university stakeholders to access and process information related to their areas of work and help them remain motivated, well-informed,



and productive. To regulate the proper and efficient use and management of IT resources and assets, the institution has 500+ PCs, 700+ LAN points with 100Mbps through National Knowledge Network and 20Mbps lease line as a backup from Bharat Sanchar Nigam Limited; 3 HP Pavilion servers having 16GB RAM and 1TB storage; CCTV surveillance for MCB building and Library building; ERP for academic and administrative/financial functions in process. There are 5 rack servers and 4 towers for unhindered connectivity in the campus.

The University has an exhaustive IT Policy and Guidelines document. It lays down rules and regulations pertaining to acceptable use of IT resources, access to intranet and internet, issue of privacy and personal rights, and guidelines on user compliance. Some of the salient features of the IT policy are addressing the problem of accessibility of the computing facilities as well as departmental computing facilities; procurement and maintenance of computing resources; networking, development, maintenance, and upgradation of the software used in the administration; upgradation and disposal of obsolete or unusable ICT Infrastructure; access control and usage of ICT Infrastructure; risk Management of ICT Infrastructure. The University reserves the right to update its policy from time to time.

A well-connected campus with unhindered access to the internet is central to the ICT infrastructure in an institution. The Computer Centre caters to this requirement and ensures that the academic departments, administrative blocks, and campuses have unhindered connectivity. The University is connected through an optical fibre cable of 3.5KM and UTP cable of 2.3KM length. The core router is placed at the Centre and the internet service is distributed through the connected fibre optic network to all departments/offices which are also wi-fi enabled, providing access to all through proxy authentication.

IT support during recruitments including online admissions, online feedback, hybrid mode of interviews, external examinations, webmail service for faculty members, staff, and research scholars, etc. are managed by the Computer Centre. It also looks after the hardware and network maintenance of systems, provides support to all University events, provides basic computer training to staff and employees, manages the institutional website, caters to students' needs and lends VPN support for subscribed online journal and many more. Computer Centre also maintains the proxy server, web server, mail server, administrative database server, library server of the University, EPBX for the intercom facility, and the CCTV surveillance network. The Varsity has a subscription to paid web conferencing service for conducting online meetings, interactions, webinars, workshops, events, etc. The university ensures that the institution is well-connected and has relevant ICT facilities which are periodically updated.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 4.3.2

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

**Response:** 8.23

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

**year:**

Response: 536

<b>File Description</b>	<b>Document</b>
Stock register/extracts highlighting the computers issued to respective departments for student's usage	<a href="#">View Document</a>
Purchased Bills/Copies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** C. Any 5 of the above

<b>File Description</b>	<b>Document</b>
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.	<a href="#">View Document</a>
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	<a href="#">View Document</a>

## 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:** 34.66

**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
616.6713	775.6707	464.8023	322.8267	250.6395

#### 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](#)

### 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:**

Cotton University adheres to the established procedures and policies for maintaining and utilising the physical, academic and support facilities through the concerted efforts of the General Administrative Department (GAD), Engineering Cell, Store and Purchase (S&P) Section, Directorate of Students Welfare (DSW), and Computer Centre (CC). The GAD prepares strategic and operational plans to maintain classrooms, open spaces within the campus, auditoriums and seminar/conference halls, University Guest House etc. Housekeeping and security service is also supervised by the GAD. The Engineering Cell looks after the University infrastructure and follows procedural mechanisms to facilitate smooth operation of the institution at all levels.

The General Financial Rule (GFR), 2017 issued by the Government of India and the Purchase Manual of the University are followed for all procurements. The General Purchase Committee (GPC), which is mandated by the University Act, oversees the procurement process. A Core Committee comprising three members of the GPC is also in place to speed up purchase processes. Based on cost involvement, S&P section makes procurements through Open Competitive Tender (OCT), e-tender, or local purchase. For procurement of laboratory consumables/chemicals/stationery items, rate contracts and vendor empanelment are in force, which is selected through the OCT mechanism. All procurements go through Internal Audit by a CA firm and Accountant General (AG) Audit allotted by the Assam government.

### **Maintenance of the laboratory**

The laboratory equipment, specimens and other necessary chemicals are purchased by the S&P section on the recommendations of the GPC. The requirements are placed by the academic departments/centre, which are also responsible for maintaining the laboratory facilities. Students are sensitised to maintain laboratory items.

### **Maintenance of Library**

The Library & Information Science Committee is entrusted to procure books, manuscripts and other materials apart from maintaining the library infrastructure and facilities. The departmental libraries are maintained by the respective Heads. The library as a knowledge repository utilises its infrastructure in organising reading sessions and competitions, besides facilitating receipt of donated books and documents.

### **Maintenance of the Sports Facilities**

Students' union sport secretary and the physical instructor of the institution take the responsibility for maintenance of sport facilities. Goods and sports articles are purchased by the office of the DSW and S&P section as per the recommendations of the sport secretary and the faculty advisors of the Student Union. Necessary steps are taken periodically by the authority to ensure maintenance and optimum utilisation of sport facilities.

### **Maintenance of Computers and IT facilities**

The Computer Centre is responsible for purchase and maintenance of IT equipment and infrastructure and upgrading of computer systems and software. Initiation of Annual Maintenance Contract (AMC) with the Original Equipment Manufacturer (OEM) or OEM-certified agencies for the upkeep of the equipment after the expiry of the warranty period is done through the process of tender.

### **Classroom facilities**

Departments/centre have requisite manpower to maintain a hygienic and clean environment for all stakeholders. The Heads ensure that classrooms are adequately equipped for fostering a congenial teaching-learning environment. This is achieved through the support extended by the Engineering Cell, GAD and CC.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 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:** 79.45

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
3665	3389	3133	2537	2919

#### 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 institution makes sustained efforts to provide guidance, support and counselling to students that enable them to realize their skill and potential and take appropriate life and career-related decisions through the initiatives of the following cells / centre.

**Placement and Career Counselling (PACC) Cell:** The key goal of the **PACC Cell** is to create a conducive environment that motivates students to build on their skills and tap into their potential without

fears and inhibitions. Counseling sessions are conducted for students seeking job opportunities. Job fairs and campus interviews are conducted regularly for the final year students. They are encouraged to undertake **internships** with various organisations to garner first-hand experience of the work environment, thereby equipping them with necessary skills and the areas they need to work on and also preparing them for future placement offers.

The Cell also conducts **grooming sessions** for its final year students which aim to hone their communication skills, teamwork, decision-making, problem-solving skills, etc. and thereby enhance their prospects of employability. **Interactive sessions with alumni** from various fields are organised to offer students an opportunity to understand the challenges and opportunities involved.

Based on a **need-assessment** conducted through an online form, students across all streams and disciplines are divided into clusters or pools of specific interests. Workshops, webinars, seminars, and interactive sessions with industry experts are organised at regular intervals. As part of the effort, PACC Cell collaborates with NGOs to highlight social work as a viable career option. Through the institutional website, students have access to links to upcoming fellowships, internships or training opportunities in diverse fields.

**Guidance and Counselling Cell (GCC):** The GCC works toward supporting the emotional and professional growth of students by extending counselling and other programs that address their academic, social and behavioural concerns. The core objective is to provide students a productive and stress-free environment that enables them to lead a meaningful and fulfilling life.

**Capacity Building Centre (CBC):** The Centre has taken first-of-its-kind initiative by offering a ten-month long coaching programme for UPSC / APSC Civil services and other competitive exams, in association with an institution headed by an alumnus of Cotton, at an 80% discounted fee structure. The programme is open to the students of Cotton as well as other educational institutions as a part of the University's commitment to the society. Additionally, the Centre regularly organises workshops and interactive sessions with prominent administrative officers on preparation for civil services and other competitive examinations as well as UGC / NET / SLET and JRF.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 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

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

**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



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

## 5.2 Student Progression

### 5.2.1

#### Percentage of placement of outgoing students during the last five years

**Response:** 17.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
418	214	103	58	57

<b>File Description</b>	<b>Document</b>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.2.2**

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

**Response:** 41.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
466	713	374	499	849

**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:** 7.79

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

Response: 611

**File Description****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:** 217

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	47	49	27	24

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 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:**

As per the provisions of the Cotton University Act, 2017, there is a Students' Advisory Council in the institution. It is headed by the Dean Students' Welfare as the Chairperson and Director of Students' Welfare as the ex-officio Treasurer. Three elected members of the Cotton University Students' Union (CUSU) i.e. the President, Vice President and Secretary are key members of the Students' Advisory Council. Like any other student body, CUSU also provides a platform for holistic and all-round development of students. It is an elected body with a number of important portfolios to cater to the needs

and interest of the student community. Faculty members elected as the President and Secretary to the Cotton University Teachers' Association (CUTA) are also members of the Students' Advisory Council. Five students with outstanding performance in Sports, NCC, NSS, Cultural activities and specially-abled, four female students and two members (one female) from the Cotton University Alumni Association are also nominated to the Council by the Vice Chancellor. The term of members other than the ex-officio members is for a period of one year. The Students' Advisory Council plays a key role in ensuring the welfare of the student community and makes recommendations to the Executive Council and the Academic Council on matters affecting the corporate life of the university in so far as it concerns the students and their co-curricular activities.

A **Student Counselling Cell** is in place at the institution to provide psychological counselling to students and provide them a productive, stress-free environment that enables them to lead a productive and fulfilling life.

**Placement and Career Counselling Cell** looks after the various aspects of placement and career counselling of students of the University.

**Cotton University Forum for the Specially Aabled:** Constituted to look into the interest, issues and grievances of the specially-abled students, the Forum meets every six months and appraises the authority about their issues and action taken to redress those concerns. It also looks into the important developments in the sphere of technology that might aid the especially abled students in their learning process. Extracurricular activities are organised to give them holistic and inclusive education

Overall, students are part of consultative processes through their representation at various bodies including the highest one - The Court. Various committees and provisions are in place at the institution to prevent ragging and sexual harassment, promote gender equality and overall wellbeing of students. Sustained efforts are made to promote an environment that nurtures life in its fullness.

Other than these key initiatives, students are part of consultative processes through their representation at various bodies including the highest one - The Court. Various committees and provisions are in place at the institution to prevent ragging and sexual harassment, promote gender equality and overall wellbeing of students. Sustained efforts are made to promote an environment that nurtures life in its fullness.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1****Alumni contribution during the last five years to the University through registered Alumni Association****Response:** 16.91**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:**

2021-22	2020-21	2019-20	2018-19	2017-18
1.762	0	15.14550	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	<a href="#">View Document</a>

#### 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:**

Cotton University has a long legacy of it's alumni's in each and every aspect of development of the state of Assam

The institution demonstrates a robust and energetic liaison with one of its principle stakeholders – a vast body of alumni across the region, the country and beyond in international spaces. This network contributes immensely to the growth, vision and mission of the university in terms of new engagements, innovation, infrastructure and a comprehensive curriculum.

Several alumni, individual and collective, across departments and faculties have extended their support both in disciplinary expertise and via outreach facilitation and extension services. Academic / popular / motivational talks provide a sustainable platform for alumni to give back to the institution through their own knowledge bases and disciplinary achievements. Alumni also regularly host internships, field visits and institute awards and fellowships to encourage academic excellence and intellectual growth of current students. Many alumni of distinction and in exemplary positions serve as role models for the upcoming graduates, post graduates and scholars of the institution. In addition to the above, several alumni are also instrumental in forging inter-institutional links, collaborations and partnerships to further the development of the university. Besides, many of them actively engage in planning and hosting symposia, seminars, workshops and conferences for a healthy exchange of new research across disciplines.

Under the flagship banner of the institution, alumni of different batches render exemplary social and community centric services to improve the lives of underprivileged sections and support society through their educational, cultural and ethical engagements.

Furthermore, the larger forum of registered alumni of the institution - Cotton Alumni Association (CAA) is a vibrant collective with a range of activities and associations that serve to endorse a long history of networks, dialogues, communication and friendship with the objective of contributing to the all round growth of the institution and to the life of the community. They have contributed to the literary and cultural expressions while also being conscious of environmental sustainability, greening by adopting eco-friendly measures and initiatives.

The Alumni Association serves as a supportive network between the institute and the alumni spread across the globe. It has significantly contributed to the development of the institution both in spirit and through financial support and other services. Professional development programmes, welfare, health and relief initiatives are being organised at the behest of the alumni association, deepening the bonds between the institution and its large community of alumni backed by a healthy social outlook.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

## 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:

Cotton University is committed to its vision and mission of becoming a global hub of knowledge that fosters creativity and innovative thinking. The institution's commitment and preparedness to implement the New Education Policy (NEP) from the academic session 2023-24 is reflective of this. A Task Force which has been entrusted with the responsibility of successful implementation of the NEP, together with the Deans, departmental Heads and faculty members, has worked out modalities for a contemporary, need-based, multidisciplinary and outcome-based curriculum. Credit-based courses on skill and ability enhancement, value-based courses on community engagement, and environmental education, as multi-disciplinary electives have been designed to ensure a holistic learning as per the Vision of the University. The institution is also registered under the Academic Bank of Credits. Efficient decision making and good teamwork have enabled the expansion of infrastructure, inclusion of new academic courses, departments and centres, laboratories, equipment, classrooms and amenities for students and staff.

The layered process of governance has ensured **democratic, fair and transparent management**. The apex bodies such as Departmental Board of Studies, Faculty Board of Studies, Academic Council, Executive Council, and the University Court have representations from diverse stakeholders including faculty members, experts, and representatives from industries, corporate sector and civil society which clearly indicates decentralised and participative nature of management in the institution.

All functionaries in leadership positions such as the Vice Chancellor, Registrar, Academic Registrar, Finance Officer, Controller of Examination, Deans, Departmental Heads etc. are responsible and accountable for **reinforcing a culture of excellence** in teaching-learning, research and social and community outreach programmes. Faculty members and staff are given the opportunity to associate themselves in administrative and management works which leads to development and enhancement of leadership capacities. As a commitment to the **building of capacities of faculty members and staff**, skill building and other awareness programmes are arranged routinely.

It is to be noted that different mechanisms are in place for smooth governance. The admission and examination processes are formulated by a Central Admission Committee. While the undergraduate examinations are conducted centrally, postgraduate examinations are decentralised and conducted by the respective departments. Decisions pertaining to introduction, structuring, revision and reformulation of courses and syllabi are taken through the departmental Boards of Studies and Academic Council. The Departmental Research Committees function to accomplish decisions pertaining to academic and research-related issues.

Various committees are constituted to monitor matters related to recruitment, promotion, procurement



etc. The judicious utilisation of financial resources and speedy execution of day-to-day requirements are monitored by the Finance Committee and Executive Council of the University. The University adheres to the General Financial Rules notified by the Government for regulation of its financial transactions and these are implemented by the Finance Officer's office.

The Engineering Branch works in coordination with the Construction Committee, having members from Finance, Administration and Engineering Branches, so as to ensure decision making through participative management.

The University thus boasts of a **dynamic organizational system and leadership** which has led to innovativeness, timely review of management practices and policies and accountability.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 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 institution aims at attaining world-class excellence in teaching, research and in developing knowledge and skills while focussing on its unique geopolitical context. The institution endeavours to hone and nurture an egalitarian and inclusive environment. It strives to meet the demands of the global world by building solidarities of knowledge and creativity. The institution is committed to the following core values:

- ? **Intellectual Excellence** for enlightened citizenship, scholarship, cultural competence and conducive learning environment
- ? **Community Orientation** to foster participation of stakeholders, develop partnerships, enhance service and build a safe and healthy environment
- ? **Integrity** to foster a climate of ethical conduct, respect, courage and trustworthiness
- ? **Diversity** for enhanced multicultural learning opportunities

In pursuance of the core values, the University adopts both top-down and bottom-up approaches for effective functioning. All decisions are subject to approval by the following statutory bodies designated by the **Cotton University Act, 2017**:

- ? **The Court**
- ? **The Executive Council**
- ? **The Academic Council**
- ? **The Departmental / Faculty Board of Studies**
- ? **The Finance Committee**
- ? **The Selection Committee**

**The Court** meets at least twice a year to review and suggest measures for the improvement and development of the broad policies and programmes of the University. It also considers the annual reports and accounts, audit report and statement of the financial estimates for the ensuing year and approves the financial estimates.

The University is governed by the **Executive Council**, assisted by the **Academic Council** and **Board of Studies**. The Executive Council controls and administers matters relating to property and funds of the University. It appoints the Finance Committee for advice on financial matters. Matters pertaining to recruitment of staff are approved by the Executive Council based on the recommendations of a selection committee constituted as per UGC guidelines and university rules. Being a State University, the Service rules laid down by Govt. of Assam are followed in this regard.

The **Academic Council** looks into matters pertaining to curriculum upgradation, examination rules and regulations, library management, promotion of research etc. The respective **Boards of Studies** ensure smooth academic functioning of the institution.

The University has a well-established administrative setup which is headed by the Vice Chancellor, who is assisted by the Registrar, Academic Registrar, Controller of Examination and Deans. The academic programmes are grouped into five faculties under regular mode and headed by Deans.

Policies are carefully initiated and revised by the institutional bodies from time to time to enhance campus connectivity and ensure digitisation of administrative processes, research and teaching initiatives and the central library system

The **Cotton University Vision and Mission Committee** has ensured that significant works are carried out for strategic deployment in the institution. These include implementation of NEP 2020 from the academic year 2023, policies for strengthening e-governance and faculty development programmes, establishment of interdisciplinary Life Science Programme for advance research and education, establishment of central instrumentation facility, step towards establishment of particle accelerator centre, campus development and extension activities among other.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

## 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:**

Cotton University takes pride in its employees and ensures their satisfaction and welfare, while also assessing their performance and accountability at a regular basis.

The institution has an annual **performance appraisal system** for all employees which are in line with the All India Services (Performance Appraisal Report) Rules, 2007. A robust performance appraisal system is in place for the teaching and non-teaching staff of the University. Students' feedback on faculty members and administration are routinely collected to assess their performance. Confidential reports of the faculty members and non teaching staff are sent by the Head of the concerned departments annually to the University authority.

**Promotions** are in line with the policy guidelines of the University and as mandated by the UGC for teaching staff. The Executive Council approved the guideline for promotion of the faculty members of the University under the Career Advancement Scheme (CAS) as per UGC guideline given in UGC Regulation, 2018. Till date, more than 85 faculty members have been promoted to the next level since 2018, under the CAS. Promotion of the non-teaching staff is done as per the Government of Assam guideline of promotion for its employees.

The University ensures the welfare of its employees by implementing numerous plans and schemes. Committees have been constituted to look into matters concerning different facets of their well-being. The Internal Committee is constituted to look after the grievances related to sexual harassment in work place. For any other grievances the employees have direct access to approach the authority.

Leave rules have been designed in a manner that achieves a balance between university goals and employee well-being. Various kinds of leave can be availed by the employees such as Casual Leave, Special Casual Leave, Duty Leave, Maternity leave, Paternity leave and Child Care Leave as mandated by the Government. Study Leave and Sabbatical leave are also granted for professional development.

Group Insurance Scheme and Provident Fund / National Pension Scheme are also in place for employees. Free and basic health facilities are available for students and staff at the campus-based Health Centre. A full-time doctor appointed by the government with supporting medical staff is available in the Health Center. State-of-the-art machinery and equipment are available for advanced eye check-up which is donated by SBI under their CSR scheme.

An indoor stadium with badminton courts, gymnasium and other indoor games and recreational facilities are open to all students and staff. Cultural and sports events are routinely organised by the administration for all employees. Over the last few years, the University has organised several free health check-up camps, Covid19 detection and vaccination camps, and blood donation camps for its staff.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 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:** 32.71**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
67	68	84	74	91

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

**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:** 35.86**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**

2021-22	2020-21	2019-20	2018-19	2017-18
86	86	84	74	91

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

## 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:**

Cotton University prioritizes optimum utilisation of resources as well as mobilisation of new resources for its all round development. The institution maintains integrity by following a transparent and accountable financial management system. Tally management systems / ERP systems are in place to regulate financial processes, preparing budgets, mobilizing resources, monitoring expenditures, maintaining accounts, internal verification and external audit. With its ability to mobilize resources, the institution has been able to implement various quality enhancement activities for new programs, research, extension, infrastructure, students' welfare, and career advancement of faculty and staff. Funds are mobilized as per the policies and procedures enacted by the management. The process is monitored by the finance committee under the chairmanship of the Vice Chancellor. The University receives funds from the following sources.

1. Fees collected from the students of both aided and self-financed programs.
2. Project funds received from funding agencies such as CSIR, DBT, DST, ICSSR, NEC, ASTEC.
3. Contribution made by the alumni, well-wishers and philanthropists.
4. Government scholarships.
5. Funds from non-governmental bodies for extension activities.
6. Renting of the University infrastructure for conducting examinations, functions and other events by the Government as well as non-Government organisations.
7. Funds received as rent by leasing out the spaces for canteen, coffee and utility shops within the campus.
8. Fund received from the collaborative programmes organised by the University with other

organizations.

All expenditures are incurred keeping in view the academic and infrastructural requirements of the institution. The funds received from the Government of Assam, the University Grants Commission (UGC) and other sources like DST, CSIR, DBT, NEC, ASTEC etc. are strictly utilised as per guidelines. The University effectively utilizes the funds for infrastructure augmentation such as construction, maintenance and renovation of classrooms, hostels, installation of solar panels and waste management units, campus beautification and maintenance, upgrading of ICT infrastructure etc. Expenditure is also incurred on purchase of library resources, ERP Software and purchase of equipment and for organizing conferences, seminars, lectures, workshops, training programs and career development programs for students, faculty members and staff. Seed money is also granted for promoting research. Expenses are incurred in granting scholarships to empower and encourage the most deserving students, in organising sports and cultural events, annual sports meet, theatre fests, camp fests, observing days of national significance etc. Funds are also utilised in favour of welfare measures for non-teaching staff and relief measures during disasters and emergencies.

Expenses are also incurred in awareness and developmental activities carried out in the five villages adopted by the University under the Unnat Bharat Abhiyan (UBA) program of the Government of India.

#### 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:** 4498.87

**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
638.6	1145.28	1658.67	354.9	701.42

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:**

Institution regularly conducts internal and external financial audits of various divisions and financial processes. It has had a full-time Finance and Accounts Department since inception to ensure maintenance of annual accounts and audits. External Audit is conducted by the Comptroller and Auditor General (CAG) through Auditor General (AG) Assam and a Chartered Accountant (CA) of the institution. Internal Audit is conducted by an Internal Auditor. AG, Assam conducts statutory audits covering all financial and accounting activities of the University. This includes scrutiny of the following:

- 1.all receipts from fees, donations, grants, contributions, interests earned and returns on investments; and
- 2.all payments to staff, vendors, contractors, students and other service providers.

All observations/objections of AG are communicated through their audit report. These objections are examined by the Internal Auditor of the institution, concerned Heads of the Departments and the Registrar. It is to be noted that the AG's audits for the previous years have been completed and responses have been submitted up to their satisfaction. It is appreciable that there is no outstanding objection/irregularity nor has the AG ever had the occasion to issue a draft para against the Institute. The CA of the institution conducts regular audit of accounts and certifies its Annual Financial Statements. All Utilization Certificates submitted to various grant giving agencies are also countersigned by the CA.

Presently, all Financial Statements till 2021-2022 have been certified by the CA. The work of Internal Audit has been entrusted to the Internal Auditor of the institution. This mainly comprises pre-audit of major receipts and payments (above Rs. 50,000 each) and concurrent/post audit of all other receipts and payments. The internal auditor also pre-checks salary fixations, all the payment vouchers, and final



payments of GPF etc.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 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:**

As per the policy decision under XI Plan, UGC and the National Action Plan of the National Assessment and Accreditation Council (NAAC), the IQAC Committee of the University became functional immediately after the establishment of Cotton University on 1st June, 2017. The notification of the formation of the IQAC committee was issued on 23rd November, 2017. The committee was again reconstituted on 30th July, 2021. Since its formation, it has taken numerous steps for assessing and enhancing the quality of teaching, learning, research and governance at the University.

#### **Student Online Feedback System**

A major initiative of the IQAC towards quality assurance of the institution is the implementation of an online student feedback system. A committee was constituted for the purpose for approval of the questionnaire and format of student feedback form. The technical support for the online feedback system, which is currently extended by Bohniman Systems Pvt. Ltd., is linked with the end semester result of the students. It is mandatory for all students to submit feedback on faculty members and administration in order to receive their end-term results. The system has been uninterruptedly working since 2018. The semester-wise collective student feedback is made available to faculty members on request.

#### **Ensuring Students Attendance and organizing Parents-Teacher Meet**

The IQAC has been instrumental in developing guidelines and a template for routine execution of Parents Teacher Meet (PTM) by the academic departments/centre. PTM is a key tool that enables teachers to discuss the academic and overall progress of students with their guardians, while also providing an opportunity to parents to interact and discuss with the faculty members about their wards' progress. IQAC has played an important role in ensuring that PTMs are regularly conducted by the academic departments/centre every semester. Departments/centre has been successfully organising PTMs in online and offline mode for the last few years.

### **Student Mentoring System**

The IQAC has also developed an elaborate guideline and procedural requirement for introduction and efficient functioning of the Student Mentoring System in the University. Under this system, faculty members are allotted as mentors to a specified number of students (mentees). Mentors guide their respective mentees on varied issues, be it academic, career oriented, psychological or health related.

Other key activities of the IQAC are as follows:

1. Prepare guidelines for promotion under CAS as per UGC guideline and process applications for the same.
2. Process applications for direct recruitment in teaching and non-teaching positions.
3. Prepare and update faculty list.
4. Appoint Departmental Representatives (DRs) for establishing coordination between academic departments/centre and the IQAC.
5. Develop mechanisms for quarterly / half yearly / yearly collection of information from departments/centre and offices of the University.
6. Organize events, workshops, webinars etc. in association with the academic departments/centre and other bodies.
7. Compile and submit data to National Institutional Ranking Framework (NIRF).

Organize quality enhancement programmes for teaching and non-teaching staff.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### **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

<b>File Description</b>	<b>Document</b>
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.	<a href="#">View Document</a>
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	<a href="#">View Document</a>
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**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:**

From its earnest beginning as a University in 2017, the institution has shown incremental improvements in the last 5 years in the following areas:

1. Development of a Vision document to streamline and prioritize strategies for the future.
2. Establishment of new Departments and introduction of new programmes and courses.
3. Conduction of gender audit and fostering a gender inclusive campus.
4. Appointment of Professors and Adjunct Professors in various departments.
5. Formation of the five schools faculties and appointment of Deans for every Faculty viz., Faculty of Physical, Chemical & Mathematical Sciences; Earth Sciences; Life Sciences; Human & Social Sciences, Languages and Literature & Linguistics
6. Increase in student intake and enrolment in different programmes over the years
7. Increase in student enrolments in Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) Massive Open Online Courses (MOOC).

8. Development of University infrastructure.
9. Improvement of the services of the Central Library by incorporation of digital systems and procurement of e-resources.
10. Conduction of national and international academic conferences, seminars and conclaves routinely.
11. Increase in receipt of grants and research projects.
12. Increase in the number of publications of the faculty members in reputed journals over the years.
13. Promotion of in-house research through grant of seed money.
14. Improvement in ICT facilities for teaching-learning.
15. Establishment of Capacity Building Centre to organize programmes for capacity building of students and staff.
16. Adopting 5 villages under the Unnat Bharat Abhiyan (UBA) program of the Government of India.
17. Contributing towards the success of the activities of the Swachh Bharat Abhiyan and the Social Entrepreneurship, Swachhata and Rural Engagement Cell (SESREC)
18. Introduction of Mentor-Mentee system, Students' Feedback system and Parent-Teacher Meets.
19. Offering opportunities to students of other educational Institutions to avail benefits of certain non-curricular programs/courses at Cotton, as a part of its community service.

Making the management and governance mechanism of the Institute layered and participatory in nature by constituting relevant Committees and Authorized Bodies with specific functions for the all-inclusive development of the University.

## 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:**

The institution has an exemplary gender equity mandate adopted in its institutional Gender policy and upheld in its curricular and co curricular activities as follows;

1. The institution's Centre for Women's Studies (CWS) is the nodal agency for ensuring a gender just and gender aware education at the university. (Document attached: Pt 1)
2. The university conducted a Gender Audit, the first in NE India, in August 2019 to bridge the gap between institutional policy and practice, and between the genders so as to evolve mechanisms to remove all forms of gender discrimination, at the curricular, infrastructural and decision-making levels.
3. All UG and PG curriculum include courses on Gender education, insights into gender, society and the environment.
4. The newly proposed FYUP, plans to introduce courses on a) Gender and Society, b) Gender, Work and Globalization and c) Gender and Climate Change as Multi-Disciplinary Electives (MDE) across the faculties in the UG programs. (Document attached: Pt 2)
5. In another innovation, the PG program of the Gender Studies course offers a paper in *Women and Disability* to provide a keener understanding of inclusive education. (Document attached: Pt 3)
6. In the VAC of the FYUP, there is a new course on Women and Modern India under the broader paradigm of "Understanding India" cluster of courses.
7. Gender sensitization is undertaken as programs for students, faculty and the non-teaching staff via regular awareness building gender-oriented seminars and talks, workshops, symposia and panel discussions which have provided a vibrant culture of gender awareness in the institution. (Document attached: Pt 4)
8. The CWS has tied with civil society, the government, NGOs and other grassroot organisations in many partnerships to bring about robust networks of alliance and cooperation between the institution's vision and other socially ethical and conscious needs. (Document attached: Pt 5)
9. The authorities have also recruited a fair share of women personnel as security and services staff, thus demonstrating a gender-just policy.
10. The institution has Counselling and Guidance Cells to monitor and oversee the needs of its stakeholders with regard to sexual harassment awareness on and off campus. (Document attached: Pt 6)
11. The Institution provides a Girls' Common Room with adequate facilities for study, games, recreation and rest, over and above facilities for sanitation and hygiene such as proper toilets, sanitary napkin vending machine and incinerator. (Document attached: Pt 7)
12. The institution provided free coaching for civil services entrance exams to 30 girl students from

the undergrad programs across faculties under the program “Proyaax”.

13. There are four women’s hostels and there are now two more PG women’s hostels in the pipeline with one specifically for women research scholars under construction. (Document attached: Pt 8)
14. The administration is gearing up to provide and set up space for a Day Care centre for the working mothers and staff for the welfare of their babies while they work on campus.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 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.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment’s for the facilities created under this metric	<a href="#">View Document</a>

### 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:**

**1.Solid Waste Management:** Cotton University takes adequate measures for the management of solid waste in the campus. The waste generated includes wrappers, glass, metals, paper, plastics, old newspapers, used papers and journal files, workshop scrap etc. A two-bin disposal system has been installed in the campus for collecting dry and wet waste separately daily which is then transported to a solid waste collector zone in the Institution weekly. For disposal of dry recyclable wastes like paper, plastic, metal scrap etc, collaborations have been made with several NGOs through proper MOUs, Apart from dry solid waste, a large amount of organic waste (food waste) is also generated daily from the canteens and hostels, from which Compost is prepared in waste assimilators and used as gardening liquid manure in the campus.

**2. Liquid and Hazardous Chemical Waste Management:**

The liquid wastes generated in the campus include Sewage, and effluent waste generated in the Laboratories and from laundry, hostels and canteens. A Sewage Treatment Plant (STP) is being setup in the Institute which is expected to be completed within a few months, after which the entire treated water can be used for watering the gardens maintained in the campus. The sludge settled in the STP can be dried and used as manure for the gardens. This can then be one of the best practices for treating and reusing the entire waste water generated in the campus. An Effluent Treatment Plant (ETP) is also being set up in the department of Chemistry for the chemical treatment of laboratory effluent before being disposed in the drains so as to decrease hazards in the environment.

**3. E-Waste Management:**

For disposal of the damaged computers and other non-reparable e-waste, MOUs have been signed by the University with an NGO named iNOW. Under its “Keep It Clean Always” (KICA) movement, the NGO sends the collected e-waste to designated factories located at several parts of India, for recycling. The whole process of converting the waste into reusable items is fully compliant with the Environment (Protection) Act, 1986 and the Municipal Solid Wastes (Management and Handling) Rules, 2000.

**4. Biomedical Waste Management:**

Sanitary Napkin Incinerators have been installed in the girls’ common room and girls’ hostels to facilitate the disposal of sanitary napkins in an environment-friendly way. Collaboration has also been made with an organization named ‘Fresh Air Company’ to collect the excess sanitary napkins which remain unburnt because of the capacity of the incinerators. The bio-waste generated in the MBBT department is autoclaved at high temperature in the department itself.

**5. Radioactive Waste Management:** As of now no radioactive waste are generated in the campus.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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:** B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>

#### 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:

Cotton University being located in the midst of pristine and vernal surroundings flanked by the Nehru park and lovely giant rain trees of a colonial era on one side and a beautiful lake on another side, has a green campus spread over a large area in the centre of the city, close to the river Brahmaputra.

The administration has taken steps to beautify the campus with pathways and little alcoves in the small gardens situated on the front of the main building and besides the many departments that dot the landscape.



Cotton University advocates a ban on single-use plastic and has taken the initiative to distribute cloth bags to all the employees as also to the people in its adopted villages. Students are given awareness on the hazards of plastic use and a monitoring system is maintained in this regard. There are eco-friendly bamboo urns that serve as disposals for dry waste in the premises.

The university's gates are closely monitored and restrict the entry of automobiles and vehicles other than those belonging to its faculty, students and employees. Vehicles are identified with a Car pass of Cotton University, making it mandatory for anyone passing through the gates to be a member of the University.

The administration encourages the use of bicycles for students as well as for other employees to conserve fuel and inculcate the ideals of a climate-conscious community on campus. The Institution boasts of a Cotton Cycling Community which recently organized a bicycle rally on World Bicycle Day on 3rd June 2023, in collaboration with Students' Union and the NSS Unit of the University which had the participation of the Honourable Vice Chancellor along with senior faculty members and officials along with the student community.

The departments of Life Sciences of Cotton University boasts of botanists and professors of great distinction and their legacy has trickled down to the present with several old trees, many of which have tremendous medicinal properties, standing across the campus bearing their scientific nomenclature along with their popular Indian names. The flora has been documented in books and presently, an audit of all trees is also on way. The many old and newly planted trees not only offer a green cover along the many buildings and concrete areas but also send an eco-friendly and climate sensitive message to everyone thus inculcating the consciousness for a green environment on the campus of Cotton University.

File Description	Document
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>

### 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:** C. Any 2 of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit report of all the years from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

### 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:**

At Cotton University, a conducive environment has been provided with ramps/lifts for easy access to classrooms are provided in the MCB building and in the Physics, Botany and Geology buildings as also the Central Library, which are multi-storeyed in order to assist specially-abled students and other users in the campus. To Upload Photograph of Lift and Ramp

Divyangjan friendly washrooms are available in many of the buildings of the Institution. To Upload Photograph of washrooms

Signage including display boards, signposts and lights are an intrinsic part of the ecosystem of Cotton University.

Assistive technology and facilities for Divyangjan accessible website have greatly enabled physically challenged students and people with disabilities. The SK Bhuyan library provides screen-reading software and mechanized equipment including Braille - compatible reading apps that have revolutionized

the world of the specially-abled. Such students are now on par with regular readers and can access many textbooks that are Braille compliant.

Provision for enquiry and information: Cotton University boasts of a caring, ethical and inclusive society which is committed to making the campus and the scholastic experience at the institution student-friendly and supportive. Hence human assistance and peer support is readily accessible in the form of readers and scribes who accompany those with disabilities or are visually challenged or slow learners with autism etc. The library takes upon itself the task of specially circulating copies of reading material, braille-assisted screen reading, font enlargement etc. to help the readers and students with various disabilities. The Cotton University website is also Divyang friendly and has a screen assistance for those who cannot read the regular font size of the content on the portal friendly environment and has a comprehensive resource centre that supports students with disabilities. The Resource centre provides knowledge and data, including various videos in order to help students with disabilities. The university also helps students find accessible peer group support to arrange for a friendly environment while on campus. These special needs students have a forum in which they can address and resolve problems and other issues on campus.

File Description	Document
Upload supporting document	<a href="#">View Document</a>

### 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:**

- The institution is geared to promote and provide tolerance and harmony for an inclusive environment with several programs that reflect the practice of observing communal coexistence and respect for diversity and inclusiveness.
- Ethnic festivals such as Ali Ai Ligang of the Mishing community, Tiwa and Deuri festivals and Nepali Sahitya Sabha functions are regularly held.
- Commemorative festivities such as International Women’s Day, Girl Child Day, Blind Day, Blood Donation Day, Anti Cancer Day, No Tobacco Day along with other national and constitutional days are held with great enthusiasm in the campus and in many departments and Centres of the institution.
- International Mother Language Day is also being held under the aegis of the Consulate of Bangladesh to bring together two neighbouring countries to celebrate with pride and harmony the shared love for common languages and cultures across the borders of India and Bangladesh. Several distinguished singers and poets and media persons join in these cultural programs to reassert the need for harmony and friendships across regions and nations.

- In a harmonious gesture, hostels come together in religious and other cultural festivals such as Saraswati puja or Bihu and Eid, or Christmas to partake in each other's cultural celebrations.
- A workshop on Gender Equity and Inclusion: Transformative Pathways in Higher Education was organised from March 11-14, 2019 for awareness on Women Equality, Leadership and Empowerment in Higher Education. Another workshop on Gender Equity and Safety was organised by IC, SGRC, SGCC on 23rd May, 2023 for the students to create awareness on gender-equity and the constitutional provisions thereof.
- Cotton University displays a unique feature in also celebrating the literary days and annual memorials of distinguished writers and statesman and nationalists who have brought the nation together as one.
- In the Varsity weeks ethnic dances, and other rituals are performed and food, crafts and dresses are displayed to bring alive the inclusive nature and diversity of the institution's population and environments.

Rabindra Jayanti, Bishnu Rabha Divas, Bhupen Hazarika's birthday and Silpi Divas among other such memorial days are regularly observed by students of literature and language departments with great enthusiasm.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### 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:**

- Apart from the regular curriculum-based approach embedded in academic orientation towards students' knowledge and sensitization regarding constitutional obligations, Cotton University believes in orienting the learners towards a holistic growth with awareness of values pertaining to human rights, socio-political values, constitutional rights, duties and responsibilities through the celebration of various significant days, conducting workshops, lectures, interactive sessions, etc.
- The university celebrates important days bearing national and international significance, such as Republic Day, Gandhi Jayanti, Human Rights Day, Constitution Day, International Women's Day, World Environment Day. Special programmes, talks, webinars etc. to celebrate India's 75th year of Independence – Azadi ka Amrit Mahotsav - with core focus towards our nation and

national ethos, our democratic legacy and our duties and responsibilities towards the country as citizens have been conducted regularly.

- On 21st May, 2022, while attending an event on Governor's Award for Excellence, two books were released in keeping with the Azadi ka Amrit Mahotsav celebration of India's 75th year of Independence. An edited volume in Assamese by Dr Akunthita Borthakur titled *Onirbapito Anol* and a booklet comprising select translation of *Hind Swaraj* into Assamese was released which was distributed amongst students and school children to raise awareness about freedom, nation building and Gandhian ideology.
- The institution organises lectures and talks by inviting eminent personalities from administration and social standing to deliberate upon topics such as Right to Information, Sexual Harassment, Constitution Day, Human Rights Day. Students are also involved by the way of presenting skits and street plays among others.
- A special lecture on Human Rights Day and Gender-based Violence was delivered by legal expert and Hon'ble Chief Justice (Retd) of Gauhati High Court, Justice D.N.Chowdhary on 10th December, 2021. (*Document Attached*)
- On the occasion of Constitution Day, a talk on 'India: The Mother of Democracy' was delivered by Kankhita Sharma, faculty of Arya Vidyapeeth College to create awareness about the democratic legacy of India while highlighting the constitutional foundation of India's democracy.
- The Department of Law organised a webinar on 'Policies and Recommendations for Waste Management vis-as-vis Environment (Protection) Act, 1986' on 18th June, 2022 and a lecture on Right to Privacy in Cyberspace on 7th October, 2021 for creating awareness amongst the students regarding constitutional provision for environment protection in India and cyber security respectively.
- The department of Political Science organised an interactive talk delivered by Dr Ankuran Dutta on 5th November, 2022 on the topic Right to Health as a Fundamental Right: An Academic and Activist Perspective. The department invited noted freedom fighter Sri Krishna Kanta Lahkar as a part of Azadi ka Amrit Mahotsav celebration to share his experiences regarding freedom movement.
- The departments of Sociology and Philosophy jointly organised an Invited Talk on Democracy in Smart and Instant Times which delivered by Prof Maitrayee Chaudhuri, JNU.
- NSS unit of the Institution and Unnat Bharat Abhiyan program conducts various extension services and programs involving students and members of faculty comprising cleanliness drives, sanitation, health and hygiene for awareness and sensitization.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>

### 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

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

Cotton University is pleased to present the following two Best Practices:

#### **1. Mainstreaming Biodiversity into education through experiential learning: A unique citizen science initiative**

Being located in one of the world's most biodiverse regions with new species of plants and animals being discovered regularly, Cotton University recognized the need to document this rich biodiversity and to establish a much needed connection of “man with nature” through active involvement in field activities. The objectives of this practice are to:

- mainstream biodiversity into the education curriculum
- create a cadre of ecologically conscious students and citizens
- continuously collect data and thereby contribute to the growing body of citizen science.

These have been realized through programmes like **Long-term Campus Bird Monitoring and Phenology Monitoring, Tree walks, Butterfly walks, Mindful Observation of Nature and Rewilding minds**. Records of 60 bird species and 48 butterflies have been documented since 2016. The existing flora has been systematically observed regularly since 2021. Such long-term data provide clues to the responses of ecology to changing climate, and advocates the Institution's ecological and biological status in the ecosystem. The continuous evaluation enables the study of temporal dynamics of the bionetwork and has contributed largely to research publications and online documentations. Apart from being a pioneer in this field in this region, Cotton University has become a recognized centre for biodiversity studies, for providing know-how, and empowering other institutions.

## 2. Fostering economic empowerment through innovation and research

In a unique attempt to transfer the rich interdisciplinary academic research of the Institution for enhancement of skill and self-employment and also for economic empowerment of the community, Cotton University has promoted research on Mushroom cultivation and Freshwater Pearl farming, involving faculty, students and scholars.

**Mushroom Cultivation:** The main objectives and outcomes of this programme include

- Increase in mushroom spawn production capacity:
- Facilitation of skill development and employment generation by providing training programs
- Promotion of community engagement and outreach activities by organizing awareness campaigns and establishing partnerships with local organizations
- Fostering sustainable practices and environmental stewardship by implementing eco-friendly cultivation methods, using organic materials and proper waste management practices

**Freshwater Pearl farming:** Assam is home to varieties of mussel species with significant pearl-producing abilities in addition to having conducive environmental conditions and water quality. Recognizing the immense value of freshwater pearl culture as well as the need to provide alternative income opportunities for farmers and unemployed youth, this practice was undertaken at Cotton University with the following objectives:

- Identification and use potential pearl producing mussels for pearl farming
- Development of simplified method for pearl farming surgery
- Community mobilization and sensitization for pearl farming
- Development of color pearls using natural dye and radiation
- Creation of educational and handicraft tools using dead animal's shell

Several students have successfully completed research and received numerous awards on both the above topics. The knowledge has also been transferred to provide technical and resource support to local entrepreneurs and workshops organized for sensitization and empowerment of farmer communities.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 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:**

It is not often that institutions of higher education in this country get to celebrate a hundred and more years of existence. Nor is it commonplace for a significant number of people of a region, either in public service or in other diverse professions, to owe their education to one pre-eminent institute of learning. In Assam's annals of modern higher education, whether under the British empire or in a post-independent Indian state, the institution "Cotton" seemed to imbue that exemplary ideal of "Knowledge (as) its own end" made famous in the discourses on education by Oxford theologian, John Henry Newman.

The higher education of the region began with the establishment of the Cotton College at Gauhati in 1901, bringing to it the cynosure of all eyes that were set on the formation of a **class of pioneers in science and the arts**, to take forward the people of the region towards enlightenment. Alma mater to generations of illustrious men and women, **Cotton as a seat of education is a unique institution** the twentieth century has produced in India's northeast.

Cotton College/University has been the intellectual nerve-centre of this region by virtue of being both the oldest Higher Education institute and the first public University that NE India has had. Its 122- year old long history is matched by its presence in the current social-political life of the region as much as for its rich contribution to the academic and cultural renaissance of the early twentieth century. The institution stands tall today and is synonymous with the **rise of scholars, scientists, statesmen and artistes** who successfully catapulted the region and Assam into the centre-stage of the nation.

**Anti-Colonial and Freedom Movement:** Cotton College, the erstwhile institution, was the bedrock of the nationalist struggle of the early twenties surging the people of this region to the freedom movement. While being witness to the turbulent decades of colonial rule in the country, Cotton's trajectory as a centre of higher education with several instances of suppression by the authorities and consequent protests by the student community and their active participation in the national movement, saw the birth of many leaders of the national struggle, to the rousing call of nationalists like **Nabin Chandra Bordoloi and Ambikagiri Roychoudhury, and of alumni such as Hem Barua, Gopinath Bordoloi**, the first Chief Minister of the state, intellectual and statesman **Omeo Kumar Das** and others. Significantly, visitors who introduced Cottonians to the nationalist thought included **Tagore, Netaji Subhas Bose, Gandhiji**, paving a collective path to the country's freedom. It is noteworthy that intellectuals like S



**Radhakrishna, C.V.Raman and J.B.S. Haldane** too graced the campus. In the forties with the Second World War, a **robust pacifist movement** was initiated from the campus of this institution. Illustrious students and poet-writers of the college travelled to other parts of the country and abroad to join hands with this global movement to end the war's destructive spirit and bring about other kinds of transition.

**The Cotton University Mission:** The present advancement of the university increasingly meant shifting of the original emphasis of its goal from a general and widely accessible education to producing competent students who were more employable such that over the decades, the purpose of this premier institution was to produce **leaders in education, industry and government**. In the last couple of years, over and above the regular courses, the introduction of several new interdisciplinary courses such as **environmental biology and wildlife sciences, archeological studies, gender studies, artificial intelligence and climate change**, for example, into the ambit of its curriculum, brought that turn into the university gearing itself to meet the demands of a 21st century world with its changing paradigms, contesting ideas but inclusive goals.

**The New Scientific Quest:** In the knowledge society that the Institution is constantly becoming, the university is increasingly becoming a space that refashions itself while being resilient in a continuous process of change. The **Accelerator mega project** of the Physics department is one such venture and the **Interdisciplinary Climate Research Centre** led by an eminent climatologist **Professor B.N. Goswami** is focused on various aspects of climate and environment so as to equip society for the future.

**Academic, Literary and Cultural Stalwarts:** Cotton University has been the alma mater of numerous Vice Chancellors, Principals, Scientists, Academicians, and Philosophical thinkers like **Jyoti Prasad Medhi, Jiten Goswami, Homen Borgohain** etc., the list being neverending. Three of Indian Jnanpith winners namely **Birendranath Bhattacharyya, Mamoni Raisom Goswami** and most recently, **Nilamoni Phukan** are Cotton alumni. They, and many other Cottonian writers/ poets have been **stars in the literary firmament of Assam**. Renowned filmmakers **Rajat Kamal awardees Utpal Borpujari, Dip Bhuyan, Reema Das**, and several other talented men and women of this institution all remain **flag bearers of the region's cultural and intellectual arena**.

**The Bard of Assam: Bhupen Hazarika, celebrated artist, cultural revolutionary, singer-composer and musical genius** of the country was an alumnus of the institution whose song composed for Cotton College remains the anthem for this hallowed institution much as his other compositions spell the spirit and nature of Northeast India to the rest of the world.

**Sporting Geniuses:** In the world of sports and fitness too **from an earlier generation Olympian like T.Ao and Dipankar Bhattacharjee** to the new-age **Lovlina Borgohain, Hima Das, and Riyan Parag**, excelling in the fields of Track, Boxing and Cricket, are Cottonians.

#### **Political Visionaries, Statesmen and Changemakers:**

The present political dispensation of Assam headed by **Chief Minister Himanta Biswa Sarma**, like his other **nine noteworthy predecessors**, who have been responsible for much transition of the polity and for the social and economic transformation of the region, belongs to **the Cotton Hall of Fame as eminent alumni**. Cotton University's **robust partnerships with the community and new collaborative networks and consortiums of universities and institutions, and alliance with industry** in the present moment, in an effort to build solidarities of knowledge and social synergy and a vision for the future generations, holds out that promise **as the soul and heartbeat of the state**.



## 5. CONCLUSION

---

### **Additional Information :**

CU aims at transforming and empowering as an inclusive and participatory methodology with a view to address structural or policy-practice gaps in its curricular, infrastructure and administrative practices. As a major stakeholder in the academic culture of the region and the country, the institution has adopted and inculcated a gender-just moral responsibility towards members undertaking a Gender Audit to advocate non-discriminatory attitudes as an organisational code of conduct. The active presence of the Internal Complaints Committee (IC) and a Centre for Women's Studies nurtures and nourishes this culture further and disseminates gender studies at the undergrad/postgraduate level geared to conduct pedagogic and collaborative research practices that are equitable, community-oriented and foster progressive social and intellectual pursuits. The student community's involvement in national schemes of extension and outreach activities makes the institution's social environment ethical, responsible and dynamic. The tools of inclusion are further available in measures adopted for the differently-abled population and its technologically-aided gadgets and support systems of screen and Braille-enhanced teaching material in the S K Bhuyan Library of the university. It is bolstered by the presence of a Forum for Visually challenged students and faculty of the institution that upholds the rights and dignity of diverse and differently-abled population of the university. The university's core commitment towards its students is evidenced by the strong and visible presence of a Anti-Ragging Committee, an anti-ragging squad and a Students' Grievance Redressal Cell that address the concerns and problems of life on campus. The university constantly endeavours to encourage and promote the solidarity and collective efforts of all its stakeholders, the student community, faculty and non-teaching personnel to achieve its vision of becoming a world-class university.

### **Concluding Remarks :**

In all, Cotton University has created vibrant heterogenous spaces where equity and egalitarian practices ensure the holistic growth of students and teachers. Imbibing a culture of interdisciplinary learning methods that nurture and nourish a knowledge-institution it hones and cultivates the best ethical practices while remaining resilient through change and the challenges of a global and digital world. As a new university and a centennial institution of higher education, Cotton upholds organisational stability while it preserves academic freedom. In honouring its cultural heritage the institution's reputation and recognition as a centre of culture and learning has been widely acknowledged. Cotton University lives upto the expectations of an institution of higher education in the region that embeds principles of social justice and equality while advocating critical thinking and a positive learning environment. Being mindful of its rich history that has withstood the test of time Cotton University endeavours to preserve the pursuit of the core institutional values of equal opportunity and diversity, and strives to be the centre of a knowledge-universe that shapes and secures the region's citizens for a safe and promising future .

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</b></p> <p>1.2.1.1. <b>Number of new courses introduced during the last five years:</b>            Answer before DVV Verification : 1600            Answer after DVV Verification: 1573</p> <p>1.2.1.2. <b>Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</b>            Answer before DVV Verification : 1649            Answer after DVV Verification: 1622</p>																				
1.3.2	<p><b>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</b></p> <p>Answer before DVV Verification : 58            Answer After DVV Verification :59</p>																				
1.3.3	<p><b>Percentage of programmes that have components of field projects / research projects / internships during the last five years.</b></p> <p>1.3.3.1. <b>Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years</b>            Answer before DVV Verification : 81            Answer after DVV Verification: 56</p> <p>1.3.3.2. <b>Total Number of programmes offered (without repeat count) during the last five years</b>            Answer before DVV Verification : 92            Answer after DVV Verification: 67</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of sanctioned seats year wise during last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2541</td> <td>2240</td> <td>1985</td> <td>1903</td> <td>1848</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2456</td> <td>2190</td> <td>1917</td> <td>1843</td> <td>1804</td> </tr> </tbody> </table> <p>2.1.1.2. <b>Number of seats filled year wise during last five years (Only first year admissions to</b></p>	2021-22	2020-21	2019-20	2018-19	2017-18	2541	2240	1985	1903	1848	2021-22	2020-21	2019-20	2018-19	2017-18	2456	2190	1917	1843	1804
2021-22	2020-21	2019-20	2018-19	2017-18																	
2541	2240	1985	1903	1848																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2456	2190	1917	1843	1804																	

be considered)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2269	2240	1949	1903	1848

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2227	2031	1861	1822	1755

Remark : Excluding Ph.D. and considering sanctioned seats, the values have been updated

**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**

**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
946	773	678	653	633

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
946	773	678	653	633

**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1043	800	710	682	659

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1043	800	710	682	659

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

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

Answer before DVV Verification:

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

286	286	286	286	286
-----	-----	-----	-----	-----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
336	345	357	213	220

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**

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**

Answer before DVV Verification : 247

Answer after DVV Verification: 246

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)**

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

Answer before DVV Verification : 4881

Answer after DVV Verification: 3257

Remark : Values updated considering data provided by HEI and NAAC SOP.

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

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

Answer before DVV Verification : 16

Answer after DVV Verification: 6

3.2.1 **Total Grants research funding received by the institution and its faculties through Government 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)**

Answer before DVV Verification : 2220.17780

Answer After DVV Verification :2126.177

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

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

Answer before DVV Verification : 161

Answer after DVV Verification: 161

3.3.2	<p><b>Total number of awards received for <i>research/innovations</i> by institution/teachers/research scholars/students during the last five years</b></p> <p>Answer before DVV Verification : 34 Answer After DVV Verification :9</p>																				
3.4.3	<p><b>Number of Ph.Ds awarded per recognized guide during the last five years</b></p> <p>3.4.3.1. <b>How many Ph.D s were awarded during last 5 years</b> Answer before DVV Verification : 114 Answer after DVV Verification: 87</p> <p>3.4.3.2. <b>Number of teachers recognized as guides during the last five years</b> Answer before DVV Verification : 196</p>																				
3.4.4	<p><b>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</b></p> <p>3.4.4.1. <b>Number of research papers published in the Journals as notified on UGC CARE list during the last five years</b> Answer before DVV Verification : 953 Answer after DVV Verification: 883</p>																				
3.4.5	<p><b>Number of books and chapters in edited volumes published per teacher during the last five years</b></p> <p>3.4.5.1. <b>Total Number of books and chapters in edited volumes published during the last five years</b> Answer before DVV Verification : 431 Answer after DVV Verification: 411</p>																				
3.5.1	<p><b>Revenue generated from consultancy and corporate training during the last five years</b></p> <p>3.5.1.1. <b>Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).</b> Answer before DVV Verification:</p> <table border="1" data-bbox="306 1469 1046 1603"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.2599</td> <td>0</td> <td>1.00429</td> <td>0.261</td> <td>1.304</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1682 1046 1816"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0.2599	0	1.00429	0.261	1.304	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.2599	0	1.00429	0.261	1.304																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
3.6.2	<p><b>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</b></p> <p>3.6.2.1. <b>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</b></p>																				

**five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42	40	26	10	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	26	26	9	3

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**

Answer before DVV Verification : 42

Answer After DVV Verification :24

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

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

Answer before DVV Verification : 536

Answer after DVV Verification: 536

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**

Answer before DVV Verification : A. Any 7 or more of the above

Answer After DVV Verification: C. Any 5 of the above

Remark : Value updated as per attachment

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

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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
616.6713	775.6707	464.8023	322.8267	250.6395
2	3	6	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
616.6713	775.6707	464.8023	322.8267	250.6395

**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**

**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3665	3389	3133	2537	2919

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3665	3389	3133	2537	2919

**5.2.1 Percentage of placement of outgoing students during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
418	214	103	58	57

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
418	214	103	58	57

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
466	713	374	499	849

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
466	713	374	499	849

**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.)

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

Answer before DVV Verification : 617

Answer after DVV Verification: 611

**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**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
74	57	37	60	32

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
70	47	49	27	24

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

**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:**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.762	0	18.783	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.762	0	15.14550	0	0

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**

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
81	121	110	78	100

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
67	68	84	74	91

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

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
121	158	110	78	100

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
86	86	84	74	91

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 )**

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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
638.6	1145.28	1658.67	354.9	701.42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
638.6	1145.28	1658.67	354.9	701.42

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

## 2.Extended Profile Deviations

ID	Extended Questions					
1.1	<p><b>Number of students on rolls year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18
2021-22	2020-21	2019-20	2018-19	2017-18		

4660	3993	3856	4053	3913
------	------	------	------	------

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4410	3774	3686	3951	3869

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1444	1331	1377	1449	1337

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1443	1569	1577	1725	1525

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
256	254	242	213	220

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
252	248	241	213	220

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

Answer before DVV Verification : 287

Answer after DVV Verification : 286

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1874.4733 7	2358.1822 7	1416.8345 6	633.69634	728.67053

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1874.473 7	2358.1822 7	1416.8345 6	633.69634	728.67053

