

INSTITUTIONAL DEVELOPMENT PLAN

ROADMAP FOR EFFECTIVE IMPLEMENTATION OF NEW EDUCATION POLICY (NEP)-2020



SILAPATHAR COLLEGE

Silapathar, Dhemaji, Assam-787059

www.silapatharcollege.edu.in

STEP 1: ANALYSIS OF THE PRESENT SCENARIO IN TERMS OF ACCESS, QUALITY AND FUTURE READINESS:

ACCESS:

Equity including Gender Parity:

1. The strength of Silapathar College Teaching staff at present is 39 (thirty-nine) of which 37 (thirty-seven) are Government sanctioned posts and the other 02 (two) are contractual.
2. There are 39 (thirty-nine) sanctioned posts of which 37 (thirty-seven) are filled at present.
3. Present number of Male teachers in sanctioned post = 18, Contractual=02
4. Female sanctioned post = 17, Contractual = 02
5. Category wise, number of teachers from Gen = 12, SC = 03, ST = 10, OBC =14
6. The total number of students in the institution = 1579
7. The number of enrolled students in Higher Secondary course = 682 of which Male = 410, Female = 272
8. The number of students in Graduate course both in Arts and Science stream = 897 where Male students = 663 and Female students = 916
9. Regarding the Non-Teaching staff, the total number = 13. From this, Male employees = 09 and Female employees = 04
10. Category wise of Non-teaching staff: ST = 11, SC = 01, OBC = 04
11. All teaching and non-teaching staff are selected on the basis of merit irrespective of caste or creed. A candidate fulfilling the criteria of selection is given preference.
12. Regarding student enrollment, are admitted according to intake capacity of the institution.

Open and Distance Learning (ODL) education

1. The first measure for increasing access to Open and Distance Learning include advertisement of admissions to various courses both online and Distance Learning.
2. The total number of students pursuing Master's degree under Open Distance Learning program consists of 125 students of which First semester = 98, Second semester = 27.
3. Open Distance Learning is offered for Masters degree in Political Science. The program Coordinator is Mr. Nabin Chandra Kardong from the department of Political Science. Under Directorate of Open and Distance Learning, Dibrugarh University (DODL-DU), the following subjects are offered distance learning: Assamese, Economics, Education, English, Mathematics, Political Science and Sociology
4. Under Krishna Kanta Handiqui State Open University (KKHSOU), Undergraduate program courses are offered in various subjects like English, Assamese, History, Political Science, Sociology, Alternative English, Education and Environmental Studies. and PG/Master's program in Political Science under DODL-DU. Mr. Raju Pegu, Assistant Professor, Department of English is the present Coordinator of KKHSOU Program.
5. A separate classroom is available for students. These are used during exams.
6. The Open and Distance Learning program has a separate office where all communications and matters relating to Master's degree program are planned, discussed and undertaken.
7. A separate library for the needs of such master's students is maintained in the office of Open and Distance Learning program.
8. Text books and reading materials are made available to those who seek admission into the program.
9. Activities regarding (ODL) are taken on Sundays and holidays.

Access through Indian languages:

1. Silapathar College offers Assamese as an option for Indian Language both in the Higher Secondary and Graduate level.

2. At present, the institution has a total number of 256 (two hundred and fifty-six) students in First Year Higher Secondary and 227 (two hundred and twenty-seven) students in Second Year Higher Secondary for Assamese MIL, 37 in BA Second semester, 21 in BA Fourth semester and 24 in BA Sixth semester.
3. There is a separate department of Assamese for the graduate level with 02 (two) permanent and 01 (one) contractual.
4. Higher Secondary takes the subject as one Major Indian Language.
5. Most of the students belong to local areas where Assamese is the main language of communication.
6. Instructions and lectures are delivered in Assamese while English is made the second language as a medium of instruction. Majority of the students opt Assamese as their medium of writing.
7. Almost all the books from each subject is printed in Assamese.
8. Every department has developed one/two more certified degree courses which are taught in local language

QUALITY

Multidisciplinary and holistic education

It is mentioned in part II (Higher Education) about “Towards a More Holistic and Multidisciplinary Education” which would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.

1. In Silapathar College, an approach towards holistic education has been made which comprise of arts, humanities, languages, sciences, social sciences, technical, and vocational fields. Several add-on courses has been adopted by the departments of the institution which are as follows:

1. Mushroom cultivation technology
2. Basic instrumentation technique
3. Basics of LateX
4. Introduction to C Programming
5. Office Automation
6. Domestic Electrical Wiring
7. Aquarium Fabrication and Maintenance
8. Proof reading
9. Entrepreneurship development
10. School management and aspects of teaching
11. Mushroom cultivation technology
12. Spoken English and Personality development
13. Travel and Tourism
14. Social Work
15. Women Studies
16. Presentation Skill

Total enrollment in the courses is 20/ department.

1. Efforts are made by the institution to make the students both Science and Humanities and Arts to be familiar with hands-on use of instruments as well as soft skill by organizing training programmes and workshops with expertised persons in the relevant fields as resource persons.
2. A number of extension activities are being carried out by the institution individually by the departments as well as in collaboration with Internal Quality Assurance Cell (IQAC), Silapathar College in the neighborhood community, sensitizing students to social issues, for their holistic developments.
3. The total number of such extension activities in the session 2021-2022 is : 72
4. Several capacity building and skills enhancement initiatives are taken by the departments individually that include the following:

- a) Soft skills
- b) Language and communication skills
- c) Life skills (Yoga, physical fitness, health and hygiene)

Courses and student mobility-multiple entry and exit.

1. As per National Education Policy (NEP) 2020, the students are offered the flexibility to leave a course after completing a year or two and get the corresponding certification. In Silapathar College, NEP in terms of flexibility of courses and student mobility-multiple entry and exit has not been executed yet.
2. Silapathar College situated in a remote area in Dhemaji district, most of the students belong to a low economic background and due to several factors, they are bound to leave study mid-way. Flexible learning is important to choose one's academic pathway leading to the award of certificate, diploma, and degree.

Indian Knowledge System (IKS).

1. A course on Folk Art course at undergraduate level is under development. This would help in keeping alive the rich folk culture of India. These innovative and creative courses at institution encompass a holistic learning approach which would enhance the personality of our learners with their roots intact in the Indian culture and tradition.
2. India is a commonplace knowledge that Sanskrit was, and is the language of rituals and religious practices. It is also well known that it is the language in which great poets like Kalidasa and philosophers like Shankara have expressed their thoughts eloquently. What is not so well known is the fact that it has also been the language, in fact the most favoured one, in which scores of scientific literature has been created, be it in the field of astronomy, mathematics, physics, chemistry, economics, law, logic or medicine.

3. We have also demonstrated how successfully vedic could blend a variety of mathematical formulae, including the infinite series expansion of trigonometric functions, with beautiful poetry

Research, Innovation and Ranking.

A robust ecosystem of research is perhaps more important than ever with the rapid changes occurring in the world today, e.g. in the realm of climate change, population dynamics and management, biotechnology, an expanding digital market place and the rise of machine learning and artificial intelligence. In Silapathar College, we have a vibrant group of young faculties who had a good research career. There 15 doctoral research degree holders in the college with good amount of research experience. In terms of promoting research ad innovation the college has constituted the following,

1. Research Committee headed by a co-ordinator and a team of faculty members of the institution.
2. Innovation cell with members from among the faculties of the institution.
3. The institution has taken commendable steps in order to motivate the students and faculties to carry on research apart from teaching and other institutional activities.
4. Travel allowance is provided for those who participate in any workshops or seminars.
5. Incentives are provided for research publications as follows:

For Scopus: Rs. 1000/-

For UGC care list: Rs. 500/-

For web of science: Rs.500/-

6. Number of Seminars/conferences/workshops conducted: 35
7. Number of research papers published in the Journals notified on UGC website: 25
8. Number of books and chapters in edited volumes:10
9. Number of books published and papers published in national/ international conference proceedings: 30

Capacity building of faculty.

1. **As mentioned in part II of NEP 2020**, the most important factor in the success of higher education institutions is the quality and engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systematize recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. In Silapathar College situated in a remote area in district of Dhemaji, it is a matter of pride to have a dynamic team of faculties from various parts of the state. The college has a total of 39 faculty members. In accordance with NEP2020, various initiatives have also been introduced to systemize the recruitment and career progression and to ensure equitable representation from various groups in the hiring of faculties. The statistical data of the faculties in the institution are as follows:
 - a. Total number of faculties: 39
 - b. No of male faculties:20
 - c. No. of female faculties:19
2. Teachers are the heart of the learning process. Here in Silapathar College, the faculty members are fully committed towards their job and works towards the well-round development of the students as well as the institution. They thrive for excellence and gives their best to train themselves with teaching learning processes and professional development.
3. The faculties of the institution have participated in faculty development programmes, orientation programs as well as refresher courses. Following is the number of FDPs, FIPs, refresher courses attended by the faculties of the college so far.
 - a) No. of FDPs: 60
 - b) No. of FIPs: 30
 - c) No. of refresher courses: 03

FUTURE READINESS

1. Institution has 4 ICT classrooms where the teachers can take classes with the available technology.
2. The institute is fostering social consciousness among rural students by providing technology enabled self-learning videos, and e-study materials on themes like building scientific acumen, fostering awareness, human values and personality development.
3. Initiating the revision of curriculum to facilitate flexible choices of subjects and inviting feedback of the students.
4. Provision of vocational education for aspiring students.
5. the institution follows fully online admission and administrative process to enhance transparency and efficacy.

STEP-2: ENVISION TRANSFORMATION OF THE INSTITUTION FOR NEXT FIFTEEN YEARS IN LINES OF NEP-2020 AND THE STRATEGIC PLAN OF ACTION

Preparing the Roadmap for curricular reforms in a phased manner,

Multidisciplinary and holistic education

Short-term (< 5 Years)

1. Discussions on curricular reforms in tune with the vision of NEP-2020 in accordance with Dibrugarh University.
2. Initiating the revision of curriculum to facilitate flexible choices, inviting feedback of the students.
3. Incorporating relevant Indian classical texts like Bhagavad Gita, Kautilya's Arthashastra, Charaka-samhita, Patanjali Yoga Sutras and other seminal texts to impart essential understanding of rich Indian traditions.
4. Introducing Outcome-based curriculum focusing on key aspects of NEP.
5. Introducing Open/ General Elective courses of multidisciplinary nature .
6. Introducing a basic course on Environment Education as GEC for all the students.
7. Integrating Value and Skill-based courses in the curriculum of each programme of study.
8. Community-based courses and projects in vocational education programmes.

9. Initiating the process to introduce formative, comprehensive and continuous evaluation
10. Special courses on Yoga, Life Skills, Value Education, Bhagwad Geeta and Indian Tradition of Knowledge
11. Multidisciplinary Research Centre to act as a bridge between the institute and industries.

Long-term (5-15 Years)

1. Integrated UG, PG and research programmes in all disciplines.
2. Introduction of additional departments to run multidisciplinary programmes .
3. Special community-based vocational programmes with the support of local artists, entrepreneurs, etc.
4. Fully functional International Students Office with large no. of international students on roll Multidisciplinary Research.
5. Promoting research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas to combat epidemics and pandemics.
6. Introducing the departments of study like Music, Philosophy, Indology, Fine arts, Translation and Interpretation, and Comparative Literature.
7. Community-based projects and internships.
8. Integrating Co-curricular and extra-curricular with curricular in all disciplines and programmes
9. Establishment of International Students Office.
10. Restructuring of departments and schools in view of fresh orientation and focus of NEP.
11. Identifying the universities and institutions of higher learning in the country for credit transfer.
12. Introduction of new departments for programmes of contemporary relevance like Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc.

Equity and Inclusion in Higher Education

Short-term (< 5 Years)

1. Preparation of Institutional Development Plans that contain specific plans for action on increasing participation and access of SEDGs.
2. Increase in intake capacity in the existing departments having adequate infrastructure.
3. Introduction of skill-based courses to increase employability potential in UG and professional programmes.
4. Students' friendly institutional website.
5. Enhancement of sports/ recreation facilities.
6. Students' discussion forums for engaging learning environments.
7. Mechanism for students' wellness such as physical and mental health, psycho-social well-being and sound ethical grooming.
8. Academic and professional support to SEDGs through Equal Opportunity Cell.
9. Mentoring programmes for socioemotional and academic support to SEDGs.
10. Differently-abled and gender sensitive eco-system.
11. Ensuring that all buildings and facilities (existing and upcoming) are wheelchair-accessible and disabled-friendly.
12. Strict enforcement of all no-discrimination and anti-harassment rules.
13. Developing more programmes courses taught in Indian languages and/or bilingually.
14. Flexible exit/entry options to facilitate Lifelong learning opportunities at all levels.
15. Strengthening and modernising the library to ensure an adequate supply of books and software that cater to the specific needs and interests of persons with disabilities.

Long Term(5-15 years)

1. Expanding the range of academic, vocational and professional programmes.
2. Technological support for the initiatives towards inclusive and quality higher education.
3. Creation of various informal platforms to support diverse student groups.
4. Mitigating opportunity costs and fees for pursuing higher education.
5. Providing more financial assistance and scholarships to SEDGs.

6. Making the admission processes and curriculum more inclusive.
7. Review of Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs.
8. Sensitization of faculty, counsellor, and students on gender-identity issues and focus on gender sensitivity in all aspects of the HEI, including curricula.
9. Introduction of special courses and programmes on Disability Studies and Gender Studies.
10. Exposure to Vocational skills and experiential learning in the curriculum of all the disciplines.
11. Establishment of Centre for Disability Studies and gender Studies.
12. Quality residential facility to attract international students.
13. Aligning the Indian standards of vocational skills with International Standard Classification of Occupations maintained by the International Labour Organization.
14. Establishment of Skill Centre under Department of Vocational Studies and Skill Development for hands on training and practical exposure.
15. Centre for Equal Opportunities to impart all sort of academic, professional and career counselling/coaching to the students.
16. Fair representation of women, differently-abled and SEDGs in the leadership roles.
17. Implementation of the remaining targets relating to Equity and Inclusion in Higher Education as envisioned in NEP-2020. resources for financial support to the SEDGs.
18. Differently-abled and gender sensitive eco-system.
19. Ensuring that all buildings and facilities (existing and upcoming) are wheelchair-accessible and disabled-friendly.
20. Strict enforcement of all no-discrimination and anti-harassment rules.
21. Flexible exit/entry options to facilitate Lifelong learning opportunities at all levels.

Leadership building among faculty members

Short-term (< 5 Years)

1. Clearly defined and transparent processes and criteria for faculty recruitment.
2. Timely promotions under Career Advancement Scheme.
3. Ample opportunities for Continuous Professional Development.
4. Provision of Seed Grants for research to the newly inducted faculty, and promoting the teachers to integrate research with teaching.
5. Mandatory Faculty Induction Programme for newly recruited faculty.
6. Annual departmental presentations to motivate the faculty for incremental progress.
7. The increase in number of seats/intake capacity should be in consonance with availability of faculty and academic infrastructure.
8. Expediting the faculty recruitment against all the vacant seats to maintain ideal student-teacher ratio.
9. Empowering the faculty to adopt innovative pedagogical approaches to enable them to perform creatively.
10. Providing Computers, Conferencing facility and adequate ICT support to facilitate the teachers in academic and research activities
11. Providing access to all relevant databases and reputed journals for quality research.
12. Preparing the Institutional Development Plan with specific targets to empower the faculty for the desired outcomes.
13. Ample autonomy to the Principal Investigators of independent/collaborative research projects.

Long term(5-15 years)

1. Linking of high impact research contribution with fast track promotion system.
2. Rigorous performance assessment parameters for promotions, increase in salary and recognition at the Institute level.
3. Mechanism for incentivizing the excellence through appropriate rewards, promotions, recognitions and movement to institutional leadership positions.
4. Motivating the faculty for quality publications and research by way financial incentives, publicity and recognition.

5. Identifying excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills for training through a ladder of leadership positions.
6. Recognition to the faculty adopting engaging innovative methods and tools for teaching.
7. Reviewing the Institutional Development Plan to assess the level of achievement with respect to the targets to empower the faculty.
8. Facilitating the teachers for delivery of 21st century Global Citizenship Education.
9. Freedom to the teacher to review and amend the curriculum, periodically.
10. Attractive incentives to the faculty pursuing Consultancy Projects.
11. Implementation of the remaining targets relating to motivated, energized and capable faculty as envisioned in NEP-2020.

Technology Use and Integration

Short-term (< 5 Years)

1. Adequate technology support for improvement of educational processes and outcomes.
2. Educational software and hardware for technology-enabled learning.
3. Technological interventions for the purposes of improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments.
4. Blending of traditional teaching with the online in undergraduate and vocational programmes.
5. Identifying different effective models of blended learning for different subjects while considering the essential importance of Face to Face learning.
6. Rigorous teacher training in learner-centric pedagogy and on how to become high-quality online content creators using online teaching platforms and tools
7. Switching over to the Blended Learning with provision of up to 40% teaching through Online Mode.
8. One smart classroom with latest ICT facilities with sound technical support in each department.

Long-term (5-15 Years)

1. Provision of technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for enhanced learning experience.
2. Induction, deployment, and use of technology guided by the National Educational Technology Forum (NETF) to enhance learning, assessment, planning and administration.
3. Building intellectual and institutional capacities in educational technology in consonance with the advice of NETF.
4. Making the best use of rich variety of educational software developed and made available for students and teachers by NETF.
5. Exploring the possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content.
6. Online education to be blended with experiential and activity-based learning for desired outcomes.
7. Orientation on ethical issues surrounding the development and deployment of AI-based technologies
8. Implementation of the remaining targets relating to technology use and integration as envisioned in NEP-2020.

Promotion of Indian Knowledge Systems, Languages, Culture and Values

Short-term (< 5 Years)

1. Pedagogy must evolve to make education more experiential and holistic.
2. Curriculum content to be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion based, and analysis-based learning.

3. Building character and creating holistic and well-rounded individuals equipped with the key 21st century skills.
4. Sensitizing teachers as well as parents to promote each student's holistic development in both academic and non academic spheres.
5. Establishment of various clubs for sports, dance, music, photography, fine arts, theatre activities, extension activities, literary activities, animation and designing etc. for upskilling of the students.
6. Taking necessary steps to coordinate with classical language Institutions for appropriate support and training of the students and faculty.
7. Introducing departments and programmes in Indian languages, Comparative Literature, Creative Writing, Arts, Music, Translation and Interpretation, Folk Literature, Oral Literature, Philosophy, etc.
8. The School of Arts, Humanities and Social Sciences should include traditional Indian knowledge including tribal and indigenous knowledge in the curriculum.

Long term (5-15 years)

1. Transforming the teachers through opportunities for periodical trainings for holistic professional development.
2. Setting up centre for Sanskrit languages.
3. Implementation of the remaining targets relating to promotion of Indian Knowledge Systems, Languages, Culture and Values as envisioned in NEP-2020. components of traditional Indian knowledge may also be incorporated across the disciplines including Sciences, Fine Arts, Sports etc.
4. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports in order to ensure the unity and integrity of all knowledge.
5. Offering a course on value-based education including the development of humanistic, ethical, Constitutional, and universal human values.
6. Institutionalizing artist(s)/writer(s)-in-residence programme to expose the students to art, creativity and the rich heritage of the region/country.

Research, Innovation and Rankings

Short-term (< 5 Years)

1. Including credits in the courses of related streams, entrepreneurial competencies, communication, soft skills, critical thinking, problem solving, decision making abilities and value education.
2. Creating opportunities for internships with local industry, businesses, artists, craft persons as well as research internship with other HEIs/research Institutions.
3. The project-work/dissertation/internships may be conducted in collaboration with industry, other other HEIs/research Institutions.
4. Including the component of research and internship in the Undergraduate curriculum
5. Institutionalising of competitions on students' innovation activities at regular intervals and annual Innovation awards.
6. Incentives to faculty and students for research and innovation.
7. Promoting innovation on local/ethnic/ regional foods/ dress to promote local area culture.
8. Prioritisation of research areas.
9. Establishment of Incubation Centres in partnership with industries/ Sector-Skill Council.

Long-term (5-15 Years)

1. Exploring the possibilities for internships in universities.
2. Establishment of College Research Foundation.
3. Offering consultancy in the areas of vocational and professional skills.
4. Liberal grants for multidisciplinary research through collaborative research models.
5. Networking with research institutions and funding agencies for resource sharing and grants.
6. Encouraging Action Research.
7. Industry defined innovations and community incubators.
8. Incentivised IP and Consultancy policy.

9. Inter-college collaboration for innovations and entrepreneurship development.
10. Linkages with regional/national and international innovation hubs.
11. Establishing centres of excellence to promote state of the art research, teaching and extension with quantitative outcomes.
12. Implementation of the remaining targets relating to Research, Innovation and Ranking as envisioned in NEP-2020.

STEP 3: DEFINE THE MISSION OF THE INSTITUTION TO IDENTIFY THE GOAL, STRENGTHS, OPPORTUNITIES, PRIORITIES AND COMMITMENTS.

Mission of the Institution:

Imparting higher education to the desiring and deserving, the underprivileged and deprived, and encouraging them to confidently remain rooted in the global knowledge society for generating competent, compassionate and charitable human resource motivated by sublime humane values.

Goals:

The primary goal of the institution as mentioned in the mission consists of imparting higher education to those who desire and are deserving, giving special attention to the underprivileged and the deprived. The phase wise goals are as mentioned in step 2.

Strength:

In accordance with the mission of the institution, its strength lies in

1. Quality education beyond the curriculum where the thirteen departments of the institution offers add on / certificate courses to enhance the knowledge of the students in the practical world.
2. E-Governance: the institution follows fully online admission and administrative process to enhance transparency and efficacy.

3. It offers an information and communication technology (ICT) based teaching learning processes to students where every department has ICT enabled classes on a daily basis with all the teachers using ICT tools.
4. Monitoring systems to guide students are made available in every department.
5. Students' social responsibility is increased through their active continuous involvement in service to the society in times of disaster.
6. The set of roles both formal and written seeking to guarantee the durability of the institution that contains durability and enforcement safeguards.
7. Motivated Principal and Committed staff.
8. NSS, NCC and Red Cross which promote social responsibility among the students.
9. Student counselling and student grievance cell to address the needs of students.

Opportunities:

1. The institution offers opportunities to the underprivileged and the deprived.
2. It encourages students to remain rooted in the global knowledge society to generate competent, compassionate and charitable humane resource.
3. Providing free studentship to poor and meritorious students and the physically challenged.
4. More scope to provide quality higher education to rural students.
5. Possibility to increase the innovation and research in rural areas and harness local talents.
6. Tie-up opportunities with various governmental organizations and NGOs.
7. Establishing a finishing school in vocational courses, add-on courses and self-employment training.

Commitments:

Silapathar College is committed wholly to student welfare. It meets its commitments in ways like

1. Offering opportunities to students to apply the post-matric scholarship to ST, SC, OBC, MOBCs.
2. The Principal of the institution has promised awards in the form of cash and certificate of merit to students who secure a position among the first 10 successful candidates of Assam in the higher secondary examination.

3. A cash price of Rs.5000.00 and certificate of merit to any student of the College securing highest marks in the state in History and Undergraduate student securing highest mark in the same subject under Dibrugarh University in memory of late Deben Pegu.
4. Under the scheme of book bank facility, loan of textbooks are given to meritorious and poor students.
5. On the basis of recommendation of the Research Committee of the College Rs. 10,000.00 will be provided to aspiring students for project works.

STEP 4: IDENTIFY THE STRENGTHS AND CAPACITY (HUMAN AND FINANCIAL) IN REGARD TO ORGANIZATIONAL GAPS AND DEVELOP THE PROCESS TO MITIGATE THESE GAPS.

Human Strength and Capacity:

1. The strength of the Silapathar College lies in its human resource where the first priority is the well-trained, experienced, energetic, dedicated and research- oriented teaching fraternity. The strength of Silapathar College Teaching staff at present is 39 (thirty-nine) of which 37 (thirty-seven) are Government sanctioned posts and the other 02 (two) are contractual.
2. At present the total number of students in the institution is 1579 .
3. Motivated Principal and Committed staff.
4. NSS, NCC and Red Cross which promote social responsibility among the students.
5. Student counselling and student grievance cell to address the needs of students.
6. A supportive system encouraging participation in seminars, research activities and publications.
7. A good teaching and learning environment with ICT enabled classrooms and well – equipped library and laboratories.
8. Simple, transparent and online admission procedures.
9. Increased number of student enrolment especially that of SC/ST/OBC with dominant female students ratio.

10. Student-teacher rapport, mentoring and counselling.
11. The College has excellent well organized extension programs, cultural and sports activities, extra-curricular activities where students actively participate.
12. It has a very regular and functional IQAC and alumni association.
13. The has a excellent rapport with the nearby colleges and the parent University as well as other universities with MOUs signed and duly honoured.

Financial Strength and Capacity of Silapathar College:

1. Silapathar College is a little low in its financial power. One major cause is the student enrolment trend. Almost all (99%) of the students belong to SC/ST/OBC/MOBC who avail free admissions both to Higher Secondary and Graduate courses.
2. The institution received funding for infrastructure development from different sources but these have been discontinued for various reasons.
3. Seminars/workshops/projects organized by the College/institution are funded by Councils and UGC as well as other funding agencies.

Organizational gaps in the College/Institution:

1. The institution sometimes fails to meet the student expectations in areas such as health and hygiene (with regard to toilet facilities).
2. Inter-state/ national level and even inter-college festivals fail to meet students' expectations for the same reason of finance.
3. Students' expectation of excursions and educational tour/trips are sometimes unfulfilled due to lack of grants.
4. Academic and cultural involvement of students sometimes do not meet their expectations due to constraint of time.
5. Facilities like computer education programmes, library books and laboratories are little incompetent as regards student expectations.

Process to mitigate organizational gaps:

1. All the stakeholders of the institution (consisting the teaching and non-teaching staff along with student class representatives and some parents) over a period of time have discussed various issues pertaining to the college. The core committee headed by the Principal, IQAC

committee and the stakeholders have arrived at the following SWOT analysis. The present mitigation methodology included and duly analyzed the following components-

- Information and data- Academic and Administrative solution.
 - Student opinions in the form of feedback in regular manner.
 - Parents – Teachers meeting feedback in regular intervals.
 - Brainstorming session by faculty members towards mitigation of organizational gaps.
 - Non-teaching staffs feedback.
 - All other stakeholder's opinion.
2. The institution can create a framework /structure that supports the basic components of enterprise Risk Management (ERM) by ensuring support of senior management i.e. the board and the senior leadership should invest in the ERM.
 3. The institution can also develop and communicate a risk management policy into the culture and strategic planning processes of the institution , supporting the setting of priorities and making of decisions at the institutional level.

STEP 5:IDENTIFY INSTITUTIONAL GOALS-LONG TERM AND SHORT-TERM

National Educational Policy (NEP) 2020 has set several long-term as well as short-term goals in the education sector. It lays down the framework for transformational reforms in higher education systems in the country. The following short term and long-term goals has been identified in our institution in accordance with NEP 2020.

Short term

1. Provision for vocational education in the institution for every aspiring student.
2. Higher education curriculum to have flexibility of subjects in the institution.
3. Multiple Entries/Exits to be allowed with appropriate certification to facilitate lifelong learning opportunities at all levels.
4. Initiating the revision of curriculum to facilitate flexible choices of subjects and inviting feedback of the students.

5. The curriculum content is to be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion based, and analysis-based learning.
6. Introducing Open/ General Elective courses of multidisciplinary nature.
7. Introducing a basic course on Environment Education for all the students.
8. Introducing Value added and Skill-based courses like Yoga in the curriculum of each programme of study
9. Community-based courses and projects in vocational education programmes
10. Initiating the process to introduce formative, comprehensive and continuous evaluation.
11. Preparation of Institutional Development Plans that contain specific plans for action on increasing participation and access of SEDGs.
12. Increase in intake capacity in the existing departments having adequate infrastructure.
13. Introduction of skill-based courses to increase employability potential in UG and professional programmes.
14. Making the institutional website Students' friendly.
15. Enhancement of sports/ recreation facilities.
16. Students' discussion forums for engaging learning environments.
17. Mentoring programmes for socioemotional and academic support to SEDGs.
18. Making the institutional ecosystem gender sensitive and flexible for differently-abled; while ensuring that all buildings and facilities (existing and upcoming) are wheelchair-accessible and disabled-friendly.
19. Strict enforcement of all no-discrimination and anti-harassment rules.
20. Establish Adult Education Centre in tune with the spirit of NEP 2020.
21. Developing bridge courses for students coming from disadvantaged educational backgrounds.
22. Strengthening and modernising the college library to ensure an adequate supply of books and software that cater to the specific needs and interests of persons with disabilities.
23. Switching over to the Blended Learning with provision of up to 40% teaching through Online Mode.
24. There should be at least one smart classroom with latest ICT facilities with sound technical support in each department.

25. Including credits in the courses of related streams, entrepreneurial competencies, communication, soft skills, critical thinking, problem-solving, decision making abilities and value education.
26. Including the component of research and internship in the Undergraduate curriculum.
27. Incentives to faculty and students for research and innovation.
28. Promoting innovation on local/ethnic/ regional foods/ dress to promote local area culture.

Long-term

1. In the long run, the institution should aim towards the goal set by NEP 2020 to increase the gross enrollment ratio (GER) in higher education including the vocational education from 26.3% (2018) to 50 % by 2035.
2. Introduction of integrated undergraduate and postgraduate programmes in Vocational and professional courses. Special community-based vocational programmes can be introduced with the support of local artists, entrepreneurs, etc. with additional credits.
3. Establishing the Centre for Multidisciplinary Education and Research.
4. Introduction of new departments for programmes of contemporary relevance like Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc.
5. Introduction of Integrated UG, PG and research programmes in all disciplines of Science, Humanities and Arts.
6. Introduction of additional departments to run multidisciplinary programmes
7. Special community-based vocational programmes with the support of local artists, entrepreneurs, etc. Restructuring the programmes with renewed focus on global competency
8. Community-based projects and internships
9. Integrating Co-curricular and extra-curricular with curricular in all disciplines and programmes
10. Establishment of International Students Office

STEP 6: IDENTIFY INSTITUTIONAL LEVEL CHALLENGES-LONG TERM AND SHORT TERM

Short-term

1. Having poor or no access to the digital device, especially computer learning is a challenge to improve digital literacy in rural students
2. CBCS system increased the administrative and academic workload of the teachers which will eventually affect the quality of teaching.
3. Identifying the universities and institutions of higher learning in the country for credit transfer
4. Introduction of study centers for relevant Indian classical texts like Bhagavad Gita, Kautilya's Arthashastra, Sulbasutras, Vedic Mathematics, Charaka-samhita, Patanjali Yoga Sutras and other seminal texts to impart essential understanding of rich Indian Knowledge System.
5. Challenges in the Life affecting the Sensibility of Youth

Long-term

Constant repair and maintenance of the infrastructural facilities and the building as a whole is one of the greatest challenges, since the college is dependent on financial support from the government.

1. Introduction of additional UG, PG and research programmes in all disciplines
2. Introduction of additional departments to run multidisciplinary programmes.
3. Causes of Poor Social Status of Tribal Students.
4. Special community-based vocational programmes with the support of local artists, entrepreneurs, etc.
5. Challenges to Tie-ups with national/international universities for collaborative academic and research programmes
6. The library need to be expanded and digitized for its smooth functioning and a student's reading room needs to be expanded as well as a Staff reading room is urgently required. The college is challenged by lack of infrastructure and adequate space for its expansion.

STEP 7: DEVELOP A WORKABLE HYPOTHESIS TO MITIGATE AND OVERCOME THE CHALLENGES IN A PHASED MANNER

Short-term

1. More funds should be allotted for the development of the institution.

2. The number of students in search of proper education is way more in comparison to the teachers and faculty available. Thus, qualified teachers must be appointed to impart IKS to the future of the country.
3. Providing financial assistance and scholarships to socio-economically disadvantaged students pursuing UG and vocational programmes.
4. Establishment of a Centre for Skill Development to benefit the local community.
5. Introduce various Administration and academic e-governance modes.
6. Appointing the teachers with familiarity with local languages to impart skill training to the group of learners from neighbouring community.
7. Fees are to mitigate for the enrollment of students from Scheduled Castes, Scheduled Tribes of both Hills and Plains and OBC as well as EWS(UR).

Long-term

1. Transforming the teachers through periodical trainings, autonomy in collaborative researches and adequate financial support for research and extension activities.
2. Networking with research institutions and funding agencies for resource sharing and grants.
3. Establishment of a Centre on the Indian knowledge system and mental health.
4. Advanced Computer lab is to setup to execute latest projects and enable students to experience the latest software and equipment.
5. Acquirement of autonomous college status.

STEP 8: DEVELOP STRATEGIES TO PROMOTE LEADERSHIP

As per National Educational Policy (NEP) 2020, new structures and processes will need to be designed in the education sector. Newer roles and responsibilities will emerge which calls for an effective change. It is the empowered leaders who can drive this change in the education system. Effective institutional leaders would play a vital role in initiating and sustaining any change system-wide. They are the key to encourage all sorts of educational reforms. Measures should be

taken at all higher educational institutions (HEIs) to ensure leadership of highest quality and promote an institutional culture of excellence. The following strategies are adopted to promote leadership in the institution.

1. Motivating and energizing faculties to achieve high quality in higher education. A large pool of outstanding senior/retired faculty willing to provide short term mentoring / professional support to the teachers must be funded and established, particularly those with the ability to teach in Indian languages.
2. For leadership in education among the faculty members and head of the institution, the NEP, 2020 has recommended several modular leadership programs. These programs will include workshops, seminars, webinars, online learning opportunities and platforms to continuously improve their leadership and management skills. Leaders are expected to participate in certain hours of continuous professional development (CPD) modules per year covering leadership, management and teaching skills like faculty development programs (FDPs), orientation programs etc.
3. Recommendations around the reorganization of the institutions into clusters that highlights the importance of collaboration among the institutions (Colleges, Schools) that are closely placed to each other in proximity. This is to eliminate the isolation that exists between the institutions as entities and institutional leaders as individuals.
4. The faculty members are expected to organize outreach programs in nearby schools, colleges and technical institutions to promote community participation as well as institutional cooperation.
5. Faculties should be empowered to make curricular choices for their courses and to pursue research with academic freedom.

The presence of these ideas in accordance with NEP, 2020 should highlight the shifting attention of the system towards the need of capacity building of teachers and the system leaders.

STEP 9: DEVELOP MECHANISM TO ENSURE TRANSPARENCY IN GOVERNANCE

It is effective governance and leadership that enables the creation of a culture of excellence and innovation in higher educational institutions. Through a suitable system of graded accreditation and autonomy and in a phased manner over a period of fifteen years, all higher educational institutions in India should aim to become independent self-governing institutions pursuing innovation and excellence.

The following mechanisms could be adopted to ensure transparency in governance in accordance with NEP 2020.

1. The process of selection, promotion and transfer of teachers and head of the institution needs to be made transparent on established criteria. The system of teacher education has to be drastically overhauled. The criteria for approval of new institutions and their regular evaluation needs to be further strengthened with new open processes established along with extensive use of information technology (IT). These can help to reduce the undue political interference and corruption and restore the credibility in the education system.
2. It is utmost necessary to bring about transparency in the present education system through clear cut criteria in operations of the institution, establishment of open systems through online mode, independent outside verification to ensure compliance regarding transparencies; and use of IT appropriately to achieve the goals.
3. The institution should publicly disclose key matters on fees, educational facilities like hostels, library based on a proforma for disclosure as determined by a single regulator, National Higher Education Regulatory Authority (NHERA) under which there will be bodies to look into the quality maintenance of the institutions.
4. The institution must have a robust controllership mechanisms to ensure financial probity.

STEP 10: ACTION PLAN FOR PHASE-WISE IMPLEMENTATION OF THE PERSPECTIVE IDP WITH SPECIFIC TIMELINES

It has been almost two years since launching of National Education Policy (NEP) 2020. Now it is time for all higher education institutions (HEIs) across India to devise their strategic action plan for the implementation of the policy in letter and spirit. Formulation of Institutional Development Plan (IDP) is one of the first steps towards practical implementation of this policy that has been necessitated for all HEIs in the policy document itself.

Vision:

Spreading the walls of quality higher education by dissolving barriers and creating an apt environment for holistic progression of the students, academically and beyond with focus on the rich multi-cultural milieu of the land.

To raise standard of the College to level of a leading and premier Higher Education Institution (HEI) in the state of Assam through the consistent approach of total quality management of sustainable best practices conforming to the objectives of the college and thereby achieving quality and excellence in continuous improvement process.

The vision of the Silapathar College is to enlighten, empower the learners and ensure that the students are properly facilitated for their qualitative development. The institution is keen to see that the students studying in the institution have sufficient facilities to study and play. So, the first priority is to build sufficient infrastructure like well – equipped Information and Communication Technology (ICT) class rooms, computer training centre, modern playground, a high tech big auditorium, spacious library and state of the art laboratories, separate hostels for girls and boys, college canteen, differently abled friendly campus, proper sanitation, separate toilet for girls and boys and drinking water facility.

Mission of the Institution:

Imparting higher education to the desiring and deserving, the underprivileged and deprived, and encouraging them to confidently remain rooted in the global knowledge society for generating competent, compassionate and charitable human resource motivated by sublime humane values.

The goals of the institution as mentioned in the mission consists of:

Imparting higher education to those who desire and are deserving, giving special attention to the underprivileged and the deprived.

Proposal for short term goals of the institution are:

1. Providing exposure to vocational education to every aspiring student.
2. Higher education curriculum to have flexibility of subjects in the institution.
3. Multiple Entries/Exits to be allowed with appropriate certification to facilitate lifelong learning opportunities at all levels.
4. Initiating the revision of curriculum to facilitate flexible choices of subjects and inviting feedback of the students.
5. The curriculum content is to be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion based, and analysis-based learning.
6. Integrating sports in education in order to foster holistic development, physical and psychological well-being, while also enhancing cognitive abilities.
7. Sensitizing teachers as well as parents/guardians to promote each student's holistic development in both academic and non academic spheres.
8. Establishment of various clubs for sports, dance, music, photography, fine arts, theatre activities, extension activities, literary activities, animation and designing etc. for up-skilling of the students.
9. Introducing Open/ General Elective courses of multidisciplinary nature.
10. Introducing a basic course on Environment Education for all the students.
11. Introducing Value added and Skill-based courses like Yoga in the curriculum of each programme of study
12. Community-based courses and projects in vocational education programmes
13. Initiating the process to introduce formative, comprehensive and continuous evaluation.
14. Preparation of Institutional Development Plans that contain specific plans for action on increasing participation and access of SEDGs.
15. Increase in intake capacity in the existing departments having adequate infrastructure.
16. Making the institutional website Students' friendly.
17. Enhancement of sports/ recreation facilities.
18. Students' discussion forums for engaging learning environments.
19. Mechanism for students' wellness such as physical and mental health, psycho-social well-being and sound ethical grooming.

20. Academic and professional support to SEDGs through Equal Opportunity Cell.
21. Mentoring programmes for socioemotional and academic support to SEDGs.
22. Strict enforcement of all no-discrimination and anti-harassment rules.
23. Developing more programmes courses taught in Indian languages and/or bilingually.
24. Establish Adult Education Centre in tune with the spirit of NEP 2020.
25. Developing bridge courses for students coming from disadvantaged educational backgrounds.
26. Strengthening and modernising the college library to ensure an adequate supply of books and software that cater to the specific needs and interests of persons with disabilities.
27. The processes and criteria for faculty recruitment should be clearly defined and transparent
28. There should be ample opportunities for continuous professional development.
29. To encourage research in the institution, having provision of seed grants for research to the newly inducted faculty and promoting the teachers to integrate research with teaching.
30. All the faculties should attend the mandatory Faculty Induction Programmes mainly for the newly recruited faculty
31. Annual departmental presentations to motivate the faculty for incremental progress.
32. The increase in number of seats/intake capacity should be in consonance with availability of faculty and academic infrastructure.
33. The faculty recruitment against all the vacant seats should be such that it maintains ideal student-teacher ratio.
34. Providing autonomy to the Faculties for curriculum designing.
35. Providing Computers, Conferencing facility and adequate ICT support to facilitate the teachers in academic and research activities
36. Using technology-based education platforms to the optimum level
37. Blending of traditional teaching with the online in undergraduate and vocational programmes.
38. There should be at least one smart classroom with latest ICT facilities with sound technical support in each department.
39. The project-work/dissertation/internships may be conducted in collaboration with industry, other higher educational institutions.
40. Including the component of research and internship in the Undergraduate curriculum.

41. Institutionalising of competitions on students' innovation activities at regular intervals and annual Innovation awards.
42. Incentives to faculty and students for research and innovation.
43. Promoting innovation on local/ethnic/ regional foods/ dress to promote local area culture.

Proposal for medium term goals of the institution are:

1. Establishing smart classrooms for every student and fully automated libraries.
2. Providing residential/hostel facilities to staff and students. Separate hostel for boys and girls. Separate residential facility for male and female staffs including faculty members.
3. Establishing start-up/innovation incubation centre.

Proposal for long term goals of the institution are:

1. In the long run, the institution should aim towards the goal set by NEP 2020 to increase the gross enrollment ratio (GER) in higher education including the vocational education from 26.3% (2018) to 50 % by 2035.
2. Introduction of integrated undergraduate and postgraduate programmes in Vocational and professional courses. Special community-based vocational programmes can be introduced with the support of local artists, entrepreneurs, etc with additional credits.
3. Establishing the Centre for Multidisciplinary Education and Research.
4. Introduction of new departments for programmes of contemporary relevance like Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc.
5. Introduction of Integrated UG, PG and research programmes in all disciplines of Science, Humanities and Arts.
6. Introduction of additional departments to run multidisciplinary programmes
7. Special community-based vocational programmes with the support of local artists, entrepreneurs, etc.
8. Restructuring the programmes with renewed focus on global competency

9. Tie-ups with national/international universities for collaborative academic and research programmes
10. Implementation of the remaining targets envisioned in NEP-2020
11. Fully functional International Students Office with large no. of international students on roll.
12. Integrated UG, PG and research programmes in all disciplines .
13. Introduction of additional departments to run multidisciplinary programmes .

14. Implementation of the remaining targets envisioned in NEP-2020
15. Establishment of IPR Cell and Research Promotion Cell to promote the culture of quality multidisciplinary research in the College.
16. Promoting research in areas of infectious diseases, virology, diagnostics, instrumentation and other relevant areas to combat epidemics and pandemics.
17. Introducing the departments of study like Music, Fine arts, Translation and Interpretation, and Comparative Literature.
18. Community-based projects and internships.
19. Integrating Co-curricular and extra-curricular with curricular in all disciplines and programmes.