INSTITUTIONAL DEVELOPMENT PLAN (IDP)

DIMORIA COLLEGE (AUTONOMOUS)
KHETRI, ASSAM

Prepared by
IDP Preparation Committee
August 2025

EXECUTIVE SUMMARY

Dimoria College, established on August 29, 1979 in the tribal belt and block of Assam, has served for more than four decades as a centre of higher education for rural and marginalized communities. From its modest beginnings, the institution has grown into a significant academic hub for first-generation learners, students from below poverty line families, and the broader tribal and rural population of Assam. The conferment of autonomous status in September 2023 marked a new chapter in its institutional journey, offering greater academic flexibility and self-governance. With the NAAC 3rd cycle accreditation at B++ grade, the college now aims to transform itself into a leading institution of higher learning, aspiring toward an A+ grade within the next five years, and ultimately growing into a full-fledged university by 2035. The Institutional Development Plan outlines this transformative vision and provides a detailed, achievable roadmap for academic, infrastructural, and community-centered growth.

The guiding philosophy of Dimoria College has always been rooted in inclusive education. Located in a region with significant tribal, rural, and economically backward populations, the college serves students who often come from underprivileged backgrounds and are first in their families to access higher education. This unique demographic composition gives the institution both a responsibility and an opportunity. The responsibility lies in providing equitable access to quality education that uplifts individuals and communities, while the opportunity is to become a model institution in the field of inclusive growth, cultural preservation, and skill-based empowerment. The IDP therefore emphasizes a balance of academic expansion, vocational training, research innovation, infrastructure development, and community engagement.

The current academic profile of the college is centered on the Arts and Science streams, offering a range of undergraduate programs. The immediate institutional priority is to strengthen these existing streams by upgrading all undergraduate programs into postgraduate courses within the next five years. This expansion will not only meet the growing demand for higher studies among students of the region but will also create a pool of advanced learners capable of contributing to research and innovation. Alongside this, the college plans to introduce a Mass Communication and Journalism course within the next five years, addressing the need for professional communicators and media practitioners in the region. By 2035, the Commerce stream will be fully functional, with a wide range of undergraduate and postgraduate programs. The long-term vision also includes

launching a professional MBA program, catering to students aspiring for leadership and managerial roles, while aligning with the economic growth of Assam and India. Together, these developments will create a comprehensive academic ecosystem that covers traditional disciplines, interdisciplinary studies, and professional programs.

Research and innovation form another pillar of the institutional vision. The establishment of the Centre for Interdisciplinary Research on Climate and Natural Hazards is a major priority, reflecting the urgent need for research-based solutions to the challenges of climate change and environmental risks in Assam, a state that regularly faces floods, erosion, earthquakes, and other disasters. This center will serve as a hub for faculty, research scholars, and students to engage in applied and policy-relevant research, contributing not only to academic advancement but also to community resilience. Equally significant is the planned Centre for Indigenous Knowledge, Language, and Culture. The region around Dimoria College is rich in indigenous traditions, oral literature, and cultural practices, many of which are under threat from modernization and neglect. By documenting, researching, and promoting these traditions, the centre will both preserve heritage and create new pathways of knowledge for students, scholars, and the wider society. These centres will also serve as bridges between traditional knowledge and modern scientific research, embodying the interdisciplinary ethos of the institution.

Infrastructure growth is crucial to realizing the vision of transformation. Over the next five years, the college will prioritize the automation of its library, making it a fully digitized knowledge hub with e-resources, digital catalogues, and modern research support systems. Hostels for boys and girls will be expanded to accommodate the growing students, and by 2035, the vision is to create a full residential campus that includes accommodation not only for students but also for faculty members and non-teaching staff. The creation of residential blocks will transform the institution into a holistic academic community where teaching, learning, and research thrive in a supportive environment. Sports infrastructure will also be strengthened, recognizing the role of physical education and extracurricular activities in shaping well-rounded personalities. The establishment of a Central Computer Facility is another immediate priority, enabling access to ICT tools, online resources, and skill-based training for all students. By integrating ICT across classrooms and administrative processes, the institution will achieve efficiency, transparency, and enhanced learning outcomes.

The institution recognizes that achieving excellence requires expanding its student base to create greater diversity and resource sustainability. The goal is to increase the student population from

the current level to 5000 by 2035. This will be achieved through the introduction of new programs, expansion of hostel facilities, improved outreach in rural and tribal areas, and enhanced reputation through NAAC accreditation and research outputs. Inclusivity remains a core principle, with special efforts to attract and support students from BPL backgrounds, first-generation learners, and tribal communities. Scholarships, mentorship programs, and skill-development opportunities will ensure that no deserving student is left behind due to financial or social constraints.

In addition to traditional academic programs, the college will create a strong foundation of vocational and skill-based courses. These will not only serve the employability needs of students but also meet the demands of the regional economy. Professional training programs such as diesel mechanic, mobile repairing, laboratory technician, electrician, plumber, fitter, and welder will be launched, with modern workshops and industry linkages to ensure practical learning. A driving school on campus, fully computerized and equipped with simulators, will provide certification courses, enhancing employment opportunities for rural youth. By integrating skill-based programs with academic learning, the college will contribute to building a workforce that is both academically competent and technically skilled. This dual-track system will prepare students for higher studies, entrepreneurship, and employment in equal measure.

The institution has outlined an achievable roadmap to ensure that its ambitions are grounded in practical planning. The roadmap is phased into immediate goals for 2025–2030, medium-term goals up to 2035, and long-term aspirations beyond. The box below summarizes the strategic phases:

Roadmap for Institutional Growth

Timeframe	Major Goals
2025–2030	• Upgrade all UG programs to PG level • Establish Mass Communication and Journalism course • Fully automated library infrastructure • **Centre for Interdisciplinary Research on Climate and Natural Hazards** • **Centre for Indigenous Knowledge, Language, and Culture** • Hostel expansion and Central Computer Facility • Achieve NAAC A+ grade
2030–2035	• Launch Commerce stream • Introduce MBA program

	• Expand vocational and professional courses • Develop full residential campus with blocks for students, faculty, and staff • Increase student strength to 5000
Beyond 2035	• Recognition as a full-fledged university • Regional leadership in interdisciplinary research and community engagement • Consolidated centres of excellence in climate, culture, and indigenous knowledge

Governance and quality assurance mechanisms are essential to ensure that the roadmap is implemented effectively. Faculty performance will be evaluated through a multi-dimensional approach, including structured student feedback, peer observation, curriculum review, and assessment of learning outcomes. Innovative teaching methods, integration of ICT tools, and responsiveness to student needs will be key indicators. The governance structure of autonomy will be leveraged to revise and update curricula periodically, introduce interdisciplinary courses, and adopt modern examination and evaluation methods. Academic audits, external reviews, and internal quality assurance processes will provide continuous monitoring, ensuring that the institution moves steadily toward excellence.

The financial planning of the IDP will involve a combination of government grants, state funding, research projects, self-financing skill courses, alumni contributions, and collaborations with industries and NGOs. Resource mobilization will focus on sustainable growth, with a balance between academic expansion and financial feasibility. Investments in infrastructure will be carefully phased, ensuring that core academic needs are met before ambitious expansions.

As the institution progresses toward its goals, the aspiration to become a university by 2035 will guide all efforts. University status will not only bring recognition but also open avenues for greater academic autonomy, enhanced funding, and broader student intake. With strong Arts and Science foundations, the addition of Commerce and Management, comprehensive postgraduate programs, skill and vocational courses, and vibrant research centres, Dimoria College (Autonomous) will embody the features of a holistic university rooted in local realities and global aspirations.

The IDP of Dimoria College (Autonomous) is therefore both visionary and pragmatic. It acknowledges the challenges of working in a rural and resource-constrained context, but it transforms these challenges into opportunities for innovation and inclusivity. The focus on first-generation learners, BPL students, and tribal communities ensures that education remains a tool for social justice and empowerment. The emphasis on interdisciplinary research, indigenous

knowledge, and climate resilience makes the institution relevant to the most pressing global and local concerns. The roadmap toward NAAC A+ accreditation, full residential facilities, vocational hubs, and eventual university recognition is realistic, measurable, and achievable within the proposed timelines.

Dimoria College (Autonomous) stands today at a crossroads of history. From its humble beginnings in 1979, through decades of steady service, to its current autonomous status, it has proven its resilience and relevance. The next phase of growth demands courage, vision, and commitment. With the IDP as its guiding framework, the college is committed to emerge as a model institution of higher learning in Assam, combining academic excellence with social responsibility, traditional wisdom with modern science, and local commitment with global outlook. By 2035, Dimoria College (Autonomous) will not only achieve its goal of becoming a university but also set an example of how an institution rooted in rural realities can shape the future of generations.

Particulars	**Financial Year-wise (in INR)**					
	2025-26	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**Total for 5 years**
Infrastructure						
R & D						
Faculty Development						
Reforms						
Academic Support						
Others						

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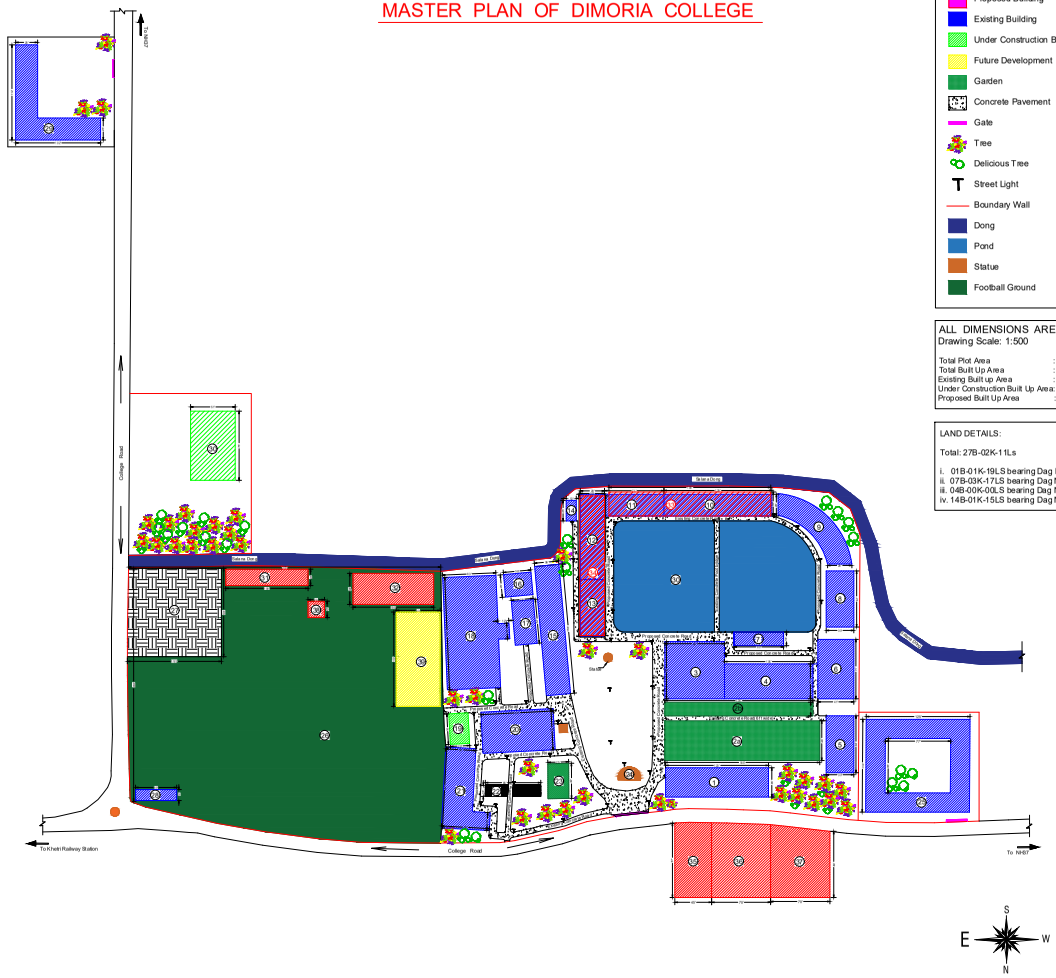
MASTER PLAN OF DIMORIA COLLEGE



INDEX:

- Proposed Building
- Existing Building
- Under Construction Building
- Future Development
- Garden
- Concrete Pavement
- Gate
- Tree
- Delicious Tree
- Street Light
- Boundary Wall
- Dong
- Pond
- Statue
- Football Ground

ALL DIMENSIONS ARE IN FOOT
Drawing Scale: 1:500

Total Plot Area	: 3,96,144 sq.ft.
Total Built Up Area	: 1,09,796 sq.ft.
Existing Built up Area	: 73,070 sq.ft.
Under Construction Built Up Area:	4,465 sq.ft.
Proposed Built Up Area	: 32,261 sq.ft.

LAND DETAILS:

Total: 27B-02K-11Ls

i. 01B-01K-19LS bearing Dag No: 950
ii. 07B-03K-17LS bearing Dag No: 951/ka
iii. 04B-00K-00LS bearing Dag No: 952/ka
iv. 14B-01K-15LS bearing Dag No: 187/ka

1. RCC G+1 Building (4305 sq.ft.)
a) Ground Floor : Principal Office & Administrative Block
b) First Floor : Under Construction

2a. Garden (8510 sq.ft.)

2b. Garden (2784 sq.ft.)

3. Department of Geology,Classroom & Lab.(A-Type: 4692 sq.ft)

4. General Classroom (A-Type: 4305 sq.ft)

5. RCC G+1 Building (2244 sq.ft..)
a) Ground Floor : Department of Environment
b) First Floor : Department of English

6. College Library (A-Type: 2911 sq.ft)

7. Boys' Common Room (A-Type: 960 sq.ft)

8. Department of Geology,Classroom & Lab.(A-Type: 2211 sq.ft)

9. RCC G+2 Building (2760 sq.ft.)
a) Ground Floor : Department of Computer Science,Classroom, Lab, Zoology Classroom & Staff Toilet
b) First Floor : Department of Eco-Restoration,Classroom, Lab
c) Second Floor : General Class Room

10. Department of Chemistry,Classroom & Lab.(A-Type: 3354 sq.ft)

11. Department of Geography,Classroom & Lab.(A-Type: 1846 sq.ft)

12. Department of Physics,Classroom & Lab.(A-Type: 2958 sq.ft)

13. Department of Botany,Classroom & Lab.(A-Type: 1972 sq.ft)

14. Students' Toilet (A-Type: 300 sq.ft)

15. RCC G+2 Building (5580 sq.ft.)
a) Ground Floor : General Classroom & Auditorium
b) First Floor : Department of Anthropology,Classroom & Lab.
c) Second Floor : Department of Anthropology

16. Department of Biotechnology,Classroom & Lab.(A-Type: 750 sq.ft)

17. College Canteen (A-Type: 1352 sq.ft)

18. RCC G+1 Building (8634 sq.ft.)
a) Ground Floor : Digital Conference Room & General Classroom
b) First Floor : Department of Economics & Genreal Classroom

19. Students' Toilet (Under Construction A-Type: 640 sq.ft)

20. RCC G+1 Building (4128 sq.ft.)
a) Ground Floor : i) Political Science Department, ii) Hindi Department, iii) Mathematics Department, iv) General Classroom, v) Girls' Common Room, vi) Cash Counter, vii) NAAC Library cum IQAC
b) First Floor : i) Department of Assamese & Classroom, ii)Department of Linguistic, iii) Departmental Library

21. RCC G+1 Building (3638 sq.ft.)
a) Ground Floor : i) Statistics Department, ii) Education Department
b) First Floor : Department of History

22. Kuchia Project (845 sq.ft.)

23. Medicinal Plant Garden (1050 sq.ft.)

24. Statue

25. Girls' Hostel & Superintendent Residence (A-Type: 8745 sq.ft)

26. Fooball Ground (16820 sq.ft.)

27. Basketball Ground (11760 sq.ft.)

28. College Hospital (A-Type: 700 sq.ft)

29. RCC G+1 Building (4725 sq.ft.)
a) Ground Floor: Girls' Hostel & Superintendent Residence
b) Fiart Floor : Proposed for Hostel expansion

30. Swimming Pool (Under Construction: 3825 sq.ft)

31. Proposed Solar Project (2000 sq.ft.)

32. Proposed Indoor Stadium (3800 sq.ft.)

33. Proposed G+2 RCC Building (5700 sq.ft.)
a) Department of Chemistry ,Classroom & Lab
b) Department of Geography ,Classroom & Lab

34. Proposed G+2 RCC Building (4756 sq.ft.)
a) Department of Botany ,Classroom & Lab
b) Department of Physics ,Classroom & Lab
c) Individual Library

35. Proposed Parking (A-Type: 3915 sq.ft.)

36. Proposed G+2 Building for Boys' Hostel (6090 sq.ft.)

37. Proposed A-Type Building for Principal Residence (5600 sq.ft.)

38. Proposed Open Stage for Cultural Programme(400 sq.ft.)

39. Proposed Concrete Road

40. Vacant Space for Future Development (5830 sq.ft.)

PROJECT:
MASTER PLAN OF DIMORIA COLLEGE

CONSULTANT:

I. GENERAL INFORMATION

Name of the institution	Dimoria College (Autonomous), Khetri, Assam
Status	Govt.
Type	Co-Educational
Year of Establishment	August 29, 1979
Website	www.dimoriacollege.ac.in
Address for communication	Office of the Principal, Dimoria College (Autonomous Khetri, District: Kamrup Metropolitan, Pin-782403, Assam, India
Email	dimoriacollege.khetri@gmail.com
Phone/Mobile	9435104360
UGC Recognition	2 (f) and 12 B
Affiliation	Gauhati University (Active and Permanent)
Campus area in acres	8.93
Built up area in square meters	~10,731.68
No. of Departments	22
No. of Programmes	25
Total no. of students	2500
Total no. of faculty members	100
Total no. of non-teaching staff	40

GEOGRAPHICAL PRESENCE

Sl. No	Particulars	Response				
1	Geographic location of the college	Rural	Urban	Peri-urban	Tribal	Any other
		✓			✓	
2	Location of the college	Eastern	Western	Northern	Southern	North-Eastern
						✓
3	Name of the Place	Khetri, Kamrup (Metro), Dimoria Block				
4	Approximate population the college is serving	More than 5 lakhs				

VISION

The vision of Dimoria is to mould the character of the future generations as competent citizens of the nation, who can be self-reliant and a source of inspiration for others through the instrument of higher education.

MISSION:

It has its mission a passionate concern for providing higher education for upcoming generations for this educationally and socially backward region, predominantly inhabitant by various tribal and ethnic groups of people transforming them into globally competitive, employable and responsible citizens.

Taking the advantage of these strengths of this college, the management (Governing Body) with active support of the teaching community, students the college has mission to promote this institution into an Educational Hub for the upliftment of the rural poor and to bring about a comprehensive development of the socially under privileged people.

The college is inclined towards the value of Indian spirituality and the students are sensitized for the same with a view to make them aware of their roots of Indian Civilization.

The College is committed to grow scientific way of thinking and it strives for awareness against superstitions and unscientific beliefs among the people apart from developing knowledge on health and hygiene.

The College aims to prepare skilled individuals to improve employability. It offers various skill related and vocational courses to generate entrepreneurial attitude among the youth of the new generation and especially among the women folks.

CORE VALUES OF THE COLLEGE

- Economic and Social Responsibilities
- Environmental Sustainability
- Empowering Scientific Temperament

STRENGTH, WEAKNESS, OPPORTUNITY AND CHALLENGES (SWOC)

A) Institutional Strength

The college has its strength can be stated as:

1.Well qualified, experienced and dedicated staff.

2.Proactive management

3.Green and Eco-friendly clean campus environment

4.Update curriculum with NEP 2020

5.Quality education at affordable cost targeted rural students

6.Adequate Hostel facilities for girl students within the campus

7.Value-added and skill courses under NEP 2020.

8.Adequate sports infrastructures.

9.Gender parity both among students and faculties.

10.Adequate community participation.

11. Multidisciplinary- Ready for NEP approach of the institution.

12.Increasing academic flexibility.

13.Well-structured, participatory and decentralized governance

14.E-governance in important areas.

B) Institutional Weakness:

1.Lack of talented students/ Majority students are from underprivileged and economically, socially disadvantageous or reserved category- SC/ST/OBC.

2. Limited consultancy and collaboration

3.Inadequate industry participation.

4.Limited infrastructure for research facilities.

5.Faculty do not have patents.

6. Lack of institutional transportation facilities.

7.Dependent heavily on Government funding.

8. Non availability of boys hostel.

C) Institutional Opportunity:

Being a young college equipped with a strong infrastructures and efficient Human resources at the advent of digital age we have the opportunity to impart holistic education taking advantage of:

1. Skill India and Start up India

2. Involvement of industry for Incubation and startups

3. Enhanced research activities

4. Collaboration with institutions of higher learning.

5. Enhancing employability of students

6. Attracting and retaining competent faculty

7. Enhanced community engagement
8. To transform into a university

D) Institutional Challenge:

The College has in this age of globalization and privatization realized the challenges in the coming days as:

1. Renovation and upgradation of the present aging physical infrastructures
2. Digitalization and complete automation to transform the institution into a smart campus.
3. Implementation of NEP 2020 effectively and meaningfully in pedagogy.
4. Attracting talents both in teaching positions and student intake.
5. Inadequate funding to build up infrastructure and state of art laboratories.

Is the institution has a Strategic Plan? Yes

The Institution is approved by the following regulatory bodies:

Sl. no.	Regulatory Body	Year of approval
1	UGC	1984
2	Directorate of Higher Education, Govt. of Assam	
3	NAAC	2023 (3rd Cycle)
4	Governor of Assam	From 2024 onwards

TYPE OF INSTITUTION AND STATUS

Dimoria College is an Autonomous institution declared by UGC and approved and affiliated under Gauhati University as per letter no: **No. F. 2-10/2023(AC- Policy)** dated 4th September 2024.

Central Govt.	State Govt	Govt. Aide	Private Unaided	Autonomous	Self-financing	Local Body	Any Other
	✓			✓			

ACCREDITATION DETAILS

The institution is accredited by NAAC and is done 3 times with validity up to 2028.

Is the institution accredited?	Yes, by NAAC	1st Cycle: B + Grade	2004-2009
		2nd Cycle: A Grade	2010-2015
		3rd Cycle: B++ Grade (Active) Last accreditation	2023-2028
	NIRF	Our college has recently registered in NIRF. The approval a ranking are yet to be received.	

DETAIL OF THE HEAD OF THE INSTITUTION

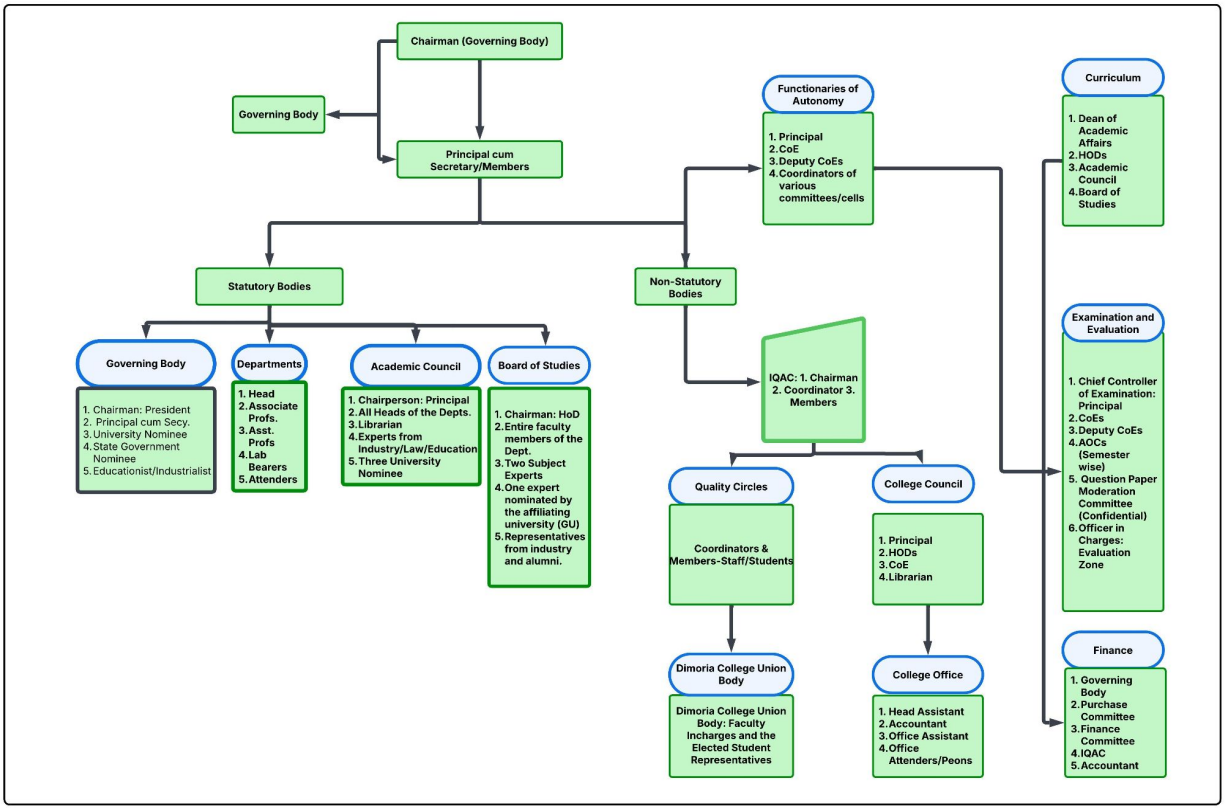
Name	**Dr. Mahananda Borah**
Professional Position	Associate Professor
Professional Responsibility	Principal in-charge
Mobile Number	9435104360
Email id	dimoriacollege.khetri@gmail.com

DETAILS OF THE IDP CORE COMMITTEE

Designation	Name	Mobile No.	Email id
IDP Coordinato	Dr. SAI Choudhury	97070012194	choudhurybotany2024@gmail.com
Member	Mr. Pankaj Bhattacharjya	9854408807	bhattacharjya.p@gmail.com
Member	Dr. Bipul Kumar Da	7002592163	bipulkumardas@dimoriacollege.ac.in
Member	Dr. Partha Pratim Gog	9706382436	parthapratimgogoi@dimoriacollege.ac.

ADMINISTRATIVE STRUCTURE

ORGANOGRAM OF DIMORIA COLLEGE (AUTONOMOUS)



Sl. No.	Indicator	Response
1	What is the current administrative structure of the institution?	The organogram of the administrative structure is attached above.
2	How are administrative departments and units organized and coordinated?	The Principal of the institution is assisted by: a) Administrative b) Academic c) Accounts The Administrative branch is headed by the Head Assistant and looks after major activities of the college administration. The Accounts section headed by the accountant looks after all the financial matters of the institution. The Academic Departments, headed by the respective heads, report to the Principal regarding the daily academic affairs. A workload diary is also regularly maintained among the faculty members which is monitored by the Principal. All cells/societies/offices are managed by a respective committee consisting of both faculty and non-teaching staff.

Sl. No.	Indicator	Response
3	Decision making strategy within the college administration.	Regular and special meetings are held to deliver quick decisions at different levels as per necessary. These bodies are coordinated by a Coordinator appointed by the Principal or GB. The HoDs and the Coordinators of different cells/societies/committees are crucial in the decentralization of the duties and decisions put forward by the Principal.
4	Coordination and collaboration among different administrative units.	Every unit is coordinated by a Coordinator appointed by the Principal. The coordinator leads his/her team of faculty/non-teaching staff for correct and rightful implementation of the ideas and schemes put forward by the higher authorities. These committees play a vital role in implementing the different policies of the govt.

IDP PREPARATION WORKING GROUPS:

Sl. no.	Working Group	Name
1	Governance	1. Mr. Himangshu Maral 2. Dr. Jahidul Haque
2	Finance and Funding Models	1. Mr. Bhaskarjyoti Deka 2. Ms. Masuma Ahmed 3. Dr. Bablu Basumatary
3	Academic Programme & Teaching Learning Ecosystem	1. Dr. Alee Sarma 2. Dr. Pratima Dutta 3. Mr. Sourav Chetia
4	Research, Intellectual Property & Supportive Mechanism	1. Dr. Minakshi Bayan Borah 2. Dr. Siva Prasad Konwar Chetri 3. Dr. Jharna Choudhury 4. Dr. Shivanee Borpatra Gohain
5	HR Management and Supportive Facilitative Mechanism	1. Mr. Diganta Daimary 2. Dr. Jashodhara Bora 3. Dr. Keemee Das
6	Networking and Collaboration	1. Dr. Dhruba Jyoti Sarma 2. Dr. Hitesh Choudhury 3. Dr. Pankaj Namasudra
7	Physical Infrastructure	1. Mr. Biren Bhuyan 2. Dr. Lakhimi Nath 3. Mrs. Sanchita Chetia

8	e-Governance/Digital	1. Mr. Anup Dutta Baruah 2. Dr. Snigdha Kataky 3. Dr. Kripal Panging

II ACADEMIC INFORMATION

Sl. no	Program/Course	Course Duration	Sanctioned Intake	Accreditation /Affiliation	Academic Strength (2025-26)			
FYUGP UG (Arts)					Boys	Girls	Total	Vacant
1	Anthropology	48 months	Major:70 Minor:70	NAAC 3rd Cycle/GU				
2	Assamese	48 months	Major:150 Minor:150	NAAC 3rd Cycle/GU				
3	Economics	48 months	Major:120 Minor:120	NAAC 3rd Cycle/GU				
4	Political Science	48 months	Major:150 Minor:160	NAAC 3rd Cycle/GU				
5	Geography	48 months	Major:100 Minor:100	NAAC 3rd Cycle/GU				
6	History	48 months	Major:120 Minor:120	NAAC 3rd Cycle/GU				
7	Education	48 months	Major:150 Minor:160	NAAC 3rd Cycle/GU				
8	Hindi	48 months	Major:75 Minor:75	NAAC 3rd Cycle/GU				
9	Folklore	48 months	Minor: 100	NAAC 3rd Cycle/GU				
10	Linguistics	48 months	Minor:50	NAAC 3rd Cycle/GU				
11	Mathematics		Major:10 Minor:10	NAAC 3rd Cycle/GU				
12	Statistics		Minor:10	NAAC 3rd Cycle/GU				
FYUGP UG (Science)								
13	Geology	48 months	Major: Minor:	NAAC 3rd Cycle/GU				
14	Physics	48 months	Major:50 Minor:50	NAAC 3rd Cycle/GU				

15	Chemistry	48 months	Major:60 Minor:120	NAAC 3rd Cycle/GU				
16	Mathematics	48 months	Major:45 Minor:45	NAAC 3rd Cycle/GU				
17	Botany	48 months	Major:60 Minor:60	NAAC 3rd Cycle/GU				
18	Zoology	48 months	Major:60 Minor:60	NAAC 3rd Cycle/GU				
19	Computer Sc.	48 months	Major:40 Minor:40	NAAC 3rd Cycle/GU				
20	Statistics	48 months	Minor:40	NAAC 3rd Cycle/GU				
21	Bio-Technology	48 months	Minor:30	NAAC 3rd Cycle/GU				
22	Anthropology	48 months	Major:10 Minor:10	NAAC 3rd Cycle/GU				
23	Economics	48 months	Major:20 Minor:20	NAAC 3rd Cycle/GU				
24	Geography	48 months	Major:10 Minor:10	NAAC 3rd Cycle/GU				
PG (Arts and Science)								
25	Eco-Restoration	24 months		NAAC 3rd Cycle/GU				
26	Environmental Management	24 months		NAAC 3rd Cycle/GU				
27	Economics	24 months		NAAC 3rd Cycle/GU				
28	Assamese	24 months		NAAC 3rd Cycle/GU				

FACULTY STRENGTH STATUS AS ON AUGUST 2025

Sl.no	Dept.	Total sanctioned	No. of teaching faculty as per designation (Current)			Total in position (Current)		Vacant	No. of faculty with PhD		
			Associate Prof. (A)	**Assistant Prof.**		**A+P**	**A+P+C**				
				P	**C**				**P***	**C***	**P+C**
1	Anthropology	04	01	01	01	02	03	02	02	00	02
2	Assamese	05	00	05	02	05	07	00	05	01	06
3	Economic	07	00	07	01	07	08	00	04	00	04
4	Political Science	04	00	04	00	04	04	00	01	00	01
5	Geography	05	00	04	00	04	04	01	02	00	02
6	History	03	02	01	01	03	04	00	00	00	00
7	Education	03	00	03	01	03	04	00	02	00	02
8	Hindi	03	00	02	01	02	03	01	01	00	01
9	Folklore	01	00	01	01	01	02	00	01	00	01
10	Linguistic	02	00	02	00	02	02	00	00	00	00
11	Geology	03	01	02	01	03	04	00	02	01	03
12	Physics	04	02	01	01	03	04	01	02	00	02
13	Chemistry	04	02	01	01	03	03	01	02	00	02

14	Mathemat s	04	01	03	00	04	05	00	01	01	02
15	Botany	04	03	01	00	04	04	00	04	00	04
16	Zoology	04	03	01	00	04	04	00	02	00	02
17	Computer Sc.	02	00	02	01	02	03	00	01	01	02
18	Statistics	02	02	00	00	02	02	00	01	00	01
19	Eco-Restoratio	00	00	00	02	00	02	00	00	01	01
20	Environm tal Managem t	00	00	00	02	00	02	00	00	01	01
21	Bio-Technolog	00	00	00	01	00	01	00	00	01	01
22	English	04	01	03	01	04	05	00	01	01	01
Total		**68**	**18**	**44**	**18**	**62**	**80**	**06**	**34**	**08**	**41**

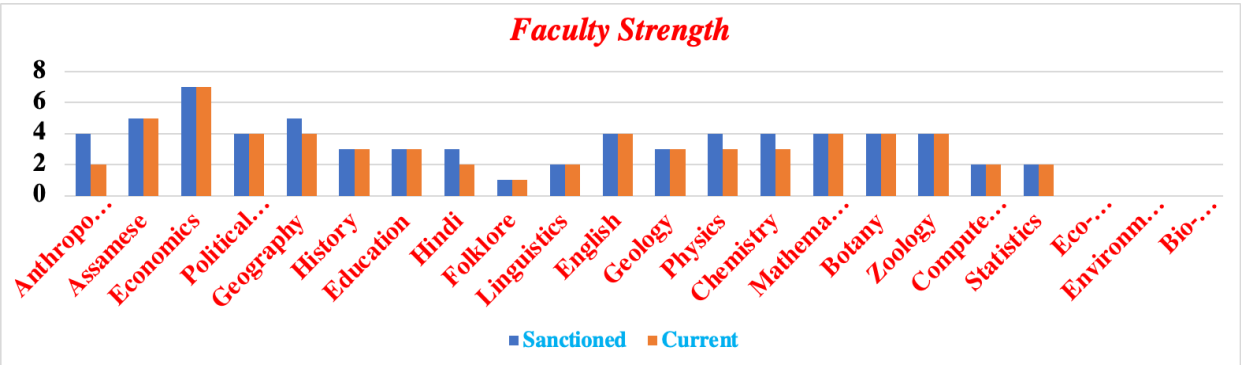


Figure 1: Department wise Faculty Strength (Regular/Sanctioned)

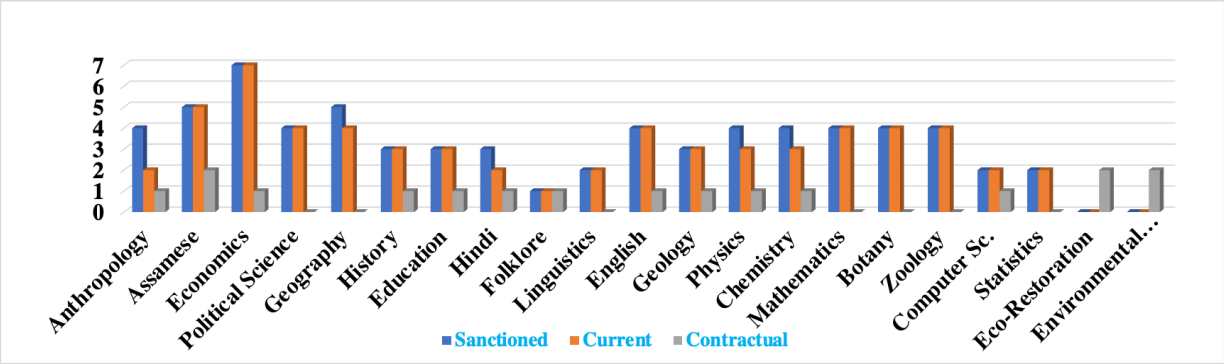


Figure 2: Department wise Faculty Strength (Regular and Contractual)

DEPARTMENT WISE RESULTS

Sl. no.	Subject/Course	Appeared	Passed	Withheld
1	Anthropology	15	13	2
2	Assamese	30	29	1
3	Economics	9	7	2
4	Political Science	32	28	4
5	Geography (Science)	1	1	0
6	Geography	24	21	3
7	History	41	15	26
8	English	17	15	2
9	Education	29	28	1
10	Hindi	25	24	1
11	Geology	11	9	2
12	Physics	11	10	1
13	Chemistry	4	4	0
14	Mathematics	10	9	1
15	Botany	10	10	0
16	Zoology	21	16	5
17	Computer Sc.	15	13	2

18	PG in Eco-Restoration	3	3	0
19	PG in Environmental Management	3	3	0
20	B.Sc Regular	2	1	1
21	BA Regular	54	16	38
22	PG in Assamese	10	2	8
23	PG in Economics	6	1	5

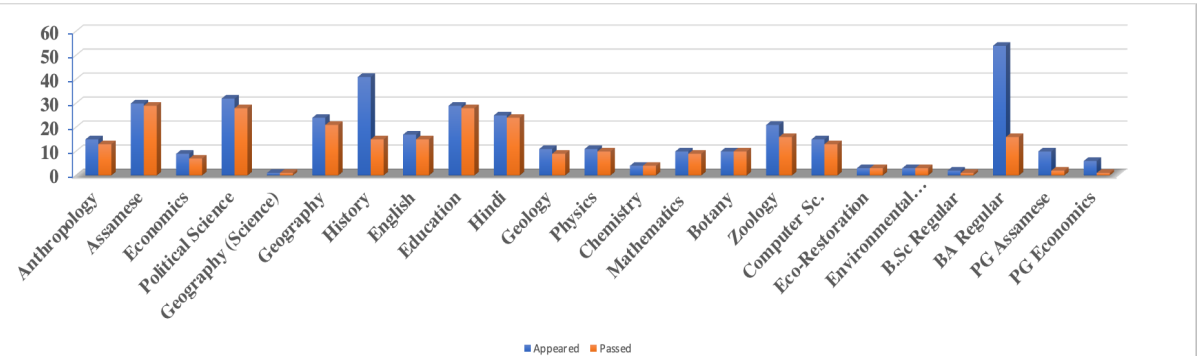


Figure 3: No. of Students appeared and passed in the last Final Semester Examination (2025 batch)

STREAM -WISE RESULT OF THE INSTITUTION

Sl. no.	Course	No. of students admitted in Final Semester	No. of Students Appeared in Final Semester Examination	Drop out Ratio (%)	No. of students Passed	Pass Percentage (%)
1	UG (Arts)	342	276	19.29	196	71.01
2	UG (Science)	85	85	0	73	85.88
3	PG (Arts)	16	16	0	03	18
4	PG (Science)	06	06	0	06	100

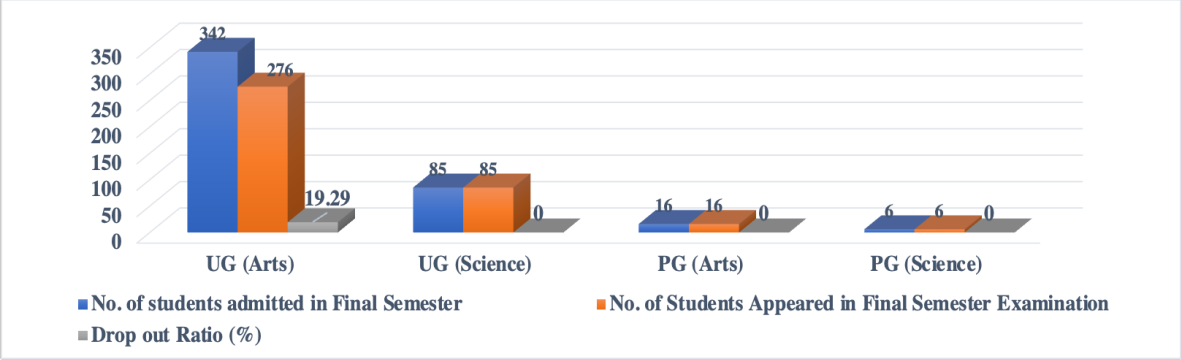


Figure 4: Drop out ratio of Final Semester Students (2025 batch)

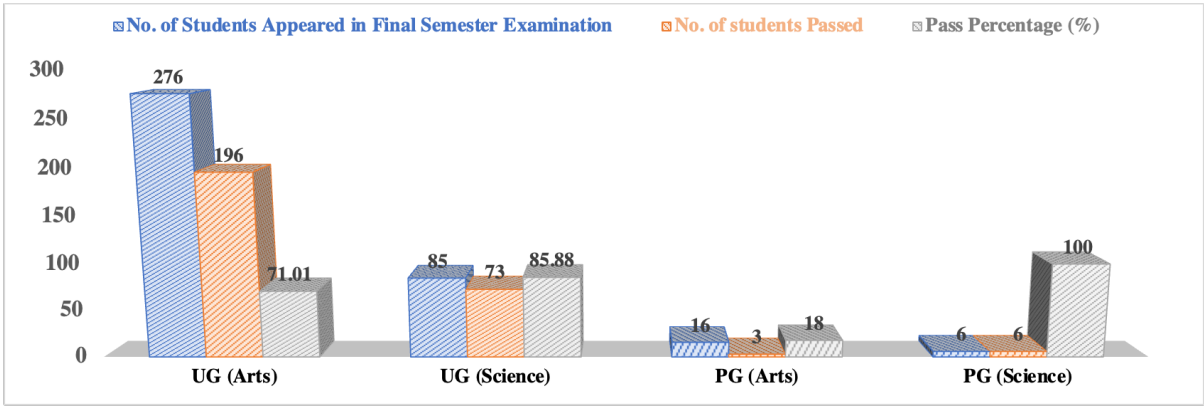


Figure 5: Pass Percentage of Final Semester Students (2025 batch)

STUDENT NEWLY ADMITTED IN THE SESSION 2025-26

Sl. no.	Programme	Total	Boys	Girls	Gen	SC	ST (P)	ST (H)	OBC	EWS	PwD
1	UG (Science)	155	78	77	96	14	6	19	30	01	01
2	UG (Arts)	612	246	366	341	61	50	58	97	05	01
Total UG		767	324	443	437	75	56	77	127	6	2
3	M.Sc.	6	4	2	2	2	2	0	0	0	0
4	MA	36	5	31	9	6	6	9	8	0	0
Total PG		42	9	33	11	8	8	9	8	0	0
Grand Total		809	333	476	448	83	64	86	135	06	02

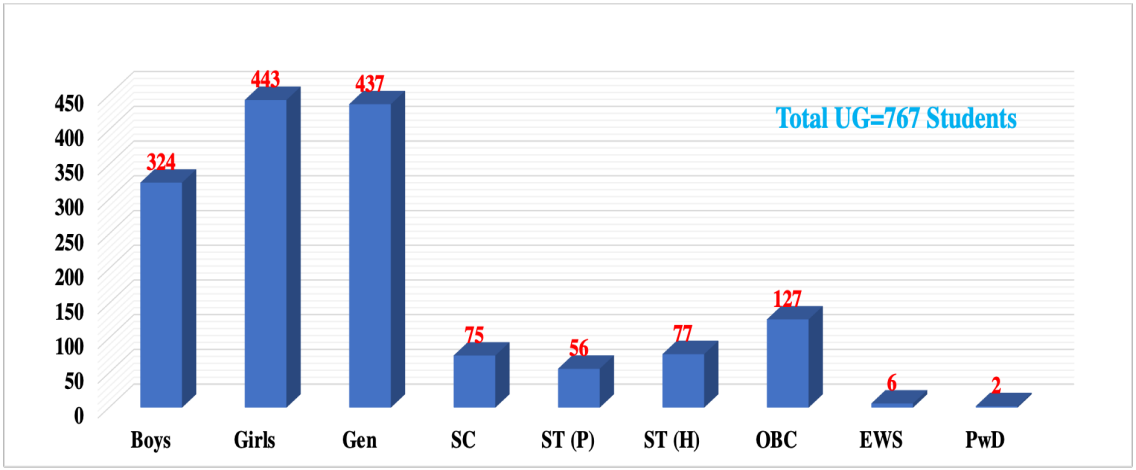


Figure 6: Admission data of UG students 2025-26 session

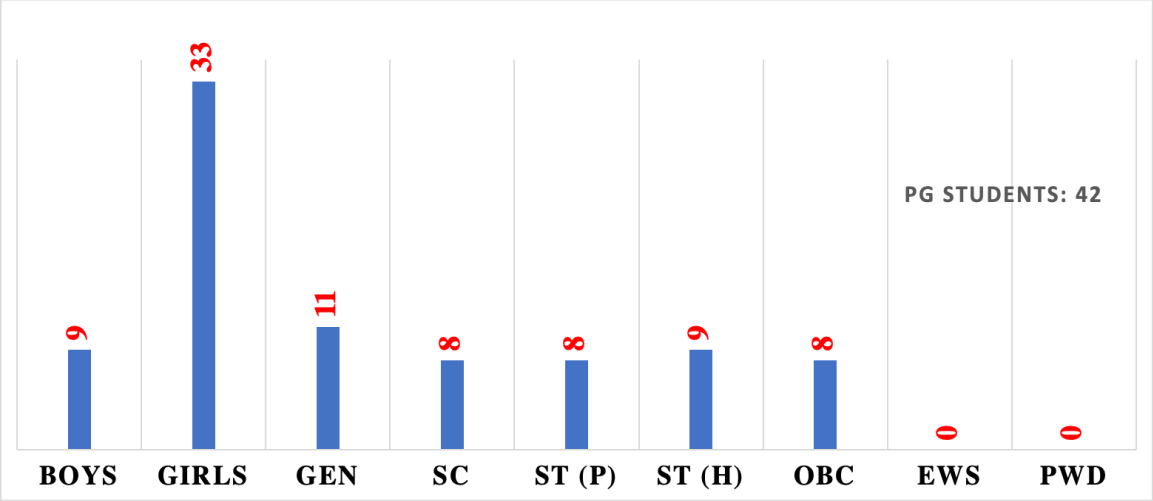


Figure 7: Admission data of PG students 2025-26 session

STUDENT'S CLASS ATTENDANCE SYSTEM

Sl. no.	Particulars	Responses
1	Attendance Record and Tracking of the students	Currently the institution is following an offline attendanc record system through daily register method for each of the classes by the respective faculties.
2	Mechanism for monitoring attendance	Yes, there is a committee who monitors the student attendanc and collects the data from eac department at the end of every month
3	Any efforts to identify the root cause of low attendance	Through the mentor-mentee system, parent-teacher meetin and above all at a personal level, teacher-student interaction helps to identify th root cause or counsel the student for the same.
4	Disciplinary policy against poor attendance	As per UGC guidelines, it is mandatory to have at least 75% attendance. Students without 75% attendance may be debarred from appearing in the semester examination with

		additional penalty as decided b the committee. In addition, there is a mandate from the Govt. of Assam that students without having 75% attendanc may not be provided free ship form the successive semesters

STUDENT ABSENTEEISM

Sl. no	Particulars	Responses
1	What are the common reasons for student's absenteeism?	Poor accommodation/ hostel facility No boys hostel as of now. Part-time engagement to earn money as majorit of the students are not from a privileged background. As the college is in the outskirts of Guwahati cit the daily travel expenses are not bearable for ma students. Lack of state-of-the-art extra curricular facilitie such as indoor stadiums, 24x7 library, medical facility etc.
2	How does the institution invol parents in addressing the studen absenteeism?	Informing guardian/parents through parent-teach meet and sending SMS to their mobile phones.

STUDENT'S DISCIPLINE

Sl. no.	Particulars	Responses
1	What are the current disciplinary policies an procedures in place within the institute?	Dimoria College ensures discipline and a positive camp atmosphere through active mechanisms like the Grievanc Redressal Cell, Anti-Harassment Cell, and Anti-Ragging Committee. A suggestion box and regular feedback forms invite

		constructive inputs from students and staff. Additionall the online grievance portal on the college website enables quick, transparent, and fair resolution of issues.
2	Are there any particular areas where disciplinary incidents are more prevalent?	Yes, through NCC and NSS activities
3	What programmes are in place to promote positive behaviour and a culture of respect among students?	Dimoria College promotes positive behaviour and respect through its Induction Programme, which orients nev students to values and codes o conduct. Formal welcome and farewell ceremonies foster uni and mutual appreciation. Regular lectures and interactiv sessions on ethics, discipline, and social responsibility encourage integrity, empathy, and a culture of mutual respec on campus.
4	How are faculty, staff and administrators trained to implement disciplinary interventio effectively?	At Dimoria College, there are no formal training programme for faculty, staff, or administrators on disciplinary interventions. However, camp activities are closely monitore through regular supervision ar strategically installed CCTV cameras. This vigilant approac ensures timely detection of issues and helps maintain a sa respectful, and disciplined environment for all

CO-CURRICULAR ACTIVITIES (YEAR: 2024-25)

Sl. no.	Particulars	Number
1	Societies/Clubs	
2	Students participated in inter-college competitio	
3	Students participated in state/national level competition	

4	Frequency of annual function/festival	
5	Average media publication of student/faculty activities per year	
6	Students enrolled for Entrepreneurship and Innovation Cell (IIC)	
7	Girl students participated in self-defence programme offered by institution	

STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES: SESSION 2024-25

Sl.no.	Activity	Number	Sl. no.	Activity	Number
1	Literary	500	9	NSS	200
2	Debate	200	10	NCC Girls	60
3	Art and Craft	150	11	Eco-Club	80
4	Exhibition	1000	12	IIC	50
5	Swachh Bharat Mission	80	13	Srijani: Centre for Performing Arts	60
6	Blood Donation	200	14	Geological Clul	50
7	Botanica (for promotion and propagation of biological sciences	35	15	Red Ribbon Clu	
8	Electoral Literacy Club	200	16	Yuva Tourism Club	100

ADDITIONAL COURSES IN THE CURRICULUM CURRENTLY RUNNING IN THE INSTITUTION FOR SKILL DEVELOPMENT

Sl. no.	Particulars	Responses
1	How are skill courses integrated into the curriculum?	Skill courses are seamlessly integrated into the curriculum through Value Added Courses like NCC, NSS, and Performi Arts etc., alongside Skill Enhancement Papers. Students

		gain practical expertise in area such as Remote Sensing and GIS, computational skills usin MATLAB, nursery and gardening, and geological surveys, fostering holistic development and employabilit
2	What proportion of the curriculum is dedicated to these skill building components?	The curriculum is structured into Major, Minor, Value Added Courses (VAC), Skill Enhancement Courses (SEC), Ability Enhancement Courses (AEC), and Multi-Disciplinary Courses (MDC). As per NEP 2020, these components are strategically distributed across different semesters, with each department contributing accordingly. In addition, approved MOOCs are encouraged to enhance learnin opportunities.
3.	How are the outcomes associated with these courses monitored and assessed in student's achievement?	The outcomes of these courses are monitored through systematic CO-PO mapping, continuous assessment, and feedback mechanisms. Studen achievement is evaluated base on academic performance, job placements, progression to higher studies, and entrepreneurial ventures. Regular reviews ensure that skills gained translate into career readiness, innovation, and overall professional growt

MENTOR - MENTEE SYSTEM AND LEARNING SUPPORT SYSTEM

The mentor–mentee system is designed to provide personalised academic and career guidance to students throughout their programme. At the beginning of the academic year, each faculty member is allotted a group of students to mentor. The mentor's role includes monitoring academic performance, offering career advice, and ensuring overall well-being.

Students are categorised into advanced learners and slow learners based on examination results, classroom performance, and feedback. Advanced learners are encouraged to participate in enrichment activities, research projects, seminars, and leadership initiatives. They may also be guided to present papers, join academic competitions, or take part in community-based projects.

Slow learners receive focused support through remedial classes, peer tutoring, and personalised study plans. Mentors regularly follow up on their progress, address difficulties, and provide motivation to improve. This dual-track approach ensures that every learner is supported according to their needs.

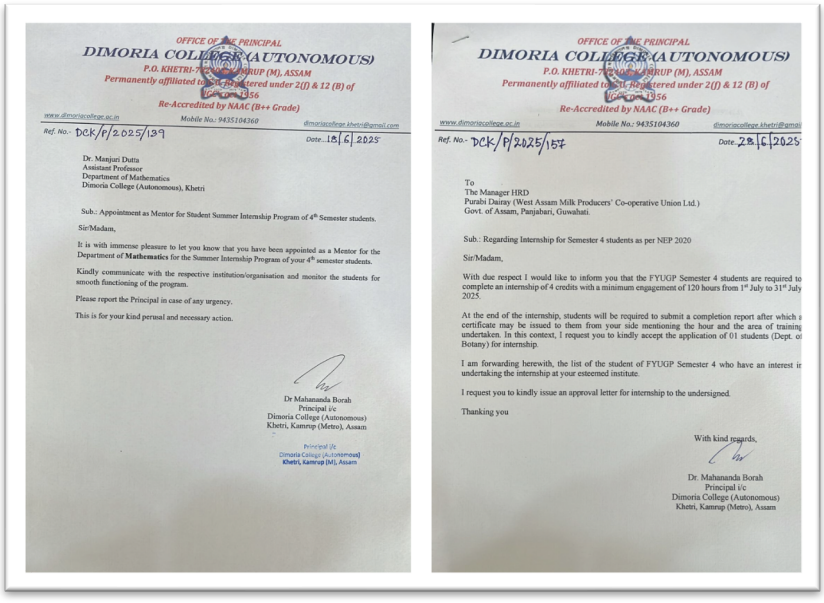
A significant feature of the system is the mandatory internship in the 4th semester. Every student is required to undertake an internship in local industries, universities, or research laboratories. Faculty members assist in securing placements and guide students in preparing for the experience. The internship is aimed at enhancing practical skills, industry exposure, and professional readiness.

After the internship, students submit reports and share their experiences in mentoring sessions. Mentors review the feedback, help students reflect on their learning, and provide further career counselling. This integrated model bridges classroom learning with real-world application, ensuring both academic excellence and holistic development.

Sl. no	Particulars	Responses	No. of students benefitte	No. of faculty membe involve	Ratio
1	How is the mentor-mentee system monitore	The mentor–mentee system is close monitored to ensure every stude receives the support they need. Ea faculty member mentors a set group students, keeping track of attendan class performance, and results from u tests and sessional tests. Based on the students are identified as advanc learners or slow learners. Advanc learners are encouraged with ex projects, seminars, and leadership rol Slow learners get additional care throu tutorial classes, remedial lessons, a peer guidance. Mentors regularly me their mentees, discuss progress, a update records. Departmental revie and student feedback help refine t process, ensuring steady academic a personal growth. Interaction with the mentees are do once in a month formally.	~2400	86	1:30
2	How is student Internship managed?	The mentor–mentee system trac student progress through attendan class performance, unit tests, a sessional tests. Students are categoris as advanced learners or slow learne receiving enrichment activities or ex care through tutorials and remed classes. At the end of the 4th semest every student must complete a mandato internship (2-credit paper) in lo industries, research laboratories, universities. This is arranged and close monitored by the allotted faculty ment who ensures relevance to the studen academic field. Post-internship, stude submit reports and share experienc during mentoring sessions, enabli evaluation of both academic a professional growth.	373	30	1:12

3	Feedback and Assessment of intern students	Intern students maintain a log bo during their internship, with the indust or lab supervisor's daily signature agai the recorded activities. Mentors intera regularly with both supervisors a students to monitor progress and addre issues. At the end of the internship, ea student submits a final report detaili their work and learning outcom Assessment is based on the log boo supervisor feedback, and the submitt report. On this basis, a certificate issued, and the internship result reflected in the student's marksheet. Th process ensures accountability, sk development, and a clear record professional engagement.	-	-	-

A sample copy of the decentralisation of duties and the process of engagement is shown below:



OFFICE OF THE PRINCIPAL
DIMORIA COLLEGE (AUTONOMOUS)
P.O. KHETRI-782403, KAMRUP (M), ASSAM
Permanently affiliated to Gauhati University, Registered under 2(f) & 12 (B) of UGC Act, 1956
Re-Accredited by NAAC (B++ Grade)
www.dimoriacollege.ac.in Mobile No.: 9435104360 dimoriacollege.khetri@gmail.com

Ref. No.- DCK/P/2025/139 Date.- 18/6/2025

Dr. Manjuri Dutta
Assistant Professor
Department of Mathematics
Dimoria College (Autonomous), Khetri

Sub.: Appointment as Mentor for Student Summer Internship Program of 4th Semester students.

Sir/Madam,

It is with immense pleasure to let you know that you have been appointed as a Mentor for the Department of **Mathematics** for the Summer Internship Program of your 4th semester students.

Kindly communicate with the respective institution/organisation and monitor the students for smooth functioning of the program.

Please report the Principal in case of any urgency.

This is for your kind perusal and necessary action.

Dr Mahananda Borah
Principal i/c
Dimoria College (Autonomous)
Khetri, Kamrup (Metro), Assam

Principal i/c
Dimoria College (Autonomous)
Khetri, Kamrup (M), Assam

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Ref. No.- DCK/P/2025/157 Date.- 28/6/2025

To
The Manager HRD
Purabi Dairay (West Assam Milk Producers' Co-operative Union Ltd.)
Govt. of Assam, Panjabari, Guwahati.

Sub.: Regarding Internship for Semester 4 students as per NEP 2020

Sir/Madam,

With due respect I would like to inform you that the FYUGP Semester 4 students are required to complete an internship of 4 credits with a minimum engagement of 120 hours from 1st July to 31st July 2025.

At the end of the internship, students will be required to submit a completion report after which a certificate may be issued to them from your side mentioning the hour and the area of training undertaken. In this context, I request you to kindly accept the application of 01 students (Dept. of Botany) for internship.

I am forwarding herewith, the list of the student of FYUGP Semester 4 who have an interest in undertaking the internship at your esteemed institute.

I request you to kindly issue an approval letter for internship to the undersigned.

Thanking you

With kind regards,

Dr. Mahananda Borah
Principal i/c
Dimoria College (Autonomous)
Khetri, Kamrup (Metro), Assam

Figure 8: Sample copy of the letters of assignment.

SPORTS FACILITY

Sl. no.	Particulars	Responses
1	Infrastructure Facility of the institution?	Yes

2	Fields of sports pursued by the students	Football, Basketball, Cricket, Badminto Athletics, Boxing, Swimming, Cycling	
3	Facilities available	Facility	Availability
		Football Ground	Yes
		Cricket Ground	Yes
		Volleyball	Yes
		Basketball	Yes
		Badminton	Yes
		Gymnasium	Yes

CURRENT INFRASTRUCTURE DETAILS

Sl. No.	Parameters	Yes/No	Number
1	Classrooms	Yes	~62
2	Smart Classroom	Yes	06
3	Desktop Computers	Yes	30
4	Seminar Room	Yes	01
5	Computer Lab	Yes	05
6	Desk Bench	Yes	571 Pairs
7	Laboratories for each Science Depts	Yes, in all practical subjects	20

8	Do the laboratories have sufficient equipment for students	No	
9	No. of libraries	Yes	Central Library= Dept.=20 Total=21
10	Is the library system computerized?	Yes, partly	Central Library only
11	Is the library and academic blocks accessible for differently abled students?	Yes	Ramps available
12	Library Opening hours	9 am to 4 pm	
13	Hostel facility	Yes	2 Girls hostels (Capacity=80)
14	Canteen	Yes	01
15	Common Room	Yes	Boys=01 Girls=01 Faculty Commo Room=01
16	Gymnasium	Yes	01
17	Swimming Pools	Yes	Not operational
18	Auditorium cum Indoor Stadium	Yes	01
19	Digital Lecture Theatre	Yes	01
20	Playground	Yes	01
21	Basketball Ground	Yes	01
22	Yoga Centre	Yes	01
23	Wi-fi facility	Yes	100 mbps

STRATEGIC PLAN AND TARGETS

Indicator	Present Value/Rating	Target				
		2025-26	2026-27	2027-28	2028-29	2030-31
GOVERNANCE QUALITY INDEX						
% of Faculty Positions vacant	9% Teaching vacant = 6 Sanctioned= 68 (in position= 62); 0% Contractual In position =18 Vacant=0	< 5 %	< 5 %	< 5 %	< 5%	< 5%
% of non-teaching staff -vacant	14% Non-teaching vacant= 5 (sanctioned=,35 in position=30)	< 5 %	< 5 %	< 5 %	< 5%	< 5%

No. of under graduation programs	24	24	24+1*+1*=26 Honours in Folklore and Statistics to be inducted	26+1*=27 Honours in Linguistics	27	
No. of post graduate programs	05 (Economics, Assamese, Geology, Environmental Management, Eco-Restoration)	05	10 Botany, Geography, Political Science, Mathematics	15 Anthropology, Hindi, English, Zoology, Physics	19 History, Education, Chemistry, Linguistics	Every existing department will have PG courses
No. of Doctoral programs	Nil	Nil	Geology, Botany, Geography, Economics, Folklore, Physics	Mathematics	-	Every existing department will have PhD programmes
Other Professional Course		ITEP (BA-B.Ed. & B.Sc.-B.Ed.)	PGDCA B.Sc. in Biotechnology	BCA		

Self-Financing/ Certificate Course/Diploma			1. Advanced Course in Remote and GIS 2. Advanced computing in Data Analysis. 3. Sattriya Dance 4. Nursery and Gardening	-	Integrated Course in Mass Communication and Journalism	-
Open Learning Centre	KKHSOU	KKHSOU	KKHSOU	KKHSOU	KKHSOU	KKHSOU/ Starting of own ODL Centre

Indicator	Present	Target				
		2025-26	2026-27	2027-28	2028-29	2029-30
ACADEMIC EXCELLENCE INDEX						
Course Completion	100%	100%	100%	100%	100%	100%
Exam Conduction	On Time	On Time	On Time	On Time	On Time	On Time
Supplementary Exam/Back Exam	After 1 Year	After 1 Year	Within 45 of declaration of result	Within 45 of declaration of result	Within 45 of declaration of result	Within 30 of declaration of result
Gap in Declaration of Result	2 months after Exam	2 months after Exam	Within 1 month	Within 1 month	Within 1 month	Within 1 month
Plagiarism Check	NIL	Applicable to Teachers' publication – 100%	Random 30 % in case of Students' Report	Random 30 % in case of Students' Report	Random 50 % in case of Students' Report	Random 80 % in case of Students' Report
NAAC Accreditation Grade	B++ (2023)				A+	
NIRF Rank	Recently registered					Within 500 colleges of India

Teacher Student Ratio	1:30					1:40 (Target students to be 4000)
Total Students*	2400	2400	2800	3000	3200	3500
Total area for teaching learning *	80927	80927	80927	143087	155987	185987
Teaching – Learning space available per student (sq. feet per student)	1:33	1:33	1:29	1:47	1:49	1:53
% of Visiting Professors	Nil	5%	5%	5%	5%	5%
% of faculty involved in higher education	100%	100%	100%	100%	100%	100%
% of expenditure on Library						
Functioning of IQAC	100%	100%	100%	100%	100%	100%
No. of National Collaborations	3	3	6	12	20	20
No. of Foreign Collaborations	Nil	Nil	2	4	6	10
Subscription expenditure	10000	10000	20000	20000	20000	100000

DEPARTMENT WISE SPACE FOR TEACHING LEARNING AND PHASE WISE EXPANSION (BASED ON THE MASTER PLAN AND SATELLITE IMAGERY)

Sl. No.	Department	Existing Area (sq. ft)	2025-26 (sq. ft)	2026-27 (sq. ft)	2027-28 (sq. ft)	2028-29 (sq. ft)	2029-30 (sq. ft)
1	Administrative Block	8600	8600	8600	8600	8600+4300=12900	12900
2	Geology	4692	4692	4692	4692	4692	4692
3	Ambedkar Sc. Block	4305	4305	4305	4305	4305	4305
4	English & Env. Management	4488	4488	4488	4488	4488	4488
5	Library	3411	3411	3411	3411	3411	3411
6	Zoology	2211	2211	2211	2211	2211	2211
7	Computer Sc. & Eco-Restoration	2760	2760	2760	2760	2760	2760
8	Geography & Chemistry	5700	5700	5700	10620+ (4*10620) =53100	53100	53100
9	Physics & Botany	4920	4920	4920	4920+(4*4920) =24600	24600	24600
10	Auditorium & Anthropology	7500	7500	7500	7500	7500	7500
11	Assamese, Hindi, Maths & Linguistics	8256	8256	8256	8256	8256	8256
12	Education, History & Statistics	7200	7200	7200	7200	7200	7200

13	Economics & Pol. Sc.	16884	16884	16884	16884	16884	16884
14	New Academic Block (2nd Campus)	-	-	-	-	-	30,000 (5 storey)
	Total	80927	80927	80927	143087	155987	185987

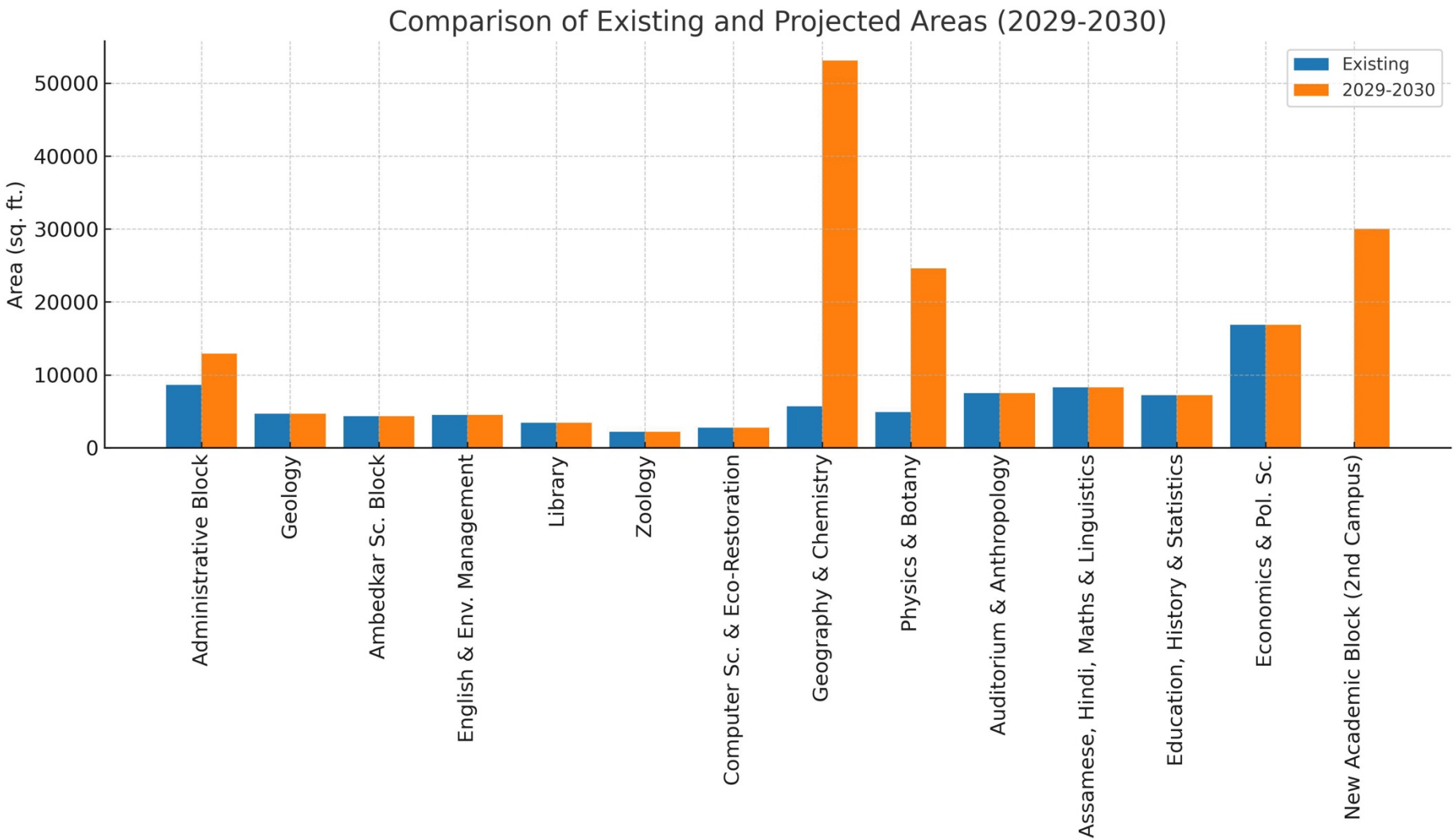

Figure 9: Space available for teaching -learning (Existing to Next 5 years plan)

Indicator	Present Value/Rating	Target				
		2025-26	2026-27	2027-28	2028-29	2029-30
EQUITY INITIATIVE INDEX						
SC Student % (Newly admitted 1st Sem: UG + PG)	10.25 %	15%	15%	15%	18%	20%
ST Student % (Newly admitted 1st Sem: UG + PG)	18.54 %	20%	20%	20%	22%	25%
OBC Student % (Newly admitted 1st Sem: UG + PG)	16.68 %	15%	15%	20%	20%	20%
% of female student (Newly admitted 1st Sem: UG + PG)	58.83 %	55%	55%	55%	55%	55%
Functioning of ICC (Internal Complaint Committee)/Committee Against Sexual Harassment	Yes	Yes	Yes	Yes	Yes	Yes
RTI Cell	Yes	Yes	Yes	Yes	Yes	Yes
RESEARCH AND INNOVATION INDEX						
Publication of faculty per year	<1	1	1	1.5	2	2
% of faculty involved as Principal Researcher	3%	3%	5%	5%	8%	10%
% of research projects fully or 50% funded by external agencies, industries	100%					100%
No. of patents granted						
% of faculty receiving national/international awards						
Doctoral degrees awarded per academic year (Student)	Nil	Nil	Nil	Nil	Nil	02
% of expenditure on Research and related facilities (out of total budget) per year	Nil	5%	5%	5%	10%	15%

STUDENT FACILITIES						
No. of new professional development programmes	40	40	40	40	50	50
% of students participating in co-curricular activities	30%	30%	35%	35%	35%	40%
% of student participating in sports activities	20%	20%	20%	25%	30%	35%
Career Counselling and Placement Cell	Yes	Yes	Yes	Yes	Yes	Yes
Availability of hostel seats for out-station female students	80	120	120	150	200	250
Availability of hostel seats for out-station male students	Nil	Nil	Nil	300	300	300
INFRASTRUCTURE & Others						
Staff Quarters	Nil	Nil	Nil	Nil	Nil	Accommodation for atleast 50 faculties in the New Campus
% of income from training programmes/short term/certificate courses/self-financing MA/M.Sc./diploma	2%	2%	2%	5%	10%	15%
Computer digital facilities (No. of computers for teaching-learning)	20	20	30	50	100	100 +50 (New shared Computer Centre)
Internet Connectivity	Yes, fiber connection, 100 mbps for every academic dept.	Yes	Yes	Yes	Yes	Entire campus to WIFI enabled for all the students
Canteen	Yes	Improve	Expand	Expand	Expand	Expand

FIVE YEAR PLAN

ADMINISTRATIVE STRUCTURE

Year	Strategic Plan
2025-26	1. Training of the administrative staff with advance computing skills like e-file management, emailing, record keeping in cloud, creating google form for time-to-time surveys, office automation. 2. Biennial Academic and Administrative Audit to be conducted in a regular manner. 3. Biennial Green and Environmental Audit to be conducted in a regular manner by a Nodal/Competent agency. 4. Biennial Energy Audit to be conducted in a regular manner by a competent agency.
2026-27	1. Strengthen e-governance system, office of the principal to be attached with an effective computer cell 2. Initiative towards appointment of regular Principal and Vice-Principal
2027-28	Increase the no. of clerical staff
2028-29	Increase collaboration with top institutes of the state for training and research
2029-30	Smooth deliberation and tracking of the files.

PROJECTED GROWTH RATE OF STUDENT ENROLLMENT

Year	Strategic Plan
2025-26	5 % growth rate in each department/ITEP Program
2026-27	5 % growth rate in each department
2027-28	7 % growth rate in each department. This is in compliance with the new UG, PG and self-financing certificate courses
2028-29	10 % growth rate in each department. This is in compliance with the new UG, PG and self-financing certificate courses
2029-30	20 % growth rate in each department. This is in compliance with the new UG, PG and self-financing certificate courses

PLANS TO REMODEL THE SUBJECTS, COURSES AND CURRICULUM ACCORDING TO THE DEMAND

Year	Strategic Plan
2025-26	Adopted NEP 2020 Curriculum and upgraded the syllabus/Start of ITEP Program.
2026-27	More additional courses to be inducted as per demand and requirement/Start PG courses for different departments strategically
2027-28	To upgrade infrastructure for better teaching -learning process and research initiatives/Start PG courses for rest of the departments/ Every faculty with eligibility must acquire guideship from the affiliating university for improving the academic level of the institution.

2028-29	To start PhD programme for students and working professionals (to be awarded by the affiliating university)
2029-30	To start an incubation centre for promotion of innovation and entrepreneurship.

PLAN TO ENSURE AN ADEQUATE NUMBER OF FACULTY MEMBERS TO SUPPORT THE PROJECTED GROWTH

Year	Strategic Plan
2025-26	To allocate budget for teaching aids and ICT facilities
2026-27	To allocate funds for starting an e-learning center with recording and studio set up.
2027-28	To allocate budget for visiting faculties for those departments where the regular faculty strength is poor
2028-29	Conduct FDP in the campus for faculty members for improving faculty performance
2029-30	To initiate talks with the concerned authority to increase sanctioned posts wherever necessary.

PLAN TO MAINTAIN THE FACULTY-STUDENT RATIO IN THE COMING YEARS

Year	Strategic Plan
2025-26	With the opening of ITEP, recruitment of additional faculty members to be done for each of the departments. Engagement of guest faculties so that it is adequate for opening PG course in the incumbent departments
2026-27	Remuneration of the guest faculty to be increased keeping in view the current inflation rate and to get a dedicated service.
2027-28	Consider innovative teaching methods such as online courses (MOOCs, Course Era etc.) or blended learning approaches to optimize faculty recourses and accommodate increasing number of students.
2028-29	Encourage interdisciplinary collaboration among faculty members to maximize the impact of expertise and resources across departments and programmes.
2029-30	To enhance the student–teacher ratio to meet national standards, the institution will increase the number of guest faculty members alongside permanent faculty members.

TRAINING AND DEVELOPMENT PLANS FOR NEW FACULTY

Year	Strategic Plan
2025-26	1. Provide a comprehensive orientation programme to familiarize new faculties with the institution's vision, mission, policies and procedures. 2. All new faculty members should go through a mandatory ethical and code of conduct training imparted by a nodal agency within a year of joining.
2026-27	1. To conduct FDP on multi-disciplinary courses every year 2. Training for faculty members on research proposal writing to encourage faculty members to submit proposals in national and international agencies.

	3. To facilitate academic collaboration various universities/colleges/research institutions/industries etc.
2027-28	Training on pedagogy and research methodology for new faculties every year.
2028-29	Encourage the new faculty members by providing a minor research grant from the institution to start his/her research work or set up his/her own laboratory. This will ensure timely upgradation of his/her departmental research facilities and the authority will ensure quality publication as an output of this research grant. In every year 5 faculty (preferably who joined within last 5 years) will be granted with a minor research project. In this case the faculty member will have to submit a proposal to the RDC after due advertisement in the college website. The RDC will scrutinize and recommend the worthy proposal for approval to the Principal/Concerned Authority.
2029-30	1. To increase the research grant so that more faculty members can be accommodated. 2. High quality research articles is expected as an outcome from every department (Atleast 2 publications in a year).

EVALUATION OF PERFORMANCE AND EFFECTIVENESS OF FACULTY MEMBERS

Year	**Strategic Plan**
2025-26	1. Faculty performance is evaluated through systematic student feedback, peer review, and monitoring of teaching methods. Course content is periodically updated for relevance, and innovative pedagogical approaches are encouraged. Overall learning outcomes are assessed regularly to ensure continuous academic improvement, effective knowledge transfer, and enhanced student satisfaction. 2. Timely action taken report on the student feedback will also be done after which the Principal in consultation with the Academic Council will initiate necessary action

2026-27	Evaluate contribution of the faculty members to the institution in the following fields: a) Profession b) Community c) Committee Work/Administrative Role d) Outreach Activity e) Leadership Positions etc.
2027-28	Every publication of the faculty members may be submitted through the RDC for necessary approval so that the quality of the journal (where to be submitted) is categorized and by a genuine publisher. This is for the greater interest of the institution as it helps in NAAC/NIRF if it is published in UGC-Care-listed (old) or SCOPUS or SCI Indexed journals.
2028-29	To adopt software programs at the institutional level for enlisting of all the publications of the faculties and evaluate citation/H-index etc.
2029-30	**1.** Peer Review & Observation: Senior faculty or assigned committee will observe classes and review teaching practices. **2.** Course Content & Syllabus Coverage: Academic committees will evaluate timely completion of the curriculum.

PLAN TO ENSURE SUFFICIENT CLASSROOM TO ACCOMMODATE THE INCREASING STUDENT ENROLLMENT

Year	**Strategic Plan**
2025-26	Repair and renovation of unused rooms
2026-27	Construct new classroom or expand existing ones to accommodate the additional students.
2027-28	Upgrade existing classrooms to meet modern standards for comfort, safety, accessibility and ICT facility. Vertical construction of the AT buildings into 5 storey RCC structures.
2028-29	To take initiative with higher authorities for construction in the new campus (already allotted) to accommodate growing number of students.

2029-30	Construction of new academic buildings in the new campus.

PLAN FOR CONSTRUCTION OF HOSTELS IN COMING YEARS

Year	**Strategic Plan**
2025-26	Seek input from students residing in hostels to understand their preferences and their needs regarding hostel accommodation.
2026-27	Develop a strategic plan for addressing anticipated increase in demand for hostel accommodation, including construction of new hostels or renovation of existing facilities.
2027-28	1. Facilities will be available like internet facility, indoor sports, health wellness center etc. for hostel borders 2. A computer center in each of the existing hostels with proper internet connectivity. 3. A separate reading room cum library in the existing hostels
2028-29	Construction of one new hostel for boys in the new campus (already land allotted)
2029-30	Construction of one new girls hostel keeping in view the increasing numbers of girls' students.

PLAN TO CATER THE INCREASED GROWTH OF STUDENTS SEEKING PLACEMENT AND INTERNSHIP

Year	Strategic Plan
2025-26	More number of MoUs should be signed with industries, research institutions, NGOs and other academic institutes or placement and internship opportunities. Already around 400 nos. of 4th semester students have undergone mandatory internship as per NEP 2020 in leading industries, academic/research institutions and NGOs in the current academic session.
2026-27	Offer workshops, seminars, training sessions focused on essential job search skills
2027-28	Expand the capacity of career counselling and placement cell to provide personalized guidance and support to large student population.
2028-29	A new dedicated placement officer may be appointed to look after the placement/internship/higher studies affairs. This should ensure that the students are properly guided in their successive career pathways.
2029-30	Improve networking with the alumni to create jobs and internship opportunities for current students.

PLAN TO UPGRADE THE LIBRARY INFRASTRUCTURE

Year	Strategic Plan
2025-26	More funding for library to purchase journals and digital resources.

2026-27	Steps towards full automation of the library.
2027-28	To increase the number of staff in the library as well the sitting capacity of the reading rooms
2028-29	To encourage and activate digital learning
2029-30	Proposal for a new state -of-the-art library infrastructure to accommodate the growing number of students

PLAN TO UPGRADE THE LABORATORY/CLASSROOM AND RESEARCH FACILITIES

Year	**Strategic Plan**
2025-26	Develop a mechanism for regular maintenance and replacement of outdated instruments in the existing laboratories.
2026-27	At least one smart classroom for each department
2027-28	Conduct a comprehensive needs assessment to identify current deficiencies and projected requirements for laboratory space, research facilities and specialized equipment across all departments.
2028-29	Identify key areas for investment such as renovation, construction of new research facilities, acquisition of state-of-the-art equipment and upgrade existing infrastructure.

2029-30	Purchase of advanced equipment and consumables for each laboratory for research and advanced practicals.

SPECIFIC AREAS WHERE THE INSTITUTION MAY FOCUS

Year	**Strategic Plan**
2025-26	Infrastructural Development
2026-27	Research and Innovation
2027-28	Full Automation of the college library + Upgradation of the existing academic building (construction)
2028-29	Technology and Information System + Upgradation of the existing academic building (construction)
2029-30	Building new campus

PLAN TO ADDRESS POTENTIAL CHALLENGES IN TERMS OF INFRASTRUCTURE AS IT GROWS

Year	Strategic Plan
2025-26	Creation of space as the area of college campus is limited. With the allotment of the new campus by the govt. this problem may be solved in a phased manner.
2026-27	1. More manpower in teaching and administration 2. Awareness on the need of quality research
2027-28	All the self- financing departments should focus on increasing the student enrollment.
2028-29	Proper record keeping and online documentation mechanism in the institution.
2029-30	Central Instrumentation Facility for proper monitoring and working condition of the existing research facility/instruments/equipment etc.

FROM AN ENERGY DEFICIENT TO AN ENERGY SURPLUS INSTITUTION

Current Status of Energy Consumption at Dimoria College

Sl. No.	Month/Year	Reading in KWh	Units Consumed in KWh	Connected Load in KW	Bill Amount in INR	Energy Source	Solar Energy Produced in the campus in KWh	**Meter No.:** APD95348 **Consumer No.:** 125000000750
1	January-2025	2879.100	2325	90	42772	APDCL	0	
2	February-2025	2892.800	2055	90	40217	APDCL	0	
3	March-2025	2907.500	2205	90	38987	APDCL	0	
4	April-2025	2926.100	2790	90	45822	APDCL	0	
5	May-2025	2944.600	2775	90	44271	APDCL	0	
6	June-2025	2978.800	5130	90	61751	APDCL	0	
7	July-2025	3016.300	5625	90	65922	APDCL	0	
8	August-2025	3038.500	3330	90	50281	APDCL	0	

INSTITUTIONAL PROJECTED BUDGET (RS. In CRORES)

Sl. No.	Activities	Projected Allocation	Response (Financial Year Wise)				
			2025-26 (sq. ft)	2026-27 (sq. ft)	2027-28 (sq. ft)	2028-29 (sq. ft)	2029-30 (sq. ft)
1	Construction of Administrative Block						
2	Modernization of Lab Facility						
3	Establishment laboratories for new PG programs						
4	New Classrooms						
5	Modernization of classrooms						
6	Upgradation of learning resources						
7	Hostel Facilities						
8	Procurement of furniture						
9	Establishment of Central Computer Centre						
10	Language Lab						

11	Upgradation of Library						
12	Allocation of budget for Guest Faculty/Teaching Assistance ship for new PG programs						
13	R & D facility						
14	Training for faculties and staff						
15	Creation of new departments/courses						
16	Students Activity Centre (SAC)						
17	Procurement of books						
18	Canteen Expansion						

PROPOSAL FOR ESTABLISHMENT OF 2 CENTRES

1) INTERDISCIPLINARY CENTRE FOR STUDIES IN CLIMATE AND NATURAL HAZARDS

2) CENTRE FOR INDIGENOUS KNOWLEDGE, LANGUAGE AND CULTURE

Proposal for Establishment of Interdisciplinary Centre for Studies in Climate and Natural Hazards – Dimoria College

(To be submitted by the Principal, Dimoria College (Autonomous), Khetri for necessary approval)

Submitted by:
Dr. Mahananda Borah
Principal i/c
Dimoria College (Autonomous), Khetri

Prepared by
IDP Preparation Committee (Core)
Dimoria College (Autonomous), Khetri
August 2025

Proposal for Establishment of Interdisciplinary Centre for Studies in Climate and Natural Hazards

Figure: Climate Change (Source: Web)

1. Introduction

Climate change is becoming increasingly evident across the world. In India, the North-East region is among the most sensitive and vulnerable areas. Once designated as the wettest region on Earth, it is now facing a marked decline in annual rainfall. This shift is driven by a combination of natural climatic variability and human-induced factors such as deforestation, land-use change, greenhouse gas emissions, and unsustainable exploitation of natural resources. The consequences are serious and far-reaching, reflected in more frequent and severe extreme weather events, unpredictable rainfall patterns, and heightened risks of floods, droughts, and landslides. These changes threaten agriculture, biodiversity, human livelihoods, and the socio-economic stability of the region.

In response to these urgent challenges, Dimoria College (Autonomous) proposes to establish the **Interdisciplinary Centre for Studies in Climate and Natural Hazards.** The Centre will serve as an integrated platform for research and community engagement. It will focus on both fundamental and applied research to deepen understanding of climate change mechanisms, assess regional vulnerabilities, and design strategies to strengthen community preparedness and resilience. Priority will be given to studies that address the specific environmental, cultural, and socio-economic context of Assam and the North-East, ensuring that research outcomes are directly relevant to local needs.

The Centre will be jointly led by the Departments of Geology and Geography, providing a strong foundation in earth sciences, spatial analysis, and environmental processes. It will also draw expertise from other departments including Economics, Mathematics, Physics, Computer Science, Botany, Zoology, Political Science, Environmental Management, and Eco-Restoration. This interdisciplinary approach will allow climate change to be examined from

multiple dimensions—scientific, technological, ecological, socio-economic, and policy-related—ensuring that the solutions developed are both comprehensive and practical.

To ensure financial sustainability in the early years, the Centre will utilise existing faculty members from relevant departments on a part-time basis. Their knowledge and experience will be reinforced by the recruitment of research fellows and technical staff through project-based funding from national agencies, research councils, and international collaborators. As the scope of activities expands, manpower will be increased in a phased and strategic manner, maintaining a balance between growth and available resources. In this way, the CCCDRR will not only advance academic and scientific understanding but will also work hand-in-hand with communities to build resilience in the face of one of the greatest challenges of our time.

2. Vision and Mission

Vision: To build long-term scientific capacity for climate and hazard studies in Northeast India, with an emphasis on preparedness.

Mission:

- Conduct long-term monitoring and research on regional climate and hazards.
- Analyse geological, ecological, socio-economic, and political dimensions of extreme events.
- Capacity building through training and awareness camps.

3. Objectives

- Conduct both fundamental and applied research on climate change and disaster risks, with emphasis on the North-East.
- Generate region-specific datasets, hazard maps etc. Initiate high resolution climate modeling simulations over the regions
- Build capacity among students, researchers, and local communities.
- Collaborate with national and international agencies for data, training, and technical support.
- Develop community-based disaster management plans and climate-resilient livelihood strategies.

4. Department-wise Roles, Liabilities and Focus Areas

Department	Roles	Liabilities & Focus
Geology (Lead)*	Training; data analysis; computational modeling; overall management of research activities	Coordinate research planning, execution, and reporting
Geography (Lead)*	GIS-based hazard mapping; spatial data analysis, overall management etc.	Keep spatial datasets accurate and updated, coordinate with the department of Geology with its activities.
Economics	Assess economic impacts of hazards	Deliver quantified economic assessments

Department	Roles	Liabilities & Focus
Mathematics	Develop and validate predictive models	Maintain statistical accuracy
Physics	Analyse atmospheric and physical processes of hazards	Ensure proper calibration of instruments
Computer Science	Build and maintain data servers and simulation software	Ensure software reliability and cybersecurity
Botany	Monitor plant responses to climate extremes	Keep botanical records updated
Zoology	Study fauna impacts and habitat shifts	Ensure ethical practices in research
Chemistry	Measurement of climate variables	Storage and safe keeping of the chemicals and apparatus
Political Science	Study governance, policy, and displacement due to hazards	Document governance frameworks and migration data
Environmental Management	Track environmental degradation from hazards	Submit monitoring and compliance reports
Eco-Restoration	Research post-hazard ecosystem recovery potential	Provide restoration feasibility reports

5. Plan for the Physical Infrastructure

Year	Infrastructure Focus	Key Additions
1–2	Use existing departmental rooms with minor renovation	Basic furniture and wiring, portable weather station, GPS units, laptops/desktops with GIS software, acquisition of initial datasets from IMD, NRSC,NASA, and field surveys etc.
3–4	Dedicated shared lab with basic environmental monitoring instruments	Renovated shared lab, small-scale environmental sensors (temperature, humidity, rainfall, soil moisture), small data server for inter-department data sharing, drone for aerial mapping of hazard-prone areas
5	Expanded lab with upgraded computing facilities for modelling	Mid-range atmospheric and hydrological sensors, upgraded desktops/servers for modelling, training space for community preparedness workshops

6. Tentative Proposed Budget (in Lakhs)

Year	Annual Budget	Key Expenditure Focus
1	4.0	Renovation, basic equipment, GIS software
2	4.5	Additional field instruments, training workshops
3	6.0	Shared lab setup, environmental sensors
4	8.5	Drone mapping system, data server
5	20.0	Full lab expansion, advanced computing and sensors

7. Proposed manpower recruitment plan (five-year projection):

In the first two years, faculty participation will primarily come from existing staff members of the college, while research fellows and technical staff will be funded through competitive research grants from agencies such as the Department of Science and Technology (DST), Ministry of Earth Sciences (MoES), National Institute of Disaster Management (NIDM), and other national and international funding sources. From the second year onwards, a technical/administrative assistant will be appointed to manage the growing operations of the Centre, and by the fourth and fifth years, faculty and technical staff strength will be enhanced to meet increasing research, training, and outreach demands.

The centre will not only contribute to scientific knowledge and policy development but also strengthen the capacity of local communities to adapt to a rapidly changing climate and reduce the risks associated with natural disasters.

Year	Faculty (Existing)	Research Fellows	Technical Staff	Administrative Assistant	Total Staff
1	6*	0	0	0	6
2	6*	2	0	1	9
3	6*	3	1	1	11
4	10*	5	1	1	17
5	10*	8 (PhD scholars preferably under the guideship of the faculty members)	1	1	20

8. Expected Outcome:

- Generation of region-specific climate data, hazard maps, and research publications for North-East India.
- Capacity building through training, workshops, and certificate courses for students, researchers, and communities.

- Community engagement for disaster preparedness and climate-resilient livelihood planning.
- Evidence-based policy recommendations for climate adaptation and disaster risk reduction.
- Establishment of Dimoria College as a recognised regional hub for climate and disaster research and collaboration.

8. Collaborations and Partnerships:

The Centre will adopt an interdisciplinary and collaborative approach by engaging with academic institutions, government agencies, non-governmental organisations, and international partners. Collaborations will focus on data sharing, technical training, joint research projects, and capacity building. Some of the organisations will be approached as given below:

Category	Name of Organisation / Agency	Area of Collaboration	Expected Outcome
Academic & Research	Gauhati University, IIT Guwahati, IIT Bhubaneswar, IIT Delhi, IIT Kharagpur, Dibrugarh University, IITM Pune, Cotton University, Delhi University etc.	Joint research, faculty exchange, resource sharing	High-quality research output, interdisciplinary studies
Academic & Research	Indian Institute of Remote Sensing (IIRS), Dehradun, NRSC, IIT BBS, IITM Pune	Training in GIS, remote sensing, climate modelling	Skilled manpower in geospatial technologies
Academic & Research	North Eastern Space Applications Centre (NESAC), Shillong	Satellite-based hazard mapping, climate data access	Accurate hazard maps, real-time monitoring
Academic & Research	TERI School of Advanced Studies, New Delhi	Policy research, adaptation planning	Policy briefs and climate adaptation frameworks
Indian Nodal Agency	India Meteorological Department (IMD)	Climate and weather data, forecasts	Reliable datasets for modelling and prediction
Indian Nodal Agency	Ministry of Earth Sciences (MoES)	Research collaboration, funding	Long-term project support and scientific guidance
Indian Nodal Agency	Central Water Commission (CWC)	Hydrological and river data	Improved flood modelling and water resource planning
Indian Nodal Agency	National Institute of Disaster Management (NIDM)	Disaster preparedness training	Community-based disaster risk reduction plans
Indian Nodal Agency	National Remote Sensing Centre (NRSC), ISRO	Satellite imagery, geospatial data	High-resolution mapping for climate impact studies

Category	Name of Organisation / Agency	Area of Collaboration	Expected Outcome
Indian Nodal Agency	Forest Survey of India (FSI)	Forest cover, land-use change data	Land-use planning and ecosystem monitoring
Indian Nodal Agency	Central Pollution Control Board (CPCB)	Air and water quality datasets	Climate-health and pollution impact assessment
State Agency	Assam State Disaster Management Authority (ASDMA)	Regional disaster preparedness strategies	Localised disaster management plans

(*Subject to change and modification)

9. Monitoring and Evaluation

The Centre's performance will be evaluated annually through:

- Number of research projects completed and publications produced.
- Number of trained students, researchers, and community members.
- Impact of community-based disaster preparedness programmes.

10. Conclusion

The proposed Centre for Climate Change and Disaster Risk Reduction at Dimoria College aims to bridge the gap between scientific research, policy development, and community resilience. By combining the expertise of existing faculty, engaging with national and international collaborators, and focusing on region-specific challenges, the Centre will play a pivotal role in building a sustainable and disaster-resilient future for Assam and the North-East.

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Proposal for Establishing the Centre for Indigenous Knowledge, Language and Culture

(To be submitted by the Principal, Dimoria College (Autonomous), Khetri for necessary approval)

Submitted by:
Dr. Mahananda Borah
Principal i/c
Dimoria College (Autonomous), Khetri

Prepared by
IDP Preparation Committee (Core)
Dimoria College (Autonomous), Khetri
August 2025

Proposal for Establishing the Centre for Indigenous Knowledge, Language and Culture
Dimoria College (Autonomous)

Figure: Lalilang Dance of Dimoria Region (Source: Web)

Vision

To preserve, promote, and disseminate the indigenous knowledge systems, languages, folklore, and cultural practices of the Dimoria Tribal Belt region, making Dimoria College a hub for cultural research and heritage conservation.

Mission

- To document and archive indigenous traditions, languages, and historical resources.
- To promote interdisciplinary research through collaboration among humanities and social science departments.
- To engage with local tribal communities as active stakeholders.
- To create a sustainable knowledge repository and cultural platform for future generations.

Focus Areas

- Preservation – Oral traditions, folklore, dialects, and rituals.
- Documentation – Digital archive of indigenous knowledge.
- Research & Publications – Journal articles, annual journal, monographs, community reports.
- Community Engagement – Workshops, cultural festivals, MoUs with local councils.
- Skill Development – Certificate course in Indigenous Knowledge and Culture Studies.

Phase-wise Development Plan with Targets

Year	Phase & Targets	Key Activities	Manpower (Existing + Additions)
Year 1	Initiation Phase	Pilot documentation	Existing faculty

		of folklore & oral traditions. Awareness workshops. Basic archive setup.	(Anthropology, Folklore, Assamese, History). 1 Admin Assistant (college redeployed).
Year 2	Consolidation Phase	Expand documentation (languages + rituals). Launch annual seminar. Pilot digital archive.	Faculty mentors continue. 1 Project Fellow (contract). Student volunteers.
Year 3	Expansion Phase	Publish Annual Research Journal. State-level cultural festival. MoUs with community groups.	1 Research Scholar. 1 Documentation Assistant. Faculty mentors.
Year 4	Strengthening Phase	National seminar. Certificate course launch. Resource Centre with artefacts.	2 Research Fellows. 1 Technical Assistant. Visiting faculty.
Year 5	Sustainability Phase	Recognized as nodal hub. Launch bilingual journal. Advanced Language Lab. Corpus fund creation.	Full-time Coordinator (faculty release). 3 Research Scholars. Admin Assistant (permanent).

Departmental Liabilities / Responsibilities

Department	Key Role & Responsibility
Anthropology	Ethnographic studies, cultural mapping, fieldwork in tribal communities.
Folklore	Documentation of oral traditions, folk songs, rituals, myths, and festivals.

English	Translation, comparative literature, global academic linkages.
Hindi	Linking indigenous traditions with mainstream literary and cultural frameworks.
Assamese	Preservation and promotion of regional literature, local dialects, and cultural pride.
Linguistics	Language documentation, dialect analysis, endangered language preservation.
History	Archival research, compilation of historical records, contextualizing cultural changes.

Social Responsibility

The Centre will engage actively with local tribal communities through inclusive participation in research and cultural activities. It will promote awareness about indigenous knowledge among students and society, encourage cultural pride, and foster inter-generational knowledge transfer. Workshops in villages and schools will ensure that indigenous knowledge is not confined to academic circles but benefits the wider society.

Future Plan

- Establishing collaborations with national and international research centres.
- Expanding the digital archive into a publicly accessible platform.
- Launching diploma and postgraduate programs in Indigenous Studies.
- Building a corpus fund to sustain research beyond the initial five years.
- Developing the Centre as a consultancy hub for cultural policy and sustainable development projects.

Conclusion

The proposed Centre for Indigenous Knowledge, Language and Culture will make Dimoria College a leader in heritage conservation and cultural research. Starting modestly with existing faculty and infrastructure, the Centre will evolve into a full-fledged hub with national recognition. By integrating social responsibility, academic research, and community engagement, the Centre will contribute to the preservation of indigenous traditions and fulfill the goals of NEP 2020.

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REPORTS SUBMITTED BY THE WORKING GROUPS ON THE 8 ENABLERS AS PER UGC

GOVERNANCE OF THE INSTITUTION

Background Context
Dimoria College is a rural-based autonomous institution with 22 departments in Arts and Science streams. Effective, transparent, and decentralized governance is essential to realize its vision of academic excellence and community upliftment.

Governance Roadmap
5 Years – Foundation & Transparency

- **Goal:** Strengthen participatory, transparent, and accountable governance mechanisms.
- **Focus Areas:** Establish robust policies, promote decentralized decision-making, ensure transparency in all processes, and build governance capacity among stakeholders.

10 Years – Digital Transformation & Academic Leadership

- **Goal:** Achieve seamless digital governance and position the institution as a regional leader in academics.
- **Focus Areas:** Implement fully integrated e-governance systems, strengthen stakeholder engagement, maintain accreditation readiness, and enhance institutional reputation.

15 Years – Autonomous Excellence & Global Recognition

- **Goal:** Attain national and international recognition through autonomous excellence and policy-driven leadership.
- **Focus Areas:** Foster global academic collaborations, implement research-driven governance, ensure long-term sustainability, and establish the college as a benchmark institution in higher education.

Strategic Plan by Timeline
A. Short-Term Plan (0–5 Years)
1. Governance Structure and Policy Framework
   - Clear definition of roles and responsibilities of Governing Body, Academic Council, Finance Committee, and IQAC.
   - Establishment of statutory and non-statutory committees (BoS, Examination Board, Ethics Committee, Grievance Cell).
   - Development and regular updating of institutional policies (HR, Finance, Research, Gender Equity, etc.).
2. Bottom –Up Approach and Participatory Management
   - Departmental autonomy in curriculum planning and resource allocation.
   - Empowerment of faculty members and heads of departments.
   - Active involvement of students, alumni, industry, and community in decision-making bodies/ Process.
3. Transparency and Accountability
   - Periodic audit of academic, administrative, and financial functions.
   - Online disclosure of institutional plans, decisions, and outcomes.

- Grievance redressal and feedback mechanisms for stakeholders.

4. Digital and E-Governance Infrastructure
   - Implementation of Enterprise Resource Planning (ERP)/ Management Information System (MIS) systems for academic and administrative processes.
   - Development of e-governance portals and dashboards for internal communication for all kinds of stakeholders.
   - Automation of admissions, examination, and annual feedback systems.
5. Leadership and Capacity Building
   - Leadership development training for senior faculty and administrative staff.
   - Regular orientation and sensitization programs on autonomy and governance.
   - Encourage holistic and multidisciplinary leadership among the students.
6. Academic and Administrative Autonomy
   - Flexibility in curriculum design and framing academic calendar.
   - Efficient management of examinations, evaluation, and time bound declaration of results.
   - Recruitment and promotion based on institutional guidelines.
7. Stakeholder Engagement
   - Strengthening of Parent Teacher Association (PTA), Alumni Association, and Industry Advisory Boards.
   - Inclusion of local community representatives in advisory processes.
   - Participatory governance culture through regular consultations and exchange of ideas among the stakeholders
8. Financial Planning and Resource Mobilization
   - Long-term financial planning aligned with institutional goals.
   - Diversification of funding through grants, consultancy, alumni donations, and CSR.
   - Transparent budgeting, auditing, and financial reporting systems.
9. Compliance, Accreditation, and Quality Assurance
   - Alignment of governance processes with NAAC, UGC, NEP 2020, and NIRF requirements.
   - Annual academic and administrative audits.
   - Robust internal quality assurance system led by IQAC.
10. Sustainability and Inclusivity
    - Governance policies promoting inclusivity (gender, caste, disability, etc.).
    - Eco-friendly governance practices (green audits, paperless communication).
    - Social accountability through community outreach and extension.

B. Mid-Term Plan (6–10 Years)

Objective: Fully digitize governance and achieve national benchmarks in autonomous institutional leadership.

- Key Actions:
  - E-Governance: Implement platforms for digital administration and mobile app portals.

- Accreditation: Conduct governance audits aligned with NAAC/NIRF/NBA.
- Inclusivity: Implement gender and differently-abled policies.
- Alumni & Industry: Form advisory panels and alumni boards.
- Financial Governance: Mobilize funds and introduce internal audits.

C. Long-Term Plan (11–15 Years)
Objective: Evolve into a model of autonomous governance with national/international collaboration.

- Key Actions:

  - Autonomous Governance Model: Annual reports and independent councils.
  - Policy-Driven Administration: Create advanced governance policies.
  - International Collaboration: Engage in global governance partnerships.
  - Research Governance: Establish cells for patents and ethics.
  - Sustainability: Integrate green governance policies.

Monitoring & Evaluation Mechanism
• Governance Review Committee (GRC) to report to the Governing Body.
• Annual Self-Assessment Reports and External Peer Reviews every 5 years.
• Stakeholder Feedback Surveys (students, faculty, community).

Conclusion
This phased Institutional Development Plan in governance will enable Dimoria College to transform into a transparent, accountable, inclusive, and policy-driven autonomous institution, bridging rural aspirations with global standards.

These factors should form the foundation of a time-bound Institutional Development Plan aligned with the autonomous status and rural mission of the college.

FINANCE AND FUNDING MODELS

Introduction

As a government-aided institution and recent recipient of autonomous status in Assam, Dimoria College recognizes the critical role of sustainable financial planning in achieving institutional excellence. In line with UGC guidelines and the National Education Policy (NEP) 2020, this section presents a structured funding and finance strategy that leverages central and state government schemes, research grants, internal revenue generation, and institutional partnerships. The plan emphasizes transparency, accountability, and alignment with long-term academic and infrastructural development goals.

Objectives

1. Ensure optimal and transparent utilization of government, non-government and institutional funds.
2. Leverage central and state-level funding schemes for education to improve infrastructure and quality of education.
3. Generate and mobilize additional revenue resources from alumni, industries, CSR and self-finance courses.
4. Create a resilient and sustainable financial model to support long-term institutional goals.

Financial Strategy

Dimoria College recently have received the autonomy status is strongly committed to fulfilling its mission related strategic objectives. The college aspires to supports funding for new initiatives and investments to achieve the mission. Being a government-aided college, the salaries of permanent teaching and non-teaching staff are provided by the government. The institution also manages funds from various earmarked accounts to support specific activities and development projects.

Current Financial Overview

Based on Auditor's Report (FY 2023-24)		
Accounts	**Receipts (In Rs.)**	**Expenditure (In Rs.)**
PG Fund	**1392339.32**	**1352668**
NSS Fund	**275679.18**	**85834**
Library Fund	**2430293.25**	**671229**
Building Fund	**7953438.71**	**7379477**
Magazine Fund	**1121652.95**	**543747**

Balance available in 2025	
Accounts	Balance as on 31.07.2025
Library Fund	1803801.75
PG Fund	90461.59
Hostel Fund	217967.11

Magazine Fund	702002.95
NSS Fund	271548.18
Building Fund	840433.27
SBI General Fund	4800695.36
HDFC General Fund	2529406.42

Receipts from Admission (2024-25)	
Undergraduate	3857840
Higher Secondary	2418580

Proposed Financial Plan

The financial model of Dimoria College, in its vision to achieve university status, is based on a diversified income strategy. Primary revenue sources include tuition fees from UG and PG programs, project funding from government and non-government agencies, grants, vocational course fees, and other administrative income.

Proposed Future Revenue Sources for Institutional Development

A. Academic and Diploma Courses (Fee-based)

i. **Certificate and Diploma Courses** in high demand areas such as:
   - Data Analysis and Statistical Software
   - Competitive Examination Preparation
   - Communication, Skills and Personality Development

ii. **Shorth-term Skill Development Programmes** in collaboration with skill councils and industries

iii. **Online and Hybrid Courses** for broader outreach and accessibility.

B. Infrastructure Monetization

- **Auditorium Rental** for conferences, cultural events, and government functions.
- **Playground Leasing** for sports tournaments and external training camps.
- **Classroom/ICT Room Use** for weekend coaching, training, or any other.

C. Agricultural and Allied Activities

- **Vermicomposting and Organic Farming Units** for demonstration and commercial sale.
- **Fisheries and Aquaculture Projects** in available campus land and water bodies.
- **Agri-based Product Sales** (e.g., compost, fish, organic produce)

D. Events and Community Engagement

- **Hosting of National and International Seminars/Workshops** with registration fees.
- **Organization of Cultural, Sports, and Literary Festivals** with sponsorships and ticketed entries.
- **Exhibition, Craft Melas, and Sales Events** showcasing local talents and student innovation.

E. Collaboration and Institutional Partnerships

- **CSR contributions** from industries for education, sustainability, and community development projects.
- **NGO tie-ups** for implementing outreach programmes (e.g., health awareness, child rights, etc.).
- **Government Outsources Programmes, such as** health drives (malaria eradication, vaccination) and social campaigns (child marriage prevention, adult literacy)

F. Research and Publications

- **Publication of College-authored Books,** Self-help materials, Competitive Examination Guides, etc.
- **Commercialization of Research Outputs** from faculty and student-led projects.
- Consultancy Services and Sponsored Research from government/private bodies.

G. Government and Institutional Grants

- Project-based Grants from UGC, ICSSR, DST, NABARD, etc.
- Funding under State and Central Schemes
  - PM-Uchchatar Shiksha Abhiyan (PMUSHA)
  - NEP-based implementation Funds
  - Skill India and Digital India initiatives

Proposed Revenue Projection for next 5 years

Tentative Revenue Projection for next 5 Years (In ₹ Lakhs)									
Year	**Student Fee Income**	**Research Grants**	**Govt/UGC Grants**	**CSR & Industry Funding**	**Skill/Certificate**	**Infrastructure Monetization**	**Agri &Allied Activitie**	**Events & Commu**	**Total Income**
2025-26	62.8	15	50	5	8	3	2	5	150.8
2026-27	65.9	16	55	6	10	4	3	6	165.9
2027-28	69.2	18	60	7	12	5	4	7	182.2
2028-29	72.6	22	70	10	16	7	6	10	217.2
2029-30	76.2	22	70	10	16	7	6	10	217.2

Monitoring and Evaluation

To ensure financial integrity, transparency, and accountability, Dimoria College will adopt a structured monitoring framework for all sources and uses of funds. The mechanism will include the following components:

1. **Governance and Oversight**

- **Finance Committee** chaired by the principal and including the accountant, Heads of Departments, and external experts to review financial matters quarterly.
- **Governing Body Review** of annual budgets, expenditures, and audited statements before approval.

2. **Budget Preparation and Approval**
    - Annual budget to be prepared in consultation with all departments.
    - Clear linkage of expenditure heads with Institutional Development Plan (IDP) and NEP objectives.
    - All proposals to undergo two-tier scrutiny-departmental review followed by Finance Committee approval.
3. **Financial Recording and Reporting**
    - All transactions to be recorded in accounting software compliant with government norms
    - Quarterly internal financial reports to be generated and reviewed by the Finance Committee.
    - Monthly reconciliation of bank accounts and fund balances.
4. **Transparency Measures**
    - Publication of annual audited financial statements on the college website.
    - Open access to major procurement details, tenders, and grant utilization reports.
    - Clear documentation of fund utilization against each sanctioned grant or revenue source.
5. **Internal and External Audit**
    - **Internal Audit** by an appointed at mid-year to check compliance, detect irregularities, and recommend corrections.
    - **External Statutory Audit** annually by a Chartered Accountant panelled under government guidelines.
    - Audit observation to be placed before the Governing body and acted upon within a fixed timeline.
6. **Monitoring of Special Funds**
    - Dedicated sub-ledgers for earmarked funds (Library, NSS, Building, Research, etc.).
    - Fund-specific utilization certificated (UCs) for grants from UGC, DST, NABARD, CSR partners, etc.
    - Compliance with funding agency reporting formats and deadlines.
7. **Review and Feedback**
    - Annual Financial Review Meeting with stakeholders, including faculty, student representatives, and external advisors.
    - Feedback loop to integrate audit findings into next year's financial planning.
8. **Digital and Procedural Safeguards**

    - Adoption of e-payments for all major transactions to ensure traceability.
    - Dual signatory system for fund withdrawals.
    - Procurement through **GeM portal** or competitive bidding to ensure value for MONEY.

ACADEMIC PROGRAMME AND TEACHING-LEARNING ECOSYSTEM

Executive Summary

This report outlines a phased institutional roadmap over 15 years for transforming the academic programme and teaching-learning ecosystem at Dimoria College (Autonomous), in accordance with the UGC Guidelines for Institutional Development Plans (IDPs) and the vision of NEP 2020. The institution acknowledges that most reforms are currently in the planning or preparatory phase. This document sets forth detailed, actionable, and time-bound strategies to implement NEP-aligned reforms, enhance pedagogical practices, digital integration, inclusivity, and capacity building.

1. Introduction & Institutional Vision

Dimoria College (Autonomous) aspires to transform into a multidisciplinary, inclusive, and digitally empowered HEI that promotes innovation, skill development, critical thinking, and holistic growth. This report identifies key reform areas and provides a time-bound action plan to implement academic and pedagogical transformation aligned with national goals.

2. Academic Programme Architecture: Reform Strategy

Current Status: Dimoria College (Autonomous) has successfully implemented the National Education Policy (NEP) 2020, adopting a comprehensive curricular framework aligned with Outcome-Based Education (OBE). The institution has introduced key features such as credit transfer, holistic and flexible learning pathways, and a multiple entry/exit model. In line with NEP guidelines, components such as internships, Value-Added Courses (VACs), and Skill Enhancement Courses (SECs) have also been integrated into the curriculum. **Goals**: Full NEP-compliant structure with flexibility and credit mobility. Modular SEC and vocational education relevant to Dimoria and context of North East India. Introduce PG courses in all departments

Phase	Target	Action Points
0–5 years	Expansion Stage	• Curriculum review committee formation; faculty sensitization; multidisciplinary courses • Full-scale implementation of restructured NEP-aligned UG/PG curricula • Integration of NSQF aligned courses and industry certification modules. • Inclusive orientation with parents and students • Quarterly mentor-mentee report assessment • Inclusion of industry oriented vocational courses • Introduction of Honours programmes in departments that currently offer only Minor courses, such as Folklore, Linguistics, Statistics, and Biotechnology. • Introduction of PG program in all departments

		• Establishment of inter-disciplinary study centre • Inclusion of life skills, ethics and emotional intelligence in curriculum
5 –15 years	Consolidation Stage	• Dynamic curriculum revision cycle in place • National and international equivalence mechanisms adopted. • Introduction of research programs • Achieve high NIRF ranking • Achieve high NAAC/NBA scores based on robust OBE framework.

3. Teaching-Learning Innovation Strategy

Current Status: Conventional lecture-based pedagogy with minimal blended learning, experiential and field-based learning. The institution faces a shortage of classrooms, and the current classroom dimensions are insufficient to accommodate the number of learners enrolled in various departments.

Phase	Target	Action Points
0–5 years	Initiation	• Conduct faculty training on pedagogical innovation • Classroom innovation and ensuring adequate classrooms
6–10 years	Institutionalization	Scale up blended learning; embed problem-based and design thinking practices.
11–15 years	Leadership	Institution becomes a hub of innovative pedagogy

4. Digital and Blended Learning Strategy

Current Status: Limited LMS and digital infrastructure in place.

Phase	Target	Action Points
0–5 years	Infrastructure Setup	Adoption of campus-wide LMS, improve Wi-Fi coverage, digital literacy workshops/FDP in blended mode
0–10 years	Content and Access	• Build institutional e-content repository • Faculty-led MOOCs/SWAYAM development • Digital library integration • Credit transfer mechanism for blended learning
11–15 years	Smart Campus	• Launch smart classrooms • Digital assessment tools

5. Faculty Development and HRD Plan

Current Status: Sporadic participation in external FDPs.

Phase	Target	Action Points
0–5 years	Foundation	• Conduct baseline capacity audit • Initiate mandatory NEP-FDPs. • Improve academic collaborations • Conduct periodic academic sessions to enable faculty members to share learnings and best practices gained through FDPs and professional training with peers and students.
0–10 years	Institutionalization	• Establish a Faculty Development Centre • Improve industry-academia linkage
11–15 years	Faculty Leadership	• Become a nodal institution for peer training.

6. Inclusivity and Student-Centric Ecosystem

Current Status: Dimoria College (Autonomous) ensures inclusion of Socio-economic deprived groups (SEDGs) through the reservation policy of the Govt. of Assam. The college strictly follows the Fee waiver Policy of the Govt of Assam. Further, Financial assistance for the students from economically weaker section through state and central scholarships. Regular mentoring and structured feedback mechanisms are in place to support students' academic and personal development

Phase	Target	Action Points
0–5 years	Awareness & Support	• Create Inclusive Education Cell • Introduction of bridge programmes to support students from diverse backgrounds, ensuring they do not face difficulties in communication skills or conceptual understanding. • Robust framework for cultural sensitivity • Robust ecosystem and healthcare for students
10–15 years	Excellence in Equity	Attain national recognition for inclusive practices.

6. Roadmap summary

Thematic Area	Current Status	Action Points (0–5 Years)	Long-Term Strategy (6–15 Years)
Academic Programme Architecture	NEP framework adopted with OBE, VAC, SEC; some departments lack Honours/PG	Introduce PG & Honours programmes; establish interdisciplinary centres; curriculum	Continuous curriculum revision; national/international academic equivalence; research programme initiation; improve

		review committee	NAAC/NIRF scores
Teaching-Learning Innovation	Predominantly lecture-based; classroom shortage	Train faculty; expand classroom infrastructure; adopt innovative pedagogy	Scale blended and problem-based learning; become pedagogical hub
Digital & Blended Learning	Limited LMS, poor Wi-Fi, no institutional e-content	Improve Wi-Fi; adopt LMS; train faculty in digital tools; build e-content repository	Launch MOOCs; digital library; smart classrooms; implement credit mobility through blended learning
Faculty Development & HRD	Sporadic FDPs; no internal FDC	Audit faculty needs; organize NEP-FDPs; share FDP learnings internally	Establish Faculty Development Centre; industry collaboration; become regional peer training leader
Inclusivity & Student Support	Mentoring exists; follows state policies on reservation and scholarships	Introduce Inclusive Education Cell; bridge courses; promote healthcare and emotional well-being	National recognition for inclusive practices; strong SEDG representation

RESEARCH, INTELLECTUAL PROPERTY & SUPPORTIVE MECHANISM

Overview: Dimoria College (Autonomous) has prioritized research and intellectual property (IP) initiatives and contributions to academia and society. The establishment of the Research and Development Cell demonstrates a commitment to fostering innovation and protecting intellectual creations.

1. Research Ecosystem Development

Short-Term Goals (1–3 Years)

1. Relocate the Research &Development (R&D) Cell to a dedicated space/room, in a central location of the campus, with internet, workstations and meeting facilities.
2. Upgrade the basic research labs of the departments, monitoring the needs of the labs of the Depts having practical components in their curriculum.
3. Apply for Central level UGC, ICSSR, DBT, DST and State Government Grants and other funding agencies.
4. Development of the four museums of Dimoria College (Folklore, Anthropology, Geology, Assamese) for research-based works.
5. Conduct training of Faculty members by Experts of Arts and Science stream to write good research proposals (Central and State level) twice a year.
6. Through discussion with Experts trace out thrust areas of research in Arts and Science stream in which Research proposals to respective funding agencies should be prepared.

Long-Term Goals (4–10 Years)

1. Upgrade the R&D Cell with advanced, state-of-the-art facilities and equipment.
2. Establish interdisciplinary and multidisciplinary research centres (e.g., sustainable agriculture, environmental science, cultural studies).
3. Secure continuous external funding and create an endowment fund for research sustainability.

2. Promoting Innovation & Collaboration

Short-Term Goals

1. Forge collaborations, MoUs, with universities, industries, research institutions and NGO’s.

2. Organise research capacity-building programs in proposal writing, data analysis and innovative methodologies.
3. Conducting innovation contests, encouraging college-based start-ups from students, alumni and staff, to unearth and nurture talent

Long-Term Goals

1. Develop industry and NGO linkages for revenue generation.
2. Host an Annual Research & Innovation Fair to showcase outputs and attract partnerships.

3. Intellectual Property Rights (IPR) Support

Short-Term Goals

1. An Institutional IPR Cell to guide patent filing, copyrights, licensing and technology transfer.
2. Conduct training of Faculty members by Patent Experts regarding the overall process to work and write for a patent as well as the filing process of a patent once a year.
3. Provide funding for patent drafting and filing fees.
4. Organise IPR awareness workshops and training programs once a year.

Long-Term Goals

1. Build an institutional IP portfolio, aiming for at least 2–3 filings annually.
2. To find out areas in which there is scope for filing a patent through discussion with Experts and Faculty members?
3. Commercialize selected research outcomes and strengthen IP monetization processes.

4. Researcher Support & Human Capital

Short-Term Goals

1. Offer incentives for high-quality publications and patents.
2. Train faculty members twice a year by Experts of Universities having good research experience and who have run Projects of Central and State Govt.'s.
3. A College funded research grant of Rs. 50,000/- (two Nos. in total) to Faculty members for a year with good quality publications in journals of repute.
4. **Long-Term Goals**

1. Recruit permanent lab technicians.

2. To constitute an Expert team of Researchers (retired faculty members of Universities) (two Nos.) who can guide and assist the Research Development Cell with their responsibilities.
3. A College funded research grant of Rs. 100,000/- (two Nos. in total) to Faculty members for one/ two years with good quality publications in journals of repute and those who are interested to do research work. The selection will be done jointly by Experts (external) of RDC and the IQAC.
4. Annual awards of Rs. 5000/- and Rs. 3000/- to two faculty members (other than the two allotted research grants) with good quality publications in journals and books of repute. The selection will be done jointly by Experts (external) of RDC, members of RDC and the IQAC.

5. Research Data & Digital Resources

Short-Term Goals

1. Create an institutional research repository for publications, dissertations and datasets.
2. Invest in good digital library resources, research databases and Plagiarism checkers.
3. Build a digital repository of lectures on varied subject areas.

Long-Term Goals

1. Integrate research-based learning into UG/PG curricula, requiring mini-projects and publications.
2. Maintain and expand the institutional digital research infrastructure to support large-scale projects.

Institutional Incubation Centre

Short-Term Goals (1–3 Years)

1. Allocate space with essential infrastructure (internet, workstations, meeting room, prototyping tools, for the incubation centre.
2. Identify Focus Sectors for incubation aligned with local industry needs (e.g., agri-tech, eco-friendly products, cultural enterprises, handicrafts, hand-made products, etc).
3. Sign MoUs with industry partners, start-up networks and government bodies for mentorship and support.
4. Launch a Student Innovation Challenge to source ideas from UG/PG students.
5. Organize Training Workshops in entrepreneurship, business plan development and startup financing.

6. Facilitate Access to Seed Funding from state innovation councils, MSME schemes or CSR initiatives.

Long-Term Goals (4–10 Years)

1. Develop a Full-Fledged Incubation Centre with dedicated labs, co-working spaces and prototyping facilities.
2. Identify areas for scope of incubation in terms of local home-made and industry products (agriculture, eco-friendly products, cultural enterprises, handicrafts, ethnomedicines, hand-made products, etc).
3. Create a Start-up Accelerator Program to help incubated projects scale to market readiness.
4. Establish an Innovation Fund through alumni, industry partnerships and grants to provide financial support to promising ventures.
5. Integrate Entrepreneurship into the Curriculum – credits for incubation participation, start-up internships.
6. Generate Patents & Commercial Products from incubated ideas, linking with the IPR Cell for protection and licensing.
7. Host an Annual Start-up & Innovation Expo to connect student entrepreneurs with investors and industry leaders.

HUMAN RESOURCE MANAGEMENT & SUPPORTIVE-FACILITATIVE ECOSYSTEM

1. Student and Learner Enablers:

- **Holistic Admission Frameworks** :

Holistic admission frameworks, which assess candidates based on a wide array of criteria beyond just their academic achievements, including sports, cultural engagements, and participation in NCC and NSS, are becoming increasingly popular. These frameworks strive to foster a more equitable and diverse student population by taking into account individual backgrounds, resilience, and potential contributions to the campus community. The institution intends to implement additional factors to adhere to the UGC and the Supreme Court's ruling in 2023.

- **Merit and Equity based Financial Aid:**

Financial aid based on needs aims to support students from low-income backgrounds who might find it difficult to cover the expenses of education. At present the Government of Assam provides free admission scheme for the students belongs to Below Poverty Line (BPL) category. To empower girls students of the state the government introduced Nijut Moina Asoni up to the Post Graduate level from 2024. The following steps would be a good help for the student community at the institutional level:

a) Student Aid Fund for study and needs in urgency.
b) Student Merit Fund for the meritorious students.
c) Loan facility at minimum interest rates.

2. Staff Empowerment Enablers:

Competency based recruitment*:* Recruitment of teaching and non-teaching staff must be conducted on the basis of pure merit, hands on skill and professionalism. Transparency and clarity for recruitment procedure are mandatory with the formation of a genuine and dedicated screening committee consisting of members within and outside the institution.

- Formation of Screening committee/ recruitment board
- Inviting application from eligible candidates
- Airing and listing of marks based on selected parameters/ interview with minimum marks

- Declaration of the results

***Professional Development and Growth*:** Organising faculty development programme, symposium and workshops on relevant academic concerns for the staff, timely and periodic evaluation of the staff on the basis of academic and administrative involvement and outcome-based performance assessment are necessary.

Inclusive Induction Protocols: 3 days Induction programs for newly appointed/ recruited staff can be organised to create awareness and belongingness about the on-going profile and vision of the institution.

3. Faculty and Researcher Enablers:

Dimoria College – Autonomous provides an academic and research friendly niche with resources and support for research activities including infrastructure and administrative assistance. It facilitates collaboration and networking opportunities among faculty and researchers. The college promotes professional development through training, workshops and mentorship programs.

3.1 Transparent Recruitment and Appointment: For an institution, attracting and retaining top talent is vital. Dimoria College – Autonomous follows an effective recruitment strategy which is based on UGC norms and guidelines to provide transparent merit-based recruitment and appointment.

- Ensuring equal opportunities and merit-based selection.
- Emphasis on diversity and inclusion in hiring practices.
- Use of standardized procedures for application, evaluation and appointment.

Dimoria College – Autonomous shall propose to implement the following strategies to create high-performing environment where employees are empowered to excel, contribute towards our goals & vision and feel valued for their contribution.

Fair & Equitable Processes: Dimoria College shall propose transparent recruitment and appointment processes to ensure all candidates are evaluated fairly, based on merit and qualifications.

Open Communication: Dimoria College shall propose clearly defined recruitment procedures and selection criteria, along with open communication throughout the process, build trust and confidence.

Equal Opportunity: Dimoria College shall propose a transparent process to ensure equal opportunities for all candidates and promote diversity with the organization.

3.2 Continuous Professional and Pedagogical Development: This includes providing resources, training and development opportunities to enhance teaching and research capabilities, ultimately contributing to the overall institutional development.

Training Programs: Dimoria College shall propose to organize and facilitate various training programs, workshops and seminars to enhance pedagogical skills and teaching methodologies.

Pedagogical Support: Dimoria College shall propose to provide resources and support for faculty to adopt innovative teaching methods and incorporate technology into their classrooms.

Professional Development: Dimoria College shall propose to offer opportunities for faculty to attend conferences, workshops and other professional development activities to stay updated to their respective fields.

Learning and Development: Dimoria College shall support the development of online courses, MOOCs and other learning materials to enhance the learning experience for students.

Feedback Mechanisms: Dimoria College facilitates feedback mechanisms, such as student feedback surveys and peer reviews, to help faculty improve their teaching practices.

By implementing these strategies, Dimoria College plays a crucial role in fostering a supportive environment that enables faculty to excel in teaching, research and professional development, contributing the institution's overall success and reputation.

3.3 Tenure and Promotion Mechanism:

The promotion and tenure process for faculty is designed to evaluate an individual's contributions to teaching, research and service. It involves a rigorous evaluation of a faculty member's career trajectory, with the goal of ensuring they have achieved a level of excellence commensurate with the expectations of a tenured position. This shall be based on UGC guidelines. Key components of the Tenure and Promotion process could be:

Evaluation Criteria:

The evaluation process considers multiple areas, including teaching effectiveness, research productivity (publications, grants, etc.), and service contributions.

Peer Review:

External reviewers, experts in the candidate's field, provide independent assessments of the candidate's research and scholarship.

Departmental & University Committees:

The Expert Committees both from the college and University evaluate the faculty in terms of teaching, active participation in college, involvement in student activities & publications. **4. Cross - Functional Enablers**:

4.1 Recognition and Reward Systems:

- Research Innovation
- Exceptional Mentorship
- Community service
- Transformative leadership

4.2 Resilience and Well – Being Programs:

There shall be Mental health support services available for both faculty and students.

- Yoga: Yoga, meditation and Pranayama on regular basis which include Morning Prayers.
- Performing Arts: Dimoria College does have a Performing Art society which includes dance and music, which works on mind, body and soul.
- Fine Arts: To express the inner feelings, Fine Arts could be a great medium.

4.3 Leadership and Collaborative Opportunities:

Develop leadership programs amongst faculty and students.

- Engaging in cross – disciplinary projects.
- Conducting Programs and inviting good leaders who can share their challenging life journey to inspire the youth.

5. Strategic funding and Emotional Support Enablers:

Innovative funding Strategies:

>formulation of a research development committee > Identification of research trust >locating related funding agency >applying for funds >follow-up

- At least two research projects one from science stream and one from arts stream should be targeted in one academic year.

Emotional Intelligence and Support Networks: Organising seminar and sessions on (one each in academic year)

- **Emotional Intelligence**
- **Mental Health**
- **meditation sessions**
- **Yoga and fitness camp**
- **Recreational meet-up**

6. Enablers for Pedagogical Innovation:

> Pedagogical Excellence Initiatives:

Academic success programs for students encompass a variety of initiatives designed to enhance students' learning and achievement. The following are the some of the best practices for the academic success of the student community at institutional level:

Academic Coaching: It offers tailored advice and assistance to learners to enhance their study techniques, manage their time effectively, and boost their overall academic success.

Peer Mentoring: Older students provide advice and assistance to their colleagues, aiding them in overcoming academic obstacles and adapting to university life.

Writing Centers: Offer support for writing tasks, aiding students in enhancing their writing abilities and expressing their thoughts clearly.

PHYSICAL INFRASTRUCTURE

Dimoria College (Autonomous) is the brainchild of a group of highly motivated social entrepreneurs who is in the seventies dreamt of bringing the gospel of higher education to this relatively backward tribal belt area of Dimoria. It is located at Guwahati City on national highway 37. It is under Dimoria Tribal Belt and Dispur LAC of Kamrup (metro) District. The college has adequate facilities for both academic and extra-curricular activities. The specific location of the college provides a pollution-free and natural environment.

- Total area of the campus: 27 bighas.
- The total built-up area: 99,369 sq. ft.

Requirements:

Administrative and Support Infrastructure

- Administrative Blocks: Offices for faculty, staff, and management equipped with essential communication and record-management systems.
- IT Infrastructure: Campus-wide Wi-Fi, servers, computer labs, and digital platforms to support administrative efficiency and digital learning.

Classroom facility:

Students' details

Academic Year	2021-22	2022-23	2023-24	2024-25	2025-26
Number of students enrolled	1011	1148	1018	1086	1211

There is a total of 22 departments (both undergraduate and postgraduate) and HS 1st year and 2nd year classes in both science and arts streams in the college with a total of 67 classrooms. Since the classesof all departments are simultaneously taken place, therefore there is a problem of class management due to lack of classrooms. Besides this, the college is going start the ITEP from the next academic session.

- New academic buildings with modern, spacious, and well-ventilated electronic classrooms equipped with smart boards, audio-visual aids, and ergonomic furniture should be provided to facilitate interactive learning. The e-classroom facility can be used to record lectures on various subjects, student-teacher interactions, and

interactions with remote students through video conferencing systems. One sample of classroom is attached here.

Source: IITG

- The existing academic blocks should be renovated with all advanced teaching learning facilities.

Library Facilities:

The library is a great asset to the college. There are 23,326 books and several important journals, magazines and dailyand weekly newspapers for the use.Since the number of students is large, therefore it is necessary to increase the reading area and also the number of study materials.

Following measures should be taken -

1. Digital resources like e-books, e journals, databases, and online learning platforms, alongside traditional print collections.
2. Providing access to computers, high-speed internet, Wi-Fi, and even technology lending programs (like iPads or video cameras) for students.

Laboratory Facilities:

Proper laboratory facilities to specific disciplines (e.g., Physics, Chemistry, Zoology, Geology, Computer Science etc) complying with safety standards and updated with the latest equipment and software should be provided.

ICT Facilities:

Online learning platforms like Moodle or Canvas, interactive whiteboards, educational software, virtual reality simulations, and collaborative tools like Google Docs or Slack can be introduces in teaching learning method. These tools facilitate access to resources, promote engagement, and improve communication between students and teachers. In this modern teaching learning system, it is necessary to provide computer lab, printers and Wi-Fi facilities to each of the departments.

Common Rooms:

- A well designed boy's common room and girl's common room should be provided.
- Teacher's common room with well-equipped infrastructure should be provided.

College Auditorium:

A well-organized college auditorium with a stage, comfortable seating arrangement, lighting and sound systems, LCD projectors, screens, and other equipment like air conditioning and accessibility features can be provided.

Conference room:

A well designed conference room with all the advanced facilities should be developed.

Research centre:

A research centre with well-equipped facilities should be added in the infrastructure system for a positive research environment.

Wash room facilities:

A well designed hygienic wash room facilities with 24 hours running water should be provided for both teaching staff and non-teaching staff of the college. Separate wash room facilities should be given for boys and girls students.

Student Amenities:

- Hostels: Safe, hygienic, and comfortable accommodation for both boys and girls students.
- Dining Facilities: Hygienic canteens and mess halls that cater to diverse dietary requirements.

Healthcare centre:

On-campus health centres with basic medical facilities and tie-ups with local hospitals for emergencies.

Sports Complex:

Renovation of the college playground and basketball court is necessary. Indore game stadium, Volley ball court, Badminton court, Table Tennis, Cricket, Football, Hockey, Discuss, Javelin and other sports facilities can be added to the existing infrastructure to promote physical well-being and team spirit.

Facilities for Gymnasium and Yoga:

A gymnasium centre with equipment like- Comprehensive Training Machine, Weight Bench, Weight Plates, Bicep Curl etc and A Yoga centre can be provided.

Student Support Services:

Resource centers, career counseling offices, and academic support services contribute to a comprehensive support system for student success.

Incubation centers:

Incubation centers support students to plan to start their own business after graduation. Any ideas developed during project work or internship period can be nurtured and supported as a business proposal to initiate self-employment.

Other facilities:

Separate rooms with proper equipment for NCC and NSS should be provided.

Safety measures:

The whole college campus should be under CCTV surveillance. Fire extinguisher facilities should be provided.

Parking facilities:

Proper separate parking facilities should be organized for four wheelers and two wheelers for both staff and students.

Main gate:

A proper gate should be constructed in the main entrance from the national highway. The drainage system should be developed to overcome the water logging problem during heavy rainfall.

Swimming Pool:

The construction of the swimming pool should be completed with proper training facilities.

Guest House:

A well designed full furnished guest house can be constructed with all amenities.

Environmental Sustainability Initiatives:

Implementation of eco-friendly practices, renewable energy sources, and sustainable infrastructure contributes to environmental responsibility.

Staff quarters:

Quarter facility for faculties and non-teaching staff can reduce commute time and offer easy access to campus resources and facilities.

Museum:

Given the college's location in a tribal area, it would be fitting to develop a museum that showcases the ethnic and cultural heritage of the local community.

Transportation facilities:

The transportation facility through college bus service can be introduced for the following reasons:

- Student Safety: Reliable transportation ensures students' safe commute.
- Accessibility: Transportation facilities increase accessibility for students, faculty, and staff.
- Convenience: Convenient transportation options reduce stress and improve academic focus.

Green Spaces:

Well-maintained green spaces and outdoor areas provide a pleasant environment for relaxation, group activities, and events.

E-GOVERNANCE

Introduction

Dimoria College was founded on 29th August 1979 by a group of socially committed individuals in the Dimoria Tribal belt Area at Khetri, Assam. Since its humble beginnings, the college has grown steadily, facing various challenges while progressing toward academic excellence and community development. The college today is situated on a sprawling campus of over twenty-four bighas, comprising extensive built-up areas and a spacious playground. It offers a wide range of facilities, including a well-stocked modern library with internet and photocopying services, departmental libraries, and well-equipped laboratories. The institution houses five PG departments, a combined computer science and IT department, and a dedicated Language Laboratory.

In recent years, one of the most significant advancements has been the adoption of **e-governance** — the use of digital tools and platforms to manage and improve the functioning of the college. There are various advantages to digitalization including increased efficiency, increased productivity, lower operational costs, improved learner experience, higher agility, enhanced morale, improved communication, increased transparency, improved competitive advantage, and faster decision making. This transformation has helped improve transparency, efficiency, and student services, aligning the institution with modern-day educational standards.

- **Present Status of E-Governance at Dimoria College**

Dimoria College has already taken strong foundational steps toward digital transformation. Some of the key digital systems currently in use include:

1. Online College Portal

There are dedicated college website (http://dimoriacollege.ac.in/) and portal (https://dimoriacollegeonline.co.in/) in Dimoria College which allow students and staff to access important services like notifications, examination updates, and academic records. The college uses online student portals integrated with SAMARTH and DARPAN eGov platforms for admission, enrollment, and academic management.

2. SAMARTH Portal for Digital Admission System

Although the admission process is not completely online, college portal facilitates student's applications, fee payments, and complete enrolment, requiring students to visit the campus for limited formalities. This has improved accessibility and convenience, especially for rural and remote students.

3. Attendance Monitoring

- **Student's Attendance:** A digital attendance system records student presence in classes.
- **Staff Attendance:** A hybrid model of attendance both registrar copy and biometric system are in place for both teaching and non-teaching staff, ensuring punctuality and proper accountability.

4. Examination Processes:

From filling up exam forms to publishing results, most exam-related tasks are now handled digitally through college online portal "SAMARTH" (https://dimoriacollege.as.samarth.edu.in) for UG courses and "DARPAN" online portal for higher secondary level admission, making the process faster, error-free, and more transparent.

5. Information Sharing

Information sharing in college e-governance is the use of digital systems (portals, apps, ERP, websites, notice boards, and emails) to provide easy access to academic, administrative, and financial information for all stakeholders. Important notices, circulars, schedules, and announcements of Dimoria College are shared through digital platforms, reducing dependency on printed materials and improving pace of communication speed.

Table-1: Initiatives of E-Governance Implementation at Dimoria College

Initiative	Description
Up gradation of College Website	Basic digital presence with general information and updates.
Digital Admission System	Online form fill-up and fee payment system introduced.
Biometric Staff Attendance	Biometric system introduced for staff punctuality and monitoring.
Student Digital Attendance	Roll-call replaced with online/digital attendance tracking.
Digital Examination Processing	Online exam form, admit card generation, and marks entry started.
Online College Portal Expansion	Student dashboard, notice board, exam results integrated.
E-notice System & Feedback Forms	Circulation of all notices and feedback moved online.

Achievements So Far:

- Simplified admission and examination processes
- Transparent and automated attendance tracking
- Quick and reliable communication system

- Reduced paperwork and administrative delays

These changes have made day-to-day operations smoother and more student-friendly.

4. Vision for the Next 10–15 Years: Toward World-Class E-Governance

To become a ***model digital campus***, Dimoria College needs to adopt more advanced, integrated, and futuristic e-governance tools. Here's a comprehensive roadmap:

A. Digital Infrastructure Upgrades

- **Integrated ERP System:** Enterprise Resource Planning (ERP) is a centralized platform that connects all departments – academics, accounts, exams, library, and HR – for seamless data flow.
- **Cloud-Based Storage:** Secure, easily accessible digital storage for student data, staff records, and academic materials.
- **Mobile App for College Services:** A user-friendly mobile application for students, staff, and parents to access academic details, notifications, fee payments, and attendance.

- 100% CCTV surveillance of campus security & dedicated monitoring of the footages

B. Smart Learning Ecosystem

- **Learning Management System (LMS):** A platform (like Moodle or Google Classroom) for managing online classes, assignments, discussions, and learning materials.
- **E-Library:** Online access to e-books, journals, research papers, and databases for students and faculty.
- **Open Access Digital Content Repository:** Create a digital content repository, encompassing coursework, multimedia content, Local Knowledge System etc.
- **Digital Feedback Tools:** Systems for students to provide feedback on courses, teaching, and facilities – helping improve quality.

C. Smart Campus Initiatives

- **High-Speed Wi-Fi Campus:** Providing seamless internet access across departments, classrooms, and hostels.
- **Smart Classrooms:** Equipping rooms with digital boards, projectors, and online lecture-recording setups in all classroom s.
- **RFID-enabled Smart ID Cards:** Introduce this smart ID for automatic attendance, library usage, and campus access control if financially viable in future.

D. Transparent and Efficient Governance

- **Online Grievance Portal:** A platform for students and staff to submit and track complaints or suggestions. Essential features for college grievance portal such as

online complaint submission, user-friendly dashboard, transparent complaint tracking, departmental categorization, admin and committee interfaces, communication tools, accessibility feature, security and credentiality, feedback and continuous improvement.

- **Digital File Management (e-office):** Effective digital file management is crucial for colleges to streamline effective administrative operations, secure sensitive data, and improve accessibility for all stakeholders also to reduce paperwork.
- **Data Analytics Dashboard:** Use of AI and data analytics for academic planning, dropout monitoring, and staff performance review.

E. Capacity Building and Cyber security

- **Training Programs:** Regular workshops for students, teachers, and staff on digital tools, cyber security, and digital literacy.
- **Data Protection and Security Audits:** Ensuring sensitive student and staff data is secured with regular security reviews.

F. e-procurement

The college can use online portal for government / education e-procurement to purchase lab equipment, ICT tools, books, furniture, digital infrastructure, etc. It ensures transparency, cost-effectiveness, and accountability; vendors can participate online by submitting tenders, quotations, and bids, and payments and contract management are also tracked digitally.

G. Others

Integrate a section on online college portal where student data is properly categorized by gender (Male/female) and other relevant criteria. This will help in maintaining accurate records, generating gender-specific reports, and planning student support programs more effectively.

Table-2: Future Roadmap for Implementation of up gradation plan

Tentative Year	Planned Initiative	Goal
2026-27	Launch ERP	Integrated all academic and administrative functions
	Introduce LMS Platform	Online learning, assignments, materials for blended learning.
2028	Mobile App for Students	One-stop access to attendance, results, notifications, fees.
2029	RFID Smart ID Cards	Smart identity and tracking for students & staff.

2030	Smart Classrooms Upgrade	Equip classrooms with interactive boards and lecture capture tools.
2031	Cloud-Based Data Storage	Secure, scalable storage of academic and administrative data.
2032	AI-Based Data Analytics	Use of AI for academic tracking, performance reports, and planning.
2033	Digital Library Expansion	Access to global digital journals, e-books, and academic repositories.
2034–2035	Complete Paperless Administration	Fully digitized office workflows, e-files, and green governance.

5. Conclusion

Dimoria College has already taken notable steps toward digital transformation through e-governance. However, to compete with top institutions globally, we must continue to expand and modernize our systems in a planned, phased, and inclusive manner.

With the right vision and investment, Dimoria College can become a **model institution in Assam and India**, known for excellence in digital governance, student services, and academic innovation.

Department Plans
2025-2040
Dimoria College (Autonomous)

DEPARTMENT OF ANTHROPOLOGY

SECTION A:

DEPARTMENT PROFILE

1. **Department Name:** Anthropology
2. **Brief History of the Department:**

- The Department of Anthropology in Dimoria College came into existence in 1990 with BA course. Subsequently, the CBCS course was in operation from 2019. NEP 2020 was started in 2023. The program is affiliated with Gauhati University and is a full-time, three-year undergraduate course. Admission is merit-based, following the Higher Secondary examination (10+2). The department also focuses on practical applications of anthropology, including a course on tourism anthropology.
- This course being an important component of holistic approach towards Human being in different chronological period. The subject provides idea of both theoretical aspect and practical. The subject have different branches such as Physical Anthropology, Social-Cultural Anthropology, Linguistic Anthropology and Archeology. Many alumni of this department are pursuing their careers in higher education (MA, M.Sc/ B.Ed, other Research activities from different institution of state.
- An annual departmental wall magazine "Bishorop" is maintained by the students of the Dept.

3. **Significant achievements and milestones of the department since inception:**
   - Alumni of the Dept. has been admitted to good Universities for further studies after BA.
   - Alumni has got good placements in both the Govt (Central and State) and Private sector.

4. **Analysis of SWOC (Strength, Weakness Opportunities and Challenges):**

Strength:

- Faculty is well qualified and involved in activities like research publications and participation in the seminars, workshops, Symposia, etc.
- Quality contribution towards college administrative work
- Harmony among the teacher, and also in between the student and teachers.
- Caring of students for their well beings, even after their departure and closely associated alumni.
- We promote students for research activity and presentation of their work apart from the syllabus.

Weakness:

- Lack of separate and sufficient laboratories for UG students for practical
- Computer facility needs to be improved.

- Lack of rooms for theory classes
- Lack of Smart classes.

Opportunities:

- To start P.G., certificate and diploma course.
- To receive further grants for minor and major research projects.
- Confidence building among students through seminars and group discussions and personality development through interactive sessions.

Challenges:

- To increase student's progression.
- To enhance self-reliance among the students.

SECTION B:

DETAIL PLAN

1. **Plan for implementation of self-finance certificate course**

   Plan to start P.G courses in Anthropology. Planning to start certificate courses which which will mostly focus on research ideas and skill enhancement accustomed towards entrepreneurship.

   .

2. **Identify the thrust area of research in alignment with the regional centre of the state**

- Research on Ethnic Identity
- Research on Cultural Hegemony on the deprived community of the state or local araea
- Research to study the local culture and is importance to the community to uphold

3. **Plan for upskilling /reskilling the staff:**

Through Training Programmes for the Staff a year and to attend FDP and other training programmes.

4. **Plan for outreach activities, community engagement:**

   Already the Dept. is involved in outreach activities in nearby schools. As an outreach activity, the Dept. is planning to take atleast 2 classes per month in nearby schools to improve their knowledge of the society and culture.

   Plan for dynamic curriculum development:

   Steps will be taken to make the curriculum more effective from time to time through discussion with experts from different Universities and Industry experts.

5. **Strategy for improving employability:**

Inviting experts from competitive fields and resource persons from different backgrounds to advise and suggest the students for their future options. The Faculty members of the Dept. is also actively working in sharing different job Advertisements regularly in the Alumni group. In addition, suggestions the Faculty members assist in providing valuable suggestions and ways to prepare for the competitive exams.

6. **Initiative for enhancing the students' progression**

- First we will choke out the brilliant, medium and weak students. Subsequently, steps will be taken to improve the progress of the medium and weak students.
- Time to time, the students will have to undergo field visits of different tribal and caste group community so that the Students can easily co-relate the theory classes with that observed through such visits.
- Regular class tests and presentation of the students will improve the student's progress.
- Mentor-Mentee dairy is regularly maintained per semester

7. **Requirement of infrastructure, human resources and other facilities**
   - Theory classrooms (3-4 Nos.) as we are planning to start the P.G course.
   - Practical Rooms (2 Nos.).
   - Smart classroom for UG Course.
8. **Any other capacity building program-academic, research and physical infrastructure:**

   We are planning to develop a well equipped Research Lab (at least two) as the Faculty members are planning to start the Ph.D guideship programme.

9. **Possible resource plan- source of fund proposed for the capacity building as proposed**

   Planning to submit Research Proposals to ICSSR and AIRTSC

DEPARTMENT OF ASSAMESE

SECTION A:

DEPARTMENT PROFILE

1. Department Name: Post Graduate Department of Assamese

2. Brief History of the Department:

The Postgraduate Department of Assamese was established in 1993 with the vision of promoting the Assamese language, literature, and culture. The department offers both undergraduate (UG) and postgraduate (PG) courses. Over the past 30 years, the department has made significant progress and currently houses a departmental library with approximately 4,000 books. This library is particularly valuable for our students, many of whom come from financially disadvantaged backgrounds. To facilitate academic growth, we have a compulsory library class scheduled twice a week.

The department offers ample opportunities for students to participate in various socio-cultural activities. Both UG and PG students actively engage in the publication of the departmental magazine Pratyush, the wall magazine Moukunh, the literary publication Sahitya Chora, and other cultural activities. Additionally, the department publishes a peer-reviewed journal called Prajnajyoti, which serves faculty members, research scholars, and students alike.

The department operates three academic cells:

- Shankardeva Studies Cell
- Research Cell
- Ethnic Language Learning and Cultural Studies Cell

These cells organize various activities throughout the year, enriching the academic and cultural experience of the students. The department also offers two certificate courses: Satriya Mukha Silpa and Sattriya Dance, under the Shankardeva Studies Cell.

Sahitya Chora and Hastakala are considered two of the department's best practices. The department has signed Memorandums of Understanding (MoUs) with Chamaguri Satra, Sonapur College, Jagiroad College, and Magurshila Village. The Karbi community of Magurshila Village has been adopted by the department, and both faculty and students regularly conduct outreach programs in the village, studying its local culture and language. Magurhila Village has donated a museum to the Department of Assamese, named **Mandhar**, where Karbi ornaments, traditional clothing, instruments, and other socio-cultural items are beautifully displayed. The department has actively promoted various seminars, workshops, and conferences. Notably, the department has produced two gold medallists from Gauhati University:

- Pankaj Shyam, who secured 1st Class 1st Rank (2003) in PG programme.

- Parna Medhi, who achieved the same feat (2019) in UG programme.

Our students have excelled in various fields, including becoming assistant professor and have also found success in other sectors like the Assam police, teaching profession, media sector and private sector.

The department also offers additional NET-JRF coaching classes to help students enhance their knowledge and clear the UGC NET-JRF examination. Some notable achievements include:

A) Jalin Prakash Chetia qualified in the NET examination in 2008

B) Dipankar Sharma qualified in the NET examination in 2009

C) Pinki Sharma qualified in the NET examination in 2010

D) Gunin Saikia qualified in the NET examination in 2012

E) Nishigandha Talukdar qualified in the NET examination in 2013

F) Tinku Biswas qualified in the NET examination in 2017

G) Krishna Amphi qualified in the NET examination in 2017

H) Nabajit Baruah qualified in the NET examination in 2017

I) Rupanjali Rahang qualified in the NET examination in 2018

J) Pragyajyoti Saikia qualified in the NET examination in 2019

K) Monikangkana Chutia qualified in the NET examination in 2019

L) Parna Medhi qualified in the NET examination in 2020

M) Urbashi Tumung qualified in the NET examination in 2022

N) Lakhyajyoti Hazarika qualified in the NET & JRF examination in 2022

O) Priyanka Bhagabati qualified in the NET & JRF examination in 2022

P) Antaripa Boro qualified in the NET examination in 2023

Q) Tulika Mochahai qualified in the NET examination in 2023

R) Reema Engti qualified in the NET examination in 2024

S) Subhan Das qualified in the SLET examination in 2024

Furthermore, many of our students have pursued PhD degrees at various universities, contributing to the academic growth of the Assamese language and culture. Some notable achievements include:

A) Jalin Prakash Chetiya – 2012
B) Nishigandha Talukdar -2013
C) Niru Thakuria-2018
D) Amar jyoti knowar- 2018

E) Mukut Pathak-2019
F) Gunin Saikia-2019
G) Niharika Moran-2019
H) Prasanna Khataniyar-2022
I) Sulekha Das-2024

3. Significant achievements and milestones of the department since inception:

The Post Graduate department of Assamese has achieved several significant milestones, including celebrating its sliver jubilee in 2017-2018. Post Graduate department of Assamese has completed glorious 32 years having a departmental library of approximate 4000 books. The department actively engages with local community, encouraging awareness and participation in the cultural life of the Dimoria Region and Assam. The Research cell is established in November 2022. The cell is promoted, monitor and administer research activities at the department. The Research cell is actively involved in publications and upgradation of **Prajyanjyoti** the ISSN journal of the department and also published a book named **Prabandha Chayan** collection of research articles with ISBN.

The department has organized many workshops, seminar, lecture series etc. Alumni of the Dept. has been admitted to other universities for M.Phil and Ph.D degree. Alumni have excelled in various fields, including becoming assistant professor and have also found success in other sectors like the Assam police, teaching profession, media sector and private sector. More than 50 Students has cleared UGC-NET/JRF examination. And 10 students awarded PhD degree under various universities. The Department has produced two gold medallists from Gauhati University. Pankaj Shyam, who secured 1st Class 1st Rank (2003) in PG programme and also Parna Medhi, who achieved the same feat (2019) in UG programme.

4. **Analysis of SWOC (Strength, Weakness Opportunities and Challenges):**

Strength:

- Good relation among the faculty members as well as good relation with students
- Team of qualified teachers with expertise in literature, linguistics, and cultural studies.

Plays a vital role in preserving Assamese as a mother tongue and official language.

- Well-structured syllabus focusing on language, literature, grammar, criticism, and culture.
- Students actively participate in literary competitions, cultural programs and folk festivals.
- Active in organizing workshops, literary meets and community storytelling sessions.

Weakness:

- Insufficient classrooms
- lack of infrastructure
- Insufficient ICT tools
- 4.Most of the students are first generation: Learner

- low uptake of higher education and limited placement

Challenges:

- Being a self-finance programme students finds difficult to pursuer PG owing to their financial problem.
- Mental health challenges of students
- Limited resources for academic growth
- laming Gap and loss

Opportunities:

- Expanding the department to offer higher education will attract more students and help in academic continuity after graduation
- Launching certificate courses in Assamese could make the department more career relevant.
- Assam has a rich tapestry of tribal and folk literature. Research Projects under research cell on Karbi,Tiwa, Bodo, Mising and other communities, language and stories can enhance academic relevance.
- Research opportunities in the field of literature, language and cultural
- A peer reviewed annual journal Research based book with ISBN number or student magazine can showcase departmental output.
- Field work and Socio Linguistic surveys.
- Development of e- content, digital archives and language learning apps tailored Assamese could bring innovation and accessibility.
- As envisaged in NEP2020 the demand of the subject in expected to get a lift in the near future.

SECTION B:

DETAIL PLAN

1. Plan for self-finance, short-term courses, SEC, Exit Skill Courses:

Short -Term Plans:

- **Introduction of certificate course (Self-financed)**

1. Sattriya Dance
2. Mukha Shilpa for Employability
3. Ethic language learning skill for gain knowledge and personality development
4. Creative writing and publishing
5. Translation and Interpreting skills.

- Skill Enhancement courses (SEC)

1. Offer SEC is such as-

- Assamese grammar
- Academic and professional writing
- Introduction to comparative and literary studies.

- Exit skill courses (as per NEP frame work for multiple entry exit)

1. Basic soft skills and workplace communication for first year/exit level students.

2. Couse on interview skills and preparing the students how to write Tender, advertisement, Assamese typing etc.
1. Workshops: We will organize short-term workshops on Satriya dance, Mukha Shilpa, Translation studies, Editing and proofreading, Poetry, Short storytelling etc.

Long Term Plans:

- Development of certificate Couse curriculum repository with modules co-designed with industry experts and alumni.
- Moves with language training institute to offer students better experience and joint certification.

2. Plan for Integration of new and Emerging Technologies/Contemporary students into the curriculum.

Short term Plans:

- Use of Digital Tools in teaching
- Organize online classes and workshops
- Regular screening of literary adaptations, documentation and international cirema fallowed by comparative and critical discussion.
- Social Media writing and Analysis can help the students.

Long Term Plans:

- Development of an online lecture repository like video lectures, Podcasts, invite guest speakers, academic discussions by faculty members etc.
- Set up a language lab in the department.
- Collaboration with government various departments like, ABILAC Janagosthiya Bhasa Samiti, Sattras, to develop our students skill and knowledge .

3. Identify the thrust area of research; Research Plan in alignment with SDGs, National Mission, Regional Requirement. (Research Objectives to be aligned with these parameters and mapping to be shown

- The department planning to build a strong foundational research culture by promoting innovation, collaboration, and scholarly excellence across all disciplines.
- Planning to establish dedicated research centers and laboratories that align with national and global research priorities, fostering advanced and impactful research activities.
- The department will develop clear research policies and funding strategies to provide a structured and sustainable approach to research development and execution.
- The Department will plan Seed funding for internal research projects to encourage faculty and student-led initiatives and to support early-stage research ideas.

- In the department an Intellectual Property Rights (IPR) Cell will be established to raise awareness about intellectual property, protect institutional innovations, and manage patent filing and related processes.
- The department will plan to publish high-impact research journals, enhancing the visibility and credibility of institutional research on both national and international platform.
- Department will also plan to create interdisciplinary research clusters to encourage collaboration across departments and disciplines, fostering holistic and transformative research outcomes.
- The department will take initiative to promote the commercialization of patents and support the incubation of start-ups emerging from within the institution, thereby bridging the gap between research and real-world applications.
- The department planning to develop Strategic partnerships with industries to undertake sponsored research projects, co-develop intellectual property, and generate revenue through technology licensing.
- The department will actively pursue and sign Memoranda of Understanding (MoUs) with national research institutions and universities to foster collaborative research and academic exchange.

4. Plan for upskilling /reskilling the staff:

- Through training programme for the Staff at least twice a year to attend FDP , Conference and other training programmes.
- To update faculty members the department will plan to organize various skill development programmes like soft skills, digital skills, ethics in research and curriculum development etc.
- To update the faculties with modern tools like Text Analysis, post modern Theory Tools of teaching and to take up Post doctoral research.
- Department planning to introduce E-learning platform and mentorship programme for the students and faculties.
- The department will plan to arrange leadership quality development programme time to time.

5. Plan for outreach activities, community engagement:

To promote the Assamese language, literature, and culture among students and the broader community while building strong ties with local stakeholders for educational and cultural development.

- Community Language Programs: Promote Assamese language learning and usage in the community.
- Cultural Heritage Festivals: Celebrate and preserve Assamese traditions through cultural programs.
- Literary Engagements: Encourage reading, writing, and creative expression in Assamese.

- School Outreach Programs: Involve school students in language and cultural learning.
- Workshops and Training: Build capacity in Assamese teaching and content creation.
- Collaborative Research Projects: Involve community in academic research and learning.
- Environment and Social Campaigns in Assamese: Promote awareness on social issues using the local language.

6. Plan for dynamic curriculum development:

- To develop a modern, inclusive, flexible, and contextually relevant Assamese curriculum that bridges traditional literary knowledge with contemporary skills, research, and career opportunities.
- Promote critical thinking, creativity, and cultural awareness.
- Integrate interdisciplinary and skill-based learning.
- Reflect local, regional, and global perspectives in Assamese studies. Enable career-oriented education through Assamese.

7. Strategy for improving employability

Certificate course in –

- Sattriya Nritya
- Mukha Shilpa
- Editing and Proofreading
- Content writing and digital media etc.

* Organize various workshop to build the students confidence level and establishment accordingly.

* Embed project work, internship field work for both UG and PG students to gain knowledge about the community language, literature and culture long term strategies

* Develop the department as a research based department where we provide our students' academic research degree as all as improving employability.

* Develop industry academic partnerships with media houses, publishing companies and NGOIs.

* Establish a language lab to provide good analysis facility and help to learning properly a language for the students.

8. Initiative for enhancing the students' progression

- **Career Guidance and Counseling:** The department Organizes regular sessions to guide students about job opportunities, higher studies, competitive exams, and career options related to Assamese language and literature.
- **Skill Development Programs:** Introduce short-term courses or workshops on translation, creative writing, script writing, anchoring and content writing to improve student's practical skills.

- **Internships and Field Visits:** Collaborate with local media houses, cultural organizations, publishing houses and NGOs for internships and field visits to give students real-world experience.
- **Use of Technology in Learning:** The department will encourage students to use digital tools and online platforms for learning. Start smart classes, online lectures and video tutorials to support modern learning methods in collaboration with authority.
- **Research and Project Work:** The Post Graduate department of Assamese has a own Research Cell. The Cell has already done some research-based work like conducting workshop, lecture Programme, published journal etc. The department will motivate final-year students to do small research projects on Assamese culture, language and literature. Provide mentorship for these projects because the department is in the process of initiating a Ph.D programme.
- **Remedial and Advanced Classes:** Provide extra classes for weaker students and special classes for meritorious students to help everyone progress equally.
- **Encourage Participation in Competitions:** Motivate students to take part in debates, essay writing, poetry recitation and other literary competitions at college, university and state levels.
- **Publication Opportunities:** Help students publish their writings in the college magazine, wall magazines or local newspapers to build confidence and recognition.
- **Language Lab and Resource Centre:** Set up a language lab and resource center with books, journals, and audio-visual materials to improve language skills and research abilities.

9. Requirement of infrastructure, human resources and other facilities:

- At least one smart classroom with projector, internet connection, sound system and whiteboard for digital and multimedia teaching.
- A modern language lab with computers, audio-visual tools and language learning software to improve listening, speaking and communication skills.
- Being a Post Graduate Department, required a space for organizing seminars, workshops, lectures, and student presentations.

- Create a digital archive of Assamese manuscripts, rare books, local folklore and oral history for academic use.
- Invite experts in Assamese literature, language, culture, media, and folklore for special lectures or certificate courses.

10. Any other capacity building program-academic, research and physical infrastructure:

- The department is planning to organize workshops, seminars, and lecture series on Assamese literature, language, translation, folklore, and comparative studies. Besides, we are planning to start a Translation Training Programme with National Translation Mission; CIIL, Mysore.
- We will start short-term courses in areas like creative writing, media writing, and script writing to enhance student skills.

As the faculty members we are planning to start the Ph.D guideship programe.

- The department will be planning to build academic partnerships with universities, cultural institutes and research centers for joint programs. Apply for research grants with the support of concerned funding agencies.

The department will be planning to take initiatives document oral traditions, folklore, local dialects and cultural heritage of Dimoria Region and also Assam.

- Provide computers with Assamese typing software and internet facility for students and faculties**.**

- We are planning to create E-content and online courses with the help of authority and other funding agencies,

11. Possible resource plan- source of fund proposed for the capacity building as proposed

- **Government Funding Agencies:** University Grants Commission (UGC) Provides grants under various schemes (e.g., SAP, STRIDE, Faculty Recharge, etc.)Faculty recruitment, research, infrastructure Ministry of Education (MoE) Schemes like RUSA (Rashtriya Uchchatar Shiksha Abhiyan) Infrastructure development, ICT tools Ministry of Culture, Govt. of India Cultural preservation and promotion grantsFolklore studies, manuscript digitization ICSSR (Indian Council of Social Science Research) Research project funding in humanities and social sciences Linguistic research, literature projects CIIL (Central Institute of Indian Languages)Grants for linguistic resource development Assamese language development, dialect studies.
- **State Government Support:** Department of Higher Education (Assam) State-level grants for academic enhancementFaculty positions, seminars, publications Directorate of Cultural Affairs (Assam) Support for cultural activities Folk literature, literary festivals, awareness programme.

- **Institutional and Internal Sources**: Institutional Development Fund Set aside by the institution for academic units' Smart classrooms, research assistantships Alumni Contributions Support from former students Sponsorship of scholarships, prizes, infrastructure.

- **Project-Based Revenue Generation**: Certificate/Diploma Courses Self-financed short-term programs (e.g., Creative Writing, Translation in Assamese) Generate revenue for department activities Publications and Consultancy Publishing books, offering translation/editing services Supplement departmental funds.

12. Plan for Extension of Academic PG, Skill-Based, Certificate, and Diploma Courses

- The department has been offering Postgraduate (PG) courses since 1993.
- Plans are underway to enhance research and project-based activities for both students and faculty members.
- The department is in the process of initiating a Ph.D. program.
- There are plans to organize coaching classes for NET/SLET and other competitive examinations.

- The department intends to offer a Skill Enhancement Course (SEC) focused on Assamese typing, research and academic writing skills, and creative writing.
- The department already offers two certificate courses on **Sattriya Mukha Silpa** and **Sattriya Dance** under the Sankardeva Studies Cell.
- A new Diploma Course on **Ethnic Language Groups of Assam** is also being planned.

***

DEPARTMENT OF BOTANY

SECTION A:

DEPARTMENT PROFILE

5. **Department Name:** Botany
6. **Brief History of the Department:**

- The Department of Botany in Dimoria College came into existence in 1992 with B.Sc (General) course. The B.Sc. (Major) course in Botany from 2001 onwards. Subsequently, the CBCS course was in operation from 2019.
- This course being an important component of Life Sciences offers immense opportunities in other related fields and applied disciplines such as Biochemistry, Biotechnology, Cell and Molecular Biology, Genomics, Agro-forestry, Environmental Science, etc.
- The faculty strength of the Department have been involved in many research activities with good number of research publications and have to their credits various research projects sponsored by ASTEC, DBT and SERB.
- Many alumni of this department are pursuing their careers in higher education (M.Sc/ B.Ed/ MBA, etc.,) from institutions across India and abroad.
- An annual departmental wall magazine "Birikh" is maintained on National Science Day (28th February) by the students of the Dept.
- There is a Botanical Club of the students - 'Botany Beacons' involved in various outreach programs like plantation, cleanliness, green awareness drive, etc.

7. **Significant achievements and milestones of the department since inception:**
    - The Department has good research publications from its faculty members.
    - Research projects (5 Nos.) has been granted by DBT, Govt. of India, SERB, Govt. of India, ASTEC, Govt. of Assam.
    - Alumni of the Dept. has been admitted to foreign Universities and good Universities for further studies after B.Sc.
    - Alumni has got good placements in both the Govt (Central and State) and Private sector.
8. **Analysis of SWOC (Strength, Weakness Opportunities and Challenges):**

Strength:

- Faculty is well qualified and involved in activities like research publications and participation in the seminars, workshops, Symposia, etc.
- Engaged in Extension activities
- Quality contribution towards college administrative work
- Harmony among the teacher, and also in between the student and teachers.
- Caring of students for their well beings, even after their departure and closely associated alumni.
- We promote students for research activity and presentation of their work apart from the syllabus.

Weakness:

- Lack of separate and sufficient laboratories for UG students
- Computer facility needs to be enhanced.
- Lack of rooms for theory classes
- Lack of Smart classes.

Opportunities:

- To start P.G., certificate and diploma course.
- To receive further grants for minor and major research projects.
- Confidence building among students through seminars and group discussions and personality development through interactive sessions.

Challenges:

- To increase student's progression.
- To enhance self-reliance among the students.
- Poor economic background of the students.

SECTION B:

DETAIL PLAN

10. Plan for self-finance, short-term courses, SEC, Exit Skill Courses:

Plan to start P.G courses in Botany. As per the MoU signed with Lal Pathlabs Guwahati, Lab technician course will be implemented. Already the Organization had trained one batch of our students by taking their classes in our Dept. SEC Courses will be implemented taking into consideration its prospective entrepreneurial aspects such Nursery and Gardening, Vermicompost, Mushroom culture, Natural Farming (in Collaboration with Kolong Kopili Eco-park, Malaybari, Khetri, Kamrup Metro, Assam).

11. Plan for integration of new and emerging technologies/contemporary studies into the curriculum:

- Plan for collaboration with Biotech Park, Guwahati, Assam for studies on emerging technologies through Internship and Research activities of students.
- Planning to collaborate with State Level Ethnomedicine Body for research work on ethnomedicines used in Assam.

12. Identify the thrust area of research; Research Plan in alignment with SDGs, National Mission, Regional Requirement. (Research Objectives to be aligned with these parameters and mapping to be shown):

- Research on Ethnomedicines to treat various health disorders (liver, blood pressure, stomach, ortho-problems).
- Research on Ethnomedicines to treat human beings affected by animal bites (dog, cat, spider, snake, wasp).
- Research to study the available flora nearby the College.
- Research to improve the production of Oranges in Dimoria region which is being affected by various factors unknown to cultivators.

13. Plan for upskilling /reskilling the staff:

Through training programmes for the Staff atleast twice a year and to attend FDP and other training programmes. To update the faculties with modern tools of teaching and research.

14. Plan for outreach activities, community engagement:

Already the Dept. is involved in outreach activities in nearby schools. As an outreach activity, the Dept. is planning to take atleast 2-3 classes per month in nearby schools to improve their scientific knowledge in Biological Sciences and to attract the Students in the field of Science. Plan to organize Cerificate based Technical training Programme for local communities on Nursery Development, Mushroom cultivation, Vermicompost so that they can start their own entreprenurial set up later after the training.

15. Plan for dynamic curriculum development:

Steps will be taken to make the curriculum more effective from time to time through discussion with experts from different Universities and Industry experts.

16. Strategy for improving employability:

Inviting experts from competitive fields and resource persons from different backgrounds to advise and suggest the students for their future options. The Faculty members of the Dept. is also actively working in sharing different job Advertisements regularly in the Alumni group. In addition, suggestions the Faculty members assist in providing valuable suggestions and ways to prepare for the competitive exams.

17. Initiative for enhancing the students' progression

- First we will choke out the brilliant, medium and weak students. Subsequently, steps will be taken to improve the progress of the medium and weak students.
- Time to time, the students will have to undergo field visits of Botanical importance, so that the Students can easily co-relate the theory classes with that observed through such visits.
- Regular class tests and presentation of the students will improve the student's progress.
- The Dept. is already practicing the above steps regularly.

18. Requirement of infrastructure, human resources and other facilities

- Theory classrooms (3-4 Nos.) as we are planning to start the P.G course.
- Practical Rooms (2 Nos.).
- Smart classroom (2 Nos.) including U.G and P.G. course.
- Guest Faculty member (2-3 Nos.) as we are planning to start the P.G course.

19. Any other capacity building program-academic, research and physical infrastructure:

We are planning to develop a well-equipped Research Lab (at least two) as the Faculty members are planning to start the Ph.D guideship programme. Besides, we are planning to set up a Bioinformatics Facility lab with the support of concerned Funding agencies. Theory classrooms (3-4 Nos.) and Smart classroom (2 Nos.) are required as we are planning to start the P.G course.

20. Possible resource plan- source of fund proposed for the capacity building as proposed

Planning to submit Research Proposals to DBT, DST, ASTEC, NIELIT and if possible to contact with Industries to develop the Infrastructure.

21. Plan for extension of academic courses-PG, Skill courses, certificate courses, diploma courses etc.

We are planning to start the P.G course. We have plans to organize Cerificate based Technical training Programme on Nursery Development, Mushroom cultivation, Vermicompost, Natural Farming (in Collaboration with Kolong Kopili Eco-park, Malaybari, Khetri, Kamrup Metro), Lab Technician course (in Collaboration with Lal Pathlabs, Guwahati) so that the trainees can start their own entrepreneurial set up after the training.

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DEPARTMENT OF BIOTECHNOLOGY

SECTION A:

DEPARTMENT PROFILE

1. Department Name-BIOTECHNOLOGY

2. Brief history-

The Department of Biotechnology at Dimoria College(Autonomous) was established in the year 2010 with a vision to impart quality education in the field of biotechnology. The department focuses on blending academic learning with hands-on research experiences. The department was founded with the aim of inspiring innovation and fostering excellence in biotechnology. It provides undergraduate programs in Biotechnology. The department emphasizes practical, hands-on research alongside theoretical coursework. The department was set up with the support of the Institutional Biotech Hub **(**IBH). The IBH aimed to provide students with advanced practical training and resources for research. The department has seen significant student interest in the training programs and research opportunities offered.

3. Significant achievements and milestones since inception:

Pulakesh Barman- Radiotherapy Technologist, GMC
Raj Krishan Thakur- Radiotherapy Technologist, North East Cancer Hospital
Aminda Teron- Radiotherapy Technologist, Ujaragaon Model Hospital, Nagaon
Archana Mishra-India Railway Department
Dipankar Konwar-Graduate Science Teacher
Hira Kathar-Govt. Employee
Genius Teron-pursuing PhD in NERIST
Ritashree Gogoi- pursuing PhD in GU

4. Analysis of the Strength Weakness Opportunities and Challenges of the department

Strengths-

I. Expertise and Knowledge
II. Research Capabilities

Weaknesses-

I. Limited Resources

Opportunities-

I. Emerging Technologies
II. Growing Demand

The demand for biotechnology products and services is increasing in various sectors, including healthcare, agriculture, and environmental management, creating new markets and career paths.

Challenges-

I. Talent Acquisition and Retention

Attracting and retaining skilled researchers, scientists, and technicians in a competitive job market can be a challenge for biotechnology departments.

SECTION B:

DETAIL PLAN

1. Plan for self-financed, short-term courses, SEC, Exit Skill Courses

Along with the regular course, the department also want to conducts short term skill development courses.

Course Title: Clinical Laboratory Techniques

Duration: 3 Months

2. Plan of integration of new and emerging technologies/ contemporary studies into the curriculum

- Investment in laboratory equipment and facilities to support practical training in emerging technologies.
- Collaborate with research institutions to provide exposure to laboratory practices.

3. Identify the thrust area of research; Research plan in alignment with SDGs, National Missions, Regional Requirement, Research objectives to be aligned with these parameters and mapping to be shown

A key thrust area is sustainable agriculture and food security. This involves developing solutions to enhance crop productivity, improve nutritional value, and address climate change impacts on agriculture.

4. Upskilling/ reskilling the staff

To stay relevant in their current roles and contribute more effectively to advancements in their field , a molecular biologist might learn CRISPR technology to contribute to genetic therapy research.
The biotechnology employee must acquire entirely new skills for a different position Such as they can learn data science for a data analyst role.

5. Plan for outreach activities, community engagement

- To collaborate with schools and educational institutions to integrate biotechnology concepts into the curriculum and organize science fairs, workshops, and guest lectures.
- To organize hands-on workshops on topics addressing topics relevant to the local context in the classroom.
- Host biotechnology-themed events, including science exhibitions, farmer's markets featuring bio-fortified crops, and competitions focused on innovative biotechnology solutions.
- Invite scientists and experts to deliver talks on current advancements in biotechnology.

6. Plan for dynamic curriculum development

This plan focuses on practical skills, critical thinking, and problem-solving, while fostering collaboration and ethical awareness.

7. Strategy for improving employability:

- Practical experience: Seek out internships, research projects, and volunteer opportunities in biotech companies, research institutions, or laboratories.
- Technical skills: Develop proficiency in relevant techniques like molecular biology techniques, bioinformatics tools, and data analysis.

8. Initiative for enhancing the Students progression

- Ensure the curriculum is aligned with industry needs and incorporates practical, hands-on learning experiences.
- Industry-Specific Training: Provide specialized training programs that equip students with the skills required by the biotechnology industry.
- Mentorship Programs: Connect students with experienced professionals in the field to guide their career paths.

9. Requirement of infrastructure, human resources and other facilities

- Research Laboratories: Equipped with state-of-the-art instruments for various research activities
- Technicians and Support Staff: For laboratory operations, equipment maintenance, and data management.
- Facilitating access to capital for research, development.

10. Any other capacity building program-academic, research and physical infrastructure

To strengthen the biotechnology department by improving research capabilities, educational infrastructure we can include following scheme-
the "STAR College Programme" for undergraduate science education,
"FIST (Fund for Improvement of S&T Infrastructure)" for research infrastructure and programs under DBT.

11. Possible resource plan-source of fund proposed for the capacity building as proposed.

Potential Funding Sources:

- Grants: Research and apply for capacity building grants from foundations, government agencies, and private donors.
- Training Fees: If offering training programs, consider charging fees to participants.

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DEPARTMENT OF COMPUTER SCIENCE

SECTION A:

DEPARTMENT PROFILE

1. Department Name: Computer Science

2. Brief History:

The Department of Computer Science was established in the early 2001 to meet the growing demand for computer education among local students. In its initial years, the department started computer science as a subject under the general undergraduate curriculum. At that time, only computer fundamentals and programming fundamentals were taught as part of the B.A. and B.Sc. courses. Gradually, due to increasing student interest and the growing importance of technology, the college launched a major in Computer Science in the year 2003. Dimoria College is one of the only few colleges in Assam offering Honours in undergraduate courses in Computer Science. With the introduction of the major course, the department strengthened its infrastructure by adding a dedicated computer lab. The syllabus was expanded to include programming languages, data structures, operating systems, and database management systems. In the early years, the department faced challenges such as limited internet access and lack of modern equipment, but through college support, it slowly upgraded its facilities. Many alumni from the department have pursued higher studies and secured jobs in IT and educational sectors, which increased the reputation of the college. Today, the department offers both general and major courses in computer science with updated syllabus and better laboratory facilities. It has become a popular choice among students of the region who aspire to build a career in the field of technology.

3. Significant Achievement and milestones since inception:

Since its inception, the Department of Computer Science has achieved several remarkable milestones and brought pride to the college. The department has produced university toppers who have brought recognition to the college at the state and university levels. Many former students have been successfully placed in various sectors, including multinational IT companies, banking and finance, and government jobs. A good number of graduates have also qualified competitive exams like NET and JRF, and are now working as assistant professors in reputed colleges. The department has produced skilled professionals who are serving in positions such as software developers, system analysts, and IT officers. Some students have also been selected for research programs and are pursuing Ph.D. in computer science and related disciplines. Department faculty members have published research papers and attended national and international seminars, which has further strengthened its academic profile. Overall, the department has played a vital role in transforming rural students into competent professionals and contributing to their social and economic development.

4. Analysis of the Strength Weakness Opportunities and Challenges of the Department:

Strength:

- Effective Teaching-Learning process with special Emphasis on Learning with Teachers as Mentors.
- Supporting weaker students through Remedial and Tutorial Classes.

Weakness:

- Inadequate no. of teaching staff.
- The Majority of the students come from poor- socio-economic background and most of them have poor academic background.
- Lack of proper infrastructure in computer laboratory

Opportunities:

- Expand the departmental activities with inter-disciplinary and multi-disciplinary approach in line with the NEP
- Carry forward some research activities relating to socio-economic problems.
- Industrial linkages for employment generation.

Challenges:

- Lack of proper infrastructure.
- Inadequate number of software company in the region to be get absorbed.
- Attracting meritorious students, due to more Science Colleges in the nearby Gauhati city.

SECTION: B

DETAIL PLAN

1. Plan for Self-Financed, Short-Term Courses, SEC, and Exit Courses

- The Department of Computer Science is planning to introduce **self-financed certificate courses** in areas such as Basic Computer Skills.
- The Department is planning to offer **short-term job-oriented programs** like Web Development, Python Programming, and Mobile App Development to enhance employability.
- The Department is planning to launch **Skill Enhancement Courses (SEC)** such as Data Analytics Basics, Cybersecurity Awareness, and Graphic Design using open-source tools.
- The Department is planning to design **Exit Courses** for students leaving the program early, equipping them with essential digital and IT skills for immediate employment.

2. Plan of Integration of New and Emerging Technologies / Contemporary Studies into the Curriculum

- The Department of Computer Science is planning to introduce short-term modules on Artificial Intelligence (AI) and Machine Learning (ML) to keep students updated with industry trends.
- The Department is planning to include practical workshops on Data Science, Big Data Analytics, and Cloud Computing.
- The Department is planning to include open-source tools and platforms in practical sessions for skill enhancement.
- The Department is planning to promote interdisciplinary projects that combine computer science with other fields such as healthcare, agriculture, and finance.
- The Department is planning to encourage students to pursue online certifications from reputed platforms (e.g., NPTEL, Coursera, edX).

3. Identify the thrust area of research; research plan in alignment with these SDGs, national missions, regional requirements. Research objectives to be aligned with these parameters and mapping to be shown

- The Department of Computer Science is planning to identify key thrust areas of research such as **Artificial Intelligence in Agriculture** and **Rural Healthcare Technologies** to address local and national priorities.
- The Department is planning to focus on **regional requirements** like digital literacy, agricultural productivity enhancement, and ICT-based local governance.
- The Department is planning to promote **community-focused research** where students and faculty work on real-life rural problems such as low-cost IoT solutions for farming, mobile health monitoring systems, and vernacular language e-learning tools.
- The Department is planning to integrate **student research projects** into the broader institutional mission to promote sustainable and inclusive growth.

4. Plan for upskilling/reskilling the staff

- The Department will organize faculty development programs and hands-on workshops on new technologies like AI, machine learning, and cloud computing.
- Staff members will be encouraged to complete online certification courses through platforms such as NPTEL, SWAYAM, Coursera, and Udemy.
- Faculty will be supported to attend national conferences, refresher courses, and research seminars to enhance their academic and research skills.

5. Plan for Outreach Activities and Community Engagement

- The Department of Computer Science is planning to organize basic computer literacy programs for local school students in nearby villages.
- The Department is planning to conduct digital skills workshops for rural youth to improve employability.
- The Department is planning to arrange awareness programs on cybersecurity, online safety, and digital payments for the community.
- The Department is planning to create short-term courses for women in digital entrepreneurship and online business.

- The Department is planning to encourage students to work on **final-year projects** that solve real-life rural problems.

6. Plan for Dynamic Curriculum Development

- The Department of Computer Science is planning to review and update the curriculum **every two years** to match emerging technology trends.
- The Department is planning to integrate **new and emerging technologies** such as Artificial Intelligence, Cloud Computing, IoT, and Data Analytics into the syllabus.
- The Department is planning to include **local and regional needs** like ICT for agriculture, e-governance tools, and rural entrepreneurship modules.
- The Department is planning to involve **industry experts and alumni** in curriculum design to ensure employability-focused learning.
- The Department is planning to promote **project-based learning** with real-life community and industry problems.

7. Strategy for Improving Employability

- The Department of Computer Science is planning to introduce **job-oriented certificate courses** in areas such as Web Development, Python Programming, and Digital Marketing.
- The Department is planning to establish **industry tie-ups** for internships, live projects, and placement opportunities.
- The Department is planning to encourage students to complete **online certifications** from platforms like NPTEL, Coursera, and Google Skillshop.
- The Department is planning to provide **career counseling and mentorship** for guiding students toward higher education or specialized career paths.
- The Department is planning to link **final-year projects** with industry requirements to give students real-world experience.

8. Initiative for Enhancing Student Progression

- The Department of Computer Science is planning to introduce **bridge courses** for first-year students to strengthen their fundamentals in programming and mathematics.
- The Department is planning to provide **remedial coaching** for slow learners and advanced modules for fast learners.
- The Department is planning to establish a **mentorship system** where faculty guide students in academics, projects, and career planning.
- The Department is planning to organize **career guidance programs** to help students pursue higher studies, certifications, or competitive exams.
- The Department is planning to maintain a **student progression tracking system** to analyze academic growth, placement status, and higher education pursuits.

9. Plan for Requirement of Infrastructure, Human Resources, and Facilities

- **A computer laboratories** with the latest high-speed systems and licensed software to support advanced learning and research.

- Install **high-speed internet and Wi-Fi connectivity** across labs and classrooms for uninterrupted access to digital resources.
- **Smart classroom facilities** with projectors, interactive boards, and audio-visual equipment for modern teaching methods.
- **Departmental library** with updated textbooks, reference materials, and access to e-journals.
- **Qualified teaching faculty** with specialization in emerging technologies like Cloud Computing, Cybersecurity, and AI.
- **Technical support staff** to maintain labs, equipment, and IT infrastructure.

10. Any other capacity building program-academic, research and physical infrastructure

- The Department plans to establish research collaboration with nearby research institutes to promote joint research projects, student internships, and faculty research work.
- The Department aims to upgrade the existing computer lab by adding more high-speed computers, better networking facilities, and smart classroom infrastructure like projectors and interactive boards.

11. Possible resource plan-source of fund proposed for the capacity building as proposed

- The Department plans to apply for funding through government schemes such as RUSA, UGC, and state higher education council grants for upgrading its laboratory infrastructure, purchasing new software, and supporting faculty development programs etc.

12 Plan for extension of academic course-PG, skill course, certificate course, diploma course etc.

- New skill-based and industry-oriented certificate courses such as Web Development, Python Programming, Data Analytics, and Cyber Security will be introduced in collaboration with online platforms and training institutes. A short-term Diploma course in Computer Applications is also proposed for students and community members to enhance employability and digital literacy.

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DEPARTMENT OF CHEMISTRY

SECTION A:

DEPARTMENT PROFILE

1. Department Name: Chemistry

2. Brief History of the Department:

The department imparts chemistry education to Higher Secondary level from the date of inception in the year of 1988. Science was introduced in Dimoria College in the year 1988, where Chemistry was constituent subject of science.

Degree course was started from 1993. The department taught chemistry without any government assistance till 1995. The science stream was brought under deficit grant in system in the year of 1996. Only pass course was taught in degree level till 2016 and major course was started from 2017.

3. Significant achievements and milestones of the department since inception:

The department has achieved its objectives of imparting science education and popularise science among the students of this vast rural area, Dimoria. It has achieved to inculcate scientific temper among rural people through dissemination of scientific education to the students of this area and imparting knowledge and information about chemistry as an important branch of physical sciences to the students.

4. Analysis of SWOC (Strength, Weakness Opportunities and Challenges):

Strength:

The Department of Chemistry has students from diverse backgrounds. This diversity enhances cultural exchange, fosters unique perspectives, and promotes a rich learning environment. Experimental equipments, laboratory facilities, department library are available for students of the department.

Weakness:

Without consistent exposure and practice, students may find it challenging to develop their laboratory skills to their fullest potential.

Opportunity:

The field of Chemistry literature offers diverse career paths, including teaching, laboratories, publishing, pharma-industries, content creation, industries, and more.

Challenge:

More participation of students in seminar /conferences

SECTION B:

DETAIL PLAN

1. Plan for self-finance, short-term courses, SEC, Exit Skill Courses:

We have planned to create academic pathways for study with multiple entry and exit points as well as focus on experiential learning for students by introducing multidisciplinary, skill enhancement courses and hands on training in the recent and trending aspects of Chemical Sciences. The department is specifically concerned with teaching students the importance, potential, role of chemistry in our lives, aimed at welfare of the society.

The department also plan to promote effective collaboration with industries and academic institutions. The department has a vision to explore new vistas of science, scientific approach related to Chemical Sciences.

2. Plan for integration of new and emerging technologies/contemporary studies into the curriculum:

- Signing MoU with other colleges.
- Organising Seminar/ Workshop.
- To upgrade Department Library
- Provide broader guidance regarding green chemistry.
- Socio economical useful project work for degree students.
- Academic Improvement by internal evaluation by group discussions, MCQ tests, home assignments, tutorials etc.
- Continuous engagement of faculty members in research work and related works by attending and organizing seminars and conferences.

3. Identify the thrust area of research; Research Plan in alignment with SDGs, National Mission, Regional Requirement. (Research Objectives to be aligned with these parameters and mapping to be shown):

4. Plan for upskilling /reskilling the staff:

- Signing MoU with other colleges.
- Attending Seminar/ Workshop.

5. Plan for outreach activities, community engagement:

- A field study program was conducted in and around Dimoria Block to study the different parameters of Soil, Water and vegetables in different areas. (3rd and 4th March 2023)
- Similar works like analysis of drinking water sources of localities to study physico-chemical and biological contaminants are planned.

6. Plan for dynamic curriculum development:

The CBCS Course curriculum of the discipline of Chemistry is well designed and very promising. The core course would help to enrich the subject knowledge of the students and increase their confidence level in the field of both academia and industry. After careful analysis of the course, the department of Chemistry has planned out the following outcomes of the course.

7. Strategy for improving employability:

- Classroom interaction
- Mentor Mentee
- Providing library books
- Group discussions
- Information about industry related to chemistry, such as fertilizer, pharmaceutical, polymer, refinery etc.

7. Initiative for enhancing the students' progression

- To impart science education (Chemistry) among the nearby rural people of the underdeveloped area and to popularize science among the rural students of the area.
- This department of Chemistry, Dimoria College aims to develop the interest in chemistry among the students for their scientific upliftment and applying the knowledge to build a developed society around them.

8. Requirement of infrastructure, human resources and other facilities

a) Physical Laboratory with air-condition facilities
b) Spectrometer
c) Water and soil analysis kit
d) Different types of Chemical apparatus and reagents etc.
e) Extra Classroom
The department is in urgent need of manpower for conducting regular classes.

9. Any other capacity building program-academic, research and physical infrastructure:

10. Possible resource plan- source of fund proposed for the capacity building as proposed

11. Plan for extension of academic courses-PG, Skill courses, certificate courses, diploma courses etc.

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DEPARTMENT OF ECONOMICS

SECTION A:

DEPARTMENT PROFILE

1. Department Name: PG Department of Economics

2. Brief History of the Department:

The PG Department of Economics can trace its origins to the birth of Dimoria College in 1979. Since its establishment, the department is affiliated to Gauhati University. The department was created to bring the light of knowledge to the rural and tribal dominated area of Dimoria, and with this very goal in mind, the department is even now striding forward, to spread this light of knowledge far and wide. For this, the Department also received permission from its affiliating university (Gauhati University) to offer Post Graduate education in the department from 1992.

3. Significant achievements and milestones of the department since inception:

- Honours Program has been started since 1980, a year after the establishment of the department
- PG program started since 1992 under the affiliation of Gauhati University and is being continued till present.
- UGC sponsored add on course on Rural Marketing 6 monthly add on course has been granted to the department (2014-15 to 2018-19)
- The Rural Marketing course is being continued by the depart as a certificate course in self-finance mode.
- PG student Ankita Sharma secured 9th rank in MA/MSC examination under Gauhati University in 2021.
- Involvement of department faculties in syllabus preparation committee under the affiliated Gauhati University for a course on Advanced Macroeconomic for undergraduate level.
- Involvement of department faculties in syllabus preparation committee for preparing three skill courses under NEP, 2020 under affiliated Gauhati University.
- ICSSR sponsored National Seminar organized by the department in February, 2023.

4. Analysis of SWOC (Strength, Weakness, Opportunities and Challenges):

Strengths:

i. **Master's Program**: Offering opportunities for students to pursue higher education within the department.
ii. **Certificate Courses:** The department offers 3 certificate courses that Provides avenues for students to enhance their understanding and skills through these certificate courses.

iii. **Library and Computer Lab:** Equipped with necessary resources including books, journals, and software for academic pursuits.
iv. **Teaching Staffs:** The department has 7 dynamic permanent faculty members and most of them are engaged in various positions in the college. E.g.,
v. **Engagement in college activities:** Department faculties are also engaged as NSS officer, Coordinator of KKHSOU, Gym In-charge, Sports officer, IQAC member, admission committee member, UG & PG examinations AOC, member of institutional development plan etc.

Weaknesses:

i. **Limited Research Infrastructure:** Insufficient resources for conducting research within the department.
ii. **Poor Internet Connectivity:** Hindered access to online resources and communication platforms, potentially hindering academic activities.

Opportunities:

i. **Enhanced Research Activities:** Potential to bolster research efforts within the department, contributing to a more comprehensive education.
ii. **Additional Certificate Courses:** Possibility of introducing more certificate and skill courses to improve student employability.

Challenges:

i. **Diverse Student Population:** Meeting the needs of a diverse student body and preparing them adequately for the competitive world.
ii. **Promoting Analytical Thinking:** Encouraging students to develop higher levels of analytical thinking within the constraints of semester-based education.

SECTION B:

DETAILED PLAN

1. Plan for Self-Financed, Short-Term Courses, SEC, and Exit Courses

- **Self-Financed Courses** (to be offered on demand and in alignment with NEP recommendations):
    - Data Analysis Course
    - Statistical Software Applications (SPSS, R, STATA)
    - Fundamentals of Mathematics and Statistics in Economics
    - Applied Econometrics
- **Skill Enhancement Courses (SEC):**
    - Data Handling in Economics

- Basics of Financial Markets
- Introduction to Entrepreneurship

- **Exit Course (for students opting to exit after the first year):**
  - Basics of Computer Use and Applications

2. Integration of New and Emerging Technologies/Contemporary Studies

- **Emerging Technologies:**
  - Introduction to Artificial Intelligence (AI) and its application in economic analysis and teaching.
  - Use of digital tools like data visualization, GIS mapping, and machine learning in economic research.
- **Contemporary Studies to be integrated into curriculum:**
  - Gender Economics
  - Behavioural Economics
  - Energy Economics
  - Labour Economics
  - Environmental Economics
  - Health Economics
  - Industrial Economics

3. Research Plan:

Research Theme	Relevant SDG Goals
Rural Development and Local Economy	SDG 1: No Poverty SDG 8: Decent Work and Economic Growth SDG 9: Industry, Innovation and Infrastructure
Tribal and Indigenous Community Development	SDG 10: Reduced Inequalities SDG 4: Quality Education SDG 16: Peace, Justice and Strong Institutions
Nutritional Profiling of Local Population	SDG 2: Zero Hunger SDG 3: Good Health and Well-being SDG 6: Clean Water and Sanitation
Livelihood and Sustainability Studies	SDG 1: No Poverty SDG 12: Responsible Consumption and Production

	SDG 13: Climate Action SDG 8: Decent Work and Economic Growth

4. Plan for Upskilling

- Training on Data Analysis for faculty and students.
- Workshop on AI Applications in teaching and research.
- Industry-Academic Interface Programs including visits and training in industrial setups.
- Entrepreneurship Development Workshops.
- Participation in:
    - Faculty Development Programmes (FDP)
    - Faculty Induction Programmes (FIP)

5. Outreach and Community Engagement Plan

- Organize **outreach programs** in nearby schools and junior colleges to promote higher education.
- Conduct **financial literacy drives** for local communities, especially among women and youth.
- Awareness programs on **government schemes**, nutrition, and skill training.

6. Plan for Dynamic Curriculum Development

- Continuous review and integration of emerging areas:
    - Industrial Economics
    - Behavioural Economics
    - Health Economics
    - Gender Economics
    - Environmental and Energy Economics
- Introduction of value-added and interdisciplinary modules in collaboration with experts and industry stakeholders.

7. Strategy for Improving Employability

- Establishment of **rigorous internship programs** with local industries and institutions.
- Facilitate **institution-industry linkages**.
- Engage students in **local entrepreneurship initiatives**.

- Organize **training on start-up planning**.
- Conduct **soft skill and communication training**.
- Offer **counselling and guidance** for competitive exams and job preparedness.

8. Student Progression Plan

- Strengthen academic support through:
    - Mentoring and Tutoring Systems
    - Regular Revision Classes
    - Frequent Class Tests and Feedback
    - Encouragement of **SWAYAM and MOOC** course enrolment and credit transfer.

9. Infrastructure, Human Resources, and Facilities

- Upgradation and creation of:
    - Modern ICT-enabled Classrooms
    - High-Speed Wi-Fi across campus
    - Access to "One Nation One Subscription" for journals
    - Computer Laboratory
    - Conference/Seminar Room
    - Adequate teaching and non-teaching staff

10. Capacity Building – Academic, Research, and Physical Infrastructure

- Establishment of:
    - ICT-enabled Research and Learning Labs
    - Research Methodology and Academic Writing Courses
    - Upgraded and Smart Classrooms
    - Resource Centers for Interdisciplinary Learning
    - Peer-reviewed journal for research upgradation

11. Possible Resource Mobilization Plan

- Propose funding from:
    - Research Funding Agencies (ICSSR, UGC, DST, etc.)
    - CSR Initiatives through partnership with industries and PSUs

- Alumni Contributions
- Revenue from self-financed and certificate courses

12. Plan for Extension of Academic Courses

- Proposal for launching:
  - **Postgraduate (PG) Programmes** in core and applied disciplines
  - **Skill-based Certificate and Diploma Courses**
  - **Short-Term Courses** aligned with NSDC and NEP 2020 goals
  - Collaboration with industry for **vocational education modules**

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DEPARTMENT OF EDUCATION

SECTION A:

DEPARTMENT PROFILE

1. Department Name: EDUCATION

2. Brief History of the Department:

The Department of Education, Dimoria College was established in 1979 with a mission to fulfill the needs of the education subject in the locality and also to create an environment where every students can build their careers as educationist as well as a good human being. The department has Introduced B.A (Major) course in the year of 1994. The objective of the department is to train the students for an all-round development of personality and the academic excellence. The Education Department seeks to expand the parameters of educational studies by fostering a meaningful methods and techniques. Since its inception, the department has been relentlessly pursuing the avowed goals of education for disseminating knowledge, encouraging innovative ideas, creating a conducive atmosphere for blooming of talents and inculcating a sense of social responsibility and dedication in the new generation for a better world. The department offers both Major and Minor B.A. course in Education as per the latest CBCS & NEP 2020 syllabus of Gauhati University. Currently college has got the Autonomous status and therefore department has designed its own course curriculum tailor syllabi to emerging fields, opportunities for interdisciplinary study, and alternative evaluation methods, which in turn can enhance student learning and employability .The department has a Psychological Laboratory for psychological practical work. Faculty members are competent enough to manage the classes very smoothly. The department provides ample opportunities to students to showcase their various abilities. Students are given exposure to departmental seminars, group discussions for their all round personality development. After completing their course they are easily able to pursue teacher training courses like, B.ed and Diploma in elementary education etc.

2. Significant achievements and milestones of the department since inception:

a. Pranjit Kalita (Gold Medalist) in the year of 2019.
b. In 2023, two students namely Priyanka Talukdar and Sagarika Barman have secured highest academic scores (e.g., 8.99 and 8.55).
c. Lots of former students of the department have got service in various govt. and private sectors.

d. During the year of 2022-24, three students have appointed as an Assistant Professor. Namely –

SL. No.	Name	Name of college
1.	Pranjit Kalita	MC College, Barpeta
2.	Malabika Baruah	Govt. Model College, Baksa
3.	Devishri Patar	Govt. Model Degree College, Baghbar, Barpeta.

3. Analysis of SWOC (Strength, Weakness Opportunities and Challenges):

Strength:

- Efficient, dedicated and experienced faculty.
- The department strives to provide a supportive environment for the students.
- Good number of books in the departmental library for the students.
- Good relationship between the teacher and the departmental students.
- Remedial classes for the slow learners.
- Students are allowed to be in contact with the teachers all the time.
- Opportunities for co-scholastic activities.
- High pass percentage.

Weakness:

- Requirement of sufficient classroom for major classes.
- Psychological Laboratory is not up to the mark.
- Requirement of smart classroom with ICT facilities.
- Staff room is not spacious.

Opportunities:

- The department provides ample opportunities to students to showcase their various abilities.
- Students are given exposure to departmental seminars, group discussions for their all round personality development.
- After completing their course students will be able to pursue teacher training courses like B.Ed. and Diploma in elementary education etc.
- Also the students of the department after their graduation can pursue various interdisciplinary course for their post graduation.
- Department also provides ample opportunities to students to participate various departmental activities for the holistic development.

Challenges:

- The number of Major students is too high. Therefore it is not easy to concentrate each student properly.
- Required digital tools and e-learning facilities in the department.
- Required proper internet connectivity and access to devices.
- Technical support is not sufficient.
- Lack of research infrastructure and equipment.
- Laboratory facilities are not up to the mark.
- No cut-off marks for getting admission in the department.
- Most of the students are financially backward for which they cannot afford to buy reference books and all.

SECTION B:

DETAIL PLAN

22. Plan for self-finance, short-term courses, SEC, Exit Skill Courses:

a. The department planning to **introduce** specialized diploma courses on 'Developing Soft Skills and Personality'.
b. Planning to lunch certificate course on 'Career Counselling and Employability Skills'.
c. Planning to launch paid MOOCs, webinars, or recorded lectures.
d. Department planning to introduce short term course on 'career guidance and counselling services' for helping students navigate their career paths and achieve their goals.
e. Department planning to offer SEC course on 'Developing Public speaking skills', 'Research and Academic Writing Skills' and 'Education and Tourism'.
f. Planning to involve alumni in mentorship and networking for students and fundraising.

23. Plan for integration of new and emerging technologies/contemporary studies into the curriculum:

a. **Planning for Project-Based Learning** with interrelated to Real-world, tech-based problem-solving approaches.
b. **The Department Planning to introduce Inquiry-Based learning** to explore current events, ethical dilemmas in tech etc.

c. **Planning to lunch Interdisciplinary Integration course** such as combine AI + Ethics + Law in one unit.

d. **Department planning to offer Blended/Hybrid Learning Models** such as use of LMS, online labs, simulations.

e. **Planning for** creating a digital resource hub for teachers.

f. Department will plan to Collaborate with local startups, universities, and tech firms for guest lectures, mentorship, internships for the benefit of the students.

24. Identify the thrust area of research; Research Plan in alignment with SDGs, National Mission, Regional Requirement. (Research Objectives to be aligned with these parameters and mapping to be shown):

a. Department planning for Building strong foundational research culture.

b. Planning to establish research centers/labs aligned with national and global priorities.

c. Planning for developing clear research policies and funding strategies.

d. Introduce seed funding for internal research projects.

e. Planning for Set up an IPR Cell to promote awareness, protect innovations, and handle patent filings.

f. Department will plan to publish high-impact journals.

g. Planning for Creating interdisciplinary research clusters.

h. Department will plan to promote patent commercialization and incubate start-ups from within the institution.

i. Planning for developing partnerships with industries for sponsored research and IP co-development and also Generate revenue through licensing technologies.

j. Sign MoUs with national research institutions and universities.

25. Plan for upskilling /reskilling the staff:

a. Planning to make the department in digital transformation, expansion, automation.

b. For the upskilling and reskilling the staff the department will planning to introduce the following steps-

- Advanced technical training
- Leadership development

- Industry certifications
- Bootcamps for coding, digital marketing, etc.
- Cross-functional training
- Soft skills: communication, adaptability
- E-learning platforms
- Webinars and workshops
- Mentorship programs.

26. Plan for outreach activities, community engagement:

a. Planning for the Adaptation of Village for literacy Campaign.

b. Coaching classes for helping the students for preparing various academic jobs.

c. Engage students and staff in community-based programs such as health camps, literacy drives, and environmental awareness to instill a sense of social responsibility.

d. Planning for Launch team-based service projects.

e. **Planning to establish Parent-Teacher Forums** in all local schools to improve communication and feedback.

f. **Department plan to lunch a Baseline Literacy Survey** conducted in collaboration with community volunteers to assess student reading levels.

g. **Planning to organise School Clean-Up Campaigns** with local youth and parents to improve learning environments.

h. **Planning for Adult Literacy Programs** launched in partnership with NGOs and local leaders.

i. **Planning for Inclusive Education Workshops** for teachers and families to better support students with disabilities.

j. **Planning for organizing ICT Training Camps** for students and community members to improve digital literacy.

k. **Department plan to organize Teacher Exchange and Mentoring Program** with rural and urban schools to share best practices.

27. Plan for dynamic curriculum development:

The department will **plan for creating dynamic curriculum development** by building a flexible, responsive educational framework that adapts to changing needs and demands such as technological advancements, Based on current events, industry trends, student interests, and pedagogical research.

28. Strategy for improving employability:

a. Department planning to align curriculum with current industry standards and job placements, and career counseling aspects to prepare students for employment.
b. Planning for conducting regular training programs, workshops, and encourage higher studies or research among faculty.
c. Plan to make Collaborations with other institutions, industry, and research organizations for joint projects, guest lectures, and internships.
d. Planning to offer workshops or certifications in high-demand tools or platforms Data Analytics, Project Management.
e. Planning to organise soft skills training for improving communication, teamwork, leadership, problem-solving, and time management skills among the students.
f. Planning for organising Job search strategy sessions, including how to use LinkedIn and job portals effectively.

29. Initiative for enhancing the students' progression

For enhancing the students' progression the department will plan to introduce the following steps-

a. Regularly revise curricula to keep pace with industry trends and research developments.
b. Conduct regular training programs, workshops, and encourage higher studies or research among faculty.
c. Collaborations with other institutions, industry, and research organizations for joint projects, guest lectures, and internships.
d. Invest in updated labs, libraries, digital resources, and classroom technologies.
e. Explore government grants, alumni donations, and industry sponsorships for infrastructure development.
f. Strengthen placement cells with career counseling, soft skills training, and internships.
g. Promote clubs, competitions, and cultural events to foster holistic development.
h. Implementation of structured feedback from students and alumni to continuously improve academic and administrative services.

30. Requirement of infrastructure, human resources and other facilities

a. The number of Major and Minor students is too high. Therefore required at least four permanent faculties in the department.
b. Requirement of smart classroom with ICT facilities.
c. Required proper internet connectivity and access to devices.
d. Required Technical support in the department.
e. Required proper research HUB, infrastructure and equipment in the department.
f. Required well equip Laboratory facilities.

31. Any other capacity building program-academic, research and physical infrastructure:

a. **The Department Planning for organizing Faculty Development Programs.**
b. **Plan for organise Curriculum Revision & Development Programs** to align courses with industry and global standards.
c. **Planning to organise ICT related program for** promoting digital learning platforms like MOOCs, SWAYAM.
d. **Planning for organising Collaborative Research Programs.**
e. **Planning for organising Research Methodology Workshops**.

32. Possible resource plan- source of fund proposed for the capacity building as proposed

Possible sources fund from-

a. ICSSR
b. UGC
c. IPCR
d. AICTE

33. Plan for extension of academic courses-PG, Skill courses, certificate courses, diploma courses etc.

a. Planning to start Post Graduate Course in Education

b. Planning for the Adaptation of Village for literacy Campaign

c. Planning to organize Coaching classes for helping the students for preparing various academic jobs.

d. Add-On courses and short terms Professional Courses on “environmental ethics”, “ICT and digital learning”.

e. Planning to adopt community based research activities on literacy drives, environmental awareness, digital literacy, learning drop out, and digital empowerment.

f. Department planning to offer SEC course on ‘Developing Public speaking skills’, ‘Research and Academic Writing Skills’ and ‘Education and Tourism’.

g. Planning to lunch certificate course on ‘Career Counselling and Employability Skills’.

h. Planning to start B.Ed course.

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DEPARTMENT OF ENGLISH

SECTION A:

DEPARTMENT PROFILE

1. Department Name: ENGLISH

2. Brief History of the Department:

The primary objective of the Department is to make the students of this indigenous section acquainted with the four skills of language learning viz. listening, reading, speaking, and writing correct English. Hence, our objective is to develop among the learners the communicative skills as required in the country where the status of English is that of a second language/ Associated Official Language. That apart, the department plans to introduce the best in English Literature to the students with a view to developing their interest in English literature. It is a part of the Department's efforts to teach language through literature.

Currently, the department offers Higher Secondary courses (General English, Alternative English), has recently completed the last batch of Honours and General B.A. courses in English as per the latest CBCS syllabus of Gauhati University, and is continuing with the NEP FYUG Programme under Gauhati University syllabus and Dimoria College (Autonomous) syllabus (from August 2025), offering Major, Minor, AEC and SEC courses. The department aims at inculcating communicative skills in English, intellectual curiosity for literary and cultural criticism, social interactions, storytelling methods and creative problem-solving. We are focused on the overall personality development of the students, and we take an interdisciplinary approach.

Permanent Faculty Members List of 4:

Name	Designation	Contact
Ms. Afrin Nahar	Head, Associate Professor	9954700816
Mr. Himangshu Sarma	Assistant Professor	9707720754
Mr. Anup Dutta Baruah	Assistant Professor	7086091309
Dr. Jharna Choudhury	Assistant Professor	9706955905

Non-Sanctioned Faculty Member List of 1:

Ms. Elizabeth Amsi	Assistant Professor	6003155109

1. Significant achievements and milestones of the department since inception:

We encourage our students in multidimensional fields. Here is an overview of some achievements:

Student Achievements (National Level)

1. Loni Darphang, BA 5th Semester, Department of English: 1st unequipped place in the 67.5 kg category, Assam's Representation in National Powerlifting Championship, Kapurthala, Punjab, 1-4 July 2022

2. Loni Darphang, BA 5th Semester, Department of English, 1st position in All Assam Powerlifting Championship, 74 kg category, 21st August 2022.

3. Dhitumoni Patowary, BA 5th Semester, Department of English: participated in All India Inter-University Boxing (M/W) Championship 17 Dec 2021-1st January 2022, Hosted by Lovely Professional University, and Department of Sports.

4. Naimisha Chutia, BA 5th Sem, participated in the 'Universal Dance Record Festival', by Hidden Idol, SPS, Barshapara, 31st Dec 2017, awarded 'Natyamani' title for Bharatanatyam and Guinness Book Attempt.

5. Naimisha Chutia, BA 5th Semester, participated in the Fashion Show 'Miss and Mrs Sublime North East 2019', and was awarded the title of 'Miss Diva 2019'

6. Rajeeb Roy, BA 5th Sem, participated in 'Puppetry Workshop', 11-15 March 2020, Shilpgram, Guwahati, by North East Zone Cultural Centre, Ministry of Culture, Govt of India

Student Achievements (State Level)

7. Licha Bora, Semester 4th, received the Women Empowerment Award from Kashyap Entertainment Group. 26 May, 2024

8. Licha Bora, BA 3rd Sem, won The Mega Miss Assam title, September, 2023. In the field of fashion and modelling.

2. Analysis of SWOC (Strength, Weakness Opportunities and Challenges):

Strength: Student Diversity: The Department of English boasts a diverse student body, bringing together individuals from various cultural and linguistic backgrounds. This diversity enhances cultural exchange, fosters unique perspectives, and promotes a rich learning environment.

Weakness: Limited Usage of English Outside the Classroom: One of the weaknesses students may face is limited opportunities to practice and use English outside the classroom. Without consistent exposure and practice, students may find it challenging to develop their language skills to their fullest potential.

Opportunity: Widespread Employability of English Literature: Students studying English literature have a significant opportunity for widespread employment in both Assam and India. The field of English literature offers diverse career paths, including teaching, writing, publishing, journalism, content creation, translation, and more.

Challenge: First Generation English Speakers: A challenge faced by some students is being first-generation English speakers. This may result in a lack of familiarity with the language and a need for additional support and resources to bridge the language gap. However, this challenge can be overcome with proper guidance and assistance from faculty members and the department

SECTION B:

DETAIL PLAN

1. Plan for self-finance, short-term courses, SEC, Exit Skill Courses:

Short-Term Plans:

- **Introduction of Certificate Courses (Self-financed):**
    1. English for Communication and Employability
    2. Spoken English and Personality Development
    3. Creative Writing and Publishing
    4. Translation and Interpreting Skills
- **Skill Enhancement Courses (SEC):**
    1. Offer SECs such as:
        - Functional English
        - Academic and Professional Writing
        - Introduction to literary studies
- **Exit Skill Courses (as per NEP framework for multiple entry-exit):**
    1. Basic Soft Skills and Workplace Communication for first-year/exit-level students.
    2. Course on Interview Skills and CV Writing in collaboration with Placement Cell.
- **Workshops and Modules:**
    1. Organize short-term workshops on Poetry, Editing & Proofreading, and Digital Storytelling.

Long-Term Plans:

- Development of a Certificate Course Curriculum Repository with modules co-designed with industry experts and alumni.
- Launch of online/hybrid certificate courses to enable wider outreach (for distance/working learners).
- MoUs with publishing houses or language training institutes to offer joint certification.

2. Plan for Integration of New and Emerging Technologies / Contemporary Studies into the Curriculum

Short-Term Plans:

- Film Club and Movie Screenings:
    1. Regular screening of literary adaptations, documentaries, and international cinema followed by critical discussions.
    2. Organize "Cinema and Society" sessions integrating cultural theory and visual narratives.
- Use of Digital Tools in teaching:
    1. Incorporation of tools like Canva, Google Classroom for interactive learning.
- Online Workshops/Webinars on:
    1. AI in Language Learning
    2. Digital Humanities

Long-Term Plans:

- Development of an Online Lecture Repository:
    1. Department-curated video lectures, podcasts, and academic discussions by faculty and guest speakers.
    2. Archive of talks on literary theory, writing techniques, research methods, etc.
    3. Digital archives, and literary mapping.

3. Identify the thrust area of research; Research Plan in alignment with SDGs, National Mission, Regional Requirement. (Research Objectives to be aligned with these parameters and mapping to be shown):

A. Thrust Areas of Research

1. Gender and Body Studies
2. Ecocriticism and Environmental Humanities
3. Translation Studies and Regional Literature
4. Digital Humanities and New Media Narratives
5. Cultural Studies and Folklore
6. Postcolonial and Indigenous Studies
7. Language Pedagogy and English Language Teaching (ELT)

B. Alignment with SDGs, National Missions, and Regional Requirements

Thrust Area	Related SDGs	National Mission Alignment	Regional Relevance (Assam/Northeast India)
Gender and Body Studies	SDG 5: Gender Equality	Mission Shakti, Gender Inclusion Policy	Addresses gender disparity, documents women's voices in Northeast literature
Ecocriticism & Environmental Humanities	SDG 13: Climate Action SDG 15: Life on Land	National Mission on Sustaining Himalayan Ecosystem (NMSHE)	Environmental degradation in the Brahmaputra valley; flood narratives; eco-ethics in tribal literature

Translation Studies & Regional Literature	SDG 10: Reduced Inequalities SDG 4: Quality Education	National Translation Mission	Promotes indigenous voices, oral literatures of tribal communities in Assam
Digital Humanities & New Media	SDG 9: Industry, Innovation & Infrastructure SDG 4: Quality Education	Digital India Mission	Encourages use of digital storytelling and archiving of dying oral traditions
Cultural Studies & Folklore	SDG 11: Sustainable Cities and Communities	Ek Bharat Shreshtha Bharat	Preservation of Assamese, Bodo, Karbi, Mising oral narratives
Postcolonial & Indigenous Studies	SDG 16: Peace, Justice & Strong Institutions	National Education Policy 2020	Revisits colonial histories and advocates for inclusion of indigenous epistemologies
Language Pedagogy (ELT)	SDG 4: Quality Education	National Mission on Education through ICT (NMEICT)	Improving English education in vernacular-medium schools and rural colleges

C. Research Plan & Objectives (Short-term and Long-term)

Short-Term Objectives:

- Publish departmental journals, Syllabus specific Text Books and Guide Books.
- Encourage UG student research projects on local themes and translations.
- Promote research paper writing
- Start interdisciplinary collaborations with sociology, history, and environmental science departments.
- Conduct seminars on topics like "Language and Ecology," "Women's Folklore of Assam," "Translating the Northeast," etc.
- Maintain the online Magazine of the Department, 'Windhover'.

Long-Term Objectives:

- Initiating the Masters in English Literature Programme.
- Establishing a Centre for Northeast Literary Studies within the department.
- Digitize folk tales, local scripts, and oral histories from marginalized groups, in collaboration with the Department of Folklore, Assamese, Anthropology.
- Encourage research/projects aligned with:
    1. *Gender & Environmental Justice (SDG 5 + 13)*
    2. *Cultural Memory and Displacement (SDG 11 + 16)*
    3. *Language Equity and Access (SDG 4 + 10)*

D. Mapping Summary Table

Research Area	Mapped SDGs	Local/Regional Issues Addressed
Gender Studies	SDG 5	Empowering women in rural Assam, Northeast India
Ecocriticism	SDG 13, 15	Brahmaputra floods, deforestation, environment
Translation Studies	SDG 4, 10	Language diversity, tribal inclusion
Digital Humanities	SDG 4, 9	Tech-based education, archiving
Folklore & Culture	SDG 11	Cultural sustainability
Postcolonial & Indigenous Studies	SDG 16	Identity, resistance, decolonization
ELT & Pedagogy	SDG 4	Language access in remote areas

4. Plan for upskilling /reskilling the staff:

Short-Term Plans:

- **Faculty Development Programmes (FDPs):**
  1. Encourage participation in refresher courses, FDPs, and online certification courses (e.g., SWAYAM, NPTEL, British Council, Coursera).
- **Workshops on Pedagogical Innovations:**
  1. Conduct in-house training on NEP-aligned curriculum design, ICT tools for teaching, and assessment techniques.
- **Digital Literacy Enhancement:**
  1. Training sessions for faculty in using learning management systems, audio-visual tools, virtual classrooms, and digital publishing tools.

Long-Term Plans:

- Institutional support for pursuing PhDs, fellowships, and international academic exchanges.
- Initiate a Mentorship Program where senior faculty support junior members in research and publishing.
- Encourage collaborative research projects, book editing, and conference organization at regional and national levels.
- Develop a staff learning repository with resources, presentations, templates, and peer-reviewed material.

5. Plan for outreach activities, community engagement:

Short-Term Plans:

- **Community-Based English Literacy Drives:**
  1. Organize classes in nearby rural or underprivileged areas to improve basic English and communication skills.

- **Storytelling through embroidery etc in nearby schools.**
- Promoting social awareness and patriotism among the youth of the nearby schools through periodic organisation of Competitions in art and painting.
- **Student-Led Engagement:**
    1. Involve students in survey writing, local documentation, and language preservation activities.
- **Reading and Library Programmes:**
    1. Donate books and establish reading corners in government schools or community libraries.

Long-Term Plans:

- Collaborate with NGOs and government schemes to provide skill-based language training to youth and women (e.g., CV writing, spoken English).
- Design and implement certificate courses for community learners (open to non-college-goers).
- Host Annual Language and Culture Festival involving local communities to showcase their literature, songs, and oral traditions.

6. Plan for dynamic curriculum development:

Short-Term Plan:

- Regular syllabus review meetings to integrate NEP guidelines and feedback from stakeholders (students, alumni, faculty).
- Introduce modular and skill-based components such as translation, content writing, and creative writing.
- Embed local and contemporary themes (regional literature, media, climate change, gender studies).

Long-Term Plan:

- Collaborate with other departments/institutions for joint courses and online modules.
- Develop a flexible, choice-based interdisciplinary curriculum.
- Incorporate credit transfer, blended learning, and multiple entry-exit frameworks as per NEP.
- Encourage research-based study.

Teaching-Learning Process: The Department of English, Dimoria College (Autonomous), Khetri, employs student-centric pedagogical approaches to enrich the learning experience. As a department, our students belong to diversified ethnic groups, and English is their second or third language. Our classroom lectures are designed to be interactive, fostering meaningful dialogue and encouraging critical engagement with literary texts. In addition to traditional in-person classes, online sessions are conducted to facilitate doubt-clearing and extended discussions. The Department actively incorporates participatory teaching-learning methods such as student presentations and group discussions, which are integral to the curriculum across most courses.

Assessment Methods: A diverse range of assessment methods is employed to evaluate students' progress in alignment with the course and programme learning outcomes. Emphasis is placed on formative assessment to support continuous learning. Assessment tools include closed-book examinations, oral presentations, participation in outreach programs and other pedagogical methods tailored to the specific course context.

7. Strategy for Improving Employability

Short-Term Strategies:

- Introduce Certificate Courses in:
    1. Content Writing and Digital Media
    2. Editing and Proofreading
    3. Spoken English & Interview Skills
- Organize CV writing and mock interview workshops in collaboration with placement cell.
- Embed project work, internships, and fieldwork in UG curriculum.

Long-Term Strategies:

- Develop industry-academia partnerships with media houses, publishing companies, NGOs, etc.
- Establish a Career and Language Lab for spoken English, IELTS training, and soft skills.
- Offer interdisciplinary job-oriented electives in ELT, technical writing, and creative industries.

8. Initiative for Enhancing the Students' Progression

Short-Term Plans:

- Regular mentoring for higher education (PG, NET, CUET and other Entrance Exams, research) and career counselling.
- Conduct orientation sessions for competitive exams (NET, SLET, TET).
- Maintain an active Alumni Network for guidance and mentoring.
- Create an exam specific question bank for Degree and Higher Secondary Students .
- Long-Term Plans:
- Start a Bridge Course for UG to PG progression in Literature, Linguistics, and Cultural Studies.
- Collaborate with other universities to offer add-on online courses for skill enhancement.
- Encourage publication of student research and creative work in departmental journals/blogs.

9. Requirement of Infrastructure, Human Resources and Other Facilities

Infrastructure Requirements:

- Smart Classrooms with interactive boards and projectors

- Language and Communication Lab with audio-visual setup

Human Resources Required:

- Appointment of Professional experts for conducting certificate courses
- Technical assistant for managing labs and digital repositories

Other Facilities:

- Wi-Fi-enabled resource centre
- Access to online academic databases and digital libraries
- Studio space for podcasting, audio lectures, and storytelling projects

10. Any Other Capacity Building Program – Academic, Research, and Physical Infrastructure

- **Academic:**
    1. Faculty development programmes on interdisciplinary topics
    2. Annual Research Colloquium for faculty and students
- **Research:**
    1. Creation of a Departmental Research Repository
    2. Seed funding for faculty and student minor research projects
- **Physical Infrastructure:**
    1. Establishment of a Mini Studio cum Digital Archive Room
    2. Renovation of reading room as Reading-Creative Writing Corner

11. Possible Resource Plan – Source of Fund Proposed for the Capacity Building

Long Term Goals:

Activity/Need	Proposed Source of Funding
Skill-based certificate courses	Self-financed through student fees
Digital infrastructure (labs, smart classrooms)	RUSA, Institutional Development Fund, Alumni Donations
Research activities (workshops, seed grants)	ICSSR, UGC Minor/Major Research Projects
Community outreach	Collaboration with NGOs, District Administration
Faculty and student upskilling	AICTE-NEAT, SWAYAM-NPTEL FDPs, British Council Collaboration

12. Plan for Extension of Academic Courses – PG, Skill Courses, Certificate, Diploma Courses

Short-Term (1–2 Years):

- Launch Certificate Courses:
    a. Professional Communication
    b. Creative Writing in English
    c. Translation Studies

- Initiate Diploma in English Language Teaching (DELTA format)
- Offer Skill Development Courses under NEP-aligned exit options (interview skills, critical thinking)

Mid-Term (3–5 Years):

- Introduce Postgraduate Program (MA in English) with specialization options (Literary Studies, ELT, Cultural Studies).

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DEPARTMENT OF FOLKLORE

SECTION A:

DEPARTMENT PROFILE

1. Department Name: Department of Folklore.

2. Brief History of the Department:

The Department was established in 1999, primarily with a mission to protect and promote the generational knowledge base of a multiethnic locality, in particular and Assam in general and to introduce the upcoming generations to the academia of Folklore scholarship. Department of Folklore in Dimoria College is the brainchild of retired professor of Assamese, Mr. Jogen Chandra Kalita. The department is currently offering General B.A course in Folklore.

3. Significant achievements and milestones of the department since inception:

Teaching of Folklore at the undergraduate level in Dimoria College was started under the aegis of the Post Graduate Department of Assamese, as an integrated discipline. It was only in 2004 that the department became independent and hosted the annual conference of the Assam Folklore Society grandly. Department established a Folklore Museum and dedicated it to the first Karbi Writer of Dimoria – 'Manuram Karkun'. The department secured its first permanent faculty position in 2012. Presently, two faculty members (one part-time) of the department are imparting folklore studies.

4. Analysis of SWOC (Strength, Weakness Opportunities and Challenges):

- **Strength:** The Student Community from diverse ethnic groups is our strength.
- **Weakness**: The Department offers only general courses in Folklore
- **Opportunity:** Student get acquainted with the tradition and culture of their peers and polarities of life. Further, through compulsory field visits, they get exposure to different people and culture
- **Challenges:** The Primary challenge for the Department is the shortage of manpower. It is because of this excruciating situation department is lacking in offering various skill-based curricula to students.

SECTION B:

DETAIL PLAN

1. Plan for self-finance, short-term courses, SEC, Exit Skill Courses:

The department plans to initiate two skill enhancement courses immediately from the upcoming academic year. These courses are Folklore and Tourism development and Museum and Archives. Both courses will enhance the horizon of the student's practical knowledge and employability.

2. Plan for integration of new and emerging technologies/contemporary studies into the curriculum:

The Department proposed to introduce major Course next year. In preparing the curriculum for the major course, the basics of the new and emerging trend of Folklore studies worldwide will be incorporated. The concept of digital Folklore, cyberculture, digital archiving and database will be introduced along with its historical concept and development.

3. Identify the thrust area of research; Research Plan in alignment with SDGs, National Mission, Regional Requirement. (Research Objectives to be aligned with these parameters and mapping to be shown):

The Department will encourage the students to enroll on the undergraduate degree with a research program in the next five years. The Research focus of the Department will be better integration and coordination of academia with local communities for the upliftment of their way of life. The Department bears immense significance of Community Research in a multiethnic locality like Assam, particularly Dimoria. By synchronizing the SDGs with the national Mission of Vikashit Bharat 2047, the Department will explore the traditional knowledge base through extensive research and contribute substantially in the creation and development of a nation full of potential youth, a strong and peaceful organization, sustainable economic growth and a balance between man and environment.

4. Plan for upskilling /reskilling the staff:

The department plans to upgrade teaching and non-teaching staff regularly to cope with the rapid change and modern development of the subject worldwide. For the next 10 years, every teaching faculty member of the department has to undertake at least one FDP program of seven days duration in every year. This will ensure the upgradation of faculty members in various research methodological tools, soft skills, digital skill, ethics in research and curriculum development.

5. Plan for outreach activities, community engagement:

The Department will always be in touch with various ethnic communities of the locality through compulsory field visits of the curriculum. The Department has a plan to study and document the traditional knowledge base of five different ethnic communities of the locality in the next fifteen years.

6. Plan for dynamic curriculum development:

Basic concepts of the recent trend and modern development of Folkloristics will be incorporated in the curriculum every year through the approval of the Board of Studies of the Department.

7. Strategy for improving employability:

The Department will particularly emphasize and encourage the student community for self-employment through entrepreneurship development. Commodification of Folklore material is a booming industry. In sectors like Tourism, Hospitality, Creative art, Food, Textile, and Craftsmanship, students will be encouraged to earn a dignified living by upholding the ethical values of tradition.

8. Initiative for enhancing the students' progression

For enhancing the students' progression along with the regular class teaching, remedial, and tutorial, students will be encouraged to engage in group discussions with the teachers. Further, since

folklore studies are context-based, students will be encouraged to observe and participate in various traditional community activities for a better understanding of various theoretical perspectives.

9. Requirement of infrastructure, human resources and other facilities

Year	Infrastructure Existing	Infrastructure Required	Human Resource Existing	Human Resource Required	Other Facilities Required
1-2	One Departmental Room (10X10) for Staff	-	Two Teaching faculty	One Teaching Faculty	One Desktop computer with printer
2-5	-	Large Departmental Room to accommodate Five teaching members with furnishing	-	1. Two Teaching Faculty. 2. One grade iv employ	Furnishing for the large Departmental Room.
5-10	Small ethnographic Museum	1. Integrated Museum and Digital Archives 2. Ethnographic Research lab cum departmental library		1.One non-teaching staff for museum and Archive. **2.** One computer operator for Research lab cum library	Computer facilities in museum and Research lab with High-Bandwidth internet connectivity.
10-15		Dedicated well-furnished class room for post-graduate students/ research Scholar			

10. Any other capacity building program-academic, research and physical infrastructure:

The Department has plan to start the interdisciplinary P.hD program after 10 years.

11. Possible resource plan- source of fund proposed for the capacity building as proposed

12. Plan for extension of academic courses-PG, Skill courses, certificate courses, diploma courses etc.

The department has plan to initiate the Post Graduate course in Folkloistics in between 5-10 years and two certificate course relating to entrepreneurship development in Folklore.

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DEPARTMENT OF GEOGRAPHY

SECTION A:

DEPARTMENT PROFILE

1. Department Name: Geography

2. Brief history of the Department:

The department was established in 1982 (10+2) and UG course was introduced in 1987. Since then, the department is relentlessly engaged in imparting its duty towards the development of geographical studies in particular and educational atmosphere in general. The department is enriched with 3 Classrooms (two with ICT) and a Library cum GIS Laboratory. The departmental library has a stock of 479 books of national and international publications. The department offers a 3-month certificate courses on remote sensing and GIS. Geography department has 5 sanctioned teaching post and 1 non-teaching post.

The department has signed MoUs for academic collaboration with:

- Department of Geography, SPP College, Namti, Assam
- Department of Geography, Raha College
- The Assam Royal Global University
- Jagiroad College

1. Significant achievements and milestones of the department since inception:

- The entire class of 2019 graduated with first class.
- During 2019-2027, 117 students secured first class.
- In 2019, Ms Gitanjali Pathak achieved 1st rank among all the graduate students under Gauhati University
- Ms Barakha Das cleared UGC NET in the Year 2018.
- Mr Dipjyoti Das Cleared TET in the Year 2020
- Ms Barakha Das joined as an Assistant Professor in Sibsagar Girls' College (Govt. of Assam) in 2021
- Mr Dipjyoti Das Cleared SLET in the Year 2021
- Mr. Dipjyoti Das joined as an Assistant teacher in a Govt. school of Assam
- Ms Gitanjali Pathak cleared UGC NET in the Year 2022.
- Mr. Chiranjeev Deka cleared NET/JRF in 2023
- Ms Gitanjali Pathak cleared joined civil service as Urban Administration Officer under Assam Public Service Commission in 2024.
- Mr. Karan Balari secured 2nd rank among the science graduates under Gauhati University
- Ms Gargi Gogoi got her NCC "C" certificate in 2024

Apart from these, several alumni of the department are working in various governmental, semi-governmental and private organisation across the country. The student and alumni of

the department have also performed exceptionally well in extra-curricular activities such as singing, drawing competition and sports in the state level.

3. Analysis of SWOC (Strength, Weakness Opportunities and Challenges):

Category	Key Points
Strengths	• Strong faculty-student rapport and ratio • Faculty expertise in diverse sub-disciplines • Availability of ICT-equipped classrooms • Curriculum with local relevance
Weaknesses	• Insufficient classrooms • Limited research funding and collaborations • Language and communication barriers with students from multilingual backgrounds
Opportunities	• Launch of skill-based and employability courses (e.g., Geo-journalism, Disaster Risk Mapping) • Integration of AI/ML and geospatial applications • Engagement in SDG-aligned research projects • National and international collaboration for research
Challenges	• Motivating rural students to develop competitive academic and professional mindsets • Implementing full-scale digital ecosystems • Generating sustainable funding for infrastructure expansion and research

SECTION B:

DETAIL PLAN

1. **Plan for Self-Finance, Short-Term Courses, SEC, Exit Skill Courses**

The Department of Geography has already adopted outcome-based education (OBE) framework for its curriculum. The following table represents the **current curricular framework** of the department in terms of short term and SEC courses:

Skill Courses offered	The department offers a skill-based course in the first semester titled 'Traditional Knowledge Systems of Dimoria Region'. The course is designed to equip students with the skills and methodologies required for documenting, analyzing, and safeguarding indigenous knowledge systems, with a specific focus on the Dimoria region of Assam.
Short-term courses	The department offers a 3-month certificate course on "Fundamentals of remote sensing and GIS"

In the near future, the department will initiate more self-financed and skill-based programs aligned with NEP 2020. These will include:

- Modular and blended SEC courses for 2nd and 3rd semester (3 credits each). Potential courses include: "*Village atlas creation using PRA and geospatial techniques", "Eco-tourism mapping and management", "Disaster risk mapping" and "Geo-journalism"*
- Certificate/Diploma Programs on Geospatial Applications in Rural Planning, Traditional Ecological Knowledge, and Community-Based Disaster Management.
- Exit skill-based courses for first and second-year undergraduate exits focused on practical and livelihood-based applications, aligned with NSQF. Potential courses include: *"Basics of remote sensing and GIS", "Land surveying", "Rural resource mapping".*

Implementation plan:

Program Category and Timeline:

Program Type	Launch Year	Credits/duration	Target Group
Modular and Blended SECs	2026-2027	3 Credits per course	2nd and 3rd Semester UG students
Certificate/Diploma	2026-2028	6 months	Graduates, UG students, external learners
Exit Skill Based Courses	2026-2027	4 Credit	Multi-exit UG students

Implementation priorities:

NEP Principle	**Implementation method**
Multidisciplinary and Skill oriented	Curriculum integrates Geography, Planning, Geospatial techniques, Disaster management, etc.
Modular Curriculum	Each course will be broken into 2-3 independent learning modules for micro education
Multi-entry/exit flexibility	Will provide certificate/diploma/degree level exit
Blended learning	Will combine online content (LMS, MOOC) and field/laboratory sessions
Employability and local relevance	Courses will be designed to address regional needs

Infrastructure and Capacity building:

- Computer laboratory with open-source GIS software
- Field equipment procurement (GPS, Survey instruments)
- Blended learning integration with SWAYAM
- Faculty FDPs through SWAYAM

Monitoring and outcome evaluation:

- Annual review by IDP implementation cell

- Feedback from stakeholders
- Assessment of enrolment metrics, certification rate and field outputs.

2. Plan for Integration of Emerging Technologies / Contemporary Studies

The department has Cartography and GIS Lab equipped with basic software and hardware to support map-based teaching and GIS applications.

Based on this existing infrastructure, the following future plans are proposed:

Objective	Strategy	Timeline
Expand use of GIS, RS, and GPS	• Update GIS lab with licensed/open-source software • Conduct hands-on training in terrain mapping, UAV-based surveys	• 2028-2032
Introduce emerging technologies	• AI/ML for spatial data analytics • Mobile GIS and crowd-sourced data mapping	• 2028-2030
Curriculum enrichment	• Include SDGs, climate resilience, urbanization, and spatial epidemiology as case-based modules	• 2026-2027
Teaching innovation	• Develop blended modules integrating LMS, SWAYAM, and interactive tools	• 2026-2027
Interdisciplinary approach	• Collaborate with science departments (Botany, Environmental Science) for joint practical and research	• 2026-2027

3. Identify Thrust Areas of Research and Plan in Alignment with SDGs, National Missions, and Regional Needs

The Department identifies the following research thrust areas:

- Geo-ecological vulnerability in North-East India.
- Forest and wetland degradation in North-East India.
- Indigenous cultural landscape and traditional knowledge system.
- Application of advanced geospatial techniques.

These are mapped to SDGs and National Missions as follows:

Thrust Area	SDG	Remarks
Geo-ecological vulnerability in North-East India.	15. Life on land	Focused on protecting terrestrial ecosystems, managing forests, and halting biodiversity loss.

Forest and wetland degradation in North-East India.	15. Life on Land, 13. Climate Action	Sustainable management of forests and wetlands aligns with ecosystem protection and climate action goals.
Indigenous cultural landscape and traditional knowledge system.	11. Sustainable Cities and Communities, 15. Life on Land	Emphasizes biocultural heritage, sustainable communities, and ecosystem stewardship by indigenous groups.
Application of advanced geospatial techniques	-	-

Implementation plan:

- Establish research clusters with allied disciplines in the college (Geology, Eco-restoration, Environment management, Botany).
- Increase research collaboration with other institutes through MoUs.
- Organize annual regional symposia and submit projects to national agencies. The following funding agencies will be targeted:

a. Ministry of Environment and forests
b. Forest Research Institute
c. Department of Science and Technology (DST)
d. Indian Council of Agricultural Research
e. Council of Scientific and Industrial Research
f. Indian Council of Social Science Research

4. Plan for Upskilling / Reskilling the Staff

The department seeks to enhance digital, research, and leadership competencies among the faculties.

Focus Area	Strategy	Timeline
Digital Literacy	• Training in GIS (QGIS, ArcGIS), R, Python • Training on MOOCs development	• From 2026
Research Skills	• FDPs on grant writing, proposal drafting, research ethics • Workshops focused on UGC-CARE and Scopus publications	• From 2026
Soft Skills & Academic Leadership	• Periodic workshops on mentoring, classroom management, academic governance	• From 2026

5. Plan for Outreach Activities / Community Engagement

The Department of Geography has already initiated community engagement through an ongoing collaboration with Srimanta Sankardev School Khetri.

Based on this foundation, the future outreach plan aims to broaden the scope by including more schools and rural communities, incorporating geospatial tools, and aligning with SDG-based goals such as environmental awareness, digital literacy, and participatory mapping.

Initiative	Implementation	Timeline
Community GIS Projects	Conduct participatory mapping using PRA techniques	From 2027
Geo-literacy Campaigns	Organize geography awareness events for school children and community	From 2027
Disaster Resilience	Conduct training on local hazard mapping	From 2026
Geo-heritage Promotion	Document local natural sites	From 2027
Student Social Research	Encourage student-led projects on land use, water resources, etc.	From 2027

6. Plan for Dynamic Curriculum Development

The department have already structured the curriculum as per NEP 2020 with:

- Multi-entry/multi-exit system.
- Outcome based education framework.
- Blended learning through SWAYAM.
- SEC courses with local relevance.

The department seek to do the following:

- Inclusion of Value-Added Courses (e.g., Field GIS, Eco-Tourism Mapping) and Employability Courses (Geo-Journalism).
- Annual curriculum reviews with stakeholders from academia and industry.
- Integration of participatory GIS using indigenous land records and community mapping.
- Development of digital learning module (MOOC content, Utilization of LMS)

The following implementation plan is proposed:

Action Point	Implementation strategy
Introduce Value-Added Courses (VACs)	Launch short-term, skill-focused courses
Pedagogy	Emphasize fieldwork, project-based learning, and blended delivery
Certification	Issue certificates jointly with institutional and industry partners
Establish Curriculum Advisory Board	Include experts from academia, industry, alumni
Conduct Regular Reviews	Annual workshops for feedback and curriculum enhancement.
Alignment	Integrate SDGs, NEP priorities, and local employability data into curriculum updates.
Development of digital learning module	• Train faculty through SWAYAM/NPTEL MOOCs and TLC workshops in digital pedagogy. • Use institutional studio or mobile-based tools for video lecture development. • Host MOOCs via SWAYAM or internal LMS with multilingual support (Assamese/local language). • Incorporate institutional LMS (e.g., Moodle, SAMARTH) into UG/PG course delivery. • Use interactive tools: discussion boards, self-tests, peer-reviewed assignments.

Summary timeline:

2026-2027	Formation of Curriculum Advisory Board; LMS pilot
2026-27	Launch of VACs; pilot participatory GIS projects
2026-28	LMS adoption
2030-35	MOOC development

7. Strategy for improving employability:

Skill Courses	• Introduce NSQF-aligned courses in surveying, remote sensing
Internships	• Forge institutional linkages with NESAC, PRC, NGOs for internships
Career Guidance	• Establish Career Advisory Cell by 2026
MOUs with Industry	• Collaborate with local industries

8. Initiative for enhancing student's progression:

Objective	Activities
Academic Progression	• Coaching for PG entrance and competitive exams • Academic mentoring from 2026
Exposure & Mentoring	• Talks by academic and industry experts • Industry and academy visits
Collaboration & Exchange	• Formal MoUs with academic institutes and research bodies from 2026

9. Requirement of infrastructure, human resources and other facilities:

Requirement	Remarks
Classroom Infrastructure	• 3 ICT-enabled classrooms (60-seat capacity) for UG classes • 2 ICT-enabled classrooms (30-seat capacity) for PG classes
Laboratory	• GIS laboratory with 20 workstations • Cartography laboratory
Library Resources	• Expand departmental library stock to support PG and PhD research
Human Resources	• Recruit 1 additional faculty
Research Infrastructure	• Dedicated research lab

10. Any other capacity building program, academic, research and physical infrastructure: None

11. Plan for extension of academic courses-PG, Skill courses, certificate courses, diploma courses etc.

The following implementation plan is proposed:

Action Point	Implementation strategy
1. Introduce PG Program	• Design a two-year M.A./M.Sc. in Geography with specializations in *Geoinformatics*, *Fluvial Geomorphology*, *Cartography, Disaster management* etc. • Submit the proposal to governing body and Gauhati University
2. Introduce	• Provide mentorship for non-Ph.D. faculty to pursue

Ph.D. Program	and complete their doctoral studies. • Establish collaborations with reputed research institutions • Organize/participate in regular research seminars, workshops. • Increase publications in reputed peer review journals • Upgrade laboratory and library • Submit proposal to Gauhati University.
3. Diploma Course	• The department proposes to introduce certificate course and advance diploma course in "Machine learning techniques in Geography".

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DEPARTMENT OF GEOLOGY

SECTION A:

DEPARTMENT PROFILE

1. Department Name: Geology

2. Brief History of the Department:

The Department of Geology, Dimoria College was established in 1990 with a mission to popularize the subject and to create an environment where students can build their careers as Geoscientists/Earth Scientists with Geology as the core subject. The objective is to train them with the state-of-the-art laboratory facilities and study materials for higher studies in Universities of National and International repute. Department of Geology, Dimoria College is one of the only few colleges in Assam offering both undergraduate and post graduate courses in Geology. The Department started with only Higher Secondary Course in 1990, however subsequently in 1993 it started its undergraduate courses in Geology. Currently the Department offers both Honours and General B.Sc. course in Geology as per the latest CBCS syllabus of Gauhati University. The Department maintains a state-of-the-art Remote Sensing/GIS Laboratory, a petrography laboratory and holds regular geological field trainings for its students. Apart from this, the Department of Geology has also signed an MOU with the Department of Geology, Pragjyotish College, Guwahati as an initiative for Faculty-Student exchange programme. Apart from the academic curriculum, the Department offers full guidance and assistance for All India Competitive Examinations like IIT-JAM, other University Entrance Examinations and opportunities for going abroad for higher studies.

Academic Session	Faculty Details (Permanent + Contractual)	Faculty with PhD	Students – Intake (1st Sem)	Students – 6th Sem	Drop out	Certificate Course / Additional Programmes	Research Project – Funding Agency	Total Research Grant Received (₹)
2020-2021	03 + 1	02	30	25	0	01	Self	-
2021-2022	03 + 1	02	30	19	0	01	Self	-
2022-2023	03 + 1	02	30	14	0	01	Self	-
2023-2024	03 + 1	02	30	17	0	03*	Self	-
2024-2025	03 + 1	03	30	11	0	03*	Self	-
2025-2026*	03 + 1	03	30	25*	0	03*	Self	-

3. Analysis of SWOC (Strength, Weakness Opportunities and Challenges):

Strengths (S):

1. A team of dedicated and experienced teachers.
2. Well-equipped laboratory facilities.
3. A departmental library with over 2,200 books.
4. Recognized research guidance and laboratory support.
5. Ongoing research initiatives in climate studies.
6. Proficiency in advanced tools and software applications.

Weaknesses (W):

1. Inadequate infrastructure to meet growing academic needs.
2. Requirement for more faculty members to maintain an ideal student–teacher ratio.

Opportunities (O):

1. Expanding avenues for research across diverse fields.
2. Scope for professional growth in teaching, administration, and research.
3. Increasing demand for the subject in line with the vision of NEP 2020.

Challenges (C):

1. Difficulty in securing sufficient funding for academic and research activities.
2. A significant proportion of students come from tribal and economically disadvantaged backgrounds.
3. Majority of students are first-generation learners, requiring additional academic and motivational support.

SECTION B:

DETAIL PLAN

1. Plan for self-finance, short-term courses, SEC, Exit Skill Courses:

Year	Course Type	Course Title	Focus
2	SEC	Basics of Geological Mapping	Field methods, map reading
3	SEC/ Certificate Course	Geological Data Analysis (GNU Octave/MATLAB basics)	Numerical methods in geology
		Climate Studies (Data Interpretation)	Rainfall & temperature analysis
4	Certificate Course (Self Finance)	Advanced GIS (QGIS + Google Earth)	Land-use & resource mapping
5	Certificate Course (Self Finance)	Climate Modeling (R/Python free tools)	Simple simulation skills

2. Plan for Integration Of New And Emerging Technologies/Contemporary Studies Into The Curriculum:

To keep pace with recent advancements, the curriculum will gradually integrate new technologies and contemporary studies in Earth System Science. At the entry level, students will be introduced to basic simulation tools for data interpretation, using platforms such as MATLAB and its open-source alternative, GNU Octave. This foundation will be followed by applied data analysis modules where learners handle geological and climate datasets through practical exercises. In addition, a special paper on ***Numerical Methods in Climate Science*** will be introduced, enabling students to apply computational techniques to real-world climate problems. As part of advanced training, courses in Earth System Science will emphasize modeling approaches and the integrated functioning of the atmosphere, hydrosphere, and lithosphere. In the later semesters, focused modules on Atmospheric Science and Oceanographic Studies will provide exposure to monsoon systems, ocean circulation, and other complex scientific problem. To support this, a dedicated simulation and modeling laboratory will be developed in a phased manner, equipped with essential software tools and open-source platforms. The program will culminate in hands-on training with advanced modeling tools for Earth and Climate Sciences, allowing students to simulate processes, interpret results, and apply them in forecasting, hazard assessment, and research. This approach ensures step-by-step skill development, cost-effective implementation through free software, and preparation of students for contemporary challenges in geoscience and climate studies.

3. **Identify the thrust area of research; Research Plan in alignment with SDGs, National Mission, Regional Requirement. (Research Objectives to be aligned with these parameters and mapping to be shown):**

From a geological perspective, climate change research aligns closely with SDG 13 on climate action and SDG 7 on affordable and clean energy. Geological records such as sediments, fossils, and isotopes are powerful tools to reconstruct past climates and understand long-term variability. This provides valuable insights for predicting future climate scenarios. Faculty members with expertise in paleoclimate studies, sedimentology, and energy resources may guide research in this area.

Atmospheric science connects with SDG 3 on good health and well-being and SDG 13 on climate action. Geological dust, aerosols, and terrain-linked processes have a significant influence on air quality, human health, and weather systems. Studies on monsoon variability and extreme weather events also require geological inputs, especially from geomorphology and terrain analysis. Faculty expertise in atmospheric geology and related fields will decide the direction of this research.

Underground water research, or hydrogeology, is directly linked to SDG 6 on clean water and sanitation and SDG 15 on life on land. Geological methods such as aquifer mapping, groundwater recharge studies, and water quality assessments are essential for sustainable water management. This area can be guided by faculty with strengths in hydrogeology, geochemistry, and environmental geology.

Natural disaster studies contribute to SDG 11 on sustainable cities and communities and SDG 13 on climate action. Geological mapping of hazards such as earthquakes, landslides, and floods is vital for disaster risk reduction and safe infrastructure planning. Faculty members specializing in structural geology, seismology, or engineering geology can take the lead in these studies.

Geomorphology also aligns with SDG 15 on life on land and SDG 11 on sustainable cities and communities. Research on landforms, erosion, slope stability, and river migration provides essential knowledge for land-use planning and settlement development. Faculty members with expertise in geomorphology and remote sensing may guide projects in this field.

Flood hazard studies are particularly relevant to SDG 11 and SDG 13. Geological investigations of floodplains, river morphology, sedimentation, and rainfall–runoff processes are critical for flood zoning and risk assessment. Faculty with knowledge in hydrology, geomorphology, and GIS will decide the scope of research in this area.

In all these thrust areas, the expertise of the faculty will determine the specific direction, ensuring that research is not only aligned with global goals but also grounded in practical geological knowledge and local relevance.

Research Topic	Geological Perspective Focus	Relevant SDGs
Climate Change	Paleoclimate reconstruction (sediments, fossils, isotopes); geothermal and sedimentary basin studies for low-carbon energy	SDG 13: Climate Action SDG 7: Affordable & Clean Energy
Atmospheric Science	Study of aerosols, geological dust, terrain-linked processes affecting monsoon and weather variability	SDG 3: Good Health & Well-being SDG 13: Climate Action
Underground Water (Hydrogeology)	Aquifer mapping, groundwater recharge, water quality assessment, sustainable management strategies	SDG 6: Clean Water & Sanitation SDG 15: Life on Land
Natural Disaster Studies	Geological hazard mapping of earthquakes, landslides, and floods for resilient planning	SDG 11: Sustainable Cities & Communities SDG 13: Climate Action
Geomorphology	Landform evolution, erosion, slope stability, river migration, terrain analysis for land-use planning	SDG 15: Life on Land SDG 11: Sustainable Cities & Communities

Research Topic	Geological Perspective Focus	Relevant SDGs
Flood Hazard	Floodplain mapping, rainfall–runoff analysis, sedimentation studies, climate-induced flood risk assessment	SDG 11: Sustainable Cities & Communities SDG 13: Climate Action

4. Plan for upskilling /reskilling the staff:

Year	Focus Areas	Expected Outcomes
1	• Basic computer literacy (MS Word, Excel, PowerPoint, Email, Internet) • Digital file management & e-filing	• Confident in digital office tasks • Reduced reliance on manual filing
2	• Advanced Excel & data handling • Online communication tools (Google Workspace, Zoom, MS Teams) • E-governance portals & student services	• Efficient record keeping & reporting • Smooth digital communication • Better support for admissions & exams
3	• Database handling (MS Access, Google Sheets) • Digital documentation & PDF tools • Cybersecurity basics • Introductory exposure to geology-related software (viewing maps/data in QGIS, ArcGIS, Surfer – only at user level)	• Transparent & secure digital operations • Improved documentation • Awareness of geology software for departmental support

5. Plan for outreach activities, community engagement:

Year	Outreach & Community Engagement Plan
1	• Science awareness talks in local schools • Simple rock, mineral, and map demonstrations • Handouts on "What is Geology?" and career options
2	• Awareness sessions on importance of climate science • School/college lab exposure visits • Small student projects with schools (rainfall/soil samples)
3	• Scientific temperament drive in schools/villages • Poster/quiz competition on Earth & Environment • Brochures on groundwater conservation in local language
4	• Community awareness on natural hazards (floods, landslides, earthquakes) • Field demonstrations on local geomorphological features • Collaboration with NGOs/local bodies for awareness drives.

Year	Outreach & Community Engagement Plan
5	• Annual "Earth Science Awareness Week" with exhibitions, posters, talks • Climate & water awareness booklet in regional language • Mentorship programme: college students guide high school students

5. Plan for dynamic curriculum development:

The curriculum will be designed as a dynamic framework, continuously evolving to meet the changing demands of students, the job market, and the broader academic and societal needs. It will be reviewed periodically through the recommendations of the Academic Council and the Board of Studies, ensuring that all updates are based on collective expertise and institutional guidelines. Student demand will be taken into account by conducting regular feedback sessions, where learners can highlight emerging areas of interest, preferred skill-based courses, and industry-relevant training. This will allow the department to remain responsive to evolving aspirations of the student community.

At the same time, the curriculum will be aligned with the job scenario, particularly in Earth System Science, climate studies, hydrogeology, natural disaster management, and geospatial technology. Modules focusing on advanced tools such as MATLAB, ArcGIS, and simulation software will be incorporated to prepare students for professional and research-based careers. Short-term certificate and skill enhancement courses will be introduced to strengthen employability and interdisciplinary competence. The structure will thus be flexible, combining core geological knowledge with contemporary studies and applied training. This ongoing revision process will ensure that the curriculum remains relevant, forward-looking, and supportive of student growth.

6. Strategy for improving employability:

1. Introduce add-on certificate courses to build practical skills alongside regular studies.
2. Provide hands-on training in essential geology-related software such as MATLAB and GIS platforms (ArcGIS/QGIS).
3. Conduct workshops on data analysis, report writing, and presentation skills to enhance workplace readiness.
4. Encourage project-based learning, teamwork, and problem-solving activities that reflect real-world scenarios.
5. Develop internship opportunities and collaborations with institutions to give students exposure to applied geological and research practices.

7. Initiative for enhancing the students' progression

To ensure better academic growth and career development of students, the department plans to adopt the following initiatives:

1. **Career Counselling Sessions**: Regular workshops and talks by faculty, alumni, and experts to guide students about higher education opportunities, competitive examinations, and career prospects in geology and allied fields.
2. **Mentor–Mentee System**: Each student will be assigned a faculty mentor who will track academic performance, provide personal guidance, and support the overall well-being of the mentee.
3. **Skill Development Support**: Add-on certificate courses and training in essential software tools such as GIS and MATLAB to improve employability and readiness for advanced studies.
4. **Alumni Interaction and Networking**: Organizing interactive sessions with alumni working in academia, industry, and government services to motivate and inform students about various career pathways.
5. **Internship and Placement Guidance**: Facilitating short internships with local industries, research labs, and organizations, along with support for preparing CVs, interviews, and applications for higher studies.

8. **Requirement of infrastructure, human resources and other facilities**

Year	Infrastructure	Human Resources	Facilities	Resource Management	Self-Financing Courses
1	Basic Computational Lab (10 PCs, internet)	Existing faculty + 1 support staff	Faculty lobby area (shared space)	Optimum use of existing resources	-
2	Expansion of Computational Lab (add software: MATLAB, QGIS)	1 contractual faculty	Tea area in lobby	Cost-sharing for software (open-source + shared license)	Certificate course on Remote Sensing Applications
3	Seminar Room with projector, video conferencing facility & sitting arrangement for 70 students	1 technical assistant (lab)	Coffee machine in lobby area	Resource pooling through departmental fund	Certificate course on Data Analysis for Geoscience
4	Upgraded lab with simulation tools (GNU Octave, GrADS)	Training for staff on software	Improved seating & discussion corner	Maintenance through minimal student fees	Certificate course on Climate Data Interpretation
5	Fully functional Computational &	1 additional faculty + lab	Faculty lounge fully	Self-sustained through	Certificate course on Earth

Year	Infrastructure	Human Resources	Facilities	Resource Management	Self-Financing Courses
	Simulation Lab	assistant	developed	certificate course revenue	System Modelling

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DEPARTMENT OF HINDI

SECTION A:

DEPARTMENT PROFILE

1. Department Name: Hindi

2. Brief History of the Department:

The department of Hindi was established on 19th November, 1990. MIL & Honours Courses have been offered to the students of Higher Secondary and Under Graduation. Hindi department provides a student friendly environment which enables the students to connect with the teachers more comfortably. The department aims to build a qualitative niche so that the students develop skills both in Hindi Language & Literature and boost confidence while communicating in Hindi. Hindi department owns a yearly Wall Magazine named 'Udaan' which is inaugurated every year on Teachers' Day. 'Prasoon' is the name of the departmental Journal which was introduced in the academic year 2009-2010. The department celebrates Hindi Diwas every year on 14th September to promote the use of Hindi speaking and writing. Hindi department owns a Library with various books from different specialization with a reading space.

3. Significant achievements and milestones of the department since inception:

i. Naina Adhikary
(Batch 2009)
Sahitya Akademi Yuva Puraskar in Nepali for her book Ghat-Pratighatika Udgarharu 2023.

ii. Urmila Mahanta
(Batch 2003)
State Best Actress in 7th Assam State Film Awards in 2015-16.
-Yamaha Most Promising Star of the Year Award 2021, Prag Cine Awards.
-Biju Phukan Recognition Award 2021, Best Actress

iii. Uma Devi
(Batch 2005)
Joined Gauhati University as Associate Professor in 2023

iv. Usha Thakuria
(Batch 2018)
Cleared UGC NET IN 2022

v. Sewali Deka
(Batch 2018)
Joined Assam Police

vi. Durlav Sharma
(Batch 2019)

Joined Battalion in 2022

vii. Raj Thakuri
(Batch 2021)
Joined Assam Police in 2022

viii. Rajat Kathar
Batch 2023
Joined Assam Police in 2022

4. Analysis of SWOC (Strength, Weakness Opportunities and Challenges):

S	W	O	C
Student-Teacher Relation	Lack of sufficient classrooms	Personality Development	Competition from classmates
Team Work	No smart classroom	Preparing students for Higher Studies & Comparative Exams	Social barriers like Early marraige
Time Management	Infrastructure	Fluent use of Hindi speaking	Economically weak

SECTION B:

DETAIL PLAN

1. Plan for self-finance, short-term courses, SEC, Exit Skill Courses:

The Department of Hindi already finances some certificate courses like Functional Hindi. The department could propose more programs to enhance Hindi learning skill.

2. Plan for integration of new and emerging technologies/contemporary studies into the curriculum:

The Department of Hindi, Dimoria College – Autonomous proposes to develop advanced teaching and learning methods which are as follows:

i. To build language laboratories which is required for Linguistic approach as the curriculum contains Bhasha Vigyan (Linguistics).
ii. Smart classrooms.
iii. MOOCs.
iv. Concurrent courses.

3. Identify the thrust area of research; Research Plan in alignment with SDGs, National Mission, Regional Requirement. (Research Objectives to be aligned with these parameters and mapping to be shown):

To form a departmental research committee so that all the research related works run smoothly. To develop an approach for research related activities amongst the students.

4. Plan for Upskilling /Reskilling the staff:

Staff shall get training related to Hindi Typing. Research oriented programs shall be introduced.

5. Plan for outreach activities, community engagement:

The department has already been engaged in some of the outreach programs to develop an awareness for Hindi. The department shall invite the local people to programs organized by Hindi Department. The department shall invite the students from the localities so that they could take part in the programs.

6. Plan for dynamic curriculum development:

Curriculum shall include community engagement program. Since Dimoria College is situated in a rural area, engaging the community with different skills could be beneficial for a better future.

7. Strategy for improving employability:

As the department of Hindi provides many Skilled courses like Advertisement, Computer Learning, Hindi Typing, Functional Hindi, Translation, Film & Drama, there would be enough employment opportunities in various sectors.

8. Initiative for enhancing the students' progression

i. Department of Hindi shall conduct frequent assessment works.
ii. Mentor Mentee.
iii. Tutorials.
iv. Remedials.
v. Special classes for weak students.

9. Requirement of infrastructure, human resources and other facilities

i. Well-equipped classrooms.
ii. Computers for Hindi Typing.
iii. Language Laboratories.
iv. Hindi Typist.

10. Any other capacity building program-academic, research and physical infrastructure:

Might be some student exchange programs or scholarship programs.

11. Possible resource plan- source of fund proposed for the capacity building as proposed

Many students funding programs run other the government. Conferences like World Hindi Conference can nominate students to take part in the programs and be a part of world conference.

17. Plan for extension of academic courses-PG, Skill courses, certificate courses, diploma courses etc.

Department of Hindi shall propose for Post Graduation and Ph.D. Programmes in the coming years. The Department already has a Certificate Course for 5th Semester Students. Other Certificate Courses could be included with Diploma Courses.

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DEPARTMENT OF HISTORY
SECTION A:
DEPARTMENT PROFILE

1. Department Name: HISTORY

2. Brief History of the Department:

After the establishment of Dimoria College in 1979, the department of History started its journey in 1993 with 15 numbers of students in General Course only for a couple of years, and started Major Course in 2004. The department enrolled 10 numbers of Major students in 2004. During the ensuing period, the department was run by 2(two) sanctioned and 1(one) contractual faculty members. The course was able to attract students opting Honors. The department currently provides for 120 (One hundred twenty) seats for Major and 200 (Two hundred) seats for Minor course.

3. Significant achievements and milestones of the department since inception:

Since inception, the department continues to achieve 100% pass percentage and regular placement in state and central government organizations.

SL. No.	Name	Name of organization
1.	Mrinalini Das	Swarna Vidyapeeth, Kamrup(M), a Govt. High School
2.	Ranjita Deka	Border Security Force
3.	Paban Rahang	Assam Police
4.	Niresh Teron	Assam Police
5.	Kiran Teron	Assam Police.

4. Analysis of SWOC (Strength, Weakness Opportunities and Challenges):

Strength:

- Efficient, dedicated and experienced faculty.
- Strong leadership.
- Supportive working environment.
- Remedial classes for the slow learners.
- Alumni Association.
- Opportunities for co-scholastic activities.
- High pass percentage.

Weakness:

- Absence of sufficiently large classrooms for major and minor classes.
- No research funding.

- No smart classroom with ICT facilities.
- No departmental Journal.
- Insufficient publication activities.

Opportunities:

- The department provides ample opportunities to students to showcase their various abilities.
- Opportunities for research grants from government agencies.
- Potentialities for research collaboration with other departments.
- Potentialities for offering online courses.
- Potentialities for introduction of Travel and Tourism course.
- Potentialities for introduction of Archival course.

Challenges:

- Unemployed Graduates.
- Requirement for digital tools and e-learning facilities in the department.
- Requirement for proper internet connectivity and access to devices.
- Technical support is not sufficient.
- Lack of research infrastructure and equipment.
- Most of the students are financially backward for which they cannot afford to buy reference books at all.

SECTION B:

DETAIL PLAN

1. Plan for self-finance, short-term courses, SEC, Exit Skill Courses:

a. The department is planning to lunch certificate course on 'Travel and Tourism management'.
b. The department is planning to launch paid MOOCs, webinars, or recorded lectures.
c. The department is planning to introduce short term course on 'Archival Management' for helping students navigate their career paths and achieve their goals.
d. The department is planning to offer SEC course on 'Archaeological Study of Assam'.
e. The department is planning to involve alumni for fundraising and mentorship and networking for students.

2. Plan for integration of new and emerging technologies/contemporary studies into the curriculum:

a) **The department is planning for Project-Based learning** having interrelation with real-world, tech-based problem-solving approaches.
b) **The Department is planning to introduce Inquiry-Based learning** to explore current events, ethical dilemmas in tech etc based on historical context.
c) **Planning to lunch Interdisciplinary Integrated courses** such as combine AI + Ethics in policymaking with historical backgrounds.

d) **The department is planning to offer Blended/Hybrid Learning Models** such as use of LMS, digital historical source materials, simulations of historical battles and events.
e) **The department is planning for** creating a digital resource hub for teachers.
f) The department is planning to collaborate with local start-ups, universities, and tech firms for guest lectures, mentorship, internships for the benefit of the students.

3. Identification the thrust area of research; Research Plan in alignment with Sustainable Development Goals, National Missions, Regional Requirements :

a) The department is planning for Building strong foundational research culture.
b) The department is planning to establish research centers aligned with national and global priorities.
c) The department is planning to develop clear research policies and funding strategies.
d) The department is planning to introduce seed funding for internal research projects.
e) The department is planning to publish high-impact journals.
f) The department is planning to create interdisciplinary research clusters.
g) The department is planning to develop partnerships with Government and private agencies for sponsored research and IP co-development.

h) The department is planning to sign MoUs with national research institutions and universities.

4. Plan for up-skilling /re-skilling the staff:

a) The department is planning **to make the department in** digital transformation, expansion, automation.
b) For the up skilling and re-skilling the staff, the department is planning to introduce the following steps-

- Advanced technical training
- Leadership development
- Industry certifications
- Cross-functional training
- Soft skills: communication, adaptability
- E-learning platforms
- Webinars and workshops
- Mentorship programs.

5. Plan for outreach activities, community engagement:
The department is planning for:

a) Adaptation of Village for literacy Campaign.

b) Coaching classes for helping the students for preparing various academic jobs.

c) Engagement of students and staff in community-based programs such as health camps, literacy drives, and environmental awareness to instill a sense of social responsibility.
d) Launching team-based service projects.

e) **Establishing Parent-Teacher Forums** in all local schools to improve communication and feedback.
f) **Organising School Clean-Up Campaigns** with local youth and parents to improve learning environments.

6. Plan for dynamic curriculum development:

The department is **planning for creating dynamic curriculum development** by building a flexible, responsive educational framework that adapts to changing needs and demands based on historical context, current events, industry trends and students' interests.

7. Strategy for improving employability:

a) The department is planning to align curriculum with current market standards, job placements and career counseling aspects to prepare students for employment.
b) Planning for conducting regular training programs, workshops, and encourages higher studies or research among faculty.
c) Planning to make collaborations with other institutions, industry and research organizations for joint projects, guest lectures, and internships.
d) Planning for organising Job search strategy sessions.

8. Initiative for enhancing students' progression:

For enhancing the students' progression the department is planning to introduce the following steps-

a) Regular revision of curricula to keep pace with market trends and research developments.
b) Conducting regular training programs, workshops, and encouragement to higher studies and research among faculty members.
c) Collaborations with other institutions, industry, and research organizations for joint projects, guest lectures, and internships.
d) Investment in updated libraries, digital resources, and classroom technologies.
e) Exploring government grants, alumni donations, and industry sponsorships for infrastructure development.
f) Strengthening placement cells with career counseling and internships.
g) Promotion of clubs, competitions, and cultural events to foster holistic development.

h) Implementation of structured feedback from students and alumni to continuously improve academic and administrative services.

9. Requirement of infrastructure, human resources and other facilities

a. The number of Major and Minor students is too high. At least four permanent faculty members are essentially needed for smooth functioning of the department.
b. Requirement of smart classroom with ICT facilities.
c. Requirement of proper internet connectivity and access to devices.
d. Requirement of technical support in the department.
e. Required proper research HUB, infrastructure and equipment in the department.

10. Any other capacity building program and academic, research and physical infrastructure:

a. The Department Planning for organizing Faculty Development Programs.
b. Planning for organising Curriculum Revision & Development Programs to align courses with industry and global standards.
c. Planning to organise ICT related program for promoting digital learning platforms like MOOCs, SWAYAM.
d. Planning for organising Collaborative Research Programs.
e. Planning for organising Research Methodology Workshops.

11. Possible resource plan- source of fund proposed for the capacity building as proposed

Possible sources fund from-

a. ICHR
b. ICSSR
c. UGC
d. IPCR
e. Other funding agencies

12. Plan for extension of academic courses-PG, Skill courses, certificate courses, diploma courses etc.

i. Planning to start Post Graduate Course in History.

j. Planning to organize Coaching classes for helping the students prepare for various academic jobs.

k. Planning to adopt community based research activities on social and historical issues.

l. Department planning to offer SEC course on ‘Archaeological Study of Assam’,
m. Planning to lunch certificate course on ‘Travel and Tourism Management’.

DEPARTMENT OF PHYSICS

SECTION A:

DEPARTMENT PROFILE

1. **Department Name**: PHYSICS
2. **Brief History of the Department:**

Dimoria College, established in 1979 through the vision of dedicated social entrepreneurs, aimed to bring higher education to the relatively backward tribal belt of Dimoria. The Department of Physics was founded in 1987, starting with the Higher Secondary section.

In 1993, the department introduced the UG General course, followed by the Major course in 1994. Since its foundation, it has been committed to providing basic science education to first-generation learners and underprivileged students of the region. The department offered a 3-year UG programme in both Honours and General courses, and since 2019, has been running the 3-year CBCS programme under Gauhati University.

With the introduction of the National Education Policy (NEP) 2020, the department is preparing to adopt a multidisciplinary approach with flexible course choices to ensure quality education in line with the affiliating university's guidelines.

3. **Significant achievements and milestones of the department since inception**:

1. No of students selected for higher studies:

Sl No.	Year	Course enrolled	No. of Students
1	2021	M.Sc.	5
2	2022	B.Ed.	2
		M.Sc.	5
3	2023	M.Sc.	1
4	2024	M.Sc.	1
		B.Ed.	1

4. Analysis of SWOC (Strength, Weakness, Opportunities and challenges)

Strength

1. Qualified and experienced faculty
2. Computer with internet facility for staff and students
3. Diverge Academic Programme

Weakness

1. Lack of good infrastructure
2. Poor industry linkage
3. Financial Constraints
4. Shortage of Faculty and Laboratory staff

5. Most of the students belong to rural areas from socially and financially backward classes.

Opportunities

1. Digital transformation
2. Growing demand for hybrid learning
3. Skill development Programme

Challenges

1. Fund generation
2. Technological Disruption

SECTION B:
DETAIL PLAN

1: Plan for self-finance, short-term courses, SEC, Exit Skill courses:

a) Self-finance :

Based on SWOC analysis, the dept. focuses on short-term, self-financing courses that are either employment-oriented, interdisciplinary or relevant to emerging areas in science and technology. The fees for such courses are supposed to cover operational costs, faculty compensation and a contribution to the department's growth and infrastructure.

b) Short-term courses : (3-6 months)

Course Title		**Duration**	**Mode**	**Outcome**
1.	Basic Electronics & Instrumentation	60 hrs	Offline	Hands-on training with basic lab instruments, soldering and circuit design
2.	Scientific Writing & Research Tools	30 hrs	Online	Report writing, citation tools and basic publishing skills.

c) SEC

Semester	**Title**	**Skills acquired**
I	Basics of Physics and Electronics Skills	Circuit design and repair.
II	Basics of Electric Circuits and Electronic Equipments.	Understanding of basic lab instruments.
III	Basic Skills on computer hardware and software	Understanding of basics of computer

d) Exit Skill Courses (For students opting out after year 1 or 2)

Exit point	Award	Example Course/Skills
After 1st year	Certificate in Applied Physics	Basic Electronics, Lab. Safety, Measurement Techniques
After 2nd year	Diploma in Physics Applications	Instrumentation, Python for Physics, Renewable Energy Systems.

2: Plan for integration of new and emerging technologies / contemporary studies into the curriculum:

Objective:

1. To introduce short-term certification and skill enhancement courses in emerging technologies.
2. To revise curriculum to include application oriented topics in sync with NEP 2020 guidelines.
3. To provide hands-on exposure to modern lab instruments, simulation software and computational tools.
4. To establish collaborations with industry, research labs and technology incubators.

Focus Areas for Technology Integration:

Focus Area	Specific Inclusion in Curriculum
Computational Physics	Modules on Python, Matlab
Nanotechnology	Basics of nano materials, synthesis and applications in electronics
Renewable Energy	Solar Cell Physics, Wind energy systems, Energy storage
Internet of Things (IOT)	Sensor-based experimental setups

Short-Term/Certificate Courses:

- Basics skills on computer hardware and software
- Nanotechnology Applications in Material Science
- IOT for Physics Experiments

Industry and Academic Collaboration:

- MOUs with IT education providers
- Student internships and live projects in applied physics industries
- Joint workshops with research institutes

3. Identify the thrust area of research: Research Plan in alignment with SDGs, National Mission, and Regional Requirement. (Research Objectives to be aligned with these parameters and mapping to be shown):

Research Plan

- **Infrastructure & Skills**
  - Procure/upgrade: glovebox, spin coater, tube furnace, potentiostat/galvanostat, XRD access (MoU), Raman/AFM shared use (MoU).
  - Core software: COMSOL, LabVIEW, MATLAB, Python workflows;
- **Partnerships**
  - Sign MoUs: Research institute, university, industry (battery/PV MSMEs).

- **Academic Excellence**
  - Host national workshop and conferences;
  - Publish special issue/edited volume book and scientific article.

Funding & Collaboration Map

- **SERB (CRG/SURE/POWER)**: fundamental and applied materials/photonic/quantum work.
- **MeitY / India Semiconductor Mission**: device prototyping, packaging, reliability.
- **MNRE / DST**: PV, storage, hydrogen.
- **ISRO (RESPOND/SETP)** – Remote sensing, atmospheric/space physics.
- **DBT/BIRAC:** medical/biophysics diagnostics.
- **State Dept./PCB/Disaster Mgmt.**: Air/water networks, flood pilots.
- **CSR (Oil & Gas, Tea, Power)** – Deployment pilots, student fellowships.
- **Annual Research Prioritization Retreat** (collaboration of faculty, industry, govt and alumni).

Outcome-Based KPIs: publications, patents, external funding with technological readiness levels, student placements, open datasets.

Open Science Practices: Shared repositories, data management plans, reproducible code.

Ethics & EHS: chemical safety, waste disposal, community consent for field pilots.

Talent & Training (UG-centric)

- **Research minors & micro-credentials** in: Energy Materials, Quantum Sensing, Remote Sensing & Hazards, Clean Air/Water Sensing.
- **Vertically integrated projects** (1st-year to final-year teams).
- **Summer schools** with IITs/ISRO/industry.

4. Plan for upskilling/reskilling the staff:

- **Upskilling:** Introduce ongoing technology (ICT, AI) and computer skills required for the teaching/ handling of the course to the teaching and non-teaching staff.
- **Reskilling:** Equip staff with new skills in emerging areas of physics and education technology.
- **Outcome:** Enhanced quality of teaching, updated curriculum delivery, improved research output, and better student engagement.

Focus Areas

- **Knowledge Enhancement**
  - Latest developments in physics (basics of quantum computing, nanomaterials, astrophysics).
  - Interdisciplinary topics (introduction to biophysics, computational physics, materials science, etc.).
  - Curriculum alignment with NEP 2020 and modern industry/research needs.
- **Pedagogical Skills**
  - Active learning strategies.
  - Use of physics simulations and virtual labs.
  - Assessment and feedback methods.
- **Technology Integration**
  - Learning Management Systems (Moodle, Google Classroom).
  - Data analysis tools (Python, MATLAB, Origin, etc.).
  - Use of online physics simulation tools (Introduction to PhET, Algodoo, COMSOL basics).
  - Remote/Hybrid teaching techniques.
- **Research Skills**
  - Research methodology and paper writing.
  - Experimental design and data interpretation.
  - Exposure to advanced instrumentation (XPS, AFM, SEM, spectroscopy).
  - Collaborative research and grant writing.
- **Soft Skills**
  - Scientific communication.
  - Collaboration and teamwork in research.
  - Time management and mentorship skills.

5. Plan for Outreach Activities, Community Engagement:

a) Objectives

- To promote awareness and appreciation of physics and scientific thinking in the community.
- To encourage rural school students to pursue higher education in science.

- To apply physics knowledge for local problem-solving and sustainable development.
- To build collaborative networks with local institutions, NGOs, and government bodies.

b) Strategic Areas of Outreach

A. Science Popularization and Education

1. **School Outreach Programs**
    - Conduct *"Physics on Wheels"* mobile science demonstrations for nearby government and private schools.
    - Hands-on experiments using low-cost materials to illustrate basic physics concepts.
    - Annual *"Young Scientist"* competitions for school students.
2. **Village Science Clubs**
    - Facilitate formation of science clubs in local villages with teacher/student mentors.
    - Monthly interactive sessions, simple experiments, and science quizzes.
3. **Public Science Lectures**
    - Invite resource persons from universities and research labs for open lectures in the community hall.
    - Topics: Renewable energy, climate change, space science, everyday applications of physics.

B. Community Development through Physics Applications

1. **Renewable Energy Awareness Drives**
    - Workshops on solar energy, biogas, and energy conservation.
    - Demonstration of low-cost solar cookers, LED lighting solutions.
2. **Water Quality Testing**
    - Student-led surveys to measure turbidity, pH, and conductivity of drinking water sources.
    - Public reports and awareness on safe water practices.
3. **Appropriate Technology Projects**
    - Development of simple tools such as solar lanterns, pedal-powered devices, or rainwater harvesting measurement systems.

C. Capacity Building and Skill Development

1. **Physics for Livelihood Skills**
    - Short-term training on basic electrical wiring, repair of household appliances, and solar panel installation.
    - Certification in collaboration with local skill development agencies.
2. **Digital Literacy in Science**

- Free workshops on computer-based techniques, simulation tools and online science learning resources for rural youth.

D. Collaborative Engagement

1. **Partnerships**
   - MoUs with local schools, NGOs, and renewable energy startups for mutual resource sharing.
   - Joint projects with other departments (Chemistry, Botany, Environmental Science) for interdisciplinary community solutions.
2. **National and State-Level Linkages**
   - Participation in programs like *INSPIRE*, *Vigyan Prasar*, and *National Science Day* with public involvement.

(c) Expected Outcomes

- Increased science awareness and curiosity among rural youth.
- Empowerment of the community through practical science-based solutions.
- Strengthened relationship between the college and its surrounding villages.
- Development of students' soft skills, leadership qualities, and social responsibility.

6. Plan for dynamic curriculum development

a. Goals

- Integrate **core physics knowledge** with **emerging fields** and interdisciplinary applications.
- Provide students with **research exposure, skill-based learning, and employability-oriented modules**.

b. **Key Features of a Dynamic Curriculum**

I. **Core–Elective Balance**
   - **Core Courses:** Classical mechanics, electromagnetism, quantum mechanics, statistical mechanics, electronics, laboratory work.
   - **Electives:** Renewable energy, quantum computing, astrophysics, biophysics, nanoscience, computational physics.

II. **Modular Structure**
   - Curriculum divided into short, **modular units** that can be updated each year without overhauling the whole syllabus.
   - Example: A "Special Topics in Physics" module that changes content annually.

III. **Skill-Based Courses**
   - Programming for physicists (Python/MATLAB/CUDA basics).
   - Instrumentation and experimental techniques.

- Science communication.

IV. **Integration of Research & Projects**
- Mini-projects from 2nd year onwards.
- Final-year research dissertation linked to faculty/industry projects.
- Research methodology & ethics module.

V. **Interdisciplinary Linkages**
- Cross-listed courses with chemistry, mathematics, computer science, and engineering.
- Example: Computational materials science, machine learning for physics.

VI. **Dynamic Updates**
- Annual **Curriculum Review Committee** meeting to include:
  - New research developments.
  - Feedback from students, alumni, and industry.
  - Suggestions from faculty workshops/seminars.

7. Strategy for improving employability

(a) Goal

Equip physics undergraduates with **market-relevant skills, real-world experience, and professional competencies** so they can succeed in academia, industry, or entrepreneurship.

(b) **Core Strategies**

A. Strengthen Technical Competence

I. **Applied Physics Skills**
- Electronics & instrumentation.
- Data acquisition systems (DAQ).
- Materials characterization techniques (XRD, SEM, spectroscopy).

II. **Computational Proficiency**
- Programming (Python, MATLAB, C++) for simulation and data analysis.
- Use of industry-relevant software (COMSOL, Origin, LabVIEW).

III. **Interdisciplinary Exposure**
- Courses in renewable energy, data science, medical physics, and nanotechnology.

B. Integrate Career-Focused Skill Development

I. **Soft Skills Training**

- Scientific communication (oral & written).
- Presentation & public speaking.
- Teamwork and leadership.

II. **Professional Skills**

- Resume and LinkedIn profile building.
- Job interview preparation.
- Time management & workplace ethics.

C. Industry & Research Linkages

I. **Internships & Apprenticeships**
- Collaborations with local industries, research labs, and startups.
- Compulsory summer internships from the 2nd year.

II. **Industry Projects**
- Real-world problem-solving as part of final-year projects.
- Industry mentors assigned for applied projects.

D. Hands-on & Experiential Learning

I. **Mini-Projects**
- Short, skill-based projects each semester.
- Example: Build a solar cell, Arduino-based experiments, or optical fiber communication demo.

II. **Workshops & Bootcamps**
- Robotics, IoT, laser technology, renewable energy systems.

III. **Entrepreneurship Exposure**
- Physics-based product innovation challenges.
- Link with incubation centers for prototype development.

E. Certifications & Online Learning

I. Encourage students to complete **NPTEL, Coursera, edX** courses in areas like:
- Data Science for Physics.
- Machine Learning in Science.
- Renewable Energy Engineering.

II. Offer **college-level certification** in specialized lab skills or computational tools.

F. Networking & Career Guidance

I. **Alumni Interaction Series**
- Invite graduates working in diverse fields to share career journeys.

II. **Career Counselling Cell**
- Guidance for higher studies (GATE, JAM, GRE, etc.).
- Industry job pathway mapping.

III. **Job Fairs & Placement Drives**

- Tie-ups with companies hiring for R&D, technical, and analyst roles.

8. Initiative for enhancing the students' progression

I. Academic Excellence Initiative.
   - Skill based workshop
   - Peer learning groups

II. Career readiness and employability.
   - Paper presentation competition.
   - Small grants for student based project.

III. Interdisciplinary project.
   - Soft skill training.
   - Campus drives.

IV. Leadership and engagement.

V. Holistic development.

9. Requirements of infrastructure, human resources and other facilities

I. Infrastructure requirement
   a. Well stocked library.
   b. Collaborative learning space.
   c. Subject specified labs.

II. Human resources
   a. Academic mentors.
   b. Technical staff.
   c. Industry experts and guest faculties for specialized training and exposure.

III. Other facilities
   a. Learning management system
   b. Counseling and wellness center.

10. Any other capacity building –academic, research and physical infrastructure

I. Capacity building for Faculty and staff

a. Research and methodology workshop.

b. industry Immersion for Faculty

c. Leadership and Administrative training.

II. Capacity building for students

a. Soft skill and communication training.

b. Digital literacy and AI tools training.

11. Possible resource plan – Source of fund proposed for the capacity building as proposed

a) Objectives

1. **Infrastructure Upgradation** – Modernize laboratories, classrooms, and IT facilities.
2. **Faculty Development** – Facilitate advanced training, research exposure, and collaborations.
3. **Student Skill Enhancement** – Introduce skill-based modules, workshops, and project-based learning.
4. **Research Promotion** – Support small research projects, publications, and participation in conferences.
5. **Community Outreach** – Promote physics awareness in rural schools and communities.

b) Proposed Capacity Building Initiatives

Area	**Initiatives**
Laboratory Modernization	Purchase of advanced apparatus, data acquisition systems, optics kits, renewable energy models
Digital Resources	Smart classroom setup, simulation software (COMSOL, MATLAB, Python), high-speed internet
Faculty Development	FDPs, research fellowships, exchange programs with universities/research labs
Student Projects	Mini-research grants, participation in science exhibitions, innovation challenges
Outreach & Extension	Rural school physics camps, science popularization activities, mobile lab

c) Proposed Sources of Funding

A. Government Schemes & Grants

I. **University Grants Commission (UGC)**
   - UGC Autonomous College Grant
   - UGC Minor Research Projects for faculty

II. **Department of Science & Technology (DST)**
   - DST-FIST (Fund for Improvement of S&T Infrastructure in Higher Educational Institutions)
   - INSPIRE Internship & Fellowship programs

III. **Ministry of Education**
   - Rashtriya Uchchatar Shiksha Abhiyan (RUSA) – Component for Infrastructure Development

IV. **State Government Higher Education Department**
   - Special grants for rural autonomous institutions

B. National & International Science Funding Bodies

- **Indian Space Research Organisation (ISRO)** – Research grants for space/astronomy projects
- **Board of Research in Nuclear Sciences (BRNS)** – Grants for nuclear physics/applied research
- **SERB (Science and Engineering Research Board)** – Start-up research grants for young faculty
- **ICTP, TWAS, UNESCO** – Support for international collaboration and workshops

C. Institutional & Alumni Contributions

- Creation of **Physics Department Development Fund** through alumni donations
- Endowment chairs or sponsorship for lab equipment by former students in industry
- CSR funding from companies (Tata Trusts, Infosys Foundation, Reliance Foundation, etc.)

D. Revenue-Generating Activities

- Short-term certificate courses in solar energy, electronics, and data analysis
- Organizing national-level workshops/seminars with sponsorships

E. Collaborative Projects

- Tie-ups with nearby universities, research labs, and industries for joint projects funded by external agencies
- Shared equipment use agreements to optimize costs

12. Plan for extension of academic courses, Skill courses, Certificate courses, Diploma courses etc.

Although the Department of Physics currently operates with limited faculty strength, there is a growing demand for skill-oriented courses that complement the core curriculum. To overcome staffing constraints, the course will be delivered through

- Inter-departmental resource sharing.
- Guest faculty.
- Blended learning.

Course Structure

- Duration-4 weeks
- Couse name: Basic skills on computer hardware and software
- Course : Certificate
- Mode: blended
- Assessment: Exam and Project based evaluation.

Expected outcome

- Up skilling of students
- Strengthened industry-academia linkage.
- Capacity building through exposure to industry.

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DEPARTMENT OF POLITICAL SCIENCE

SECTION A:

DEPARTMENT PROFILE

1. Department Name: POLITICAL SCIENCE

2. Brief History of the Department:

The subject Political Science was first introduced in 1979 in the Pre-Degree (PU) level with one faculty member. In 1981 the subject had introduced in two-year general degree course with one full time faculty and one part time faculty member. In 1984 Major course had been introduced by the department of political science and got its first batch in 1989.

3. Significant achievements and milestones of the department since inception:

- Alumni of the Dept. has been admitted to different Universities for further studies after B.A.
- Alumni have got good placements in both the Govt (Central and State) and Private sector.

4. Analysis of SWOC (Strength, Weakness Opportunities and Challenges):

Strength:

- Departmental library with reading room.
- Classroom with ICT facility.
- Dedicated teachers in the department.

Weakness:

- Poor economic background of the students.

Challenges:

- Inadequate infrastructure.
- Students drop out.

Opportunity:

- Job opportunities in various field.
- Best subject for any competitive exams.
- Opportunities in higher studies like M.A., LLB, Mass Com and Journalism etc.

SECTION B:

DETAIL PLAN

1. Plan for self-finance, short-term courses, SEC, Exit Skill Courses:

- Plan for opening diploma courses on “Cutting and Stitching” and “Beautician”.

2. Plan for integration of new and emerging technologies/contemporary studies into the curriculum:

- Plan to introduce the Indian Knowledge System into the curriculum.
- Plan to introduce the topics like Geo-Politics, Gender and Politics, LGBTQ.

3. Identify the thrust area of research; Research Plan in alignment with SDGs, National Mission, Regional Requirement. (Research Objectives to be aligned with these parameters and mapping to be shown):

- Research in Political culture of Dimoria region.
- Research in caste-based politics of Dimoria region.
- Research in Identity Politics of Dimoria region.

4. Plan for upskilling /reskilling the staff:

Attending Faculty Development Programme and other training programs to update the faculties with recent developments and techniques in teaching, learning and research.

5. Plan for outreach activities, community engagement:

1. As an outreach activity the department is planning to observe remarkable days like National voters Day, Constitution Day, Human Rights Day etc.
2. To take classes in nearby schools to improve their knowledge and to attract the students in the field of Political Science.
3. For the awareness of the local community talks and awareness programmes on issues like social evils and gender stereotypes, mental health, voting awareness etc. will be arranged within the community.

6. Plan for dynamic curriculum development:

- Plan to introduce the Indian Knowledge System into the curriculum.
- Plan to introduce the topics like Geo-Politics, Gender and Politics, LGBTQ.

7. Strategy for improving employability:

Inviting experts from competitive fields and resource persons from different backgrounds to advise and suggest the students for their future options. In addition, suggestions the faculty members assist in providing valuable suggestions and ways to prepare for the competitive exams.

8. Initiative for enhancing the students' progression

1. Mentoring each student.
2. Remedial classes.
3. Regular class test.
4. Result analysis.
5. Parents teachers meet.

9. Requirement of infrastructure, human resources and other facilities

- Classroom
- Computer and printer

- Smartboard
- Wall fan (4 no)
- Library bearer (1)

10. Any other capacity building program-academic, research and physical infrastructure:

- To organize talk, workshop and seminars.

11. Possible resource plan- source of fund proposed for the capacity building as proposed

Planning to submit Research Proposals to ICSSR, ICHR, UGC etc.

12. Plan for extension of academic courses-PG, Skill courses, certificate courses, diploma courses etc.

- Skill courses
- Certificate courses “Cutting and Stitching” and “Beautician”.

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DEPARTMENT OF STATISTICS

SECTION A:

DEPARTMENT PROFILE

1. Department Name: DEPARTMENT OF STATISTICS

2. Brief History of the Department:

The Department of Statistics was established in the year1987 with higher secondary section at the beginning. In the year 1993 the UG general course was introduced to impart knowledge of Basic science courses to the first generation and under privileged group of students of the greater region of Dimoria specifically. Since its inception in addition to teaching in UG level courses the faculties of the department are also have been engaged in teaching learning activities in Post-graduate classes in the department of Ecorestoration and Environment Management of the college. The department is being involved in an academic activities as multi-disciplinary nature. Further the department is also maintaining its outreach activities through the process of classroom teaching in neighboring schools .

3. Significant achievements and milestones of the department since inception:

Since its inception in addition to teaching in UG level courses the faculties of the department are also have been engaged in teaching learning activities in Post-graduate classes in the department of Ecorestoration and Environment Management of the college. The department is being involved in an academic activities as multi-disciplinary nature. Further the department is also maintaining its outreach activities through the process of classroom teaching in neighboring schools.

4. Analysis of SWOC (Strength, Weakness Opportunities and Challenges):

Strength: Low PTR, Multi disciplinary nature of teaching learning with PG courses in the institution is the strength of the department.

Weakness: Only 2 nos. of faculty and till now not offering Honours course is main weakness of the department.

Opportunity: Implementation of NEP 2020 opens up good opportunities for the subject. Both in UG & PG it can be offer interdisciplinary courses in the subjects. Multidisciplinary skill courses and certificate programs are also good opportunities for the students which the department has made plan.

Challenges: It has been a challenge for the Department for lower nos. of enrolment. Due to any other reasons department has to transact with so many slow learners and to obtain desired course outcome.

SECTION B:

DETAIL PLAN

1. Plan for self-finance, short-term courses, SEC, Exit Skill Courses: The department is ready to offer skill courses and certificate courses in i) Data collection and presentation. (ii) Statistical Techniques for Data analysis using MS Excel and SPSS.

2. Plan for integration of new and emerging technologies/contemporary studies into the curriculum: Introduction of SPSS for data analysis, SAS, STATA, MS Excel.

3. Identify the thrust area of research; Research Plan in alignment with SDGs, National Mission, Regional Requirement. (Research Objectives to be aligned with these parameters and mapping to be shown):

Undergraduate Statistics courses with Sustainable Development Goals (SDGs) and India's National Missions (like Digital India, Skill India, National Education Mission, etc.) ensures relevance and future-readiness.

Here are some thrust areas of research that could be integrated into UG Statistics programs:

1. Health & Well-being (SDG 3, National Health Mission)

- Biostatistics & Epidemiology: Statistical modeling of disease outbreaks, vaccination impact studies.
- Health Analytics: Survival analysis, clinical trials, predictive models for public health.
- Nutrition & Lifestyle Studies: Using survey statistics for population health improvement.

2. Quality Education & Skill Development (SDG 4, National Education Mission, Skill India)

- Learning Analytics: Statistical methods to study student performance & dropout risks.
- AI/ML in Education: Statistical learning applied to adaptive learning platforms.
- Survey & Assessment Studies: Designing unbiased educational surveys and psychometrics.

3. Gender Equality & Social Statistics (SDG 5, Beti Bachao Beti Padhao, POSHAN Abhiyaan)

- Gender-based Data Analysis: Employment, education, health disparities.
- Social Inequality Measurement: Use of Gini index, Lorenz curve, inequality metrics.
- Policy Impact Evaluation: Statistical testing of gender-focused government schemes.

4. Environment, Climate & Sustainability (SDG 6, 7, 13, Jal Jeevan Mission, National Solar Mission, National Clean Air Programme)

- Climate Modeling & Forecasting: Time series and spatio-temporal models for rainfall, temperature, pollution.
- Water & Sanitation Studies: Statistical evaluation of water quality and sanitation projects.
- Energy Analytics: Demand forecasting for renewable energy.
- Environmental Risk Assessment: Probabilistic modeling of floods, droughts, air pollution exposure.

5. Industry, Innovation & Digital Growth (SDG 8, 9, Digital India, Atmanirbhar Bharat)

- Data Science & Big Data Analytics: Statistical foundations for AI/ML.
- Industrial Statistics: Six Sigma, quality control, operations research.
- E-Governance & Open Data: Statistical applications in digital platforms and policy monitoring.

6. Governance, Justice & Policy (SDG 16, Digital Governance, NEP 2020)

- Official Statistics: Census, NSS, NFHS, and big administrative data use.
- Policy Analytics: Impact evaluation of government missions using randomized control trials (RCTs).
- Data Quality & Ethics: Statistical methods for privacy-preserving data collection.

In short, the thrust areas in UG Statistics should move from pure theory towards applied, data-driven, and mission-oriented projects—where students learn not just mathematics of statistics, but also policy relevance, sustainability, and social impact.

4. Plan for upskilling /reskilling the staff

Plan to organize

i) workshops & seminars ii) online courses iii) Link statistics with data science, economics, biology, social sciences, etc. iv) Skill Orientation: Emphasis on practical tools, coding, analytics, and real datasets.

5. Plan for outreach activities, community engagement:

i) Offer free classes in the neighboring schools
ii) Organize community events such as cultural programs, exhibition, sports events, open days etc

6. Plan for dynamic curriculum development:

- Core Principles for a Dynamic Curriculum
- Modular & Flexible: Choice-based credit system (CBCS) under NEP 2020 with core, elective, and skill modules.
- Interdisciplinary Integration: Link statistics with data science, economics, biology, social sciences, etc.
- Skill Orientation: Emphasis on practical tools, coding, analytics, and real datasets.
- Continuous Update: Syllabus reviewed every 2–3 years to match technological and industry shifts.
- Outcome-Based: Clear mapping of learning outcomes to career paths and higher studies.

7. Strategy for improving employability:

Here's a structured strategy to improve employability in an undergraduate Statistics program under NEP 2020, blending academic rigor with practical skills and industry relevance.

Allign courses with current industry trend

i) Include practical projects.

ii) Experiential Learning Components

Statistical Consultancy Cell – students provide analytics support to local businesses/NGOs.

Data Collection Camps – surveys and field studies.

Capstone Projects – industry-driven problems with mentorship.

8. Initiative for enhancing the students' progression

i) Offer remedial classes for students.
ii) Orientation &induction program
iii) Mentoship assignment
iv) Provide information and counseling for competitive exam
v) Conduct certificate courses to boost subject expertise and employability.

9. Requirement of infrastructure, human resources and other facilities

Here's a detailed list of infrastructure and human resource requirements for a Statistics Department in an undergraduate program, keeping in mind NEP 2020 reforms, employability goals, and future expansion possibilities.

1. Physical Infrastructure

A. Academic Spaces

Classrooms: 3–4 smart classrooms (30–60 capacity) with projector, smart board, internet.

Flexible furniture for group work and data labs.

B. Computing Labs

Statistics & Data Science Laboratory:

25–40 high-speed computers with licensed statistical software:

R, Python (open-source), SPSS, SAS, STATA.

MS Excel,

High-speed internet & Wi-Fi.

C. Library & Learning Resources

Dedicated Statistics Section in the library:

Core textbooks, applied statistics books, and research journals.

2. Human Resources

A. Teaching Faculty

Associate Professors (HoD) – 2

Assistant Professors – 2 (covering specializations: probability, econometrics, biostatistics, data analytics, operations research).

Visiting/Adjunct Faculty – from industry, government statistical departments, and research institutions.

12. **Any other capacity building program-academic, research and physical infrastructure:**
    The department has plan to organize Faculty Development Programs, student skill enhancement workshop, interdisciplinary curriculum design.
13. **Possible resource plan- source of fund proposed for the capacity building as proposed**
    Source of fund is as provided by the college management body.

14. **Plan for extension of academic courses-PG, Skill courses, certificate courses, diploma courses etc.**

The department has plan to offer skill courses and certificate courses in i) Data collection and presentation. (ii) Statistical Techniques for Data analysis using R, MS Excel and SPSS ,SAS,STATA.

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