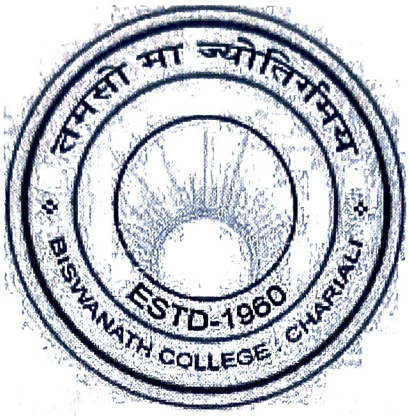
# BISWANATH COLLEGE




Biswanath Chariali, Biswanath, Assam – 784176

Affiliated to Gauhati University |Recognised by UGC under Sections 2(f) and 12(B)

Accredited by NAAC with Grade "B" (3rd Cycle)

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# INSTITUTIONAL DEVELOPMENT PLAN

## 2026-27 to 2040-41

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*A fifteen-year perspective plan in three five-year phases*

Prepared in accordance with the UGC Guidelines for Institutional Development Plans for Higher Education Institutions (2024) and the National Education Policy 2020

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## 1. Introduction

Biswanath College was established on September 7, 1960 at Biswanath Chariali and is today the oldest and largest centre of higher education in Biswanath district. It is affiliated to Gauhati University, recognised under Sections 2(f) and 12(B) of the UGC Act, and accredited by NAAC with Grade "B" (CGPA 2.19) in its third cycle, valid up to 21 March 2027. The College offers the Four-Year Undergraduate Programme (FYUGP) under NEP 2020 in Arts, Science and Commerce, and a BCA programme (since 2017), to 3160 students drawn largely from rural, tea-garden, tribal and first-generation-learner households.

This Institutional Development Plan (IDP) sets out where the College intends to be by 2041 and how it will get there. It is a fifteen-year perspective plan implemented through three five-year phases and annual action plans. It has been prepared by the IDP Committee through consultation with departments, the IQAC, students, alumni and the Governing Body, and shall be reviewed every year by the IQAC and the Governing Body.

**IDP Committee**

| Sl. | Name and designation | Role |
|---|---|---|
| 1 | Dr. Chinta Mani Sharma, Principal | Chairperson |
| 2 | Dr. Naresh Thakur, Coordinator, IQAC | Convener |
| 3 | Dr. Debashis Sarmah, Assistant Coordinator, IQAC | Member Secretary |
| 4 | Dr. Nipam Kumar Saikia, Associate Professor, English | Member |
| 5 | Dr. Arun Chaliha, Associate Professor, Mathematics | Member |
| 6 | Dr. Karabi Gogoi, Associate Professor, Economics | Member |
| 7 | Ms. Kabita Borah, Head, Department of Commerce | Member |
| 8 | Dr Ajit Hazarika, Principal, T.H.B College | Member |
| 9 | Dr Bhaben Kalita, Secretary, Biswanath College Alumni Association | Member |

| Sl. | Name and designation | Role |
|---|---|---|
| 10 | Mr Anurag Goon, General Secretary, Students' Union | Member |

# 2. Vision, Mission and Core Values

## 2.1 Vision

To grow into an ideal institution of higher education and a regional academic resource centre for the north bank of the Brahmaputra, offering quality, inclusive and value-based education that prepares learners for life, work and research.

## 2.2 Mission

- Deliver the NEP 2020 / FYUGP curriculum prepared by Gauhati University through learner-centred, outcome-based teaching
- Reach and support first-generation, economically weaker and socially disadvantaged learners through mentoring, bridge courses and financial aid.
- Build a research and innovation culture among teachers and students, with shared laboratories and partnerships.
- Serve the community of Biswanath district through extension, skill programmes and access to College facilities.
- Promote environmental responsibility, climate resilience and a sustainable campus.
- Run the College through transparent, data-driven and participatory governance.

## 2.3 Core Values

- Academic integrity and excellence
- Equity, inclusion and dignity of every learner
- Transparency and accountability
- Respect for local language, culture and heritage, and for constitutional values
- Innovation and lifelong learning
- Environmental responsibility and service to the community

# 3. Institutional Profile (2026-27)

| Indicator | Present status |
|---|---|
| **Year of establishment** | 1960 |
| **Affiliation and recognition** | Gauhati University; UGC Sections 2(f) and 12(B) |
| **Programmes** | FYUGP B.A., B.Sc. and B.Com. (Major and Minor); BCA (since 2017) |
| **Departments** | Assamese, Bodo, Economics, Education, English, Geography, Hindi, History, Nepali, Philosophy, Political Science; Botany, Chemistry, Mathematics, Physics, Statistics, Zoology; Commerce; Computer Applications |
| **Students on roll** | 3160 (2024, 2025 and 2026 admission batches) |

| Indicator | Present status |
|---|---|
| Teachers | 64 regular, contractual and ad hoc teachers (Commerce stream not yet provincialised) |
| Accreditation | NAAC Grade "B" (CGPA 2.19), 3rd cycle, valid up to 21.03.2027 |
| Quality systems in place | IQAC; structured student feedback; mentor–mentee system; CO–PO attainment framework; Institution's Innovation Council (IIC) |

The IQAC shall maintain a verified baseline of programme-wise enrolment, staffing, results, progression, infrastructure, finance and research data, updated every year, against which the targets of this Plan are measured.

## 4. SWOC Analysis

| Strengths | Weaknesses |
|---|---|
| • Six-decade legacy and strong local goodwill<br>• Oldest and largest college in the district<br>• Large and diverse student base<br>• Qualified faculty, 29 with Ph.D.<br>• Active IQAC, IIC, NSS and student bodies<br>• Wide range of Arts, Commerce and Science subjects | • Shortage of sanctioned teaching posts; reliance on contractual/ad hoc staff<br>• Commerce stream not provincialised<br>• Inadequate laboratories for 4th-year research<br>• Limited ICT enabled classrooms, library-cum-seminar space and computer centre<br>• Low research output and external funding<br>• Shortage of academic building, Incomplete boundary wall |

| Opportunities | Challenges |
|---|---|
| • Research and internship components of NEP 2020 / FYUGP<br>• PM-USHA, state (DHE) and UGC grants<br>• NAAC binary accreditation and the autonomy route<br>• District headquarters location: scope to serve as a regional resource centre<br>• Regional strengths: biodiversity, tea, agriculture, culture<br>• Online platforms (SWAYAM) and AI tools for learning | • Socio-economic disadvantage, first-generation learners and language barriers<br>• Drop-out after the 3rd year of FYUGP<br>• Attendance affected by poverty, illiteracy and social background of the students<br>• Competition from new institutions<br>• Regulatory compliance load on limited staff<br>• Digital divide among learners |

## 5. Strategic Goals and Actions

### 5.1 Governance and leadership

**Objective:** Build transparent, accountable and participatory governance.

1. Constitute an IDP Implementation and Monitoring Committee chaired by the Principal, with the IQAC Coordinator as Member Secretary.
2. Follow an annual IDP calendar: departmental plans by March, IQAC consolidation by April, Governing Body approval by May, mid-year review in October and annual report in March.

3. Strengthen the functioning of the Governing Body, academic committees, Finance Committee, Examination Cell, Anti-Ragging Committee, Internal Complaints Committee, Grievance Redressal Committee and SC/ST/OBC/PwD cells.
4. Publish updated policies on admission transparency, research ethics, plagiarism, prevention of sexual harassment, grievance redressal, environment, ICT use and procurement.
5. Run a stakeholder feedback system for students, parents, alumni, employers and community members, with action-taken reports.

## 5.2 Academic development

**Objective:** Deliver high-quality, flexible, multidisciplinary and outcome-based education.

1. Map every FYUGP programme to Programme Outcomes, Course Outcomes, graduate attributes and NCrF/ABC requirements, and measure attainment every semester.
2. Hold annual curriculum-review meetings involving faculty, alumni, employers and subject experts, within the Gauhati University framework.
3. Expand value-added and skill-enhancement courses in digital literacy, AI tools, communication, data analysis, entrepreneurship, tea plantation management, eco-tourism, financial literacy and Assamese language and culture.
4. Promote experiential learning through internships, field studies, community projects, industry visits and research-based assignments.
5. Adopt blended learning: a Learning Management System, e-resources, recorded lectures, digital assessment and remedial teaching.
6. Strengthen mentoring: assign each teacher a mentor group and track attendance, academic performance, wellbeing and career readiness.
7. Introduce an academic audit covering lesson plans, syllabus completion and assessment quality.

## 5.3 Research, innovation and IPR

**Objective:** Create a visible research and innovation culture.

1. To strengthen the central Research, Innovation and IPR Cell with departmental research coordinators, and adopt a research and ethics policy.
2. Focus on thrust areas relevant to the region: biodiversity and wetland conservation, tea and allied sectors, agriculture, rural development, Assamese language and culture, migration and livelihoods, floods, erosion and climate resilience, and digital inclusion.
3. Support teachers to apply for projects from UGC, ICSSR, DST, DBT, ASTEC, Gauhati University and other agencies.
4. Set annual departmental targets for publications, conference presentations, book chapters, funded projects, Ph.D. registrations and community-oriented research.
5. Create a research seed-grant scheme for young teachers and student projects, subject to funds.
6. Organise at least one national seminar, two faculty development programmes and one student research convention every year.
7. Establish shared research laboratories for 4th-year FYUGP research projects.
8. Provide IPR awareness and innovation support, including patent scouting, start-up mentoring and incubation linkages through the IIC.

### 5.4 Student development and employability

**Objective:** Ensure holistic development, equity and improved career outcomes.

1. Upgrade the Career Counselling and Placement Cell with a designated coordinator, employer database, internship tracker and placement dashboard.
2. Conduct employability training in résumé writing, interviews, communication, aptitude, digital tools and workplace ethics.
3. Sign MoUs with employers, NGOs, banks, tea estates, IT firms, government departments and skill-training providers.
4. To strengthen the Entrepreneurship Development Cell and start-up support activities.
5. Expand scholarships, fee waivers, book-bank facilities, hostel support, counselling and bridge/remedial classes for disadvantaged students.
6. Take targeted steps to reduce drop-out after the 3rd year of FYUGP through counselling, flexible exit/re-entry guidance and research/internship opportunities.
7. Strengthen sports, NSS, NCC, cultural activities, the Women's Cell, the eco-club and student support services.
8. Maintain a student-outcome dashboard covering enrolment, retention, progression, results, placements, internships, higher studies and entrepreneurship.

### 5.5 Faculty and staff development

**Objective:** Recruit, retain and develop competent academic and administrative staff.

1. Prepare a department-wise faculty and staff requirement plan based on student strength, programmes and workload, and pursue the filling of sanctioned posts and the provincialisation of the Commerce stream.
2. Ensure at least 40 hours of professional development per teacher every year through FDPs, refresher courses, MOOCs, research training and pedagogy workshops.
3. Hold an annual performance-development dialogue covering teaching, research, extension, administration and mentoring, consistent with service rules.
4. Train administrative staff in ERP, financial management, records, RTI, procurement and student services.
5. Recognise excellence in teaching, research, extension and innovation.
6. Promote a healthy workplace through grievance redressal, workload review, wellbeing initiatives and gender-sensitive policies.

### 5.6 Infrastructure and green campus

**Objective:** Provide safe, accessible, sustainable and modern physical infrastructure.

1. Prepare a campus master plan and conduct an infrastructure audit covering classrooms, laboratories, library, toilets, drinking water, hostels, accessibility, sports and safety.
2. Prioritise smart classrooms, upgraded science and computer laboratories, a computer centre, library digitisation and library-cum-seminar space, departmental research spaces, auditorium improvement, girls' hostel facilities and completion of the boundary wall.
3. Make the campus barrier-free with ramps, railings, accessible washrooms and assistive technology.

4. Implement a green-campus plan: solar power, rainwater harvesting, waste segregation, composting, plastic reduction, safe e-waste and laboratory-waste disposal, tree plantation, biodiversity mapping and energy-efficient lighting.
5. Prepare a campus safety and disaster-preparedness plan covering fire safety, CCTV, first aid, emergency response and flood resilience.
6. Improve sports and recreation facilities in phases, including indoor games and multipurpose outdoor spaces.

### 5.7 Digital transformation

**Objective:** Make administration, learning and student services digitally enabled and secure.

1. Implement an integrated ERP/MIS covering admissions, fees, attendance, internal assessment, examinations, library, alumni, grievances and HR records, with a secure student and teacher portal.
2. Ensure high-speed campus Wi-Fi, adequate computing facilities, cybersecurity protocols, role-based access and regular data backup.
3. Digitise library resources, question banks, previous papers, departmental records and institutional publications.
4. Train all teachers, staff and student representatives in digital tools, online safety and data privacy.
5. Use dashboards for enrolment, attendance, results, placements, research, finances and grievance redressal.
6. Keep the College website accessible, accurate and up to date for public disclosure.

### 5.8 Collaboration and community engagement

**Objective:** Build strong academia–industry–community–alumni networks and serve the region.

1. Establish an Institutional Collaboration Cell to manage MoUs, internships, joint research, guest lectures and consultancy, and review every MoU annually for actual outcomes.
2. Strengthen the Alumni Association with an annual meet, mentorship network, career support and an endowment programme.
3. Partner with Gauhati University, nearby colleges, government departments, NGOs, industries and skill providers.
4. Use NSS and extension activities for village adoption, health awareness, literacy, environmental conservation and livelihood support.
5. Open College facilities (library, laboratories, seminar hall) to schools and the community as a regional academic resource centre.
6. Promote local knowledge, Assamese language, indigenous cultures and regional heritage through academic and cultural programmes.

### 5.9 Quality assurance and accreditation

**Objective:** Sustain a culture of quality and prepare for the next accreditation cycle.

1. Strengthen the IQAC as the nodal body for quality improvement and IDP monitoring.
2. Set up a central digital data repository for NAAC, AISHE, NIRF (where applicable) and statutory reporting.
3. Carry out a gap analysis under the prevailing NAAC framework and prepare for the next cycle of assessment before the current accreditation expires.

4. Submit AQARs on time and integrate IDP progress into them.

### 5.10 Financial plan and resource mobilisation

**Objective:** Ensure transparent, sustainable and diversified financing.

1. Prepare an annual budget and a rolling five-year financial plan linked to IDP priorities, with separate heads for academics, research, infrastructure, digital systems, student support and capacity building.
2. Pursue UGC schemes, PM-USHA or successor schemes, Government of Assam support, research grants, CSR funding and alumni contributions where eligible.
3. Develop modest self-generated income through certificate courses, skill training, consultancy, testing services and use of the auditorium and hostels, without compromising equitable access.
4. Require a capital and recurring-cost plan (including maintenance) before approving any major project.
5. Maintain audited accounts, internal audit, asset registers, procurement records and public disclosure of key financial information.

## 6. Fifteen-Year Roadmap

The Plan will be implemented in three five-year phases. Each phase ends with a review that sets the targets for the next.

| Phase | Period | Focus | Priority outcomes |
|---|---|---|---|
| **I — Foundation and consolidation** | 2026-27 to 2030-31 | Baseline data, governance, digital foundations, urgent infrastructure, student support, NAAC reaccreditation | Approved campus master plan; verified data and IDP dashboard; ERP and portal live; improved laboratories; successful next NAAC cycle |
| **II — Expansion and integration** | 2031-32 to 2035-36 | Research, partnerships, skills, new offerings where viable, sustainable infrastructure | Shared research labs; active internship network; integrated digital services; measurable community and green outcomes |
| **III — Excellence and regional leadership** | 2036-37 to 2040-41 | Research visibility, advanced learning, financial resilience, regional resource centre | Recognised regional institution; mature quality culture; resilient green campus; strong graduate outcomes; next perspective plan |

### 6.1 Phase I: 2026-27 to 2030-31

- Constitute the IDP Monitoring Committee and thematic working groups; complete the institutional baseline.
- Prepare the campus master plan, safety and accessibility audit, laboratory inventory and maintenance schedule.
- Roll out the ERP and secure student/teacher portal in stages.
- Strengthen mentoring, bridge courses, communication, digital literacy and career guidance.

- Adopt the research and ethics policy; set up the IPR Cell and seed-grant scheme.
- Build the placement, internship and alumni database; prepare for and complete the next NAAC cycle.
- Start energy, water and waste monitoring under the green-campus plan.

### 6.2 Phase II: 2031-32 to 2035-36

- Introduce new programmes or electives only after demand, staffing, infrastructure, finance and regulatory feasibility are established.
- Develop interdisciplinary research clusters around regional priorities and expand funded projects.
- Integrate student-lifecycle services: admission, advising, fees, results, documents, alumni and placements.
- Upgrade laboratories, library e-resources, smart classrooms, accessibility and connectivity.
- Scale up structured internships and renewable-energy and water-conservation projects.

### 6.3 Phase III: 2036-37 to 2040-41

- Consolidate a distinctive identity in multidisciplinary, regionally relevant education and research.
- Develop advanced research partnerships and externally funded projects with societal outcomes.
- Conduct an independent end-term evaluation and prepare the next perspective plan.

## 7. Key Performance Indicators and Targets

Baselines for 2026-27 shall be recorded by the IQAC within the first three months of adoption. Targets shall be reviewed at the end of each phase.

| Area | Indicator | By 2030-31 | By 2035-36 | By 2040-41 |
|---|---|---|---|---|
| **Governance** | IDP reviews held; grievances resolved within 15 days; policies updated | Annual reviews; 100% of grievances in 15 days | Sustained | Sustained |
| **Academics** | Courses with measured CO–PO attainment; syllabus completion; pass percentage | All courses mapped and measured | Annual improvement over baseline | Continuous improvement |
| **Student success** | Retention after 3rd year; completion; progression to higher studies | Baseline and targets approved; drop-out falling | Sustained improvement | Strong completion and progression |
| **Inclusion** | Scholarship coverage; enrolment and retention of SEDG and PwD students; accessibility | Equity dashboard live; key buildings accessible | Gaps reduced | Barrier-free campus |

| Area | Indicator | By 2030-31 | By 2035-36 | By 2040-41 |
|---|---|---|---|---|
| **Research** | Funded projects; publications; Ph.D. registrations; seminars; IP disclosures | Policy, cell and seed grant working; 1 national seminar a year | Growth over baseline; shared labs | Recognised research clusters |
| **Employability** | Internship participation; placements; entrepreneurship ventures | Tracker and employer network active | All final-year students in internships | Strong graduate outcomes |
| **Faculty** | FDP hours; mentoring coverage; vacancies | 40 hrs per teacher per year; all students mentored | Vacancies reduced | Continuous learning culture |
| **Infrastructure** | Audit completed; labs and classrooms upgraded; safety audits | Audit and priority works done | Modernisation advanced | Lifecycle-maintained campus |
| **Digital** | ERP modules live; e-resource use; service turnaround | Priority services online | Integrated MIS | Data-informed institution |
| **Sustainability** | Energy, water and waste audits and savings | Baselines and action plan | Measured reductions | Green campus embedded |
| **Finance** | Grants mobilised; budget variance; audit compliance | Costed project pipeline | Diversified funding | Financial resilience |
| **Quality** | AQARs on time; accreditation status | Next NAAC cycle completed | Improved grade/status | Mature quality culture |

## 8. Implementation Structure

| Unit | Primary responsibility |
|---|---|
| **Governing Body and Principal** | Approval of the IDP, policy direction, resource allocation and annual revisions |
| **IQAC** | Coordination, data collection, quality assurance, annual review and reporting |
| **IDP Monitoring Committee** | Tracking milestones, resolving bottlenecks and preparing review reports |
| **Departments** | Departmental development plans mapped to IDP goals; curriculum, research and student outcomes |
| **Examination and Academic Cells** | FYUGP/NCrF compliance, assessment quality and academic records |
| **Placement and Entrepreneurship Cells** | Internships, placements, employer linkages and start-up support |
| **Research and IPR Cell** | Grants, publications, ethics, innovation and IP |
| **Office, Accounts and Estate sections** | Infrastructure, procurement, accounts, records and compliance |

| Unit | Primary responsibility |
|---|---|
| **Students' Union and Alumni Association** | Feedback, participation, mentoring and community support |

### Thematic working groups

The Monitoring Committee shall constitute working groups for (i) academics and curriculum, (ii) research and innovation, (iii) student development and inclusion, (iv) infrastructure and sustainability, (v) digital transformation and data, (vi) finance and resource mobilisation, and (vii) quality assurance and accreditation. Every major project shall have a named owner, approvals, budget, timeline and completion report.

## 9. Risk Management

| Risk | Possible effect | Mitigation |
|---|---|---|
| **Insufficient or delayed funding** | Projects delayed; recurring costs unmet | Phase projects; secure approvals before commitment; diversify funding sources |
| **Faculty and staff vacancies** | Teaching quality and services affected | Workforce plan; timely proposals for posts; staff development |
| **Regulatory or affiliation changes** | Non-compliance | Annual regulatory review; regular consultation with Gauhati University and DHE |
| **Floods, erosion and extreme weather** | Lost teaching days; damage to assets | Disaster plan; drainage; online continuity; emergency communication |
| **Data loss or cyber incident** | Exposure of student, staff or financial data | Role-based access, strong passwords/MFA, backups and logs |
| **Digital divide among learners** | Unequal access to blended learning | Campus computer access, helpdesk and offline alternatives |
| **Weak monitoring** | Targets missed; evidence unavailable | Named owners; quarterly dashboard; annual and phase-end reviews |

## 10. First-Year Action Plan

Months are counted from the date of approval of this Plan by the Governing Body.

| Timeline | Action | Lead | Deliverable |
|---|---|---|---|
| **Month 1** | Constitute the IDP Monitoring Committee and working groups | Governing Body / Principal | Orders and terms of reference |
| **Months 1–3** | Record verified baselines for all KPIs | IQAC / Departments / Office | Baseline report |
| **Months 2–4** | Campus, safety, accessibility, laboratory, library and ICT audit | Infrastructure group | Prioritised facilities list |
| **Months 2–4** | Funding map and indicative five-year costing | Finance / Accounts | Costed project pipeline |

| Timeline | Action | Lead | Deliverable |
|---|---|---|---|
| Months 3–6 | NAAC gap analysis and preparation plan for the next cycle | IQAC | Accreditation action plan |
| Months 4–8 | Departmental plans linked to the annual budget | HoDs / Principal / Finance | Departmental plans and budget |
| Months 4–10 | Pilot priority ERP modules and the student/teacher portal | IT / Administration | Live pilot and user feedback |
| Months 6–12 | Launch research, placement, alumni and green-campus plans | Working groups | Action plans and first dashboard |
| Month 12 | Annual review and action-taken report | Principal / IQAC | Report to Governing Body; Year 2 plan |

## 1. Monitoring, Review and Reporting

- **Quarterly:** working groups review activities, expenditure, milestones and risks.
- **Half-yearly:** the IDP Monitoring Committee reviews progress and resolves bottlenecks.
- **Annually:** the Principal and IQAC place an IDP progress report before the Governing Body, publish a summary on the College website and integrate it into the AQAR and budget.
- **2030-31 and 2035-36:** phase-end evaluation, update of the SWOC analysis and revision of targets for the next phase.
- **2040-41:** independent end-term evaluation and preparation of the next perspective plan.

Each KPI shall have a definition, baseline, target, data source, responsible officer and reporting frequency. Data shall be verified before publication or submission to any authority.

12. Approval and Adoption
This Institutional Development Plan was prepared by the IDP Committee, recommended by the IQAC and approved by the Governing Body of Biswanath College.

(Dr Chinta Mani Sharma)
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Principal
Biswanath College, Chariali