Institutional Development Plan

Central Institute of Technology Kokrajhar

(Deemed to be University, Ministry of Education, Govt. of India)

Kokrajhar, Assam 783370

Website: www.cit.ac.in

केन्द्रीय प्रौद्योगिकी संस्थान कोकराझार
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About the Institute

CENTRAL INSTITUTE OF TECHNOLOGY (CIT) Kokrajhar is a centrally funded Institute under Ministry of Education (Earlier Ministry of Human Resource Development), Government of India which is situated at a serene landscape near the Head Quarter of Kokrajhar District of Bodoland Territorial Council (BTC) in Assam. CIT has been established for the basic objective of fulfilling the aspirations of the local People of lower Assam relating to their cultural identity, language, education and overall economic development of the region and to impart the local youths with requisite Technological and Vocational training to produce the required manpower to give the impetus to economic growth of this area and to integrate the local People into the mainstream of Technical and Vocational Education.

The Institute was established on the 6th day of December, 2006. The genesis of this Institute was the memorandum of Settlement on Bodoland Territorial Council (BTC) signed between the Union Government, the Govt. of Assam and the Bodo Liberation Tigers, on February 10, 2003. The Institute is an autonomous body registered under the Societies Registration Act., 1860 and functions under a Board of Governors (BOG). On December 13, 2018, the institute was declared as an "Institution deemed to be University" by the Ministry of Human Resource Development of the Government of India under De- novo category.

CIT is mandated to impart Technical and Vocational Education such as Information Technology, Bio-Technology, Food Processing, Rural Industries, Business Management, etc. as part of the concerted efforts being made by the Government of India and the Government of Assam to fulfil the aspirations of the Local people of Assam.

Vision

The Central Institute of Technology Kokrajhar, has a Vision

1. To be a Centre of Excellence in Technical and Vocational Education.

2. To build a high-tech campus with all infrastructure and state-of-art facilities, committed to facilitate and promote vocational skills and training.

3. To encourage innovative teaching, training and learning methodologies and implement target group-specific skill development programmes.

4. To foster Institute-Industry participation to build synergies in entrepreneurship, market-oriented programmes and employability of participants in technology intensive enterprises

5. To create a vibrant environment for education with an ethos for research and development.

6. To build a Green Campus by emphasizing on adopting energy efficient buildings, power from alternative energies, rainwater harvesting, showcase technology for energy conservation and address climate change issues.

7. To contribute to the socio-economic development of the region.

8. To create a unique brand name for itself in the field of technical and vocational education in the country.
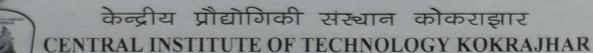
Mission

The Mission of Central Institute of Technology Kokrajhar, is

1. To establish a world class Institute for education, career, technology and vocational training.

2. To promote a two-cycle modular degree structure with the objective to make students free from a single career path by enabling them to opt for alternatives at different stages of their study.

3. To ensure access to education, training, knowledge and technology for promoting skills and innovations to all.

4. To foster skill development with innovative teaching techniques and learning technologies such as e-business and e-learning.

5. To address challenges in rapid shifts in the nature of demand for skills by emphasizing on research, development, commercialization and industrialization with necessary thrust to shift from traditional mass approaches to provide more customized training.

6. To focus on Institute-Industry partnership to implement innovative strategies to create new entrepreneurs, enterprises and industries with access to leading edge skills and on the- job training.

7. To empower the people to fulfil their aspirations by fostering know how in technology and vocational training to produce skilled and trained manpower from the Bodoland area by serving as a link between education, industry and economic self-reliance.

Objectives

The objectives of Central Institute of Technology Kokrajhar, is

1. To develop Human Resources at various levels, i.e. Technician, Supervisory and Executive level for the development of the world and the country.

2. To cater to the needs for technicians, engineers and entrepreneurs of the region.

3. To develop entrepreneurship base in the region.

4. To facilitate competency building in the North Eastern Region.

5. To strengthen R & D activities in the region.

6. To bring about the cascading effect necessary for the economic development of the region.

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Institutional Development Plan (IDP)

As an initial step for implementation of the NEP 2020 and as per the mandate of the policy document, the institute has prepared the Institutional Development Plan (IDP) in consultation with the stakeholders.

This IDP includes the goals of the institute devised in line with the goals of NEP 2020 and a time bound action plan for implementation of the various components considered and are given below.

- A. *Physical Infrastructure.*
- B. *Digital Infrastructure.*
- C. *Academic Infrastructure.*
- D. *Research and Development.*
- E. *Supportive and Facilitative Infrastructure.*

A. Physical Infrastructure:

SL. No.	Types of Physical Infrastructure	Current Status	Future Plan	Time-line (Years)
1	Library/ Digital resource centre	The existing library has as area of 1913 Sq. mt. and books are being procured as and when required. With the increase in number of books, there is a shortage of space for storage of books. In addition to that the number of PG and PhD students has also increased. Hence, there is a need for additional space.	Area for extension of library has been identified and is in planning stage	01-02
2	Facilities for faculty and staff	Currently many of the faculty members are sitting in a temporarily partitioned room with no proper ventilation and natural lighting. Hence, there is a need for proper faculty cabins.	Already in planning stage	02-04
3	Classroom	CIT runs on module system having diploma, undergraduate, post graduate and PhD programmes. The PG and PhD programmes were added in 2018-19 and correspondingly no new class rooms were added. Therefore, current space of class room is not adequate.	Construction of Academic block V under construction	02-03
4	Laboratory	For some of the departments, the laboratory spaces were not adequate from the beginning. And some of the labs were created in the corridor by creating partition wall. Many of the labs do not meet the AICTE space criteria. And with the increase in number of students and additions of PG and PhD programmes, current laboratory space is not adequate. Hence, there is an urgent need for additional lab spaces for many of the departments.	Two laboratory building are under construction. However, additional laboratory spaces need to be constructed	01-03
5	Auditorium	Currently CIT do not have any full-fledged functional auditorium. However, one auditorium of 1000 seating capacity is in under construction. So far, civil, electrical and plumbing work has	Already in process to start the interior work. The job has been assigned to the PWD	02-03

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		already been completed. The interior work is pending.	for preparation of plan and estimate.	
6	Hostels	CIT is a full-fledged residential campus. On an average, number of students in CIT is about 1700 at any given point of time. Currently, there are 4 hostels - 3 boys' and 1 girls'. Total capacity of 3 boys' hostel is 922 while for girls' is 234. Total capacity of the hostel is 1156. For the rest of the students, staff quarters in the campus and some of the private hostels outside the campus are being used. One girls' hostel of 100 seating capacity is being constructed in the campus.	Construction of one - 100 capacity girls' hostel is in progress.	01-02
7	Parking	After the completion of construction of staff quarters, many of the staff members have shifted to the campus. Therefore, the current parking space is not adequate.	Planning for additional parking space. PWD is preparing the Plan and Estimate	02-03
8	Commercial shops/ centre	Currently CIT do not have any commercial shops inside the campus except for one small book shop. With the increase in the residents in the campus, there is a need for a commercial shop.	Need to plan for one commercial shop in the campus	---
9	Cafeteria/ Dining Room/ Mess facility	Hostel: In two of the large boys' hostels each having a capacity of 336 students, the current dining area is not adequate. There is a need for additional seating area of dining. Hence, there is a need one dining hall of 100 seating capacity which is being planned. Cafeteria: Presently, there are two canteens running in the campus. Also, there are lot of eateries just outside the campus.	Require additional 100 seating capacity dining hall. Proposal to be submitted to MoE.	02-04
10	Games & Sports facility	Currently CIT has one open playground and separate courts for basketball, tennis and volley ball. Lighting arrangements needs to be done for the playground. Currently CIT do not have a full-fledged multi-gym. The space for multi-gym has been identified and the gym equipment is in the process of procurement.	Multi-gym is planned for the students and staff.	01-02
11	Room for PhD Scholars	At present there are about, 150 (approx.) research scholars - some are working in full-time mode and some are in part time mode. Urgently, cabin spaces are required with proper furniture, internet and AC facilities.	The area has been identified.	02-03
12	Staff quarters	The existing number of quarters available at the moment is not adequate. Need to plan for additional quarters for faculty members.	Under consideration.	-------

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B. Digital Infrastructure:

Sl. No.	Types of Infrastructure Digital	Future Plan	Time-line (Years)
1	Central Computer Centre	CIT Kokrajhar needs a proper computer centre that can accommodate 250 or more computers at once. This facility would provide students in need with access to computer resources and online materials. A new computer centre would provide students with a more comfortable and efficient environment to learn and work. It would also allow the institute to offer more computer-based courses and programs. The institute should make it a priority to build a new computer centre. This facility would be a valuable asset to the institute and its students.	04 – 05
2	Supercomputing Facility for AI and Deep Learning	The existing infrastructure, such as Dell servers and NVIDIA DGX servers with 16/32 GB GPUs, is not sufficient for the current needs of data science, AI, and machine learning, which require high GPU memory for training and inference. DGX Systems with 8 numbers of NVIDIA H100 80 GB systems are needed to support these demanding workloads. Alternatively the institute may pursue acquiring **PARAM Shivay** or a similar supercomputing facility for various scientific research. PARAM Shivay is a supercomputer developed by the Centre for Development of Advanced Computing (C-DAC) in India. It is one of the most powerful supercomputers in India and is used for a variety of scientific research projects, including climate change, drug discovery, and materials science.	07 – 08
3	ERP System Campus Automation	Campus automation is the use of technology to automate various tasks and processes on a campus. ERP based systems are enterprise resource planning systems that can be used to manage a variety of resources, including students, staff, and assets. The campus automation can be used to manage a variety of tasks, such as: • Student registration and admissions • Fee collection • Attendance tracking	02 – 03

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			• Examination management • Library management • Human resource management • Asset management ERP based systems can be used to integrate all of these tasks and processes into a single system, which can improve efficiency and reduce costs. The automation specific task can be • Students can use a self-service portal to register for courses, pay fees, and check grades. • Faculty can use an ERP system to manage their teaching and research activities. • Staff can use an ERP system to manage human resources, finances, and assets. • The administration can use an ERP system to generate reports on student performance, faculty productivity, and resource utilization. The campus automation and ERP based systems can help CIT Kokrajhar to improve its efficiency, effectiveness, and transparency.	
4	Digital Display Boards		Digital display systems can help teachers in a variety of ways, including: • Making presentations more engaging and interactive: Digital displays can be used to show videos, images, animations, and other multimedia content that can make presentations more visually appealing and engaging. Teachers can also use digital displays to interact with students during presentations, such as by using polling software or asking students to answer questions on the screen. • Providing students with visual support: Digital displays can be used to provide students with visual support for their learning. For example, teachers can use digital displays to show diagrams, charts, and graphs to help students understand complex concepts. Teachers can also use digital displays to show students examples of their work, such as writing samples or math problems, to help them improve their skills. • Simplifying classroom management: Digital displays can be used to simplify	01 – 02

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		classroom management tasks. For example, teachers can use digital displays to display the agenda for the day, classroom rules, or homework assignments. Teachers can also use digital displays to provide feedback to students on their work or to manage student behaviour. The following digital display systems that can be used in the classroom: Interactive whiteboards: Interactive whiteboards are large touch-screen displays that can be used to control a computer. Teachers can use interactive whiteboards to write on the screen, show presentations, and interact with students.	
5	Whole campus WiFi	The institute plans to implement whole campus Wi-Fi, which means that Wi-Fi will be available throughout the campus, including in all buildings, classrooms, laboratories, and outdoor areas. This will provide students, faculty, and staff with convenient and reliable access to the internet and other online resources.	02 – 03
6	CCTV	The existing CCTV facilities can be maintained and coverage areas may be expanded to improve security.	01 – 02
7	Virtual Labs	Virtual labs are computer simulations of real-world laboratories. They allow students to perform experiments and learn about scientific concepts without having to be in a physical laboratory. Virtual labs can be used to teach a wide range of subjects, including chemistry, physics, biology, and engineering.	04 – 05
8	Proprietary Software or Cloud Infrastructure	In CIT Kokrajhar different types of open source software is used for various purposes. But some are not available as open source or free. Those may be acquired to help faculties and research scholars or students. Some of the software may be - Google TPU POD subscription - Matlab 2023 - Tableu 2023 - Xilinx 2023 - Huggingface Autotrain Cloud Service	01 – 02

C. Academic Infrastructure.

Under the status of Deemed to be University, CIT Kokrajhar had continued offering the following programmes in the academic session 2019-20 with the approval of the AICTE.

Diploma Programmes are:
1. Electronics & Telecommunications Engineering,
2. Computer Science and Engineering,
3. Control and Instrumentation Engineering,
4. Food Processing Technology,
5. Civil Engineering and
6. Animation and Multimedia Technology.

U.G. (B. Tech. & B. Des.) Programmes are:
1. B. Tech. in Electronics & Communications Engineering,
2. B. Tech. in Computer Science & Engineering,
3. B. Tech. in Instrumentation Engineering,
4. B. Tech. in Food Engineering and Technology,
5. B. Tech. in Civil Engineering and
6. B. Design (Specialisation in Multimedia Communication and Design)

P.G programmes are:
1. M. Tech in Food Engineering and Technology,
2. M. Tech in Water Resources and Hydraulic Engineering,
3. M. Tech in Green Energy Technology,
4. M. Des (Specialized in Multimedia Communication and Design),
5. M. Tech in Computer Science & Engineering.

PhD programmes in various specializations have also been offered from the academic session 2019-20 onwards.

PROGRAMMES INTAKE AND ELIGIBILITY CRITERIA FOR ADMISSION

Programme	Courses	Intake Capacity	Eligibility Criteria for admission	Upper Age Limit
Diploma	Electronics and Tele-communication Engineering	30	Class X passed in II division 50% for GE/OBC 45% for ST/ SC/ PH (for Mathematics, Science & English)	GEN/ OBC-19 years SC/ ST/ PH-24 years Female Candidates-22 years
	Computer Science	30		
	Control & Instrumentation	30		
	Food Processing Technology	30		
	Construction Technology	30		
	Animation & Multimedia	30		

B. Tech (Direct Entry to 1st Year)	Electronics and Communications Engineering	45	Class XII (Sc) Passed 50% for GE/OBC 45% for ST/SC/PH (for Physics, Chemistry, Mathematics & English)	For Direct Entry Scheme 21 years (3 years relaxation for SC/ST)
	Computer Science & Engineering	70		
	Instrumentation Engineering	45		
	Food Engineering & Technology	45		
	Civil Engineering	45		
B. Tech (Vertical/ Lateral to 2nd Year)	Electronics and Communications Engineering	*15+6	For Vertical Entry Scheme,65% for GE/OBC, 60% for SC/ST/PH For lateral Entry Scheme, 60% for GE/OBC 55% for SC/ST/PH	For Vertical/Lateral Entry Scheme 40 years (45 years for SC/ST/PH and 43 years for OBC and female candidates
	Computer Science & Engineering	*15+6		
	Instrumentation Engineering	*15+6		
	Food Engineering & Technology	*15+6		
	Civil Engineering	*15+6		
	Information Technology	*15+6		

*15 (Vertical mobility) +6 (Lateral entry)

Programme	Courses	Intake Capacity	Eligibility Criteria for admission	Upper Age Limit
Degree (B.Des.)	Multimedia Communication and Design	*25+5	Class XII (Science, Arts, Commerce) or equivalent exam Passed, 50% for GE/OBC 45% for ST/SC/PH. For Vertical Entry Scheme, 65% for GE/OBC, 60% for SC/ST/PH.	For Direct Entry Scheme 21 years (3 years relaxation for SC/ST) For Lateral Entry Scheme 40 years (45 years for SC/ST/PH and 43 years for OBC and female candidates

* 45 (Direct entry in 1st year) +15 (Vertical entry in 2nd year) +6 (Lateral entry in 2nd year)

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ENTRY SCHEME AND RESERVATION POLICY

Programme	Entry Scheme	Reservation Policy
Diploma	80% through CITEE conducted by Institute 20% through PAT conducted by DTE, Assam.	I. 60% from BTAD (60% ST, 5% SC, 15%OBC and 20% General)
Degree (B. Tech) Direct Entry	60% through CITDEE conducted by Institute 40% through JEE Mains conducted by CBSE. *For candidates belonging to All India region (outside BTAD and NE regions) total of 18 sets are available. However, the counselling for the 18 seats would be done through JoSSA.*	II. 20% from North-East region excluding BTAD. III. 17% from All India excluding North-East Region. IV. 03%for physically handicapped candidates irrespective of region.
Degree (B. Tech) Lateral Entry	Through CITLET conducted by Institute.	The selection of serial no. (ii), (iii) & (iv) follow the reservation policy for SC, ST, OBC and General as laid down by the Central Government. In case the seats as mentioned in (ii), (iii) & (iv) are not filled up by respective candidates, the seats are filled up by candidates from the BTAD region.
Degree (B. Tech) Vertical Entry	On securing 65% in Diploma Course at CIT (5% relaxation for SC/ST).	
Degree (B. Des.) Direct Entry	60% through CITBDAT conducted by Institute. 40% through UCEED conducted by IIT Bombay.	
Degree (B. Des.) Vertical Entry	On securing 65% in Diploma Course in AMT at CIT (5% relaxation for SC/ST).	

P.G. PROGRAMMES, DISCIPLINES/ DEPARTMENTS AND INTAKE CAPACITY

Sl. No.	Name of Programme	Department	Intake Capacity
1.	M. Tech. in Water Resources and Hydraulic Engineering	Civil Engineering (CE)	18
	M. Tech. in Green Energy Technology.	Civil Engineering (CE)	18
	M. Tech. in Food Engineering and Technology	Food Engineering and Technology (FET)	18
	M. Tech. in Computer Science and Engineering	Computer Science and Engineering (CSE)	18
2.	M. Des. in Multimedia Communication & Design.	Multimedia Communication & Design (MCD)	15

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ELIGIBILITY CRITERIA: The details of the eligibility criteria for admission to various M. Tech. and M. Des are given in this section. The same may be reviewed in the Senate meeting from time to time. Relaxation in academic qualification for candidates from reserved categories is as per Government of India guidelines.

Minimum qualifications for M Tech Programme: Minimum CGPA of 6.5 or 60% of marks or First Class in the qualifying degree, fulfilling specific requirements for different disciplines as indicated below:

Food Engineering & Technology: B.E/ B. Tech degree in Food Technology/ Food Engineering /Food Engineering & Technology /Food Technology & Biochemical Engineering /Agricultural & Food Engineering/ Biotechnology or M.Sc. degree in Food Technology/ Food Science and Technology/ Food Processing Technology/ Biotechnology for the specialization of Food Engineering & Technology or equivalent.

Water Resources & Hydraulic Engineering: B.E/ B. Tech Degree in Civil Engineering/ Water resources/hydraulic Engineering or equivalent for the specialization.

Green Energy Technology: B.E/ B. Tech Degree in Electrical Engineering/ Mechanical Engineering/ Electronics Engineering/Instrumentation Engineering/ Energy Engineering or equivalent.

Computer Science & Engineering: B.E/ B. Tech Degree in Computer Science & Engineering/ M.Sc. (Computer Science/Information Technology)/ Graduates (AMIETE) from Institution of Electronics and Telecommunication Engineers (IETE) in Computer Science & Engineering or MCA from a recognized Institution or equivalent and a valid (GATE) score.

Minimum qualifications for M. Des. Programme

Minimum CGPA of 6.0 or 55% of marks in the qualifying degree/diploma. Candidates who have completed three year degree programme (10+2+3 pattern) in any specialization from a recognized college or university with a minimum experience of one (1) year of professional programme / work experience in the relevant areas of art, animation, multimedia, mass media and design OR passed Four (4) year B. Des/ BFA/ BVA/ Bachelors in Multimedia/ Fashion/ Accessory design or equivalent or appearing final year examination in similar course OR Five (5) year professional degree in BFA, BVA or equivalent.

Strength of the current teaching staff

Professor	Associate Professor	Assistant Professor	Contractual	Total Strength
7	12	66	3	88

Some of the key areas which are being considered for preparing the IDP for fulfilling the academic requirements of the NEP 2020 are as follows.

Multidisciplinary Education

The institute is in a process of reviewing and revising the existing curriculum of all the programmes being currently offered. This revision shall be executed in a multidisciplinary approach in order to fulfil the objectives of NEP 2020.

In this holistic multidisciplinary approach, faculty members from various departments shall work together and exchange their knowledge amongst them to prepare a comprehensive plan for finding out appropriate solutions of all the challenges.

Based on the available resources and challenges faced by the region, the institute proposes to offer the courses/ programmes to develop the key skills and nurture talent of the youths of the locality. Keeping in mind the economic conditions of the region, CIT is geared towards offering modular pattern of education wherein the youths can be trained to become productive workforce and awarded certificate stage-wise so that they can contribute to the development of economy at large and earn while continuing their study.

Plan to incorporate multidisciplinary education in the institute:

1. Implementations of phase wise strategies for becoming a comprehensive, multidisciplinary institution by introduction of Choice Based Credit Semester System.
2. Designing a flexible and innovative curriculum that includes credit-based courses and projects in the areas of community participation and service.
3. Introduction of vocational programs apart from conventional technology-based programmes. Introduction of courses based on Environmental education in order to achieve multidisciplinary education.
4. Strategies of the institute to introduce multiple entry and multiple exit provisions in its programmes. As an immediate effort, the department of Physics of the institute is preparing to start a two (2) year PG program 'M.Sc. in Material Science' in alignment with NEP-2020 from the ensuing academic session. This program aims at fulfilling the following aspects of the NEP-2020.

    (a) NEP-2020 encourages a holistic and multidisciplinary education in the Universities as per the clauses 11.4, 11.6 and 11.10 of the NEP 2020 documents. The programme M. Sc in Material Science at CITK shall be an example of multidisciplinary approach where students from various backgrounds such as physics, materials science, electronics, electrical, instrumentation and other related fields can be enrolled.

    (b) The main focus of the program will be to expose the students with advanced knowledge of materials inculcating aptitude for research so as to meet the current challenges in the field of material science and applications. In this concern, an industrial based training shall also be facilitated to the students at least for three months of duration during the programme. (Clause 11.12).

    The program is targeted to fulfil the aspirations of the young graduates from the backgrounds of Science and engineering such as Physics, Engineering Physics, Materials Science, Nano-science, Nanotechnology, Electronics, Electrical, Instrumentation, Mechanical, Civil, Metallurgy and Ceramic Engineering etc.

All the passing out students of the Program will get an opportunity to pursue their higher study in courses like Materials science, Engineering, Nanotechnology and green technology etc. Moreover, they are likely to get an opportunity in organizations like DRDO, HAL, BARC, ISRO and, R&D lab of various industries related to the development of new storage devices, sensors, car industry etc. This program shall be mostly a fulfilling opportunity for the young graduates of the BTR region.

The course structure and detail syllabi of the programme prepared by the concerned department have been moderated and appreciated by the professors of IITs, NITs and some other reputed state universities. Currently the preparation of related regulations of the said programme is under process.

5. Expansion of the ongoing research programmes of the institutes to address the most critical problems and challenges of the local society.

2. Academic Bank of Credits (ABC)

The Academic Bank of Credits (ABC) is an important part of NEP 2020 and is designed to give students greater flexibility in pursuing their academic goals. The ABC database allows students to collect, store, and transfer credits earned through different streams like college-based programmes, apprenticeships, multiple entry and exit points, technology-enabled virtual mobility, etc.

Students can choose the credits they wish to accumulate in the database according to their aspirations without being restricted by the duration of a degree programme or academic stream. This system also enables universities to recognise and appreciate the upskilling of students at their own will. The ABC database creates a holistic assessment of the students based on the credentials accumulated in it.

For successful implementation of ABC, the institute needs to create digital repositories for storing and issuing credits with comprehensive documentation, as well as infrastructure for peer-to-peer credit transfer between similar level institutions. They must also ensure that transparent evaluation protocols are set up for each type of credit being transferred into the database. Furthermore, institutes must set up dedicated departments or committees for assessment, tracking, and management of student records in ABC.

Plans to implement ABC.

1. The ABC is a (portal) bank of academic credits under the subset of National Academic Depository. While both of them are linked with DigiLocker to facilitate the acquisition of data of a student/candidate by other stakeholders for verification as the student ABC ID are provided and authorized by the Institute as well.

2. CITK is a registered member of Academic Bank of Credit (ABC) and National Academic Depository (NAD) with **NAD ID: NAD010226**. Till now, the NAD cell of the institute has registered around 1000 students into the DigiLocker and ABC portals. Since, this platform gives a facility to digital acquisition of the academic records (mark sheets, certificates) from the DigiLocker accounts and also to allow the multiple entry and exists of the students from and to the Institutes, the maintenance of the data is one uphill task. To this end, CITK has already acquired all the basic personal details of the ABC registered students and recorded it for any further requirements. Besides, in coordination with the examination cell, academic credit data (marks, certification data) have been entered in the prescribed format of the ABC.

3. Till now, verification and uploading of the data of all the ABC registered Diploma, B. Tech, and M. Tech students for the examinations held in June, 2022 have been completed.

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4. The institute is planning to sign Memorandum of Understandings (MoUs) with different institutions/organizations of repute with a vision of starting seamless collaborations and to enable credit transfer.

Skill Development

As per the provisions of the New Education Policy 2020, the institute should take initiatives to support vocational and skill education. To be ready for this, it's important to have a well-developed skill development programme in place.

Hence the institute is in a process of mapping out its skill development resource requirements, such as trainers, infrastructure, courses, and associated paperwork.

Plans for skill development initiatives:

1. The institute shall give effort to strengthen the vocational education and soft skills of its students. This plan shall also include inculcating skills like creativity, critical thinking, problem solving, goal setting and decision making amongst the students in line with the National Skills Qualification Framework (NSQF).
2. The institute is promoting experience-based learning by making internships and apprenticeships as an essential component of their programme in order to bridge the gap between theoretical knowledge and practical application.
3. The institute is in a process of reviewing its curriculum to ensure that the curriculum is up to date with industry needs.
4. The institute shall also explore the possibility of offering vocational and skill based programmes through open and distance learning mode.

Indian Knowledge System

Integration of Indian knowledge systems into the overall NEP 2020 implementation plans of the institute is an important aspect as per NEP 2020. While implementation NEP 2020, emphasis on strengthening India's cultural legacies and ancient wisdom shall be given. In order to do so, courses or programmes related to Indian knowledge systems must be included in college curriculum and classrooms.

Plans to introduce Indian Knowledge System:

1. The institute is planning to offer programme on humanities and social sciences in line with the NEP 2020. The curriculum of these programmes shall be designed integrating Indian knowledge system, Indian ancient traditional knowledge Arts, Culture and traditions.
2. The institute shall take initiative to train its faculty members to provide classroom delivery in bilingual mode (English and vernacular) once appropriate guidelines in this regard is received from the regulatory bodies.

5. Outcome Based education (OBE)

Outcome Based Education (OBE) has been at the heart of the New Education Policy 2020. To be ready for OBE, the institute must define clear learning outcomes for each of the courses being offered, as well as create mechanism of assessments to measure these outcomes accordingly.

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The institute also needs to adopt student-centric teaching methods and provide students with access to a variety of resources that range from audio-visual materials to classroom simulations. This helps ensure that the educational experience offered by an institute is more holistic and effective, and that the learning outcomes are being met.

Plans to practice OBE:

1. This institute has planned to transform its curriculum towards Outcome based Education (OBE). In order to achieved this serious efforts have been put on creating an effecting teaching learning process by aid of modern teaching aids.
2. Periodic assessment of achievement of the learning outcomes of all the programmes shall also be practiced.
3. Training plan for the faculty members has been prepared on OBE-related processes such as assessment design and development.
4. The institute is preparing to apply for accreditation of its programmes by bodies like NBA and NAAC.

D. Research and Development Infrastructure

To encourage research, innovation, and knowledge creation, CIT Kokrajhar must develop its existing research and intellectual property (IP) infrastructure. Here is a proposal for a solution that will take into account the demands for the now, the future, the present, and the long-term in accordance with the UGC Guidelines for Institutional Development Plan for Higher Education Institutions (HEIs).

Sl. No.	Types of R&D facilities	Future Plan	Time-line (Years)
1.	Enhancement of Laboratory Facilities:	We propose to modernize and expand our existing laboratory facilities to accommodate the increasing demand of cutting-edge technologies for research activities.	01 – 02
2.	Faculty Development:	In the short term, we intend to encourage faculty members who have not yet finished their PhDs to do so in order to strengthen our research workforce.	01 – 02
3.	Conference, Research Workshops and Seminars:	Organize conference, workshops and seminars in order to create a research-oriented culture and provide a platform for faculty and students to exchange ideas.	01 – 02
4.	Library Resources:	Invest in additional research journals, databases, and e-books to further enrich our library's resources.	01 – 02

5.	Interdisciplinary Research Centres:	To promote multidisciplinary cooperation, establish new research centres in developing disciplines including data science, renewable energy, and artificial intelligence.	02 – 05
6.	Industry Collaborations:	Forge partnerships with industries for collaborative research projects, providing opportunities for students and faculty to work on real-world problems.	02 – 05
7.	Faculty Research Grants:	Implement a grant program to encourage and financially support faculty members in their research pursuits.	02 – 05
8.	Research Park:	Establish a research park or innovation centre for cutting-edge research and technology development to encourage cooperation between academia and industry.	05 – 10
9.	Doctoral Programs:	Introduce new doctoral programs in areas of research excellence to attract and nurture research talent.	05 – 10
10.	Research Scholarships:	Establish scholarships for meritorious and deserving students pursuing research degrees to promote academic excellence.	05 – 10
11.	Intellectual Property Commercialization:	Emphasis on technology transfer and revenue generation through the commercialization of IP created within the institution.	05 – 10
12.	Centres of Excellence:	Establish Centres of Excellence in our core research fields to attain recognition for our research skills on a global scale.	10 plus
13.	International Research Collaborations:	For the purpose of promoting knowledge sharing and international research projects, establish significant research connections with international universities and research organizations.	10 plus
14.	Research Endowments:	Establish research endowments to guarantee ongoing support for research projects.	10 plus

The goal of CIT Kokrajhar is to establish itself as a centre for innovative and excellent research. In keeping with the UGC Guidelines for Institutional Development, our proposal lays out a detailed development plan for our research and intellectual property infrastructure. CIT Kokrajhar aspires to improve the research capabilities, develop talent, and make a substantial contribution to the progress of knowledge and regional development through strategic planning and implementation.

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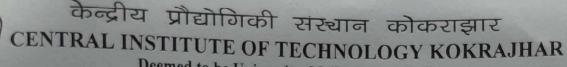## E. Supportive and facilitative infrastructure for students:

Sl. No.	Types of Infrastructure	Justification	Execution/ Time frame
1.	Institutional Values:	Development of Character, Commitment, Competency, Respect, Responsibility, Social Services, Team work, Scientific thinking, Ethics, Lifelong learning amongst the Students.	Institute is continuously working to inculcate these values amongst the students. Continuous process
2.	Institute Vision:	1. To promote a two cycle modular degree structure with the objective to make students free from a single career path by enabling them to opt for alternatives at different stages of their study. 2. Address challenges in rapid shifts in the nature of demand for skills by emphasizing on research, development, commercialization and industrialization with necessary thrust to shift from traditional mass approaches to provide more customized training. 3. Ensure access to education, training, knowledge and technology for promoting skills and innovations to all. 4. Foster skills development with innovative teaching techniques and learning technologies such as e-business and e-learning. 5. Establish a world class Institute for education, career, technology and vocational training. 6. Empower the people to fulfil their aspirations by fostering know how in technology and vocational training to produce skilled and trained manpower from the area by serving as a link between education, industry and economic self-reliance. 7. To focus on Institute Industry partnership to implement innovative strategies to create new entrepreneurs, enterprises and industries with access to leading edge skills and on-the-job training.	Vision of the Institute is long term goal which may be achieved in 10 years or so.
3.	Trust Among Stakeholders and outsiders:	Institute is committed to develop trust (self and mutual) among all stakeholders based on their commitment and contribution.	Institute is continuously working on it. Continuous process.

4.	Institutional Traditional Rituals:	1. Values, rituals and traditions cultivated by seniors over several years will be carried out further as an Institutional culture to involve every stakeholder in strong emotional bondage. 2. This will improve the commitment of stakeholders to fulfil their responsibility toward Institutional development.	Institute is following this tradition. Continuous process.
5.	Legacy of the system	1. The Institute will carry the traditions cultures and hence the legacy of the system by arranging required number of such programs, festivals etc. 2. The Institute will also maintain organizational hierarchy.	Institute is following this tradition. Continuous process.
6.	Goal setting amongst the students:	Goal setting in every student by creating awareness about opportunities is a major responsibility for students. The Institute system will motivate every students and identify the best among them and support them to set a vision to prosper	Continuous monitoring and motivation for students are taking place in every Department level. Continuous process.
7.	Safety and Security and Basic needs for students:	The Institute is responsible to give safe and secure ambience within the campus and hostels. All the basic needs like medical facilities, pure drinking water, Library and comfortable ambience are very much necessary for development of young mind.	Hostel Management Committee and Dean of Student Affair continuously working on these matters. Continuous process.
8.	Students Mental Health:	The Institute ensures that students are in good mental health.	Continuous counselling for students through orientation program and professional bodies takes place. Continuous process.
9.	Openness in terms of information	The Institute will maintain openness and transparency in admission process, teaching-learning process, examination and evaluation process, research and publication etc.	Institute is maintaining these openness. Continuous process.
10.	Respect and Perception about the Organization:	The Institute system should be maintained in such a way that every individual stakeholders of the system must show a positive perception about the organization.	Continuous process.
11.	The ability of the Institute to fulfil the promises:	The institute will try to overcome its failures through proper discussions with the stakeholders and using the autonomy of the Institute	Continuous process.

Conclusion

As a learning outcome of the IDP it is evident that higher educational institutes in India must go through a phase of transformational change as per the National Education Policy 2020. This transformation needs to be achieved through a holistic approach. The institute shall take appropriate measures to monitor the implementation of the IDP in the institute.

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