4. Guidelines for Institutional Development Plans for

BETHLAHEM INSTITUTE OF ENGINEERING

KARUNGAL - 629 157, KANYAKUMARI DIST., TAMIL NADU.

(Approved by AICTE Vide : FNo. 06/05/TN/E&T/2007/25 dt. 02-06-2008 &
Affiliated to Anna University, Chennai)

Phone : 04651 - 268466, 268655, Fax : 04651 - 268466

E-mail : mail@bethlahem.org, Website : www.bethlahem.org

1.1 STRATEGIC PLAN

Institutional Development Plan

Sl. No	Description	Type		On going	Yet to begin	2024	2025	2026	2027	2028	2029
		Short term	Long term								
	1.TEACHING LEARNING PROCESS & EVALUATION (TLPE)										
1.1	Academic Excellence (includes as per guidelines for Institutional Development Plans for HEI			✓		-	60 %	70 %	75%	82 %	85%
1.2	Department Development Plan (DDP)	✓									
1.3	Programme Advisory Committee (PAC)	✓									
1.4	RBT Based Question paper setting & scrutiny	✓									
1.5	Faculty publication improvement and citation of the college which is helpful for autonomous status		✓								
1.6	Performance appraisal system	✓									
1.7	Special Interested Group(SIG)	✓									
1.8	Club activities	✓									
1.9	FOP/FDP			✓							
1.10	HR Practices in HEI as per UGC act (Staff Members)			✓							
1.11	Alumni Network			✓							

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2. TRAINING , PLACEMENT & SKILL DEVELOPMENT (TPSD)										
2.1	Training & Placement strengthen the Industry-Institution Interaction through Industrial Training programmes			✓		Increasing the placement activites of our students in Tier-I , Tier-II & other companies based on the students caliber (Minimum of 70 %)	75 %	80%	85%	
2.2	HRs Conclave				✓	Minimum of one programme per year	Minimum of one program me per year	Minimum of one programm e per year	Minimum of one programme per year	Minimum of one programme per year
2.3	Signing of MoU's with MNC's (Internship , IV & Project based MoUs)			✓						
2.4	Industry Institute Interaction Cell(IIIC)			✓						

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2.5	Special Labs				✓					
2.6	Encourage STARTUPS by identifying promising ideas through Tech Hackathons , provide state of the art makers space and incubation facilities (EDC Cell)			✓						
2.7	Industry powered lab				✓					
2.8	Small company enabled inside the campus like software park or incubation center			✓						
2.9	Skill Development to start tinkering and Engineering exploration labs in first year and build it into an experimental learning course over the next five years			✓						
2.10	Career Guidance Cell			✓						
3.BRAND BUILDING OF THE INSTITUTION										
3.1	YouTube channel			✓						
3.2	Social media team for brand building			✓						
3.3	Software development team inside the campus			✓						

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3.4	Best Project prototype in front of the department			✓						
3.5	Awards of the institution like Time award, business chronological award Green campus and plastic free campus award			✓						
3.6	Stationery Shop inside the campus			✓						
3.7	Alumni association			✓						
3.8	All the Ph.D holders must be a recognized research supervisor.			✓						
3.9	Give official mail ID for all the students and faculty			✓						
3.10	Data Center			✓						
3.11	IQAC for all types of audit			✓						
3.12	ERP automation for paper less campus			✓						
3.13	5 S implementation				✓					
3.14	ISO certification			✓						
3.15	E- vehicle					✓				

16/6/2025

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3.16	Outreach activities cell				✓					
3.17	2 (f) Recognitions from UGC					✓				
3.18	12 (B) Recognitions from UGC				✓					
3.19	IPR cell Generate intellectual property through research upgrade the qualifications of all the faculty to Ph.D level in the programme				✓	Applying IPR Minimum of one per programme	Minimum of one per programme	Minimum of one per programme	Minimum of two per programme	Minimum of two per programme
3.20	Accreditation NAAC					Accredited by NAAC with 'A' Grade(First Cycle)				
3.21	Accreditation NBA						Submissi on of SAR to NBA			
3.22	Research Center						✓			
3.23	Permanent Affliation for Eligible programs						✓			
3.24	Center of Excellence		✓							
3.25	Seek funds for R & D from AICTE , DST and other agencies			✓						
3.26	NIRF Ranking			✓						

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3.27	Autonomous Status					An application has been submitted to the UGC for Autonomous Status				
3.28	Degree Awarding College		✓							
3.29	Establish tie-up with reputed international universities for staff and student exchange programmes		✓							
3.30	Admission			✓						
3.31	Physical Infrastructure			Our Institution's Physical Infrastructur e facilities is comply with the noms of AICTE, UGC, NAAC. And Anna University						

16/6/2025

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UGC Guidelines for Institutional Development Plans for Higher Education Institutions (HEIs)

ज्ञान-विज्ञान विमुक्तये

सत्यमेव जयते
Ministry of Education

University Grants Commission
Bahadur Shah Zafar Marg, New Delhi-110002

UGC Guidelines for Institutional Development Plans for Higher Education Institutions (HEIs)

Preface

In the tapestry of India's educational landscape, Higher Education Institutions (HEIs) play a pivotal role, extending beyond academia to shape the country's future through knowledge, research, and innovation. These institutions are instrumental in building the nation, fostering socio-economic empowerment, and ensuring global competitiveness.

The "UGC Guidelines for the Institutional Development Plan for Higher Educational Institutions (HEIs)" serves as a guiding light for institutions striving to evolve and excel within this dynamic educational framework. This comprehensive framework is a culmination of insights, best practices, and collective wisdom gleaned from esteemed leaders, policymakers, and educational visionaries across India.

Acknowledging the diverse challenges and immense opportunities within India's higher education sector, these guidelines present a strategic roadmap tailored to empower HEIs. Whether it's elevating academic standards, fostering research excellence, championing inclusivity, or embracing technological advancements, this resource aims to equip institutions with the requisite tools to navigate the evolving landscape effectively.

Emphasizing interdisciplinary collaboration, industry alliances, and community engagement, these guidelines advocate for a holistic approach to institutional growth. They aspire to cultivate an environment where innovation flourishes, knowledge is accessible to all, and a pursuit of excellence becomes intrinsic to the ethos of every HEI.

Recognizing the distinctiveness of each institution, shaped by its context, strengths, and aspirations, these guidelines are designed to be adaptable. They encourage HEIs to tailor their development strategies while upholding fundamental principles of academic integrity, fairness, and responsibility.

As India's higher education sector charts its course to greater prominence globally, these guidelines aim to ignite transformative growth within institutions. May they inspire a new era of HEIs that not only meet the evolving needs of the nation but also contribute significantly to the global academic narrative.

Warm regards,

Prof. M Jagadesh Kumar
Chairman
University Grants Commission

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Members of the Committee for preparing IDP Guidelines

Sl. No.	Name and Designation	
1.	**Dr. N. S. Kalsi IAS Retd.** Chairman, NCVET, New Delhi	**Chairman**
2.	**Prof. Govindan Rangarajan** Director IISC, Bangalore	**Member**
3.	**Prof. S. Karmalkar** Director IIT Bhubaneswar	**Member**
4.	**Prof. Shalini Bharat** Director, Tata Institute of Social Sciences, Mumbai	**Member**
5.	**Prof. Rupesh Chaturvedi** School of Biotechnology, Jawaharlal Nehru University	**Member**
6.	**Sh. Satish Pradhan** Former Advisor Tata Group and CHRO Tata Sons, Mumbai	**Member**
7.	**Sh. Jayant Krishna** Former CEO, National Skill Development Council	**Member**
8.	**Dr. Archana Thakur** Joint Secretary, UGC	**Meeting Co-ordinator**

PREAMBLE:

World over there is an increasing interest in the quality and standards of education and higher education, reflecting both its rapid growth and cost to the public and the private finances. Our imperative of nation building, an equitable and just society, and doing justice to the current and future generations of Indians is predicated on achieving our aspiration to be the leading knowledge-based economy in the world. Indian higher education will need to demonstrate that it takes quality to a significantly more advanced level and puts into place the means of attaining, demonstrating and assuring that sustainable quality.

The Hon'ble Prime Minister has observed that the large number of upcoming universities, colleges, IITs, IIMs and AIIMS are the strong building blocks of new India. India's rich education system is the carrier of India's prosperity. Soft power of India is becoming a success story of the Indian youth. Our new generation should be future-ready, with the temperament to accept and face challenges, this is possible only through the vision and mission of high-quality educational institutions.

The challenges and demands, which are emerging both inside and outside India in the face of this context and the internationalization of higher education, demand a powerful and concerted response. The commitment of all those involved in the creation, discovery, dissemination, connecting and application of knowledge, augurs well for the fulfilment of a truly Indian approach to the quality and quality assurance of our higher education ecosystems.

Enabling the Higher Educational Institutions (HEI) to undertake the Academic and Professional Excellence journey is at the heart of these guidelines. The vision of, the National Education Policy (NEP) 2020, Sustainable Development Goals (SDGs), National Credit Framework (NCrF), and Integration with the Academic Bank of Credits (ABC) among other anchors, lie at the core in the pursuit of higher level goals. The National Education Policy (NEP) 2020, seeks to transform higher education by focusing on skill-based education to meet the needs of the industry and the economy.

The National Education Policy 2020 enunciates that Quality Higher Education needs to aim to develop good, thoughtful, well-rounded, and creative individuals. HEIs need to enable an individual to study one or more specialized areas of interest at a deep level and also develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.

The UGC has sought to provide guidelines for individual HEIs to develop their own Institutional Development Plans to further these aims set out in the NEP 2020.

Social and Academic Mission

The social mission is the main purpose of being for an HEI or a program in terms of doing social good. In the context of the IDP, this will enable the HEIs to not only become self-reliant centres of excellence for their academic and professional growth and research and developmental outcomes but also contribute to the overall social good by a multitude of other aspects such as:

i. Equitable access to high quality affordable higher education for all including ~~to~~ Persons with Disability (PwD).

ii. Knowledge creation for societal growth and well-being through cutting-edge research, technical and non-technical solutions to societal problems conceptualised by HEIs.

iii. Integration & embedding of vocational education, training & skilling into higher education; Creditisation of all learning and integrating credits from academic, vet & skilling and experiential learning

iv. Creation of industry fit and entrepreneurial human resources for improving quality of life, the standard of living, all-round development, wellbeing and social good.

v. Reducing inequalities and enhancing gender parity, ensuring diversity and inclusivity and environmental awareness towards Sustainable Development Goals (SDGs), and other such overall goals.

vi. Internationalization of higher education, skilling and mobility of students, learners and workforce at all levels etc.

The academic mission in the context of IDP needs to be the portfolio of robust aims of the institution which seek to help students develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development. The Mission can further be summarised as below:

i. Promoting and strengthening holistic education, multi-disciplinarity, cross-disciplinarity and interdisciplinarity in the mutually supporting interdependent learning driven world.

ii. The facilitation and enablement of achieving key learning outcomes from the core learning of a discipline and its prescribed curriculum.

iii. Development of character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and contemporary capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.

iv. Learning to think, understand and do through skills and competencies such as critical thinking and problem solving, creative thinking and innovation, analytical thinking, adaptive thinking, design thinking & creativity, computational thinking, social intelligence, cross cultural competency, new media literacy, virtual collaboration,

decision making, conflict resolution and negotiations among many others. Thus building the foundations of a proclivity for continuous and lifelong learning.

Basic Principles

Emergent India with its multiple states is characterised by its diversity of socio-cultural traditions, languages, and nuanced in aspirations and expectations. This is currently accompanied by a range of institutions including - Universities, Deemed-to-be Universities, Colleges, Professional, Specialised, and Vocational/ Skilling etc. While the NEP 2020 and its forward-looking concomitants like National Credit Framework (NCrF) provide an overarching policy framework, this makes a single monolithic approach to quality, standards and quality assurance in higher education inappropriate.

In the light of India's diversity and variety, generally acknowledged as a strength, the Guidelines avoid a narrow, prescriptive and a rigidly formulated approach. There is a preference to generic principles, while being mindful of the specific requirements. One consequence of the generic principle is that the Guidelines focus on a balance of what should be the vision and action plan and how this can be best achieved and realised.

In sum, it is important to emphasize that these Guidelines are intended to enable various stages of this journey towards excellence in Higher Education with a concomitant ethos of continuous improvement, refinement, feedback and review based on our collective experience of their pursuit in the years to come.

It is equally important to emphasise that these Guidelines are framed to enable HEIs within the statutory, regulatory and mandated requirements of acts, rules, regulations, codes and guidelines as promulgated and applicable by the University Grants Commission (UGC) and other appropriate regulatory authorities like All India Council for Technical Education (AICTE), National Council for Vocational Education and Training (NCVET), National Council for Teachers' Education (NCTE), from time to time.

These Guidelines for HEIs are founded on key principles and approaches that emphasize:

i. Supporting HEIs in academic, research, and teaching excellence.

ii. Promoting learner-centric teaching, knowledge creation, innovation, and knowledge application.

iii. Advocating a multi-disciplinary integration including science, arts, humanities, vocational, sports, and more.

iv. Enabling integration and embedding of vocational education, training & skilling and the general education holistic learning as per National Education Policy 2020 and National Credit Framework (NCrF).

v. Enabling HEIs to balance comprehensive academic, administrative and financial autonomy with accountability, alongside with responsibility and IDP framework flexibility.

vi. Emphasizing participation, inclusivity, and responsive adaptability which is fostered by encouraging openness, collaboration, research, innovation, and community ties.

vii. Prioritizing good governance in HEIs and smooth IDP execution.

viii. Bridging the trust gaps among stakeholders while addressing the genuine interests of all stakeholders in higher education.

ix. Enabling a conducive framework for HEI-led research innovation and start-up ecosystem.

x. Enabling the provision of mechanisms for HEIs to shape the IDP.

xi. Enabling HEIs to be future-ready with a 15-year vision and span.

xii. Enabling the inter relationship between external quality assurance and accreditation processes for optimal benefit of stakeholders and the institutions.

Main Objectives and Goals to be Achieved by IDP:

The IDP needs to reflect an integrated, comprehensive and holistic approach that is mindful of every institution's unique vision/mission, context, life cycle stage, location, character, resources, environment, target group of students/ learners, other stakeholders and overall aspirations. The overarching purpose and aims of each unique institution are the key determinants of the mix of choices that will create excellence for that particular institution.

The main objectives of the IDP are :-

i. To articulate a clear vision and mission of the institution and align these with National Education Policy 2020, NCrF, SDG and institute's educational and research activities and social objectives.

ii. To assess institutional developmental needs through wide consultative processes.

iii. To identify capacity (human, material and financial) and organizational gaps, based on the goals and priorities.

iv. To develop Annual Activity/ Capacity Building Plans to build capacity and remove gaps.

v. To establish a transparent system for holistic, inclusive growth and development of the HEI through the application of all relevant tools, technologies and opportunities (esp Digital Technologies) for ensuring optimal utilization for overall balanced growth.

vi. To establish ethos of wholistic lifelong learning and an operative framework to promote the better employability and entrepreneurship,, by integration of skilling into Higher Education.

vii. Develop an operative framework to promote the Internationalization of education, international equivalence and exchange of faculty and students.

viii. To ensure meaningful engagement of all stakeholders in the development and implementation of its IDP.

ix. To quantify the institution's goals using Indicators and Time-Bound Targets, and Implementation Plans.

x. To undertake Periodic Reviews and appropriate measures for continuous course corrections and further improvements.

Strategic Goals and Development Objectives

Strategy Formulation

Strategic Formulation needs institutional leadership with a coherence of direction and sustained efforts over time. Hence tenure, quality of leadership and direction are key factors at the very heart of a good strategy. Equally important is the flow from strategic goals (as directional) into tangible (measurable milestone) objectives. The strategic (directional) goals are indicative of the compass to guide the journey and Institutional Development goals are sought to be indicated as the chosen pathways of institutional pursuit of those directional aspirations.

The following are Indicative basic steps for all HEIs in this journey: –

i. **Identify Strategic Goals**: Define the purpose, vision, and goals of the academic institution, including what the institution wants to achieve and why through the use of tools and techniques for strategy formulation like -

   a. Conduct a SWOC Analysis: Assess the Strengths, Weaknesses, Opportunities, and Challenges (SWOC) of the institution to determine opportunities and choices that need to be leveraged and areas that need improvement.

   b. Utilize appropriate models like the “S-Curve Analysis”, “Portfolio Analysis” etc: Plot the institution's progress using S-Curve Analysis to visualize its growth trajectory and identify potential bottlenecks. This will determine if the “Path is clear for scale and impact” especially for younger institutions. Determine a Portfolio Mix for the institution of choices of “streams of capability”, programmes, products and offerings.

   c. Determine the sustainability and viability proposition for all stakeholders over time as an anchor / beacon. Undertake Stakeholder analysis to underpin the rationale for the Choice of Strategic goals.

   d. Analyze and align Interlinkages: Examine the interlinkages between different areas of the institution, such as “streams of capability”, academic programs, pedagogy, research initiatives, field/ community/ industry engagement, and student and faculty support services, to ensure alignment with overall goals.

ii. **Define Objectives**: Break down the goals into specific, measurable, attainable, relevant, and time-bound objectives.

iii. **Identify Tactics**: Determine the most effective choice of ways to achieve the objectives, including the allocation of resources, partnerships, thrust areas, initiatives and sequencing. The enabling processes and incentivisation (material and intangible modes) of garnering funding, support and energy for success.

iv. **Prioritize Initiatives**: Determine which initiatives are most important, their sequencing and allocate resources accordingly. Identify and garner / mobilise resources.

v. **Develop the Plan**: Outline a detailed plan of action, including timelines, milestones, and responsible parties for each initiative.

vi. **Implement the Plan**: Execute the plan and monitor progress, making adjustments as needed.

vii. **Review, Evaluate and Report**: Regularly review and evaluate the plan, including measuring progress against objectives, using the S-Curve and analysing interlinkages, and making changes as needed to ensure continued success.

A. Strategic Goals

These are indicative only. Institutions need to set their strategic goals in their own words. These goals serve as a guide. Institutions can customize them based on their specific context.

i. Ensure accessible, affordable, and transparent student admissions, emphasizing equality.

ii. Streamline recruitment, training, motivation, and retention of skilled faculty.

iii. Prioritize a student-focused approach, enhancing faculty skills for better educational outcomes.

iv. Foster entrepreneurship and experiential learning among both students and faculty.

v. Champion holistic development focusing on academic, research excellence, and its reinforcement.

vi. Adopt a comprehensive perspective, nurturing every aspect of individual growth.

vii. Cultivate a sense of community, cultural appreciation, nature connection, and student advocacy.

viii. Equip students to become global citizens by internationalizing education.

ix. Support both students and faculty in achieving their professional and personal aspirations.

x. Boost student enrolment, retention, and graduation metrics.

xi. Intensify support for under-represented student groups, ensuring their success.

xii. Offer avenues for gaining knowledge in emerging domains of global significance.

xiii. Implement inclusive hiring practices, emphasizing continuous faculty development.

xiv. Encourage digital modes of learning and teaching.

xv. Identify innovative revenue streams to bolster financial sustainability.

xvi. Enhance the institution's global and regional stature and rankings.

xvii. Seamlessly integrate quality skill education within higher education.

xviii. Enhance student employability on both national and international fronts.

xix. Develop a sustainable research and innovation environment.

xx. Foster relationships with alumni, communities, industries, and other stakeholders for institutional growth.

xxi. Strengthen Academia-Industry and Academia-Community partnerships via diverse initiatives.

xxii. Adopt the National Credit Framework (NCrF) and Academic Bank of Credits (ABC) for a fluid student mobility and flexible learning. Establish a rigorous accreditation system emphasizing transparency, autonomy, and quality outcomes.

B. Development Objectives

These are indicative only. These objectives may be categorised as illustrated below and conceived of as discrete but integrated dimensions of the institutions development.

i. **Academic and Fiduciary Governance**: This category includes objectives related to the management of the institution, and oversight of the institution's academic programs and processes.

ii. **Curriculum and Pedagogy**: This category includes objectives related to the design and delivery of academic programs, such as curriculum excellence and pedagogical excellence.

iii. **Integration of Skills into Academics at all levels**: This category includes objectives related to integration of vocational education/ skills into general education as required under holistic education as envisaged by NEP 2020/ National Credit Framework (NCrF) through National Higher Education Qualification Framework (NHEQF) aligned courses or National Skill Qualification Framework (NSQF) aligned courses and Qualifications.

iv. **Faculty and Staff**: This category includes objectives related to the recruitment, development, retention, and promotion of faculty and staff. Human Resource Management (HRM) is pivotal for Higher Education Institutions (HEIs). Given the unique blend of academia, research, and administration within HEIs, effective HRM ensures that the right talent is attracted, nurtured, and retained. By fostering a conducive environment for academic and research excellence, HRM shapes the institution's ethos, culture, drives innovation, and influences educational outcomes. Furthermore, through strategic planning, training, and development, HRM plays an indispensable role in ensuring HEIs stay at the forefront of global education trends and standards.

v. **Governance and Compliance**: This category includes objectives related to the institution's administrative, and financial governance, as well as its compliance with legal and regulatory requirements

vi. **Research and Development**. This category includes objectives related to the institution's overall research and innovation goals. For effective Research and Development, institutions need to establish a clear strategy encompassing: defining research goals, and a research portfolio, aligned with institutional aims, securing external funding, provisioning essential research infrastructure, recruiting and mentoring top-tier research faculty, and fostering collaborations and partnerships. Additionally, they should uphold research integrity through established ethical practices, amplify research findings across academic and public platforms, enable implementation of actionable points, and where possible monetization of research (including start-up support and intellectual property management), conduct thorough research assessments, and instate efficient research management systems.

C. Operationalisation

Recognising that Institutional Development is being undertaken by the HEIs, it is imperative that the autonomy of the institutes is maintained while developing and operationalising the Plan for such an endeavour. Therefore, the IDP guidelines are self-regulating in nature. The HEIs may choose to provide institutional support and infuse collaboration and coherence across various units, departments and activities in operationalisation with appropriate mechanisms to effectively implement the IDP.

The key enablers to this are:

i. **Clear Objectives**: Begin with well-defined, measurable objectives that align with the institution's mission.

ii. **Task Breakdown**: Decompose each strategic goal into specific, actionable tasks or initiatives.

iii. **Overall Stewardship & Responsibility Allocation**: Provision for governance oversight and assign specific tasks to a particular department, team, or individual, ensuring collaboration & interlinkage with clarity in roles and expectations.

iv. **Collaborative Environment**: Promote a culture of collaboration and knowledge sharing, allowing for synergies between departments and teams

v. **Metrics & KPIs**: Establish clear metrics and Key Performance Indicators to evaluate progress and effectiveness of individual tasks and interlinked outcomes.

vi. **Technological Tools**: Implement management and monitoring software to automate tracking, reporting, and communication.

vii. **Communication Channels**: Maintain transparent and open lines of communication among all stakeholders to ensure alignment and foster a sense of ownership.

viii. **Training & Development**: Offer continuous training and professional development to equip staff with the necessary skills and knowledge.

ix. **Resource Allocation**: Ensure sufficient resources (financial, technological, human) are dedicated to each strategic initiative.

x. **Feedback Mechanisms**: Implement regular reviews, surveys, and feedback loops to gauge progress and make necessary adjustments..

xi. **Agility**: Develop an adaptive mindset, timely decision making allowing for flexibility in the face of changing external factors or unforeseen challenges.

xii. **Stakeholder Engagement**: Involve all relevant stakeholders, from faculty and staff to students and external partners, ensuring a holistic approach.

xiii. **Continuous Review**: Periodically revisit the strategy to ensure its relevance and make adjustments based on evolving institutional needs and external shifts.

By prioritizing and integrating these enablers, HEIs can effectively operationalize their strategic goals and drive towards successful implementation.

Institute Development Plan (IDP) FRAMEWORK - Major Components (Parameters for Institutional Excellence)

As stated above, The IDP needs to reflect an integrated approach that is mindful of the institution's context, life cycle stage, location, character, and aspirations. *While each parameter represents a vertical and has depth, the need to integrate these into an optimal whole cannot be overemphasised*. The overarching purpose along with the aims of each unique institution are the key determinants of the mix of choices that will create excellence for the institution. The 9 Enabler Parameters are enumerated here (and elaborated in the Annexure section). While significantly interconnected and interdependent, they are articulated in a logical flow emerging from the Strategic choices of the HEI and their manifestation into the parameters of Enablers of Governance, Financial, to Academic, Research & Intellectual Property, Networking & Collaboration, Human Resources, Supportive & Facilitative, Physical and Digital. The sequence of approaching these has benefits to the planning process and subsequent iterations. It is imperative for the Institutions to configure the *Physical, Digital enablers as foundational*, albeit "purpose driven" elements of the IDP. While each of these are substantive and have "stand alone" depth, they provide the web of parameters for thinking through the plan, warranting an iterative, continuous and concurrent approach to the journey towards Excellence.

A. Governance Enablers

1. Overview:

In the context of HEIs, governance refers to the systematic approach by which educational institutions are directed, controlled, and held accountable. It encompasses the methods and frameworks utilized for decision-making, risk monitoring, and performance enhancement.

a) While it is process-oriented, good governance is integral to establishing an institution's core values and culture. Governance needs to balance and integrate the "belief systems" and the "control systems".

b) Governance within HEIs not only revolves around institutional structures and policy development but also entails a comprehensive mesh of legislative & regulatory frameworks, financial accountabilities, as well as informal structures that guide institutional behaviour.

c) Good governance in HEIs seeks to strike a balance between institutional autonomy and accountability. It can be a self-driven initiative by HEIs to demonstrate responsible autonomy, an alignment with modern public management strategies, or a protective measure against potential mismanagement.

The Importance of Effective Governance in HEIs

a) **Institutional Structures**: Establishing active leadership bodies like the Board of Governors (BOG), Senate, or Syndicate, Academic Councils, Finance Committees, and other prescribed and required bodies that ensure decision-making coherence and clarity.

b) **Balanced Autonomy**: Offering autonomy to HEIs should be complemented by transparent accountability mechanisms, promoting responsible self-management.

c) **Quality Assurance**: Robust processes and quality control mechanisms are vital to maintain and elevate academic standards.

d) **Stakeholder Inclusion**: Encouraging comprehensive stakeholder involvement, especially from alumni, enriches decision-making by integrating diverse perspectives.

e) **Financial Independence**: Setting levels of financial autonomy aids in steering the institution towards self-sustainability.

f) **Alignment with Society**: Effective governance aligns academic values with societal expectations, ensuring institutions remain relevant and responsive.

g) **Leadership and Strategy**: Emphasizing leadership skills, combined with a clear strategic vision, equip institutions to tackle present challenges and future uncertainties.

Core Objectives of Adopting Good Governance in HEIs:

a) Bolstering stakeholder trust and confidence.

b) Laying a solid foundation for enduring institutional success.

c) Positioning the institution to adeptly navigate evolving external dynamics.

d) Facilitating the smooth execution of institutional development plans.

e) Nurturing employability and fostering a vibrant start-up ecosystem.

f) Driving institutional brilliance by balancing autonomy with accountability.

g) Embracing innovative educational mediums, including e-learning and distance education.

h) Serving the diverse needs of all students, emphasizing inclusivity like promoting female participation, inclusion of SEDGs and PwD.

i) Adapting to the rising global dimension of higher education and leveraging insights from research and innovation.

j) Ensuring consistent quality assurance through structured governance.

2. How to improve Governance:

Ensuring fully functional BOG/ Senate/ Syndicate/ Academic Council

a) Providing autonomy with full accountability wrt all aspects of governance in HEI

b) Putting in place processes and quality assurance mechanisms

c) Involving all stakeholder including alumni in the processes leading to appointments/nominations/selections in the BoG/Senate/Syndicate/ Academic Council

d) Various levels of financial autonomy to be defined including striving for self-sustainability

e) Focusing on good governance which strives to preserve the integrity of the academic value system while at the same time adequacy of control systems.

B. Financial Enablers and Funding Models (Resource Generation)

1. Overview

Financial Enablers are the heart of the financial system and a prerequisite for its operation. Financial Enablers comprise the technical systems that deal with payments and financial instruments. A robust financial Enablers system would help the institutions to make and receive payments safely and efficiently along with creating routes for sustained research funding options.

A crucial enabler for HEIs would also be the inculcation of a professional and contemporary Financial Management approach within the compliance, regulatory and statutory boundaries. While Compliant Accounting is a non-negotiable requirement, Management accounting and data-based decision support can hugely strengthen the HEIs ability to navigate issues and options for financial structuring and resource mobilisation.

2. How to improve Financial Enablers:

a) **Funding Sources**: Identify and prioritize the existing & additional sources of funding for the development of financial enablers such as government grants, project overheads, research consultancies, patents, alumni donations, private sector partnerships, and fundraising campaigns.

b) The public funded as well as other HEIs must strive to work on a sustainable revenue model where the revenues are derived from the following main sources such as:

   i. tuition fee from the students

   ii. government grants and subsidies

iii. overheads earned on the sponsored research and development projects from the Government and private/ corporate sector

iv. endowments, philanthropic contributions and other income like CSR, royalties on intellectual property (IP)/ patents etc.

c) In a fully developed HEI, each of these sources need to contribute a balanced percentage to the total revenue, depending on the strategy & size of the HEIs. Therefore, HEIs must also focus on expanding their revenue sources in a "fit for strategy" model.

i. **Budget Allocation**: Determine how the budget will be allocated among different areas of the institution, such as Enablers of development, faculty and staff salaries, student services, and research initiatives.

ii. **Transparency**: Ensure that all financial transactions are transparent, accountable and auditable to maintain trust and credibility with stakeholders.

iii. **Financial Sustainability**: Develop a long-term financial plan that includes measures to ensure financial sustainability, such as diversifying income streams, controlling costs and increasing efficiency.

iv. **Investment Strategy**: Develop an investment strategy that maximizes returns while minimizing risk, to ensure that the funds generated from investments are used effectively to support the development of financial Enablers. The garnering of resources and their deployment including constructive policy recommendations for Funding Regulation and management can also be significantly aided.

v. **Collaboration:** Foster collaboration and partnerships with government agencies, private sector entities, and bi-and multi-lateral agencies, other institutions to leverage resources and expertise to support the development of financial Enablers.

vi. **Stakeholder Engagement**: Engage with key stakeholders, such as students, faculty, staff, alumni, governments, local industry, and local communities, civil society and international bodies, to understand their needs and priorities for the development of financial Enablers.

vii. **Additional Outreach Models for Fund Generation**

C. Academic Enablers

1. Overview

The Academic Enablers are a set of reference points which give institutions a shared starting point for setting, describing and assuring the quality and standards of their higher education courses & offerings. A desirable set of academic Enablers ensures a

healthy and progressive learning environment resulting in energy and interest which ultimately promotes better learning performance.

It is the responsibility of an institution to create an environment that not only assures learning, but also pays special attention to the mental and physical well-being of the students. HEIs need to provide a learning atmosphere to every student where they acquire knowledge and skills to grow as a responsible individual.

2. How to develop & improve Innovative Academic Enablers:

a) **Development**:

Innovative academic Enablers can be developed by means of various activities for creating innovators by means of Planning, Implementation, Evaluation, Feedback, and self-study report. The following steps may be helpful for developing innovative academic Enablers:

i. Conceiving and developing a robust institutional strategy based on adequate and appropriate analysis, choice making in line with the vision of the institution.

ii. Creating & retaining a strong faculty base through faculty recruitment, performance analysis and regular development programmes.

iii. Designing flexible curriculum and introducing multidisciplinarity in HEIs including appropriate integration of Vocational Education, Training and Skilling into the curriculum.

iv. Using appropriate industry experts in curriculum design & implementation.

v. Appropriate Mechanism & Enablers for the Upgradation of Curriculum.

vi. Developing leaders as role models through commitment & multi-tasking analysis.

vii. Developing students by offering a confidence-building education model through student integrated development model.

viii. Adhering to a specified/defined/regulated Student-Teacher Ratio for various forms of learning & assessment.

ix. Growth & expansion of the university through environmental analysis.

x. Introducing technology in the form blended mode of learning, Creation and delivery of digital content etc..

b) **Improvement:**

i. Learning and Teaching excellence, cooperative education, and research.

ii. Imparting high-quality professional and application-based education in a wide range of interdisciplinary areas.

iii. Approach by academia by ensuring 360° access to teaching & learning, skill & capacity building resources, research and Intellectual Property (IP) creation, protection & deployment.

iv. Embedding appropriate skills and employability skills, including soft skills, life skills and foundational technology skills into learning.

v. Curriculum to be a suitable blend of theory and practice and also available digitally that fosters potential minds to be active contributors in the process of social transformation of the habitat.

vi. Intensive and balanced use of the latest technology, i.e. AR, VR, ML/AI

vii. Practice-oriented and industry required research and pedagogy to make teaching and research unique, such as including Industry 4.0/5.0

viii. Implementation of blended mode of learning including digital and online learning

ix. Academic excellence and Professional Education delivery – student centric teaching and learning process, top quality professional education to students

x. Faculty: a high proportion of full-time faculty ~~(75-80%)~~ with Ph.D. or required industry expertise and quality research publications, IP Creation, Protection & Deployment. Incentivising industry and socially linked collaborative teaching and development of pedagogic material is a powerful enabler.

xi. Regular and continuous capacity building of faculty through refresher programs and training of trainers (in case of VE) especially in the following areas:

    a) Implementation and operationalisation of National Credit Framework (NCrF)

    b) Implementation and operationalisation of Academic Bank of Credits (ABC)

    c) Implementation and operationalisation of National Higher Education Qualification Framework (NHEQF) with level descriptors

    d) Integrating Vocational Education, Training & Skilling into HEIs

    e) Implementation and operationalisation of National Skills Qualification Framework (NSQF) with level descriptors

    f) Implementation and operationalisation of Indian Knowledge System (IKS) and Future Skills

xii. Curriculum for sensitization in terms of providing educational program for inculcating empathy, environmental understanding, PwDs and other special sections of the society.

xiii. Excellent physical and soft Enablers, modern Labs, with ubiquitous technology and learning platforms embedded

xiv. Create world class Open Online/ Digital/ Blended learning Resources for a Global student/ Audience (OCW, MOOCs)

xv. Provide Educational Leadership to other Institutions, Nationally and Globally

xvi. Inspiring and motivating learning environment - student or learner-centered; knowledge- centered; innovation-centered; and community-centered

xvii. Promote commercial business ideas while mentoring the student and becoming part of their Start-up ecosystem.

D. Research, Intellectual Property, and Supportive Enablers

1. Overview

Intellectual enablers, such as basic research, ideas, general-purpose technologies, and languages, serve as the foundation for a wide range of downstream productive activities. These enablers facilitate information production, innovation, education, and various socially valuable activities. Intellectual enablers are the "building blocks" of cumulative, dynamic systems. Additionally, intellectual property rights play a crucial role in protecting and commercializing research outcomes.

2. How to Develop Research, Intellectual Property & Supportive Enablers

To enhance new knowledge creation and intellectual property enablers, academic institutions can implement various strategies, including:

a) Involving all stakeholders in research, innovation, and scholarly publication.

b) Cultivating a culture of innovative thinking.

c) Promoting systematic institutional research.

d) Collaborating with universities, research centres, industry, and the community.

e) Focusing on quality research programs and intellectual property development.

f) Encouraging faculty participation in research projects.

g) Setting aspirational goals and creating resource optimization mechanisms.

h) Monetizing research outcomes through IP protection and commercialization efforts.

i) Identifying commercially valuable research outcomes and engaging with industry and fostering collaborations with industry stakeholders.

j) Providing training programs for researchers on research monetization and IP protection.

k) Defining clear licensing and technology transfer processes.

l) Offering mentorship and support to startups.

m) Exploring funding mechanisms and cultivating an entrepreneurial culture.

n) Continuously monitoring and evaluating research monetization efforts.

3. Research Enablers

a) Recognising and engaging with Government, Industry, Academia, and Society as key stakeholders in research and development activities, with evolving roles in a knowledge-based society and economy.

b) Choosing to play an appropriate role in advancing knowledge and creating a robust research ecosystem relevant to the Institution's aims.

c) Pursuing appropriate opportunities for the institution would include establishing a powerful research vision and portfolio. Improving resource availability, and enhancing research ecosystem support is a powerful driver.

d) Enabling interventions in the institution may involve creating research management structures, industry liaison offices, and fundraising offices to strengthen governance and collaboration.

4. Supportive and Facilitative Enablers

Supportive and facilitative enablers encompass intellectual and emotional aspects that foster a sense of belonging, pride, and ownership among HEI stakeholders.

a) To develop emotional surplus as enablers, universities need to provide an appropriate working environment, transparency in administration, and a culture of trust and respect.

b) Strategies for developing emotional surplus include learner-centric practices, visionary leadership, mutual trust, core values, accountability, and social responsibility.

c) Inclusion and diversity initiatives involve supporting underrepresented learners through mentorship and buddy inititaives, promoting diversity, mitigating costs, providing financial assistance, and creating an inclusive curriculum and facilities.

E. Human Resources Management Enablers

1. Overview

Balancing the need for autonomy and flexibility within a Higher Education Institution (HEI) while adhering to regulatory and HR practices can be challenging but essential for fostering innovation and academic excellence. The emphasis here is the careful balance and interlinkage between principles and precepts. Here are some strategies to strike that balance:

a) **Institutional Autonomy and Policy Development**:

HEIs need to establish their own policies and guidelines within the broader framework of regulatory requirements. This needs flexibility in tailoring HR practices to suit the institution's unique requirements and culture, while operating within the regulatory compliances.

b) **Engage Faculty and Stakeholders**:

Involve faculty members, administrators, and other stakeholders in the development of institutional policies and practices. Their input can help create a sense of ownership and ensure that policies align with the institution's values and goals.

c) **Clear Communication**:

Clearly communicate the rationale behind HR practices and the importance of compliance with regulatory bodies. This helps build understanding and support for these practices among faculty and staff.

d) **Customize Where Appropriate**:

Identify areas within HR practices where customization is possible without compromising compliance. For example, while adhering to the minimum qualifications required by regulatory bodies, HEIs can consider additional qualifications and expertise that align with their specific programs and research focus.

e) **Flexibility in Implementation**:

Provide flexibility in how HR practices are implemented. Allow departments or academic units some autonomy in adapting certain policies to better suit their specific needs and academic disciplines.

f) **Regular Review and Feedback**:

Establish a system for regular review of HR practices. Solicit feedback from faculty and staff to identify areas where flexibility can be introduced or where existing policies may need adjustment to better align with the institution's goals.

g) **Compliance Teams and Committees**:

Create dedicated compliance teams or committees responsible for ensuring that HR practices align with both regulatory requirements and institutional autonomy. These teams can serve as an agile bridge between regulatory compliance and institutional goals in a changing world.

h) **Training and Awareness**:

Provide training and awareness programs to faculty and staff regarding the importance of regulatory compliance and how it can coexist with institutional autonomy. Ensure that they understand the benefits of both.

i) **Seek Regulatory Clarifications**:

In cases where there is ambiguity in regulatory requirements, engage with regulatory bodies to seek clarifications or exemptions that align with the institution's goals and autonomy.

j) **Continuous Improvement**:

Encourage a culture of continuous improvement where HR practices are periodically assessed and refined to better meet the evolving needs of the institution. Flexibility should extend to adapting practices based on lessons learned.

k) **Transparency in Decision-Making**:

Ensure transparency in decision-making processes related to HR practices. Faculty and staff should understand how decisions are made and how they contribute to the institution's mission.

l) **Celebrate Autonomy Success Stories**:

Showcase examples of how institutional autonomy has led to positive outcomes, such as innovative teaching methods or research breakthroughs. Highlighting these successes can inspire further autonomy while maintaining compliance.

2. How to - Contextualization of key HR practices in Higher Education Institutions

Balancing autonomy and flexibility with regulatory and HR practices in HEIs also requires a thoughtful and collaborative approach. It's crucial to recognize that compliance and autonomy are not mutually exclusive but can complement each other when managed effectively. By involving stakeholders, fostering open communication, and continuously adapting policies, HEIs can achieve this balance while thriving in a dynamic academic environment.

(HEIs) need to include regulatory and statutory requirements, an illustrative enumeration is provided below:-

a) **Recruitment and Selection (Faculty Hiring)**:

i. HEIs, as per Regulatory guidelines, must adhere to specific academic and research requirements for faculty positions.

ii. Recruitment processes in HEIs should align with academic standards set by regulatory bodies and the institution's mission.

iii. Compliance involves ensuring that faculty hires meet educational qualifications, research experience, and other criteria mandated by UGC, AICTE, and institutional policies.

b) **Onboarding and Orientation (Faculty Orientation)**:

i. Regulatory guidelines recommend that faculty members receive comprehensive orientation regarding the institution's culture, academic programs, and policies.

ii. Orientation includes familiarizing new faculty with departmental expectations and research opportunities, and ensuring compliance with regulatory and institutional guidelines.

iii. Compliance may include providing information on ethical research conduct and academic integrity, as stipulated by these regulatory bodies.

c) **Training and Development (Faculty Development)**:

i. HEIs, in accordance with regulations, invest in faculty development to enhance teaching and research skills.

ii. Training may include workshops on pedagogy, research methodologies, and academic technology, aligning with the guidance provided by these regulatory bodies.

iii. Compliance involves ensuring that faculty engage in ongoing professional development as mandated by regulatory guidelines, and accreditation requirements.

d) **Performance Management (Faculty Evaluation)**:

i. Regulatory guidelines emphasize the importance of regular faculty evaluations based on teaching, research, and service.

ii. Faculty performance reviews are critical for promotion and tenure decisions, with criteria and processes aligned with the recommendations of these regulatory bodies.

iii. Compliance entails adhering to established evaluation criteria and processes set by UGC, AICTE, and accrediting agencies.

e) **Compensation and Benefits (Faculty Compensation)**:

i. Faculty compensation, as per Regulatory norms, includes salaries, research grants, and benefits packages that meet regulatory requirements.

ii. HEIs need to offer competitive compensation to attract and retain top academic talent, ensuring compliance with labour laws and guidelines provided by these regulatory bodies.

f) **Employee Relations (Faculty Relations)**:

i. Building positive faculty relationships, as suggested by Regulations, is essential for academic collaboration and institutional harmony.

ii. Employee relations may include addressing faculty concerns and conflicts, and following institutional policies and guidelines in line with regulatory requirements.

iii. Compliance includes handling grievances in accordance with the processes prescribed by regulatory bodies, and labour laws.

g) **Workforce Planning (Faculty Workforce Planning)**:

i. HEIs plan for faculty needs based on academic program growth and retirements, taking into consideration Regulatory recommendations.

ii. Succession planning, aligned with these regulatory bodies' guidelines, ensures a steady pipeline of qualified faculty.

iii. Compliance involves aligning workforce planning with accreditation requirements, regulations, and academic goals.

h) **Diversity and Inclusion (Faculty Diversity)**:

i. HEIs, guided by Regulatory guidelines, aim to create diverse faculty teams to enrich the learning environment.

ii. Inclusion initiatives, in accordance with Regulatory guidelines, promote equity and equal opportunities for faculty from diverse backgrounds.

iii. Compliance includes tracking and reporting on diversity metrics and implementing inclusive hiring practices as recommended by these regulatory bodies.

i) **Legal Compliance (Faculty Contracts and Labor Laws)**:

i. HEIs must adhere to employment contracts, tenure policies, and labour laws, in compliance with regulatory, and statutory requirements.

ii. Compliance ensures that faculty members' contractual rights are protected, and faculty contracts may include terms related to teaching loads, research expectations, and tenure criteria in line with regulatory guidelines.

j) **Talent Acquisition and Succession Planning (Faculty Recruitment Strategy)**:

i. HEIs, in alignment with regulatory, and statutory requirements, strategically recruit faculty to fill academic gaps and align with research priorities.

ii. Succession planning involves identifying potential future academic leaders as per the recommendations of these regulatory bodies.

iii. Compliance includes adhering to fair and transparent faculty recruitment processes as outlined by regulatory guidelines, and institutional policies.

These HR practices, when contextualized with references to regulatory, and statutory requirements, ensure that HEIs ethos and purpose, not only meet regulatory standards but also uphold academic excellence, compliance with accreditation standards, and a positive working environment for faculty members and students.

For Students and Learners:

a) **Career Development Services**: Provide robust career counselling and placement services, including internships, industry projects, and job placement assistance.

b) **Skill Development Workshops**: Organize regular workshops on soft skills, leadership, and industry-specific skills to prepare students for the workforce.

c) **Scholarships and Financial Aid**: Offer a variety of scholarships, grants, and financial aid options to support students from diverse backgrounds.

d) **Mentoring Programs**: Establish mentoring programs pairing students with faculty, alumni, or professionals for guidance and support.

e) **Student Exchange Programs**: Facilitate international exchange programs to provide global exposure and learning opportunities.

f) **Safeguarding and well-being**: Ensuring the protection and well-being of students within these approaches is an important part of the ethos and the commitment of the HEIs.

For Staff:

a) **Professional Development**: Invest in continuous education and training programs to enhance the skill set of administrative staff.

b) **Well-being Programs**: Implement initiatives that support the mental and physical well-being of staff, such as health benefits, gym memberships, and counselling services.

c) **Performance Management Systems**: Develop clear performance appraisal systems that reward excellence and provide constructive feedback.

d) **Flexibility and Work-Life Balance**: Create policies that offer flexible working hours and telecommuting options to support a healthy work-life balance.

For Faculty and Researchers:

a) **Research Grants and Funding**: Provide accessible information and support for faculty to apply for research grants and funding opportunities.

b) **Sabbatical Leave**: Offer sabbatical leave for faculty to pursue research interests, further study, or community engagement projects.

c) **Teaching Excellence Resources**: Provide resources and support for pedagogical innovation and teaching excellence, such as access to the latest educational technology.

d) **Collaboration Opportunities**: Foster opportunities for collaboration with industry, other institutions, and within the university to encourage cross-disciplinary research and teaching.

Cross-Sectional Enablers:

a) **Technology and Infrastructure**: Ensure state-of-the-art technological infrastructure is available to support the educational and research activities of students, faculty, and staff.

b) **Diversity and Inclusion Programs**: Develop programs that promote diversity, equity, and inclusion across all levels of the institution.

c) **Recognition and Awards**: Institute recognition programs to celebrate the achievements and contributions of students, staff, faculty, and researchers.

d) **Communication Platforms**: Establish effective communication channels that facilitate open dialogue and information sharing within the HEI community.

e) By implementing these human resource enablers, HEIs can create a nurturing and productive environment for all members of their community, fostering thriving, personal and professional growth.

F. Enablers for Networking and Collaborations

1. Overview:

Networking plays a pivotal role in the growth and development of Higher Education Institutions (HEIs). These institutions serve as crucibles of knowledge and innovation, not only for students but also for the broader society. Recognizing the significance of networking, HEIs aim to establish robust connections with various stakeholders to enhance their impact and relevance.

a. **Networking and Its Societal Impact:** i. Beyond academic endeavours, HEIs can contribute to civil society and the development sector through high-quality education, impactful research, on-ground initiatives, and advocacy. HEIs are shifting their focus from merely monitoring inputs to incentivizing outcomes and societal impacts. Establishing partnerships with Centres of Excellence and institutions across borders is essential for achieving excellence in research and teaching. HEIs need to engage deeply with a diverse range of stakeholders, including other academic/research institutions, industry, and civil society.

b. **ALUMNI networks:** HEIs, as hubs of learning and research, play a crucial role in shaping the future of students who remain associated with them for various periods, ranging from 2 years in post-graduate programs to 5 years in integrated Masters/PhD programs. Moreover, the HEI's influence continues throughout their careers, which may span up to 60 years. This enduring connection underscores the importance of alumni as valuable stakeholders who contribute significantly to the governance, management, and growth of HEIs. To enable effective networking and connectivity, including support for endowments, new projects, funding, knowledge sharing, and mentorship, HEIs need to establish trust and facilitate lifelong engagement.

2. Developing Networking Enablers:

a. Effective networking, encompassing connections within and beyond the academic realm, is a cornerstone of HEIs' ability to excel as global leaders in education.

b. A collaborative network model needs to be thoughtfully structured, involving industry in various aspects of HEI activities, notably the teaching-learning process. This encompasses collaborative course planning, curriculum development, training, evaluation, employment opportunities, continuous learning, and research and development. Industry-institute interaction, when nurtured effectively, can yield substantial benefits for both parties.

c. Additionally, HEIs need to actively engage with industry, alumni, other higher education and research institutions, as well as the wider community, fostering synergies that drive collective development.

d. Steps to Develop Networking Enablers for HEIs:

   i. HEIs, being institutions that exist "by the society and for the society," nee to embrace partnerships and collaboration to fulfil their objectives and make substantial societal contributions.

   ii. Alumni engagement, needs to be leveraged across multiple processes, industries, student feeder institutions, other HEIs, and national and international universities. This represents a significant opportunity for mutual benefit and societal impact.

   iii. Well-structured collaborations, when executed effectively, lead to a positive-sum game. HEIs that prioritize effective networking can seize more opportunities for self-improvement and mutual development while enhancing their brand image.

Collaboration and partnership-building with local, national, and global agencies can further support a range of enablers, including innovative academic initiatives, intellectual property development, and emotional support programs.

G. Physical Enablers

1. Overview:

A physical Enablers consists of the basic physical structures needed for an economy to function, such as transportation networks, electricity grids, sewage systems, and waste disposal facilities. Creating an attractive and functional physical infrastructure is as important as creating an infrastructure compliant to statutes, regulations, codes and all relevant regulatory frameworks and operated within them as well. Physical Enablers can support brand building. Physical Enablers needs to support both academic and research activities of various schools and departments of universities. In public universities, the physical Enablers investment is done by the government through various independent authorities whereas, in private universities, the decision is taken by a sponsoring organization.

2. How to improve the Physical Enablers:

Physical Enablers are often imagined as requiring significant financing to the HEIs and therefore alternative & innovative measures to fund the Enablers may need to be explored.

Campus Planning and Environmental Principles:

a. Integrated Activity: Design the campus layout so academic, research, cultural, and operational facets harmoniously interact.

b. Preservation of Essence: Uphold the campus as a vital component of the university's living and learning mission, maintaining its aesthetic appeal.

c. Environmental Responsibility: Champion environmental stewardship by enhancing energy efficiency, minimizing waste, and reducing environmental impacts.

d. Facility Integration: Ensure facilities and equipment are integrated, especially for Vocational Education, Training, and Skilling.

e. Inclusivity and Safety: Ensure accessibility for Persons with Disability (PwD), promote gender inclusivity, and ensure a zero-tolerance approach towards discrimination, ragging, bullying, including cyberbullying.

f. Safety and Risk Management: Prioritize the safety of the campus community and establish protocols for risk management in design and operation.

g. Holistic Development: Provide facilities for artistic expression, sports, fitness, and health, including mental health services like counselling and wellbeing centres.

h. Resource Management: Emphasize knowledge management as a principle for resource generation and management.

3. Green Campus Strategy:

a. Ecological Preservation: Protect the natural topography, minimize carbon footprint, and conserve water and natural resources.

b. Environmental Awareness: Foster sensitivity towards the environment and promote awareness campaigns.

c. Sustainable Infrastructure: Prioritize the use of recycled materials and consider heat island effects in construction designs.

d. Sustainable Mobility: Reduce fossil fuel consumption with efficient transport strategies.

e. Technology and Energy: Embrace alternative energy sources and adapt to eco-friendly technologies.

H. Digital Enablers:

1. Overview

Digitalization has taken the world by storm due to its capacity to cause substantial transformations in how institutes function by improving their internal processes. Information and Communication Technologies (ICT) and its Enablers support have become an integral part of existence and learning experiences in all aspects of life. ICT has fundamentally changed the systems and processes of nearly all forms of institutes within their learning activities and governance. The presence of ICT in the education and research domains/sectors has made a substantial impact in the last few years.

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.

With the world moving rapidly into digital media and other niche areas of technology, the role of ICT in education is becoming very significant and this will continue to advance in the 21st century. The ICT Enablers of the Institute would contribute in transforming the delivery quality of the teaching and learning process activities and seek to enhance the impact it would make for a much more effective way the academic programmes would be offered and delivered in the years to come.

The HEIs need to create a road map along with requisite modes of learning and teaching using ICT and virtual technologies to move towards the idea of 'Digital Universities'. NEP 2020 also envisages investing in the creation of open, interoperable, evolvable, public digital Enablers in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration

2. Digital & ICT Framework for HEIs:

a. Infrastructure:

i. Ensure a strong ICT infrastructure across all campuses for high-speed internet, communication, and digital information access.

ii. Deploy a dedicated campus area network with multiple internet connectivity options and a central ICT centre.

b. Data Management:

i. Host in-house or cloud-based data servers with real-time monitoring, security, and structured Wi-Fi networks.

ii. Create a digital content repository, encompassing coursework, multimedia content, learning games, AR, and VR modules.

c. Teaching and Monitoring:

i. Develop an online teaching platform with two-way communication and advanced tools for monitoring student progress.

ii. Implement a dashboard for real-time monitoring of resources, environmental factors, and infrastructure utilization.

d. Data Privacy and Security:

i. Adhere to cyber security protocols, ensuring protection from external threats and natural disasters.

ii. Prioritize data privacy by processing personal data in a secure and lawful manner, recognizing individual rights.

e. National Integration & Policy Adherence:

i. Store credentials in national repositories, connecting student and faculty information through unique identifiers, as per government norms.

ii. Adhere to guidelines set by UGC and other relevant bodies, ensuring a consistent and trustworthy framework.

iii. Ensure compatibility and contribution to national missions, preparing for future growth and challenges.

3. Implementing Digital Initiatives in HEIs:

a. Digital Transformation:

i. Transition to a paperless system, incorporating digital processing for all educational activities, and providing stakeholders with online access.

ii. Centralize admission processes, student fees, and faculty compensation through digital platforms.

b. Enhancing Digital Presence:
    i. Elevate the digital presence through dynamic websites, online teaching systems, computerized examination processes, and digital credentialing.
    ii. Foster online networks for alumni, and support e-placement initiatives.

c. Implementation Strategy:
    i. Aim for a phased digital transformation, spanning one to two years, either through in-house efforts or by collaborating with experienced IT organizations or EdTech companies.

Summary

The essence of institutional development for Higher Education Institutions (HEIs) is embodied in a strategic framework designed to advance excellence, inclusivity, and innovation across all facets of the educational landscape, in alignment with the National Education Policy (NEP) and all applicable regulatory requirements. This comprehensive and practical approach seeks to guide HEIs in the creation of an Institution where every member of the educational community can thrive.

At the core of this framework is a learner-centred development paradigm that intricately weaves curriculum enhancement with new knowledge systems. It's complemented by robust financial inclusivity initiatives and mentorship programs that support a diverse spectrum of learners, aligning with NEP's vision of inclusivity and equity in education while addressing employability and entrepreneurship.

Empowering staff and faculty is another critical pillar, extending from purpose-informed recruitment processes to a culture that encourages continuous professional development. Faculty diversity is valued, nurturing talent, and offering pathways for career progression in line with and extending beyond global best practices. The pursuit of academic and research excellence necessitates an inclusive recruitment strategy that fosters collaboration within disciplinary and across-disciplinary research domains. Recognizing and celebrating faculty contributions to these areas is essential, showcasing the institution's commitment to integrating diverse knowledge systems into the academic fabric.

Commitment to integrating community building and education excellence is vital. Acknowledging the emotional aspects of the academic journey, dedicated support services for the emotional well-being of the community are indispensable. Coupled with this is the imperative for pedagogical innovation, ensuring faculty are equipped with diverse teaching methodologies that cater to and value the heterogeneity of the student body.

Strategic governance, infused with mission-driven perspectives, plays a pivotal role in steering HEIs towards a future that values community engagement, industry relevance and outcome-oriented strategic planning. The development of appropriate facilities underscores the HEIs'

dedication to creating spaces that reflect and honour the balance of traditional wisdom and contemporary knowledge creation and dissemination.

To cultivate academic and research excellence within HEIs, a comprehensive strategy aligned with NEP is indispensable. This strategy integrates a robust academic framework with state-of-the-art research & teaching facilities, emphasising faculty recruitment and development alongside industry partnerships.

For students, it seeks to enable our national commitment to inculcate their lifelong learning and their pursuit of gainful and value-creating contributions to self and society. The process seeks not only academic prowess but also a demonstrated ability to think creatively and engage in problem-solving.

HEIs need to implement a comprehensive support system that emphasizes the importance of mental health, well-being, safeguarding, while balancing the pursuit of academic and research excellence with the well-being of the academic community.

This framework is not merely a set of guidelines but a blueprint for HEIs intent on embedding excellence into their institutional DNA, it positions Academic and Research Excellence and depth with width as cornerstones of an exemplary educational experience, aligning with the aspirations of NEP to cultivate a new generation of enlightened individuals equipped to navigate, thrive in and celebrate the diversity of the global village.

Annexures

A. Governance Enablers

Fina	Types of Infrastructure	Details of its usage
1.	**BoG/ Senate/ Syndicate**	• full functional
		• fully/ Majorly staffed
		• defined roles and responsibilities and accountability
		• involvement of alumni as major stakeholder
2.	**Quality Assurance**	• Well defined Processes
		• Processes to capture various aspects of governance
		• Clearly defined deliverables and outcomes
3.	**Financial autonomy**	• Striving for self-sustainability
		• Generating external revenue sources
		• Creation of Chair for Research in specific areas
4.	**Leadership**	• Effective leadership
		• Strategic management
		• Laying down objectives and targets
5.	**Vision, Mission and Roadmap for the HEI**	• Prepare Vision and mission document.
		• Evolve Shared Vision through detailed discussions with stakeholders.
		• Short, medium and long-term (2, 5, and 10 years) Plan document
		• To reliable consultants of repute and or insource capability as needed.
		• Templates designed and given to HODs/ Section In-charges for Roadmap preparation.
6.	**Close monitoring by IT/ Web-based based Management Information System**	• Parameters for performance to be finalized by appropriate Committee. Source of feedback, Also UGC, and AICTE guidelines to be kept in mind.
		• Academic system should be implemented on priority.

7.	**Risk Management Analysis**	• At least yearly meeting with insurance company representatives to discuss scenarios for mitigating risks (legal, safety, financial, natural disaster preparedness, environmental, hazards, etc.)
8.	**External Advisory Boards**	• Establish an external advisory board consisting of prominent industrialists, academics, and governmental officers to advise on the running and make-up of the School.
		• Board to meet at least once per semester in conjunction with a student presentation or other function
9.	**Student Feedback**	• Evolve Regular 360 Degree feedback for all faculty and consistently monitor and act upon the observations.
		• Methodology to be proposed by Faculty members through HODs.
		• Feedback to be taken on a regular basis and faculty members to be motivated to improve their delivery

B. Financial Enablers and Funding Models (Resource Generation)

S. No.	Types of Financial infrastructure	Details of financial infrastructure
1.	**Financial Policies**	• The policies shall outline the roles and responsibilities of various university/ institution officers and organizations in managing the university's financial assets.
2.	**Action Plan and Budgets**	• Finalize Action Plan based on the proposed IDP
		• Define budget line items (Income: fees, grants if any, research projects, endowments, CSR funds, donations, etc., Expenses: salaries, utilities, maintenance, etc.)
		• Budget granularity to be monthly for the first year, quarterly for the next 4 years
		• Indicate clear responsibility, milestones, and timelines for each activity
		• Finalize 1-year and 5-year budget forecast
		• Detail out one year Capital Budget, Recurring Budget
		• Allocate funds and put these in a separate account
		• Utilize funds and track spending against milestones per budget.
		• Revisions to the budget are to be approved only after a meeting and discussion with the budget committee.
		• Planning of recurring and non-recurring expenditures for each department. Consumables, etc.
		• Separate budget for Non-Recurring and Recurring expenditures.
		• HODs to prepare details for departments.
3.	**Main sources of revenue to be developed**	• tuition and other fees from the students
		• government grants and subsidies
		• consultancy fees and overheads earned on the sponsored research and development projects from the Government and private/ corporate sector
		• endowments, philanthropic contributions, and other income like CSR, royalties on intellectual property (IP)/ patents etc.

4.	**Close liaison with GOI ministries/ agencies and others for funding and Access to external grants and funding**	• More than 20 ministries of the Government of India offer Projects/ Research Projects for HEIs.
		• Proforma for financial assistance is to be procured from the concerned Ministries.
		• Widening the responsibility for getting grants from all appropriate source
		• Standardized proforma/ template for new R& D / Modernization proposals for funding by the Government of India/ other external agencies.
		• Templates to be designed and prescribed in consultations with respective heads and deployment of SOPs.
5.	**IRG scheme in each department**	• Commercial Utilization of existing facilities: Collection of information indicating the strength of each department & the lab equipment/instruments available for use by external agencies
		• Consultancy by Each Department: The strength of each department May be circulated and advertised in Newspapers.
		• Funding from external funding agencies
6.	**Financial/ Investment Committee**	• A financial/investment committee is responsible for making decisions regarding the investment and reinvestment of funds, purchasing and selling securities belonging to the endowment, or other long-term university assets, as well as prescribing and approving investment policies for university investment agents.
7.	**Staff providing financial services**	• Finance team need some specific roles and incumbents like a chief financial officer, treasurer, assistant treasurer as dedicated resources ; and /or access to capabilities like chief investment officer, accountants, clerks, Data Entry Clerks, CA, etc.

C. Academic Enablers

S.No.	Types of Innovative academic infrastructure	Details of innovative academic infrastructure & its usage
1.	**Courses catering to professional/future requirements**	• The institutions need to provide for giving a varied choice of relevant programs.
		• Courses to allow for in-depth learning of students as per their interest allowing for future growth of the student.
		• Multidisciplinary and relevancy of programs
2.	**Curriculum-updated as per industry requirements**	• The curriculum should be updates regularly to cater to the dynamic requirement of the changing employment landscape.
		• programs to suit the industry requirements both in short term and for future readiness.
		• Industry linked/ internship/ apprenticeship embedded programs.
		• Modularization of curriculum to enable Multiple Entry-Multiple Exit options
3.	**Curriculum embedded with Employability Skill**	• The curriculum needs to focus on inculcating basic skills important for increasing the employment avenues and readiness.
		• Adding Employability Skills (ESs) across all disciplines like Constitutional values/ Citizenships, universal values; Career Development & Goal Setting; Becoming a professional in 21st Century; Communication Skills; English Skills; Inclusivity and Diversity including Gender sensitization, PwD etc.; Digital Literacy/ Skills/ digital fluency; Financial & Legal Literacy; Start-up management and Entrepreneurship; Customer Service orientation; and Job readiness and exam preparation
		• Curriculum to focus on competencies and skills like Critical thinking and problem solving; Creative thinking and innovation; Analytical Thinking; Adaptive Thinking; Design Thinking & Creativity; Computational thinking; Social intelligence; Cross cultural competency; New media literacy; Virtual collaboration; Decision Making; Conflict resolution and negotiations etc

4.	**Curriculum embedded with Skill Enhancement Courses**	• HEIs in education & skilling ecosystem need to bring the core skills that are used in the era of digitization and automation like AI, Block-Chain, IoT, drones, Industry 4.0 and beyond, etc. as also integrate 21st-century digital skills wherever required.
5.	**Curriculum embedded with emerging technologies to be integrated with future of work**	• The future skills would need to be developed in the emerging technology areas keeping in view the important foundational technologies fundamentally changing the nature of work.
		• Some of these technologies are Artificial Intelligence and machine learning; Robotic Process Automation/ hyper automation; Data Analytics; IoT/ IIoT; Blockchain; Cyber Security; Cloud Computing; Social & Mobile; 3D Printing; Augmented reality/ virtual reality/ extended reality (AR/VR/ XR); Digital content development: simulators, digital twins, Metaverses. etc
		• Development of centers that will continuously upgrade the curriculum and at the same time incorporate 21st century skills in the credit system – which includes communication, collaboration, creativity, problem solving, initiative, emotional stability, physical fitness, confidence to be best at the world stage etc
6.	**Center for Curricular & Life Skills Development (CCLSD)**	• Full strength as per sanctioned post
7.	**Faculty/ teaching Staff**	• Qualified, Experienced, and committed faculty is an asset of the organization.
		• Regular upgradation of knowledge
		• Focused on research activities and motivated students to involve in research to create new knowledge or to do innovations.
		• SMEs from the industry may be engaged as teaching staff/trainers/ instructors.
		• Be role models for students by providing appropriate guidance
		• Create new projects (aligned to COE), develop expertise and present it in peer conferences and create a platform for continuous improvement

8.	**Center for Faculty Development (CFD)**	• Exchange/internship programs with industry to cross pollinate skills
		• Facilities to learn from the best in the world, with appropriate tools for research as well as tools for imparting new age education such as videography, games, AI, robotics, metaverse, AR/VR as a means to deliver content
		• Appropriate non-teaching staff to support the organization.
9.	**Non-teaching staff**	• Must have requisite qualification, experience for the relevant post
		• Systematic planning in teaching and learning process is required which includes session wise teaching plan and following such teaching plan.
10.	**Session wise teaching plan**	• Relevant and updates course material and books
11.	**Learning material like Study books**	• To provide equal amount of essential information to all the students in a class
		• essential to provide study books prepared as per the syllabus of the subject.
		• Question bank- to have a resource pool of all possible questions prepared as per the examination pattern.
12.	**Question bank**	• Such question bank eliminates the chance of asking questions out of the syllabus.
		• Question bank should be such that it enables evaluating the holistic learning of a student
		• Relevant assignment of varying types and nature to be conducted
13.	**Assignments**	• This could include term papers, practicums, or assigning students with task of preparing answers for question banks.
		• The students are encouraged to work more by answering all question bank questions in the form of assignments.
		• Periodic assignment submission with due date
		• Internal assessment for these assignments for doing work time bound manner.
		• Timely and relevant assessments.

14.	**Assessments**	• All kinds of assessment strategies to be used.
		• Mode of assessment could be online, offline or blended.
		• Opportunities like on demand assessments, make-up assessments etc to be given
		• The syllabus must not be restricted to core and elective subjects.
15.	**Value added skills enhancement Papers**	• Provision of providing modules on general skills for enhancing the employability of the students by improving their professional knowledge.
		• can be introduced as skill development-based value-added papers should be offered as separate papers and taught by industry or professional people in the field.
		• The teaching – learning pedagogy should contain substantial amount of experimental learning part related to their specialization trough either real environment or virtual environment
16.	**Pedagogy**	• The pedagody should be an appropriate mix of traditional and modern methods
		• Usage of technology must be encouraged
		• enhanced usage of blended mode of learning
		• Teaching learning material for PwDs to be made available
		• Must be learner centric
		• Activities to support the overall development of students like sports, music etc must be integrated in the core curriculum.
17.	**Other activities as part of learning**	• Integration of these activities as core
		• Proper assessment and weightage of marks to be assigned
		• Develop additional skills with them by involving in inculcating cultural and traditional skills which enhances their design thinking ability
		• Activities in teams or groups related to social work and social contribution also moulds good character and team working skills of the students and incorporates collective responsibility in them.

		• These activities support all-round development of students and enhance their competency and confidence in facing any challenges.
		• To support students who are from financially weaker background
18.	**Earn while learn facility & flexibility**	• Earn while learn model has dual objectives : it gives working skills for a student with responsibility and it also supports financial needs of a student so that he need not depend on his parents for his pocket money.
		• The course design needs to be varied, multi-disciplinary in nature
19.	**Flexibility and multidisciplinarity**	• Universities can design and implement UG/PG programs to suit the requirement of students at various levels
		• Additional certificate programs across the field may be offered.
		• Universities can also offer certificate programs by having MoUs with industries, reputed international organisations, etc.
		• The UG & PG curriculum must allow students to explore and work independently on their projects/research under the guidance of their research guide
20.	**Opportunities to develop & utilize Research & innovative thinking skills.**	• students should be encouraged to work either individually or in a team.
		• Enhancing the innovative ability of students and increasing their competency and confidence.
		• Academic support to raise knowledge, skills, attitude, and experience-based competency to improve confidence in doing innovation.
		• Organising Hackathons and other similar competitions
		• Overseas Exchange programs
21	**International Exposure**	• International Collaboration
		• Foreign Faculty (visiting)
		• International Scholarships
		• International Conferences

D. Research, and Intellectual Property Enablers

S. No.	Types of intellectual property infrastructure	Details of intellectual property infrastructure & its generation
1.	**Quality Research**	• increased intake of students in research based curriculum
		• undertaking quality research projects
		• establish a portfolio approach to research projects and quality research facilities and research labs
2.	**Research oriented experienced faculty members**	• self-sustaining model
		• undertake basic and applied research
		• enable development of disruptive and affordable technologies
		• Faculty members who are research oriented are usually research inclined.
3.	**API based faculty compensation**	• They encourage participation in research and innovation among academics, staff, and students, strengthening the university's framework for intellectual property.
		• The creation and implementation of a faculty compensation scheme based on Academic Performance Indicator (API) scores encourages faculty participation in research and publication activities.
		• API based compensation creates healthy competition among the faculty members for accelerated IP contribution.
4.	**Targeted research and collaborative research**	• The institution finds some new fields in several disciplines and helps the competent faculty members in such fields do research, publish papers, and file patents.
		• ●In the portfolio approach this is called targeted research and the university can create IPR as well as an international brand through such efforts based on a strategic approach.
5.	**More Ph.D. & post-doctoral research scholars**	• The university must admit more research scholars within its capacity of support.
		• The institution should exercise its autonomy to appoint more research professors, who may eventually retire from

		active employment, only for the purpose of supervising research scholars.
		• Universities should create post-doctoral research programmes as well to maintain the Ph.D. graduates' contributions to ongoing research.
6.	**More Faculty members with Ph.D.**	• The university ought to adopt a strategy to boost the proportion of Ph.D. holders among its faculty.
		• The Ph.D. degree holders are ready to mentor the research scholars for Ph.D. programmes in addition to acting as teaching faculty.
7.	**Faculty encouragement for Book Publications, Research Publications and Patents**	• The university should have a policy to promote IPR contributors, who are none other than UG & PG Students, Research scholars, and Faculty members, in order to increase the intellectual property rights (IPR) of the institution.
		• The institution can improve its IPR infrastructure by setting up supportive policies that stimulate research and publications at all of the aforementioned levels. Such a task will be assisted by numerous incentives and funding plans.
8.	**More conferences (At least two conferences per year per College**	• Research scientists, faculty members, and students are kept active through the periodic organisation of conferences for the presentation of research papers.
		• These conferences offer an opportunity for goal-setting and networking with other academics.
9.	**Student involvement in Research**	• The most valuable resource in the university system is its students, who, when properly supervised, can create innovations by creating patented inventions. Similarly, through systematic research, they can also come out with scholarly publishable results.
		• By involving students at the graduate and postgraduate levels, the university can boost its IPR infrastructure.
10.	**Industry and institutional collaboration & Consultation**	• Supports collaboration-based research so that the university can create IPR along with industry personnel. This also gives the opportunity to use industry research facilities by university personnel.
		• Further collaborative research leads to more patents & publications.

		• Industries' contribution to the research activities so as to do the research on live projects and quantify the output.
11.	**University Incubation centres**	• University business incubators assist students who want to establish their own companies after graduation.
		• Any ideas generated while working on a project or an internship might be fostered and encouraged as a business plan to initiate self-employment.
12.	**University Publication through its own press**	• To hasten scholarly publications, many colleges launch their own publishing houses. Additionally, this streamlines or lowers the cost of publishing and encourages academic members to use their press for the dissemination of newly developed knowledge.
		• Online and digital publications are prevailing and recognized as one of the most significant initiatives of top colleges.
13.	**University publications & Citation service**	• Universities have been offering citation services to their academic members, stakeholders, and the general public as a convenience to researchers that will aid researchers in improving the caliber of their articles.
14.	**Target patent claim for UG & PG projects in Professional subject areas**	• Setting goals for undergraduate and graduate students in terms of internships and regular mentoring and supervising them as they prepare and submit patent applications for their inventions enhances the outcome.
15.	**Faculty Ranking (Annual) system**	• Faculty members generate a winning spirit and constantly strive for excellence when their annual API rankings are announced and they are graded according to different levels.
		• Faculty oversight at every stage can be reduced in such scenarios.
16.	**Chief Technology Officer (CTO) Research Monetisation**	• A centralised office to operationalise and monitor research activities as planned
		• Technology transfer office (TTO) with experienced professionals to manage IP protection, licensing, and technology transfer activities
		• Training programs to educate researchers and staff about research monetization and IP protection

		• Clear processes and guidelines for licensing and technology transfer, including royalty structures and licensing fees
		• Internal & External funding mechanisms in place
		• Mode of assessment could be online, offline or blended.
		• Opportunities like on demand assessments, make-up assessments etc to be given
		• The syllabus must not be restricted to core and elective subjects.
17.	**Value added skills enhancement Papers**	• Provision of providing modules on general skills for enhancing the employability of the students by improving their professional knowledge.
		• can be introduced as skill development-based value-added papers should be offered as separate papers and taught by industry or professional people in the field.
		• The teaching – learning pedagogy should contain substantial amount of experimental learning part related to their specialization trough either real environment or virtual environment
18.	**Other activities as part of learning**	• Integration of these activities as core
		• Proper assessment and weightage of marks to be assigned
		• Develop additional skills with them by involving in inculcating cultural and traditional skills which enhances their design thinking ability
		• Activities in teams or groups related to social work and social contribution also moulds good character and team working skills of the students and incorporates collective responsibility in them.
		• These activities support all-round development of students and enhance their competency and confidence in facing any challenges.
		• To support students who are from financially weaker background
19.	**Earn while learn facility & flexibility**	• Earn while learn model has dual objectives : it gives working skills for a student with responsibility and it also supports financial needs of a student so that he need not depend on his parents for his pocket money.

		• The course design needs to be varied, multi-disciplinary in nature
20.	**Flexibility and multidisciplinarity**	• ● Universities can design and implement UG/PG programs to suit the requirement of students at various levels
		• Additional certificate programs across the field may be offered.
		• Universities can also offer certificate programs by having MoUs with industries, reputed international organisations, etc.
		• The UG & PG curriculum must allow students to explore and work independently on their projects/research under the guidance of their research guide
21.	**Opportunities to develop & utilize Research & innovative thinking skills.**	• students should be encouraged to work either individually or in a team.
		• Enhancing the innovative ability of students and increasing their competency and confidence.
		• Academic support to raise knowledge, skills, attitude, and experience-based competency to improve confidence in doing innovation.
		• Organising Hackathons and other similar competitions
		• Overseas Exchange programs

E. Human Resources and Supportive- Facilitative Enablers

This annexure contains two dimensions closely related. Human resource Management and the emotional strength supportive and facilitative enablers.

Human Resource Enablers

In the quest for academic excellence and institutional resilience, Higher Education Institutions (HEIs) must prioritize the development of robust Human Resource (HR) strategies that encompass comprehensive enablers for students, staff, faculty, and researchers. The overarching Regulatory and Binding Laws of the Land, Academic regulations, other applicable regulations and rules need to be complied with while efforts are made to create an enabling HR Framework cannot be overemphasised. Within that, the following integrated approach outlines key HR enablers that would support a vibrant educational ecosystem:

1.	**Student and Learner Enablers:**	• ***Holistic Admissions Framework*:** Streamline the student selection process with a holistic approach, assessing academic prowess alongside extracurricular talents, ensuring diversity and inclusion.
		• ***Merit and Equity-Based Financial Aid:*** Deploy merit-based scholarships and financial aid for underrepresented groups to democratize access to education and attract a rich tapestry of student talent.
		• ***Academic Success Programs***: Institute robust academic advising, mentorship, and tutoring programs that provide tailored support from entry through graduation, ensuring learners can navigate their educational paths successfully.
2.	**Staff Empowerment Enablers:**	• ***Competency-Based Recruitment***: Adopt a competency-based recruitment approach that aligns with institutional goals, promoting a culture of performance and shared values.
		• ***Professional Development and Growth***: Establish clear career pathways and continuous professional development opportunities that encourage staff growth, satisfaction, and retention.
		• ***Inclusive Induction Protocols***: Ensure a seamless integration of new staff with comprehensive induction

		protocols, fostering a sense of belonging and commitment to the HEI's mission.
3.	**Faculty and Researcher Enablers:**	• ***Transparent Recruitment and Appointment***: Implement transparent procedures for faculty recruitment and appointments that prioritize excellence and diversity in educational backgrounds, research expertise, and pedagogical skills.
		• ***Continuous Professional and Pedagogical Development***: Offer fellowships and development programs for faculty to advance their pedagogical skills, research methodologies, and leadership capabilities.
		• ***Tenure and Promotion Mechanisms***: Create equitable tenure and promotion mechanisms that recognize diverse achievements in research, teaching, service, and community engagement, motivating faculty to pursue long-term careers within the institution.
4.	**Cross-Functional Enablers:**	• ***Recognition and Reward Systems***: Introduce comprehensive recognition systems that celebrate a wide array of achievements, such as research innovation, exceptional mentorship, community service, and transformative leadership.
		• ***Resilience and Well-Being Programs:*** Incorporate resilience-building initiatives and mental health support services to foster an environment of well-being for all members of the HEI community.
		• ***Leadership and Collaborative Opportunities***: Develop leadership programs and collaborative platforms that allow staff and faculty to lead initiatives, drive change, and engage in cross-disciplinary projects.
5.	**Strategic Funding and Emotional Support Enablers:**	• ***Innovative Funding Strategies***: Cultivate funding strategies and incubation grants that empower early-career researchers and attract pioneering projects, enhancing the institution's research profile.
		• ***Emotional Intelligence and Support Networks***: Embed emotional intelligence training and establish support networks to aid students, staff, and faculty in managing the demands of academia with resilience.

6.	**Enablers for Pedagogical Innovation:**	• ***Pedagogical Excellence Initiatives***: Promote teaching excellence through specialized fellowships and programs that encourage innovative curriculum design, leveraging the latest educational technologies.
		By integrating these enablers into a cohesive HR strategy, HEIs can ensure they not only meet but exceed the expectations of their diverse stakeholders, positioning themselves at the forefront of higher education and research. The commitment to comprehensive HR practices is essential in cultivating an environment where every member of the institution can thrive and contribute to the HEI's overarching goals of innovation, inclusion, and excellence.

Supportive- Facilitative Enablers

S. No.	Types of emotional strength enablers	Details
1.	**Accessibility/ Proximity**	• **Accessibility/ Proximity:** leaders being readily available and approachable as a collective leadership style where leaders to make themselves available for support, creating a pull-based (by choice) interaction rather than a push-based (forced) one.
2.	**Rich Communication**	• **Rich Communication:** real-time, interactive communication. Messages are not only conveyed clearly but also understood as intended. Importance of immediate and interactive communication, promoting collaboration among engaged individuals.
3.	**Role Model**	• **Role Model:** developing leaders who share a vision for the university's planned growth who motivate and set targets for others, serving as examples for the entire community.
4.	**Institutional values (Core Values)**	• **Institutional Values (Core Values):** The belief system foundation of the institution to guide the behaviour and decisions of all stakeholders.
5.	**Vision**	• **Vision:** A well-articulated and ambitious vision.to encourage forward-thinking & planning for future opportunities rather than reacting to constraints.

6.	**Trust among stakeholders and outsiders**	• **Trust among stakeholders:** Building trust among all stakeholders, based on their commitment and contributions to the institution.. Fosters a sense of unity and responsibility toward Institutional development.
7.	**Institutional Tradition Rituals**	• **Institutional Tradition Rituals:** upholding the traditions, established by the institution as emotional bonds among stakeholders and enhance commitment to the institution.
8.	**Alternative strategy & Support network**	• **Alternative strategy & Support:** prepared with backup plans to ensure the delivery of commitments including includes facilities, faculty, exams, and timely result announcements, ensuring uninterrupted academic services.
9.	**Goal setting in every student**	• **Goal setting in every student:** Encouraging students to set and work towards their goals by creating awareness about opportunities.
10.	**Safety & Security**	• **Safety & Security:** safe and secure campus environment. Such that it contributes to the well-being of all stakeholders.
11.	**Search for proximity (Local friends. Local food, local culture)**	• **Search for proximity:** Students often seek a sense of belonging during their initial year. The institution needs to facilitate connections by encouraging friendships, providing local cuisine, and celebrating local culture.
12.	**Legacy of the system**	• **Legacy of the system:** Maintaining and continuing the institution's traditions, cultures, and legacy through programs and festivals. It also involves maintaining organizational hierarchy respectfully.
13.	**Legacy of the system**	• **Respect & perception:** Ensuring that every individual stakeholder has a positive perception of the institution and holds it in high regard as their alma mater.
14.	**Openness in terms of information**	• **Openness in terms of information:** The institution should maintain transparency in its operations, including admission, teaching, examinations, research, and financial matters.

15.	**The Ability of the institution to deliver on promises**	• **Ability to deliver promises:** Addressing and rectifying any failures promptly building a good reputation. Using the autonomy of the university to resolve issues effectively.
16.	**Accountability measures**	• **Accountability measures:** systems to deter mine, evaluate accountability of all stakeholders and their consequence.
17.	**Mental Health**	• **Mental Health:** Ensuring students mental health, providing appropriate infrastructure and support.

F. Networking and Collaborations Enablers

1.	**Strategic Collaborations**	• Integrated Partnerships: Forge partnerships across industry, academia, and communities through MoUs to encourage diverse collaboration for research, curriculum design, and community engagement initiatives.
		• Alumni Networks: Develop strong alumni networks that contribute to mentorship, funding, and domain expertise, supporting research and infrastructure development.
		• Industry Integration: Collaborate with industry for curriculum development, internships, apprenticeships, and joint projects that align with dynamic industry needs.
2.	**Academic and Research Excellence**	• Cross-Institutional Synergy: Pursue academic collaborations for co-research, shared curricula, and intermobility of students, enabling dual degree programs and joint use of facilities.
		• Research Collaboration: Create consortia for shared databases, library access, and co-authored research to drive innovative outcomes and participate in international research projects.
3.	**Practical Exposure and Experience**	• Hands-On Learning: Integrate practical skilling with theoretical learning through industry consultations, usage of shared workshops, and live project opportunities.
		• Earn While Learn Initiatives: Establish programs that allow students to engage in live projects and hybrid learning models to gain professional experience while studying.
4.	**Community Engagement and Service**	• Social Integration: Collaborate with NGOs and social service organizations for rural outreach and fieldwork, participating in government programs like Unnat Bharat Abhiyan for societal development.
		• Civic Partnerships: Engage with local bodies and communities to foster sustainable development and implement field-based educational programs.

5.	**Professional Development and Employment**	• Placement Networks: Build networks with various industry sectors for internships and job placements, leveraging placement cells for networking and employment opportunities.
		• Faculty Consultancy: Promote faculty-led consultancy to enhance industry-institute relationships and ensure faculty remain current with industry practices.
6.	**Quality and Credibility**	• Accreditation and Certification: Secure recognition from national and international accreditation bodies, enhancing the institution's brand value and ensuring a commitment to educational excellence.
		• Quality Assurance: Adopt quality assurance frameworks from recognized agencies to improve internal standards and learning outcomes.
7.	**Innovation and Entrepreneurship**	• Startup Ecosystem: Establish incubation centers, funding avenues, and ideation networks to support startup initiatives and foster a vibrant entrepreneurial ecosystem.
		• Digital Infrastructure: Provide a strong digital backbone to support startup activities, including access to digital resources and networks.

G. Physical Enablers

S. No.	Types of Physical digital	Details of physical infrastructure & its usage ESSENTIAL/ DESIRABLE / ASPIRATIONAL
1.	**Smart Campus**	• A Smart Campus creates the best balance of cost, comfort, risk and resilience.
		• When a campus is "smart," it detects and fixes small problems before they grow into big ones or cause distractions for students, staff, and visitors.
		• It creates a performance infrastructure where building systems "talk to each other" in order to coordinate common outcomes, such as lighting, security, and environmental controls.
		• It focuses on the uptime of facilities, performance of campus buildings on demand, greenhouse gas reduction targets, protection and mitigation against variable energy prices, and adopting new technologies.
2.	**Green/ Sustainable building**	• Constructing green buildings on university campuses involves using resources as efficiently as possible during the structural process and for future use of the building. (Basic requirements)
		• It is based on the principle of open environment by using optimum models of water & energy consumption.
		• Internally, the campus uses green energy, harvested water, renewable and recycled resources to produce and provide air, water, food, light, and electricity in a sustainable way. • Central Air Conditioned High Tech Buildings With modern clean-green environmental concept. (Aspirational requirements)
3.	**Infrastructure to commute**	• Better infrastructure along with signs on the streets and separate spaces for commute for differently-abled
		• Students and staff should have access to high-quality motorways and bicycle paths so they can commute by bicycle or battery-powered vehicles.
		• Accessibility for PwD
4.		• Having adequate space for administrative activities (such as admission and counseling activities) is essential.

	Administrative Block (Admission & Counselling Area)	• Faculty Cubicles in adequate numbers as per the demands (Desirable Requirements)
		• Different departments may have their own buildings
5.	**Library/ Digital resource centre**	• Adequate in size with reading rooms, stock areas for books & Journals with online information access facility.
6.	**Lecture Complex, Classrooms**	• Students should have access to Lecture complexes, classrooms, tutorial rooms, discussion rooms of different sizes with comfortable seating arrangements and teaching-learning facilities.
7.	**Tutorial rooms**	• Video Recording Facilities
8.	**Examination branch**	• There should be a separate examination branch with strong room large enough to accommodate confidential documents and examination papers.
9.	**Facilities to Faculty and Staff**	• There should be an adequate number of well-equipped faculty chambers to accommodate all permanent faculty members, visiting faculty members, part-time faculty members, research scholars, etc. (Basic Requirements) • The Campus shall have 2-3 bedroom facilities/ quarters for the resident faculties/ staffs. (Desirable Requirements)
10.	**Meeting rooms**	• Meeting rooms with enough space (as per standard norms), furniture, and electronic communication/presentation equipment.
11.	**Office Rooms**	• Suitable for meeting the needs of all staff members
12.	**Laboratories and Research Centres**	• Modern laboratories and advanced super specialty research centers in a wide variety of scientific and technological fields.(Basic Requirements) • Departmental Libraries with reference books & online digital information resources. (Desirable Requirements)
13.	**Computer Centre/ Multimedia Studios**	• Computer Centre having appropriate Computer: Student Ratio as per standard norms. (Basic Requirements) • Multimedia Studios for creation of digital contents with optimum sound control & recording facilities. (Aspirational requirements)
14.	**Cafeteria/Dining Room/ Mess Facility**	• Cafeteria/ Dining room/ Mess facility equipped with modern cooking apparatus/equipment to ensure quality, cleanliness, and hygiene. (Basic Requirements)

15.	**Games & Sports facility**	• Playground and indoor Stadium of sufficient size to accommodate variety of games.(Basic Requirements) • Gymnasium and workout center, Swimming Pool, Stadium and High Tech Playgrounds, Modern type indoor stadium with multi-purpose arena (Aspirational requirements)
16.	**Auditorium add conference rooms**	• One auditorium of sufficient size and or conference rooms of various capacities depending upon the size of the institution (Basic Requirements)
17.	**Hostels**	• Student Hostels : for at least 60 % students, especially for out stationed students. (Basic Requirements) • Research Scholars Hostels with contemporary facilities (Desirable requirements)
18.	**Parking**	• Suitable for meeting the needs of all stakeholders • International Student Hostels (Aspirational requirements
19.	**Exhibition Hall**	• In order to fulfill the requirements of all curricular activities (Academic/Vocational/Skilling), there should be an adequate number of exhibition halls/ space.
20.	**Guest Accommodation**	• Suitable guest house for meeting university requirement (Basic Requirements) • Star hotel type guest hostels with accommodation, food, and recreation facility (Desirable requirements)
21.	**Commercial Shops/ centers**	• Convenience Shops for students and staff to purchase essential items (Basic Requirements). • Shopping Complex/ Centers suitable for all kinds of shopping (Aspirational requirements)
22.	**Health and well being**	Modern Dispensary / hospital that offers inpatient and outpatient services 24 hours a day, 7 days a week. (Desirable requirements)
23.	**Student recreation facilities**	Student recreation facilities with appropriate blend of modernity and functionality (Desirable requirements)
24.	**International student centres**	With contemporary student amenities whenever international students are large in number (Aspirational requirements)
25.	**Incubation centre and Research park**	With in-house industry R & D units & collaboration (Aspirational requirements)
26.	**Botanical Park/ Garden**	Natural type, with a documented collection of living plants that may be used for the purpose of scientific research,

		conservation, display, and education. (Aspirational requirements)
27.	**Vocational Education, Training and Skilling infrastructure**	• Adequate well equipped building space with appropriate equipment, machinery and tools, including computer labs and technology labs for learning skill/ vocational education as part of course curriculum

H. Digital Enablers

S. No.	Types of infrastructure digital	Details of digital infrastructure & its usage ESSENTIAL
1.	**Internet usage**	• Connecting external world through an electronic device to the stakeholders
2.	**Website**	• For providing institutional information to the public
3.	**Online Messaging stakeholders' groups**	• For vertical and horizontal communication between Stakeholders
4.	**Online Blogs & sites for every course**	• To provide course information and day to day progress of the students who enrolled in the course to stakeholders and publics.
5.	**Wi-Fi Campus**	• To access online ubiquitous information in the campus and classes.
6.	**Online Study material**	• Development of study materials both in audio, video, and text form as per the curriculum and providing them to concerned students online as additional support to classroom teaching – learning process. The study material in the form of a PDF book to be stored in a smartphone, tablet, or laptop computer will help provide a ubiquitous reference for the covered portion of the course subjects.
7.	**Digital Library**	• Developing and updating digital library and providing digital library membership to every stakeholder of the university for ubiquitous access of books, periodicals, study materials, magazines, annual/year books of organizations, journals in digital form is the responsibility of University digital library. For this purpose, the University digital library can collaborate with national digital libraries and Global digital libraries.
8.	**Digital Publication**	• The university should have its own publication for books, newsletters, magazines, journal proceedings, and printing question papers for examinations. Online

		digital publication as open access publication globally is the best practice.,
9.	**Paperless office**	• By developing academic administrative software the university should provide an online office environment to cater the services of stakeholders.
10.	**Paperless exams**	• Adopting a digital examination system eliminates the wastage of papers in the examination process.
11.	**Online Evaluation**	• Automated & digitized online evaluation system eliminates the wastage of time of evaluators & speeds up the evaluation process.
12.	**Website based result announcement**	• Ubiquitous reachability.
13.	**NAD markscards Facility**	• A convenient and completely secure digital academic depository solution.
14.	**Online admission test**	• A ubiquitous facility for global admission
15.	**Education ERP**	• To integrate various departments of the university for timely exchange & access of information.
16.	**Plagiarism software facility**	• A software facility available to every stakeholder to check plagiarism content in the documents.
17.	**Online digital magazine & Student publication**	• In online publication. Digital format through University
18.	**Online placement (Project, internship, & final)**	• Online ubiquitous support.
19.	**Video documentation of each course & each College**	• For open information access from globally
20.	**Video documentation on online public platforms**	• For open information access from globally
21.	**Social Media based promotions**	• Information access & Brand building promotions
22.	**Use of ICCT underlying technologies like AI, BA, CC, DS, MB, OC, VR & AR**	• Adopting present technologies in automating the services
23.	**Studio for video online classes**	• Studio for digitization of sound and scene

24.	**Video conference facility**	• For global information exchange in digital format
25.	**Online open Publication system**	• For exchange of new knowledge generated to everybody through open access system

ज्ञान-विज्ञान विमुक्तये

सत्यमेव जयते
Ministry of Education

University Grants Commission

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