



INSTITUTIONAL DEVELOPMENT PLAN 2025–2028

In accordance with the
UGC Guidelines for Institutional Development Plans for HEIs

Nine Enabler Parameters | Year-wise Targets | NEP 2020 | NCrF | SDGs | ABC



01 Executive Summary

This Institutional Development Plan (IDP) for Avantika University, Ujjain, has been formulated to follow the architecture of the **UGC Guidelines for Institutional Development Plans for Higher Education Institutions**. It moves in the sequence the Guidelines prescribe: social and academic mission, basic principles, IDP objectives, strategy formulation, strategic goals and development objectives, operationalisation, and finally the nine Enabler Parameters for institutional excellence, closing with monitoring, evaluation and review.

Every parameter is presented as a plan, not as a status report. Each one carries strategic objectives, a time-bound action plan with responsible offices, and **year-wise targets for 2025–26, 2026–27 and 2027–28**.

9	12	6	3	15-yr	4-tier
Enabler Parameters	Strategic Goals	Development Objective Categories	Plan Years	Vision Horizon	Review Mechanism

The Nine UGC Enabler Parameters (in prescribed sequence)

#	Enabler Parameter	Focus of this IDP
A	Governance	Functional statutory bodies, quality assurance, MIS-based monitoring, risk management, transparency
B	Financial & Funding Models	Financial policies, IDP-linked budgeting, revenue diversification, grants, endowment, IRG
C	Academic	NHEQF/NCrF/ABC alignment, skills integration (NSQF), future skills, IKS, faculty development, pedagogy
D	Research & Intellectual Property	Research portfolio, policies, PhD/post-doc pipeline, IP, TTO, CoEs, incubation, monetisation
E	Networking & Collaboration	Industry, alumni, academic, international and community partnerships with measurable outcomes
F	Human Resources Management	UGC-compliant recruitment, induction, development, appraisal, compensation, succession, diversity
G	Supportive & Facilitative	Well-being, mentoring, inclusion, safety, trust, traditions, openness and accountability
H	Physical	Campus master plan, accessibility, smart and green campus, labs, studios, hostels, skilling infrastructure
I	Digital	Network, ERP, LMS, paperless operations, national platform integration, cyber security, e-content

Note: The UGC Guidelines advise that Governance and Financial choices flow first, Physical and Digital enablers be treated as foundational yet purpose-driven, and that all nine be planned iteratively and concurrently.



02 Preamble, Social and Academic Mission

Avantika University adopts this IDP to realise the vision of NEP 2020: to develop good, thoughtful, well-rounded and creative individuals through deep specialisation alongside character, constitutional values, scientific temper and 21st-century capabilities. As a design-led, multidisciplinary university, the institution commits to the anchors named by UGC: NEP 2020, the Sustainable Development Goals, the National Credit Framework (NCrF), the National Higher Education Qualification Framework (NHEQF), the National Skills Qualification Framework (NSQF) and the Academic Bank of Credits (ABC).

Social Mission

UGC Social Mission Element	Avantika University Commitment
Equitable access to high-quality, affordable education incl. PwD	Need-cum-merit financial aid, barrier-free campus, inclusive admissions and accessible learning material
Knowledge creation for societal well-being	Design-led research and solutions for regional and national problems, especially in the Malwa region
Integration of vocational education, skilling and credits	NSQF-aligned skill credits embedded in every programme; credit for experiential learning via ABC
Industry-fit and entrepreneurial human resources	Studio-based, project-driven learning; incubation and start-up support for students and faculty
Reducing inequality; gender parity; diversity; SDGs	Equal Opportunity Cell, gender-sensitisation curriculum, SDG-mapped projects and green campus
Internationalisation and mobility	Exchange partnerships, global studios, international student support and credit portability

Academic Mission

- Promote holistic, multidisciplinary, cross-disciplinary and interdisciplinary learning in which design, technology, management, law and allied disciplines reinforce one another.
- Ensure every programme achieves clearly defined learning outcomes mapped to NHEQF level descriptors.
- Develop character, ethical and constitutional values, intellectual curiosity, creativity and a spirit of service.
- Build competencies in critical, creative, analytical, adaptive, design and computational thinking, social intelligence, cross-cultural competence, virtual collaboration, decision making and negotiation, laying the foundation for lifelong learning.


03

Basic Principles and IDP Objectives

Basic Principles Adopted

#	UGC Principle	How it is applied in this IDP
i	Academic, research and teaching excellence	Excellence targets defined for every academic and research enabler
ii	Learner-centric teaching, knowledge creation and application	Studio pedagogy, outcome-based curriculum, research-integrated UG/PG projects
iii	Multidisciplinary integration	Minors, open electives and new design–technology–management programmes
iv	Integration of vocational education per NEP and NCrF	Skill credits in all programmes; NSQF-aligned labs and modules
v	Autonomy balanced with accountability	Delegated powers with KRAs, MIS dashboards and public disclosure
vi	Participation, inclusivity and adaptability	Stakeholder consultations, open communication and community ties
vii	Good governance and smooth IDP execution	IDP Strategy Team, quarterly reviews and governance charters
viii	Bridging trust gaps among stakeholders	Transparency portal, town halls, grievance timelines
ix	Research, innovation and start-up ecosystem	TTO, incubation centre, seed grants and IP policy
x	Mechanisms for HEIs to shape the IDP	Bottom-up School and Department roadmaps feed the IDP
xi	Future-ready with a 15-year vision	This 3-year plan is the first phase of a 2/5/10/15-year roadmap
xii	Link to external quality assurance and accreditation	IQAC-led readiness for accreditation, rankings and programme accreditation

Objectives of this IDP

- Articulate a clear vision and mission aligned with NEP 2020, NCrF, SDGs and the University's educational, research and social goals.
- Assess development needs through wide consultation and identify human, material, financial and organisational capacity gaps.
- Develop annual activity and capacity-building plans to close those gaps.
- Establish a transparent, technology-enabled system for holistic and inclusive growth.
- Integrate skilling into higher education to strengthen employability and entrepreneurship, and build a framework for internationalisation.
- Engage all stakeholders meaningfully, quantify goals through indicators and time-bound targets, and review periodically for course correction.



04 Strategy Formulation

Following the UGC sequence, strategic goals are set as directional aspirations and then translated into measurable, time-bound development objectives. The steps below form the strategy formulation cycle that the IDP Strategy Team will run in Year 1 and repeat annually.

No.	Activity	Tools / Method	Output	When
1	Identify strategic goals	Stakeholder consultations; SWOC analysis	Vision, mission, core values; goal set	Y1: Q1
2	Map growth trajectory	S-Curve analysis of programmes and capabilities	Scale-and-impact readiness map; bottlenecks	Y1: Q1
3	Choose portfolio mix	Portfolio analysis of streams of capability, programmes and offerings	Programme and research portfolio	Y1: Q1–Q2
4	Test sustainability and viability	Stakeholder analysis; financial modelling	Rationale for chosen goals	Y1: Q2
5	Align interlinkages	Mapping across academics, research, industry and student support	Interlinkage matrix	Y1: Q2
6	Define SMART objectives	Goal decomposition	Indicators and year-wise targets	Y1: Q2
7	Identify tactics and prioritise	Resource, partnership and sequencing analysis	Prioritised initiative list; budget	Y1: Q2
8	Develop and implement plan	Action plans with owners and milestones	Approved IDP and annual plans	Y1: Q2 onwards
9	Review, evaluate and report	KPI tracking; S-curve refresh; interlinkage review	Annual IDP report; course correction	Annually

Planning Horizons

Horizon	Span	Purpose
Operational plan (this IDP)	3 years: 2025–28	Year-wise actions and targets across the nine enablers
Short term	2 years	Foundation: policies, structures, systems and baselines
Medium term	5 years	Scale: accreditation, research intensity, global partnerships
Long term	10 years	Distinction: recognised leadership in design-led education and research
Vision span	15 years	Future-ready institution as envisaged in the UGC Guidelines



05 Strategic Goals and Development Objectives

Strategic Goals

The UGC lists indicative goals and asks institutions to set their own. Avantika University adopts twelve strategic goals, each linked to the enabler parameters that deliver it.

Code	Strategic Goal	Lead Enablers
SG1	Accessible, affordable and transparent admissions with equity for under-represented groups	B, G, I
SG2	Distinctive design-led, multidisciplinary education with skills integrated at every level	C
SG3	A faculty of distinction: recruited, developed, motivated and retained	F, C
SG4	A sustainable research and innovation ecosystem with IP creation and monetisation	D
SG5	Employability and entrepreneurship for every graduate, nationally and internationally	C, D, E
SG6	Holistic development, well-being, safety and a sense of belonging	G, H
SG7	Global citizens through internationalisation and emerging-domain learning	E, C
SG8	Enduring partnerships with industry, alumni, community and peer institutions	E
SG9	Financial sustainability through diversified, fit-for-strategy revenue streams	B
SG10	A digital-first university with blended learning and paperless operations	I
SG11	A smart, green, accessible and inclusive campus	H
SG12	Accountable governance, assured quality and enhanced regional and global stature	A

Development Objectives (UGC Categories)

UGC Category	Development Objective for Avantika University	Parameters
Academic and Fiduciary Governance	Effective oversight of academic programmes and processes through empowered statutory bodies and IQAC	A, C
Curriculum and Pedagogy	Curriculum and pedagogical excellence with outcome-based, studio-centred and blended delivery	C, I
Integration of Skills into Academics	NHEQF- and NSQF-aligned skill credits in every programme through NCrF and ABC	C, H
Faculty and Staff	Attract, nurture and retain talent through strategic HRM and continuous development	F, G
Governance and Compliance	Sound administrative and financial governance with full regulatory compliance	A, B
Research and Development	Research portfolio, external funding, infrastructure, integrity, dissemination and monetisation	D, E



06 Operationalisation Framework

The UGC Guidelines are self-regulating and preserve institutional autonomy. The University will operationalise the IDP through the thirteen enablers identified by UGC, as set out below.

UGC Operational Enabler	Mechanism at Avantika University	From
Clear objectives	IDP objectives approved by BoG and cascaded to Schools and Departments	Y1: Q1
Task breakdown	Each strategic goal decomposed into initiatives with milestones	Y1: Q2
Stewardship and responsibility	IDP Strategy Team; a named owner for every action and indicator	Y1: Q1
Collaborative environment	Cross-school task forces for interlinked initiatives	Y1: Q2
Metrics and KPIs	Indicator library with year-wise targets (Sections 07–15)	Y1: Q2
Technological tools	IDP tracker on the MIS with RAG (red-amber-green) status dashboards	Y1: Q3
Communication channels	Quarterly IDP bulletin, town halls and intranet updates	Y1: Q2
Training and development	IDP orientation for all leaders; role-specific capability programmes	Y1: Q2
Resource allocation	IDP-linked budget heads and a ring-fenced IDP account	Y1: Q1
Feedback mechanisms	Surveys of students, faculty, staff, alumni and employers	Y1: Q3
Agility	Delegated decision windows and mid-year re-prioritisation	Y1 onwards
Stakeholder engagement	Student, alumni, industry and community representation in review bodies	Y1 onwards
Continuous review	Annual strategy refresh and rolling three-year targets	Annually



07 Parameter A: Governance Enablers

100%	100%	100%	4×	100%	2
Statutory bodies with charters (Y1)	SOP-documented processes (Y3)	Governance KPIs on MIS (Y3)	BoG meetings per year	Faculty with 360° feedback (Y2)	Programmes accredited (Y3)

UGC intent. Governance is the systematic way an institution is directed, controlled and held accountable. It must balance belief systems and control systems, and institutional autonomy with accountability.

Strategic Objectives

- Fully functional BoG, Academic Council, Finance Committee and Boards of Studies with defined roles, accountability and alumni, industry and community representation.
- A shared vision and a 2, 5 and 10-year roadmap evolved with stakeholders, with School and Department roadmaps prepared on common templates.
- Institution-wide quality assurance with documented processes, deliverables and outcomes.
- IT-enabled, web-based MIS for performance monitoring, with parameters aligned to UGC and AICTE guidance.
- Risk management, External Advisory Boards and 360-degree feedback as standing governance instruments.

Action Plan

Activity / Action	Timeline	Responsible
Constitute IDP Strategy Team and IDP Steering Council; adopt IDP through BoG	Y1: Q1	Vice Chancellor
Stakeholder consultations to evolve shared Vision, Mission and Core Values; publish 2/5/10-year roadmap	Y1: Q1–Q2	VC + IQAC
Charter for each statutory body: roles, quorum, calendar and accountability; induct alumni, industry and community members	Y1: Q1–Q2	Registrar
Issue roadmap templates to Deans and HoDs; consolidate School roadmaps into IDP	Y1: Q2	IQAC
Quality Assurance Manual with SOPs for academic, administrative and financial processes	Y1: Q2–Q4	IQAC Director
Web-based MIS with governance dashboards; indicators finalised by a committee	Y1: Q3 – Y2: Q2	IT + IQAC
Cascade KRAs and KPIs from the IDP to Schools, Departments and individuals	Y1: Q3	VC + HR
External Advisory Board for each School, meeting every semester with a student showcase	Y1: Q3	Deans
Risk register covering legal, safety, financial, disaster, environmental and hazard risks; annual review with insurers	Y1: Q4	Registrar
Public self-disclosure portal for mandatory disclosures, minutes and annual reports	Y1: Q2	Registrar + IT



Activity / Action	Timeline	Responsible
360-degree feedback for faculty and academic administrators with action-taken reports	Y2: Q1	IQAC + HR
Leadership development programme for Deans and HoDs in strategic management	Y2	VC + CFD
Accreditation and ranking readiness: institutional and programme-level	Y2–Y3	IQAC

Year-wise Targets

Indicator	Year 1 (2025–26)	Year 2 (2026–27)	Year 3 (2027–28)
Statutory bodies with approved charters and annual calendar	100%	100%	100%
BoG meetings held per year (minimum)	4	4	4
Decisions and minutes published within 30 days	80%	100%	100%
Identified processes documented through SOPs	50%	80%	100%
Governance KPIs tracked live on MIS	40%	80%	100%
Schools with functioning External Advisory Board	50%	100%	100%
Faculty covered by 360-degree feedback	Pilot in 2 Schools	100%	100%
Risk register reviews per year	1	2	2
Quarterly IDP reviews completed	4	4	4
Accreditation / ranking milestones	Readiness audit; NIRF participation	Institutional accreditation cycle initiated	Programme accreditation for ≥ 2 programmes


08
Parameter B: Financial Enablers and Funding Models

25%	30	100%	±5%	8	12%
Non-tuition revenue share (Y3)	Grant proposals / year (Y3)	Departments with IRG plan (Y3)	Budget variance (Y3)	CSR partners (Y3)	Students on financial aid (Y3)

UGC intent. Compliant accounting is non-negotiable; management accounting and data-based decision support strengthen resource mobilisation. Revenue should be balanced across tuition, government grants, overheads on sponsored R&D; endowments, CSR and IP royalties in a fit-for-strategy model.

Strategic Objectives

- Financial policies defining the roles and responsibilities of all officers and bodies managing university assets.
- IDP-linked budgeting: 1-year and 5-year forecasts, monthly granularity in Year 1 and quarterly thereafter, with separate capital and recurring budgets.
- Diversified revenue through grants, sponsored research overheads, consultancy, endowments, CSR, continuing education and IP royalties.
- A Finance and Investment Committee with an approved investment policy, and transparent, auditable transactions.

Action Plan

Activity / Action	Timeline	Responsible
Approve Financial Policies Manual with delegation of financial powers	Y1: Q1	Finance Officer
Prepare IDP action budget: income and expense heads, capital vs. recurring; open a ring-fenced IDP account	Y1: Q1	Finance Officer + Finance Committee
Department budgets (recurring, non-recurring, consumables) prepared by HoDs	Y1: Q2	HoDs
Budget monitoring monthly in Y1 and quarterly thereafter; revisions only through Budget Committee	Y1 onwards	Finance Officer
Constitute Finance and Investment Committee; approve low-risk investment policy for corpus	Y1: Q2	BoG
Grants and Sponsored Projects Office with proforma library for central ministries and standard templates and SOPs	Y1: Q3	Dean Research + Finance
Management accounting dashboards on ERP for decision support	Y1: Q3 – Y2: Q1	Finance Officer + IT
Internal Revenue Generation (IRG) scheme in each department: facility sharing, testing and consultancy catalogue	Y1: Q4	HoDs
Endowment fund and endowed Research Chairs with alumni and philanthropic partners	Y2: Q1	Alumni Relations + Finance
CSR partnership desk targeting regional and national corporates	Y2	Industry Relations
Continuing, executive and certificate education as a revenue line	Y2	Dean Academics



Activity / Action	Timeline	Responsible
Statutory audit plus quarterly internal audit with time-bound closure of observations	Y1 onwards	Finance Officer

Year-wise Targets

Indicator	Year 1 (2025–26)	Year 2 (2026–27)	Year 3 (2027–28)
Share of non-tuition revenue in total revenue	10%	18%	25%
External grant proposals submitted per year	10	20	30
Departments with an active IRG plan	30%	70%	100%
CSR partners (cumulative)	2	5	8
Endowed Chairs created (cumulative)	—	1	3
Corpus / endowment contribution as % of operating budget	2%	4%	6%
Year-end budget variance (within)	±10%	±7%	±5%
Internal audit cycles per year	4	4	4
Audit observations closed within 90 days	80%	90%	100%
Students supported through scholarships / fee waivers	8%	10%	12%



09 Parameter C: Academic Enablers

100%	100%	80%	75%	100%	6
Programmes on NHEQF / NCrf (Y2)	Programmes with skill credits (Y3)	Faculty PhD / industry-qualified (Y3)	Courses with blended delivery (Y3)	UG programmes with IKS (Y3)	Interdisciplinary minors (Y3)

UGC intent. Academic enablers are shared reference points for setting and assuring quality. They require flexible, multidisciplinary curricula with vocational integration, industry input, sound student–teacher ratios, a high share of qualified full-time faculty (75–80%) and continuous capacity building on NCrf, ABC, NHEQF, NSQF, IKS and future skills.

Strategic Objectives

- Map every programme to NHEQF level descriptors and NCrf credit levels, with multiple entry and exit options and ABC integration.
- Embed employability skills, NSQF-aligned skill enhancement courses and emerging-technology content (AI/ML, data analytics, AR/VR/XR, IoT, digital twins) across programmes.
- Build faculty strength through a Centre for Faculty Development (CFD) and a Centre for Curricular and Life Skills Development (CCLSD).
- Adopt learner-centred, blended pedagogy with structured teaching plans, question banks and varied assessment.
- Offer flexibility, multidisciplinary, research exposure, international exposure and earn-while-learn opportunities.

Action Plan

Activity / Action	Timeline	Responsible
Map all programmes to NHEQF and NCrf; enable multiple entry–exit and ABC credit transfer	Y1: Q1–Q3	Dean Academics + BoS
Outcome-based curriculum (POs, COs) with industry experts on every Board of Studies	Y1: Q2	BoS Chairs
Launch Centre for Faculty Development: FDPs on pedagogy, NCrf, ABC, NHEQF, NSQF, IKS; Training of Trainers for VET	Y1: Q2	Dean Academics
Credit-bearing Employability Skills courses: communication, digital, financial and legal literacy, entrepreneurship, constitutional values	Y1: Q3	Dean Academics
Blended learning policy with online credits (e.g., SWAYAM) and digital content	Y1: Q3	Dean Academics + IT
Session-wise teaching plans, study material, outcome-mapped question banks; on-demand and make-up assessments	Y1	HoDs + Controller of Exams
Credit sports, arts, cultural and community activities as part of the core curriculum	Y1: Q3	Dean Students
Establish CCLSD for life skills and continuous curriculum upgradation	Y1: Q4	Dean Academics
NSQF-aligned skill and vocational modules; internship- and apprenticeship-embedded options	Y1: Q4 – Y2	Skill Cell + Schools



Activity / Action	Timeline	Responsible
Future-technology electives and Industry 4.0/5.0 content in all Schools	Y2	Deans
Indian Knowledge System modules across UG programmes	Y2	Dean Academics
Interdisciplinary minors and new design–technology–management programmes	Y2–Y3	Dean Academics
Teaching-learning material in accessible formats for students with disabilities	Y2	Dean Academics
Biennial curriculum review with industry advisory input	Y2 onwards	BoS
International exposure: exchange semesters, global studios, visiting faculty	Y2–Y3	International Relations

Year-wise Targets

Indicator	Year 1 (2025–26)	Year 2 (2026–27)	Year 3 (2027–28)
Programmes mapped to NHEQF / NCrF with multiple entry–exit	60%	100%	100%
Students with ABC / APAAR IDs and credits uploaded	100%	100%	100%
Programmes with embedded NSQF / skill credits	30%	70%	100%
Programmes with credit-bearing employability skills	100%	100%	100%
Courses with a blended delivery component	25%	50%	75%
Full-time faculty with PhD or equivalent industry expertise	60%	70%	80%
Faculty completing ≥ 1 FDP per year	80%	90%	100%
Students completing internship / live-project credits	60%	80%	100%
Interdisciplinary minors offered	2	4	6
New multidisciplinary programmes launched (cumulative)	—	2	3
UG programmes with an IKS module	30%	70%	100%
Curricula revised within the last two years	50%	100%	100%
Courses with outcome-mapped question banks	70%	100%	100%
Students with international exposure	2%	5%	8%



10 Parameter D: Research and Intellectual Property Enablers

1.0	15	3:1	30%	2	20
Publications per faculty / yr (Y3)	Patents filed in Y3	PhD scholars per guide (Y3)	Faculty with funded projects (Y3)	Centres of Excellence (Y2)	Start-ups incubated (cum., Y3)

UGC intent. Intellectual enablers are the building blocks of innovation. Institutions should build a research vision and portfolio, research management structures, industry liaison and fundraising offices, and protect and commercialise outcomes through IP management, licensing and start-up support.

Strategic Objectives

- A research portfolio of focused thrust areas aligned with the design-led mission, for example sustainable design, design for health, AI-enabled design and rural and social innovation.
- Research, IP, ethics, plagiarism and consultancy policies, with API-linked incentives for publications, patents and grants.
- A growing pipeline of PhD scholars, research professors and post-doctoral fellows, with UG and PG students engaged in research.
- A Technology Transfer Office led by a Chief Technology Officer for IP protection, licensing and royalty structures.
- Centres of Excellence, conferences, a university publication platform and community-linked research.

Action Plan

Activity / Action	Timeline	Responsible
Establish Office of Dean Research / Research & Development Cell with research management staff	Y1: Q1	Vice Chancellor
Approve Research, IP, Research Ethics, Plagiarism and Consultancy policies	Y1: Q1–Q2	Dean Research
Define research thrust areas and portfolio through faculty consultation	Y1: Q2	Dean Research
Seed grant scheme for faculty and student research	Y1: Q3	Dean Research
API-based incentives for publications, patents, grants and consultancy	Y1: Q3	Dean Research + HR
At least two research conferences per year per School	Y1 onwards	Deans
Community-linked research under Unnat Bharat Abhiyan and regional design challenges	Y1 onwards	Dean Research
Expand PhD intake within supervision capacity; appoint research professors; launch post-doctoral fellowships	Y1–Y3	Dean Research
Research monetisation and IP training for researchers	Y1: Q4	TTO
Technology Transfer Office under CTO: licensing processes, royalty structures, IP portfolio	Y2: Q1	CTO
Patent and design-registration targets for UG/PG professional projects with mentoring	Y2	Deans + TTO



Activity / Action	Timeline	Responsible
Establish two Centres of Excellence in thrust areas	Y2	Dean Research
Incubation programme with mentorship, funding linkages and start-up policy	Y2	Head – Innovation
Annual faculty research ranking based on API	Y2	Dean Research
University publication platform (online journal / press) and citation support service	Y3	Librarian + Dean Research

Year-wise Targets

Indicator	Year 1 (2025–26)	Year 2 (2026–27)	Year 3 (2027–28)
Indexed / UGC-CARE publications per full-time faculty per year	0.5	0.8	1.0
Patents filed in the year	5	10	15
Patents / design registrations from UG and PG projects	2	5	8
PhD scholars per PhD-qualified supervisor	1:1	2:1	3:1
Post-doctoral fellows in position	—	2	4
Funded research proposals submitted per year	15	25	35
Faculty with an active funded project	10%	20%	30%
Consultancy assignments per year	5	12	20
Centres of Excellence operational	—	2	2
Conferences hosted per year (of which international)	2 (0)	4 (1)	6 (2)
Start-ups incubated (cumulative)	5	12	20
Technology licences / transfers (cumulative)	—	1	3
Researchers trained in IP and monetisation	50%	100%	100%



11 Parameter E: Networking and Collaboration Enablers

30	6	60	90%	90%	150
Active outcome-linked MoUs (Y3)	International partners (Y3)	Live projects / semester (Y3)	Graduate outcome rate (Y3)	Alumni on portal (Y3)	Alumni mentors (Y3)

UGC intent. HEIs exist by society and for society. Structured collaboration with industry, alumni, peer and international institutions and civil society, covering curriculum, training, evaluation, employment, research and lifelong learning, creates a positive-sum game and strengthens brand and societal impact.

Strategic Objectives

- Integrated partnerships with industry, academia and community through outcome-linked MoUs.
- A lifelong alumni network contributing to governance, mentoring, funding and expertise.
- Academic and research consortia enabling co-research, shared curricula, dual degrees, shared facilities and student mobility.
- Community engagement through government programmes such as Unnat Bharat Abhiyan, NGOs and local bodies.
- Placement networks, faculty consultancy and an innovation network supporting start-ups.

Action Plan

Activity / Action	Timeline	Responsible
Office of Partnerships and External Relations	Y1: Q1	Vice Chancellor
Industry Advisory Board for each School feeding curriculum and projects	Y1: Q2	Deans + Career Services
MoU framework with outcome clauses and an annual MoU effectiveness audit	Y1: Q2	Partnerships Office
Alumni Association, online alumni portal and regional chapters; alumni in governance bodies	Y1: Q2–Q4	Alumni Relations
Industry-sponsored live projects, internships and apprenticeships integrated into curriculum	Y1 onwards	HoDs + Placement
Placement network across sectors with e-placement support	Y1 onwards	Career Services
Community engagement: adopted villages under Unnat Bharat Abhiyan; NGO and local body partnerships	Y1 onwards	Extension Cell
Alumni mentoring programme for current students	Y1: Q4	Alumni Relations
International partnerships: student exchange, joint studios, visiting faculty	Y2	International Relations
Faculty consultancy and industry immersion programme	Y2	Dean Research
Academic consortia: shared library and databases, credit transfer, dual / joint degrees	Y2–Y3	Dean Academics



Year-wise Targets

Indicator	Year 1 (2025–26)	Year 2 (2026–27)	Year 3 (2027–28)
Active outcome-linked MoUs, industry and academic (cumulative)	10	20	30
International academic partnerships (cumulative)	2	4	6
Industry live projects per semester	20	40	60
Students completing internships	70%	85%	100%
Graduates placed, in higher studies or self-employed	80%	85%	90%
Alumni registered on portal (of total alumni)	40%	70%	90%
Alumni mentors engaged	50	100	150
Community / social-design projects per year	3	6	10
Villages adopted under Unnat Bharat Abhiyan	5	5	5
Faculty engaged in consultancy / industry exchange	10%	20%	30%
Students in inbound / outbound exchange per year	10	25	40



12 Parameter F: Human Resources Management Enablers

15:1	100%	50 h	10	≤ 8%	100%
Student–teacher ratio (Y3)	Sanctioned posts filled (Y3)	Faculty training / year (Y3)	Professors of Practice (Y3)	Faculty attrition (Y3)	Appraisals on time

UGC intent. HRM must balance autonomy and flexibility with regulatory compliance across recruitment, induction, development, performance management, compensation, employee relations, workforce planning, diversity, legal compliance and succession, while providing enablers for students, staff, faculty and researchers.

Strategic Objectives

- An HR policy framework compliant with UGC and other regulators, customised where permissible to the University's design-led profile.
- Workforce planning linked to programme growth, prescribed student–teacher ratios and succession needs.
- Transparent, competency-based recruitment emphasising excellence and diversity, including Professors of Practice.
- Continuous professional development, API-based appraisal, equitable promotion mechanisms, recognition and sabbaticals.
- Well-being, flexibility and fair grievance handling for all staff.

Action Plan

Activity / Action	Timeline	Responsible
HR Policy Manual aligned with UGC regulations on qualifications, CAS and service conditions	Y1: Q1–Q2	Registrar + HR
Grievance redressal mechanism, Internal Complaints Committee and HR compliance committee	Y1: Q1	Registrar
Workforce plan and faculty requirement model by programme and student–teacher ratio	Y1: Q2	HR + Deans
Structured induction for faculty and staff, covering academic integrity and research ethics	Y1: Q2	HR + CFD
Transparent, competency-based recruitment; Professors of Practice from industry	Y1 onwards	HR
API-based performance appraisal linked to KRAs and 360-degree feedback	Y1: Q3	HR + IQAC
Compensation and benefits review; incentive scheme for teaching, research and service	Y1: Q4	HR + Finance
Recognition and awards for teaching, research, mentoring and service	Y1: Q4	Vice Chancellor
Staff professional development calendar and well-being programme; flexible work policy	Y1 onwards	HR
Diversity and inclusion metrics with annual reporting	Y1: Q4	HR + Equal Opportunity Cell



Activity / Action	Timeline	Responsible
Career pathways and promotion mechanisms recognising diverse achievements	Y2	HR
Sabbatical policy, leadership pipeline and succession planning	Y2	VC + HR

Year-wise Targets

Indicator	Year 1 (2025–26)	Year 2 (2026–27)	Year 3 (2027–28)
Student–teacher ratio (maximum)	20:1	18:1	15:1
Sanctioned faculty positions filled	85%	95%	100%
Faculty and staff with documented KRAs	100%	100%	100%
Average faculty training hours per year	30	40	50
Non-teaching staff trained during the year	60%	80%	100%
Professors of Practice engaged	3	6	10
Women among faculty	35%	40%	45%
Appraisals completed on schedule	100%	100%	100%
Voluntary faculty attrition (maximum)	12%	10%	8%
Staff grievances resolved within 30 days	90%	95%	100%
Faculty on sabbatical / industry immersion	—	3	6



13 Parameter G: Supportive and Facilitative Enablers

100%	1:500	≤ 4%	4.2/5	100%	Zero
Students with mentors	Counsellor ratio (Y3)	Annual drop-out (Y3)	Student satisfaction (Y3)	Results in 30 days (Y2)	Tolerance for ragging

UGC intent. Supportive enablers are the intellectual and emotional infrastructure that builds belonging, pride and ownership: accessible leadership, rich communication, role models, core values, trust, traditions, safety, openness, delivery on promises, accountability and mental health, along with mentorship, financial support and inclusive curriculum for under-represented learners.

Strategic Objectives

- Robust mental health, counselling and well-being support for students and staff.
- Mentoring, buddy systems and individual goal setting for every student.
- Inclusion of women, SEDGs and persons with disabilities through dedicated cells, financial aid and inclusive curriculum.
- A safe, transparent campus culture with time-bound grievance redressal and business-continuity planning.
- Institutional traditions and rituals that build belonging, including Ujjain's cultural heritage.

Action Plan

Activity / Action	Timeline	Responsible
Equal Opportunity Cell, PwD Support Unit, Gender Cell, ICC and Anti-Ragging Committee and Squad	Y1: Q1	Registrar + Dean Students
Student grievance redressal and ombudsperson with time-bound resolution	Y1: Q1	Registrar
Wellness and counselling centre with trained counsellors, peer supporters and tele-counselling	Y1: Q1–Q2	Dean Students
Faculty mentor scheme (1:15) and senior buddy programme for first-year students	Y1: Q2	Dean Students
Bridge and remedial courses for students from disadvantaged backgrounds	Y1: Q3	Dean Academics
Individual goal-setting and career counselling plan for every student	Y1: Q3	Career Services
Inclusive curriculum: gender sensitisation, PwD awareness and empathy modules	Y1: Q3	Dean Academics
Leadership open hours and town halls each semester	Y1 onwards	Vice Chancellor
Traditions: Foundation Day, Heritage Day, cultural festival, sports week, local culture and food connect	Y1 onwards	Dean Students
Campus safety and security audit; emergency response protocols	Y1: Q2	Registrar
Business-continuity plan for teaching, examinations and timely results	Y1: Q4	Controller of Exams



Activity / Action	Timeline	Responsible
Annual student well-being and satisfaction survey with published action-taken report	Y1: Q4	IQAC
Earn-While-Learn scheme for financially weaker students	Y2: Q1	Dean Students + Finance

Year-wise Targets

Indicator	Year 1 (2025–26)	Year 2 (2026–27)	Year 3 (2027–28)
Students covered by faculty mentoring	100%	100%	100%
First-year students with a senior buddy	100%	100%	100%
Counsellor-to-student ratio	1:1000	1:750	1:500
Students with an individual goal plan	50%	80%	100%
Students in the Earn-While-Learn scheme	—	100	150
Annual student drop-out rate (maximum)	6%	5%	4%
Results declared within 30 days of examinations	90%	100%	100%
Student grievances resolved within 15 days	85%	95%	100%
Student satisfaction index (5-point scale)	≥ 3.8	≥ 4.0	≥ 4.2
Ragging / harassment complaints closed within statutory timelines	100%	100%	100%
Town halls per semester	2	2	2



14 Parameter H: Physical Enablers

100%	50%	100%	60%	100%	100%
Accessible buildings (Y3)	Renewable electricity (Y3)	Smart BMS coverage (Y3)	Hostel capacity (Y3)	ICT-enabled classrooms (Y2)	Green-certified new builds

UGC intent. Physical enablers must support academic and research activity, comply with codes and regulations, and support brand building. Campus planning should integrate activity, preserve the campus essence, ensure inclusivity and safety, and follow a green campus strategy. UGC classifies facilities as Essential, Desirable or Aspirational.

Strategic Objectives

- A campus master plan integrating academic, research, cultural and operational zones.
- Universal accessibility for persons with disabilities, gender-inclusive facilities and robust safety and risk management.
- A smart and green campus: IoT-based building management, renewable energy, water conservation, waste management, green buildings and sustainable mobility.
- Facilities for vocational education, research, studios, health and well-being, sports, residence and incubation.

Action Plan

Activity / Action	Timeline	Responsible	UGC Category
Campus master plan with zoning, heritage aesthetics and phased development	Y1: Q1–Q2	Registrar + Estate	Essential
Universal accessibility audit and retrofit: ramps, lifts, signage, tactile paths, accessible toilets	Y1	Estate	Essential
Examination branch with secure strong room	Y1	Controller of Exams	Essential
Library and digital resource centre upgrade with reading and discussion rooms	Y1	Librarian	Essential
Vocational and skill labs, workshops and tool rooms for NSQF modules	Y1–Y2	Skill Cell + Estate	Essential
Health centre and wellness facilities	Y1	Dean Students	Desirable
Energy and water audit; solar, rainwater harvesting, waste segregation and STP reuse	Y1–Y2	Estate	Essential
Smart campus: IoT building management for energy, lighting, security and water	Y1–Y2	IT + Estate	Desirable
ICT-enabled lecture halls and tutorial rooms with video recording	Y1–Y2	IT + Estate	Essential
Faculty chambers for all faculty, visiting faculty and research scholars	Y2	Estate	Essential



Activity / Action	Timeline	Responsible	UGC Category
Laboratories and research centres for Centres of Excellence; multimedia studio	Y2	Dean Research	Desirable / Aspirational
Incubation centre and research park space	Y2–Y3	Head – Innovation	Aspirational
Sports: playground, indoor stadium and gymnasium	Y2–Y3	Sports Cell + Estate	Essential / Aspirational
Hostels for at least 60% of students; research scholars' and international student facilities	Y2–Y3	Estate	Essential / Aspirational
Exhibition gallery, guest house, convenience shops, botanical garden and outdoor learning spaces	Y2–Y3	Estate + Schools	Desirable / Aspirational
Fire, structural and disaster safety audits and drills	Y1 onwards	Registrar	Essential

Green Campus Strategy

UGC Element	Avantika University Plan
Ecological preservation	Protect natural topography; carbon footprint inventory from Y1; water neutrality roadmap
Environmental awareness	Annual green audit; student green club; SDG-themed design challenges
Sustainable infrastructure	Green certification for all new construction; recycled materials; heat-island mitigation in design
Sustainable mobility	Pedestrian- and cycle-first campus core; EV charging; battery-operated shuttles
Technology and energy	Rooftop and ground-mounted solar; energy-efficient lighting and HVAC; smart metering

Year-wise Targets

Indicator	Year 1 (2025–26)	Year 2 (2026–27)	Year 3 (2027–28)
Buildings meeting accessibility standards	50%	80%	100%
Renewable share of electricity consumed	20%	35%	50%
Buildings on smart building-management system	30%	60%	100%
Energy intensity reduction (vs. Year 1 audit)	Audit baseline set	10%	20%
Rooftop area under rainwater harvesting	60%	90%	100%
Waste segregated at source and processed	60%	80%	100%
New construction with green certification	100%	100%	100%
ICT-enabled classrooms	80%	100%	100%
Hostel capacity as % of enrolled students	50%	55%	60%
Utilisation of labs and studios	≥ 70%	≥ 80%	≥ 85%
Fire and disaster drills per year	2	2	2



15 Parameter I: Digital Enablers

100%	100%	100%	30	99.5%	Zero
Wi-Fi coverage (Y2)	Courses on LMS (Y2)	Paperless processes (Y3)	E-content / MOOC modules (Y3)	Network uptime (Y3)	Critical cyber incidents

UGC intent. HEIs should build a roadmap towards a Digital University: strong ICT infrastructure, secure data management, online teaching with monitoring, data privacy and security, integration with national repositories, paperless processes and an enhanced digital presence, achieved through phased transformation.

Strategic Objectives

- A campus-wide network with fibre backbone, multiple internet links and a central ICT centre with in-house or cloud servers.
- An integrated education ERP enabling paperless admissions, fees, HR, payroll, finance and examinations.
- An LMS with two-way communication and learning analytics, a digital content repository and studio for e-content and MOOCs.
- Integration with ABC, APAAR, DigiLocker / NAD and the National Digital Library.
- Cyber security and lawful personal data processing under the Digital Personal Data Protection Act, 2023.

Action Plan

Activity / Action	Timeline	Responsible
Digital transformation roadmap toward a Digital University	Y1: Q1	IT Head + VC
Campus area network with fibre backbone, dual internet and campus-wide Wi-Fi	Y1: Q1–Q3	IT Cell
Central ICT centre with monitored in-house / cloud servers and disaster recovery	Y1: Q2–Q4	IT Cell
Cyber security framework, data privacy policy and DPDP Act compliance	Y1: Q2–Q3	IT Cell + Legal
LMS with two-way audio-video, assessment tools and progress monitoring	Y1: Q1–Q3	IT + Dean Academics
ABC / APAAR integration; degrees and mark sheets on DigiLocker / NAD	Y1	Controller of Exams
Digital library with NDLI integration, remote access and plagiarism-check software	Y1	Librarian + IT
Website, alumni portal, e-placement and social media for digital presence	Y1	IT + Communications
Integrated education ERP for paperless operations	Y1: Q3 – Y2: Q2	IT + Registrar + Finance
Online examination, evaluation and result publication	Y1: Q4 – Y2	Controller of Exams + IT
Studio for video lectures; digital content repository; MOOCs on national platforms	Y1–Y3	Dean Academics + IT
Dashboards for resource, infrastructure and learning analytics	Y2	IT + IQAC
AR / VR / AI tools in design and technology teaching	Y2–Y3	Deans + IT



Activity / Action	Timeline	Responsible
Digital skills programme for faculty and staff	Y1 onwards	CFD + IT

Year-wise Targets

Indicator	Year 1 (2025–26)	Year 2 (2026–27)	Year 3 (2027–28)
Campus Wi-Fi coverage (academic, residential, common areas)	80%	100%	100%
Courses actively delivered on LMS	80%	100%	100%
Administrative processes fully paperless	50%	80%	100%
Students with credits on ABC / APAAR; awards on DigiLocker	100%	100%	100%
Internal assessments conducted online	40%	70%	90%
E-content / MOOC modules developed (cumulative)	5	15	30
Courses covered by learning-analytics dashboards	—	50%	100%
Network uptime	98%	99%	99.5%
Cyber security audits per year	1	2	2
Faculty and staff trained in digital tools	70%	90%	100%


16

Consolidated Year-wise Implementation Roadmap

The three plan years follow a deliberate progression: **Foundation** (policies, structures, systems and baselines), **Scale** (capacity, programmes and partnerships) and **Distinction** (outcomes, recognition and impact).

Parameter	Year 1 (2025–26): Foundation	Year 2 (2026–27): Scale	Year 3 (2027–28): Distinction
A. Governance	IDP team, charters, QA manual, disclosure portal, risk register	MIS dashboards, 360° feedback, leadership programme	Accreditation outcomes, full KPI-driven governance
B. Financial	Financial policies, IDP budget, grants office, IRG scheme	Endowment and Chairs, CSR desk, continuing education	25% non-tuition revenue; balanced funding model
C. Academic	NHEQF/NCrF mapping, CFD, employability skills, blended policy	NSQF modules, IKS, future-tech electives, new programmes	Skills in all programmes; 80% qualified faculty
D. Research & IP	Research office, policies, seed grants, incentives	TTO, CoEs, incubation, PhD expansion	1.0 publications/faculty; licences; 20 start-ups
E. Networking	Partnerships office, advisory boards, alumni portal, UBA	International partners, consultancy, mentoring at scale	30 MoUs; consortia; 90% graduate outcomes
F. Human Resources	HR manual, workforce plan, induction, appraisal	Career pathways, sabbaticals, succession planning	15:1 STR; low attrition; diverse faculty
G. Supportive	Cells and committees, wellness centre, mentoring, safety	Earn-While-Learn, inclusion curriculum at scale	≤ 4% drop-out; 4.2 satisfaction
H. Physical	Master plan, accessibility, skill labs, energy audit	Smart BMS, CoE labs, faculty chambers, incubation	100% accessible; 50% renewable; hostels 60%
I. Digital	Network, LMS, ABC/DigiLocker, cyber security, digital library	ERP paperless, online exams, analytics, AR/VR	Full Digital University ecosystem

Institution-level Dashboard: Headline Targets

Indicator	Year 1 (2025–26)	Year 2 (2026–27)	Year 3 (2027–28)
Programmes aligned to NHEQF / NCrF with multiple entry–exit	60%	100%	100%
Full-time faculty with PhD or equivalent industry expertise	60%	70%	80%
Student–teacher ratio (maximum)	20:1	18:1	15:1
Publications per full-time faculty per year	0.5	0.8	1.0
Patents filed in the year	5	10	15
Share of non-tuition revenue	10%	18%	25%
Active outcome-linked MoUs (cumulative)	10	20	30
Graduates placed, in higher studies or self-employed	80%	85%	90%
Annual student drop-out rate (maximum)	6%	5%	4%
Renewable share of electricity	20%	35%	50%



17 Monitoring, Evaluation and Review Framework

In line with the UGC steps of implementing, reviewing, evaluating and reporting, and the operational enablers of metrics, technology tools, feedback loops and continuous review, the IDP will be monitored through a four-tier mechanism.

Tier	Body	Frequency	Role	Output
1	IDP Strategy Team (chaired by VC's nominee)	Monthly	Track actions, resolve bottlenecks, coordinate across Schools	Action tracker; risk log
2	VC Review with Deans and HoDs	Quarterly	Review KPI status against year-wise targets; reallocate resources	Quarterly progress report
3	Board of Governors	Quarterly	Oversight, approval of course corrections and budget revisions	Board resolutions
4	IDP Steering Council (external experts, industry, alumni, government)	Half-yearly	Strategic guidance on national policy, market and global trends	Guidance note

Review Calendar

Period	Review Activity	Output
Monthly	Operational review on the MIS IDP tracker	RAG status for every action
Quarterly	KPI review; budget utilisation review	Progress report to BoG
Half-yearly	IDP Steering Council meeting; stakeholder feedback analysis	Strategic guidance note
Annually	Comprehensive IDP review by IQAC; S-curve and interlinkage refresh; SWOC update	Annual IDP Report; revised rolling targets
End of Year 3	Independent external evaluation of IDP outcomes	Impact report; next IDP cycle (2028–31)

Principles of Measurement

- **Baseline audit in Year 1:** each indicator owner records the measured starting value during the first two quarters so that progress is tracked against verified data.
- **Single indicator library:** every target in Sections 07–16 has a definition, data source, owner and reporting frequency held on the MIS.
- **RAG status:** green (on track), amber (within 10% of target) and red (more than 10% behind) triggers escalation to the next tier.
- **Course correction:** targets may be re-phased annually with BoG approval, recorded with reasons in the Annual IDP Report.
- **Transparency:** the Annual IDP Report is published on the self-disclosure portal for all stakeholders.

Note: Targets in this plan are normative and indicative, framed with reference to UGC guidelines and NEP 2020. Financial allocations for each initiative will be approved by the Finance Committee and Board of Governors through the annual budget.