

THE ICFAI UNIVERSITY, JAIPUR
(A State Private University)

INSTITUTIONAL DEVELOPMENT PLAN
(IDP)
2026- 2036
A Decadal Vision Document

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Message from the Vice Chancellor

The National Education Policy 2020 places the Institutional Development Plan at the centre of institutional transformation. It envisages the Plan as a decadal vision document that guides every Higher Education Institution towards measurable and time-bound growth in learning, research and service. In keeping with this mandate, and with the framework prescribed by the University Grants Commission, The ICFAI University, Jaipur has prepared its Institutional Development Plan for the period 2026 to 2036.

This document sets out the strategic direction of the University across eight interconnected areas: governance, financial stability, academic excellence, research and intellectual property, human resource development, collaborations and social responsibility, physical infrastructure, and digital infrastructure. It has been developed through structured consultation with the faculty, the administration, the students and other stakeholders, and it translates the aspirations of the University into short-term, mid-term and long-term objectives supported by clearly defined and monitorable Key Performance Indicators.

It is my firm conviction that the disciplined pursuit of the goals set out in this Plan will enable the University to secure accreditation of the highest grade from the National Assessment and Accreditation Council, to earn a place among the leading institutions of the country in the National Institutional Ranking Framework, and to emerge as a preferred multidisciplinary University of choice for students and faculty by 2036. I place this Plan before the University community as a shared commitment and a common roadmap for the decade ahead.

Prof. G S Dangayach

President

The ICFAI University, Jaipur



Executive Summary

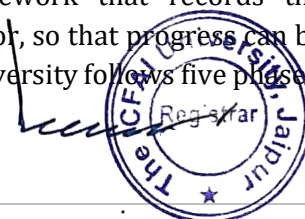
The National Education Policy 2020 envisions the transformation of Higher Education Institutions into multidisciplinary centres of excellence that nurture capable, ethical and creative individuals. To give effect to this vision, the University Grants Commission has advised every institution to prepare an Institutional Development Plan that widens equitable access to quality education, strengthens knowledge creation through research, integrates skill and vocational education, and produces graduates who are industry-ready and enterprising. The Institutional Development Plan of The ICFAI University, Jaipur, has been prepared in accordance with this framework and covers the ten-year horizon from 2026 to 2036.

The University is a State Private University in Jaipur that presently offers doctoral, postgraduate, undergraduate, and diploma programmes through five constituent Schools: the ICFAI Tech School, the ICFAI Business School, the ICFAI Law School, the ICFAI School of Liberal Arts, and the ICFAI School of Pharmaceutical Sciences. The Plan builds upon the present strengths of the University, including a contemporary and outcome-based curriculum, a committed faculty, strong industry engagement and an established culture of student support, and it addresses the areas that require sustained attention, in particular accreditation, research output, internationalisation and the further development of physical and digital infrastructure.

Following the model recommended by the University Grants Commission, the Plan is organised around eight strategic components, each of which carries a considered rationale, a phased action plan and a set of measurable targets:

- Excellence in Governance-transparent, participative and accountable decision-making, supported by a strengthened Internal Quality Assurance Cell and integrated digital systems.
- Financial Stability and Resource Mobilisation-sustainable revenue growth, diversified income and disciplined expenditure management.
- Academic Excellence-full implementation of the National Education Policy 2020, outcome-based education, new and interdisciplinary programmes, and technology-aided pedagogy.
- Facilitation of Research, Innovation and Creation of Intellectual Property — a robust research culture, funded projects, patents, incubation and quality publications.
- Human Resource Management and Development — recruitment, career advancement, faculty development and succession planning.
- Networking, Collaborations and Social Responsibility-national and international partnerships, employability, and meaningful community engagement.
- Development of Physical Infrastructure and a Green Campus-modern academic and residential facilities delivered on sustainable principles.
- Development of Digital Infrastructure -an enterprise-wide digital environment, a learning management system and strong cybersecurity.

Each component is supported by objectives grouped into a Short-Term horizon to be achieved by 2028, a Mid-Term horizon by 2032, and a Long-Term horizon by 2036. These objectives are consolidated into a quantified Key Performance Indicator framework that records the University's current baseline and sets phased targets for each indicator, so that progress can be objectively measured and reported. The overall progression of the University follows five phases,



moving from compliance and stabilisation, through capacity building, growth and accreditation, to consolidation and, finally, excellence and national benchmarking.

Among the principal commitments of the Plan are the attainment of accreditation of the highest grade from the National Assessment and Accreditation Council, a place within the top one hundred institutions in the National Institutional Ranking Framework, the growth of enrolment to about ten thousand students by 2030 and beyond, the strengthening of research to produce more than two thousand indexed publications and over one hundred patents over the period, and the sourcing of at least half of the campus energy requirement from renewable sources. The implementation of the Plan will be monitored by the Internal Quality Assurance Cell through annual review, and the framework has been expressly aligned with the seven assessment criteria of the National Assessment and Accreditation Council, as set out in the annexures to this document.



1. Institutional Basic Information

1.1 Institutional Profile

The essential particulars of the University are set out below. Verifiable administrative details should be confirmed by the University against official records before the Plan is presented to higher bodies or submitted to any regulatory or accreditation authority. Fields marked for updating are to be completed by the University.

Name of the Institution	The ICFAI University, Jaipur
Type of University	State Private University
Location	Jaipur, Rajasthan
Year of Establishment	2011
Statutory Basis	Established under the Act of the State Legislature, empowered to award degrees under Section 22 of the UGC Act, 1956
AISHE Code	To be updated
Website	www.iujaipur.edu.in
Constituent Schools	Five-IcfaiTech School; ICFAI Business School; ICFAI Law School; ICFAI School of Liberal Arts; ICFAI School of Pharmaceutical Sciences
Head of the Institution	President (Prof. G .S Dangayach, vc@iujaipur.edu.in)
Director, IQAC	Dr H K verma iqac@iujaipur.edu.in
NEP 2020 Coordinator	Dr Mukesh Kalla mkalla@iujaipur.edu.in
NAAC Accreditation Status	Yet to be accredited; preparing for the first cycle under the applicable UGC framework
NIRF Participation	Participated in the Management category; progressive participation across programmes and the University planned
NBA Accreditation	Under preparation for eligible programmes
UGC 12(B) Status	To be secured within the Planned period

1.2 Introduction to the University

The ICFAI University, Jaipur is a State Private University established to provide quality higher and professional education and to contribute to the intellectual, economic and social development of the region and the nation. The University creates and disseminates knowledge and skills in core and emerging areas through innovative academic programmes, research, consulting and outreach, and it seeks to develop professionals of high competence and sound ethical grounding.

The University offers a broad range of doctoral, postgraduate, undergraduate and diploma programmes across its five Schools, spanning engineering and computing, management and commerce, law, liberal arts and pharmaceutical sciences. Its curriculum is contemporary and is reviewed periodically by the Boards of Studies, and its pedagogy emphasises experiential learning, live projects, internships and industry certification. The University has adopted the reforms of the National Education Policy 2020, including four-year undergraduate programmes, the Academic Bank of Credits, and multiple entry and multiple exit, and it has established a Research and Development Cell and an Institution Innovation Council to foster a culture of research, innovation and entrepreneurship. The University maintains a strong focus on the holistic development of its students through curricular, co-curricular and extra-curricular activities, and it discharges its social responsibility through sustained community engagement, including the adoption of neighbouring villages under the Unnat Bharat Abhiyan.

1.3 Vision and Mission

Vision

The ICFAI University Jaipur will emerge as a premier centre of excellence for career-oriented education, non for contributing leaders in a vital sector of the state's economy.

Mission

To offer world-class, innovative and career-oriented doctoral, postgraduate and undergraduate programmes through inclusive, technology-aided pedagogies that equip students with professional and life skills, social sensitivity and a high sense of ethics; and to create an intellectually stimulating environment for research, particularly in areas bearing on the socio-economic and cultural development of the state and the nation.

1.4 Core Values and Quality Policy

The University is guided by a consistent set of institutional values that inform its academic and administrative practice and provide the foundation for the objectives and targets set out in this Plan.

- Academic integrity and a commitment to excellence in teaching, learning and research.
- Student-centredness, with attention to holistic development, employability and wellbeing.
- Inclusiveness, equity and respect for diversity across the University community.
- Ethical and transparent governance, and responsible stewardship of resources.
- Environmental sustainability and active social responsibility towards the wider community.
- Continuous quality improvement, guided by evidence and by the Internal Quality Assurance Cell.

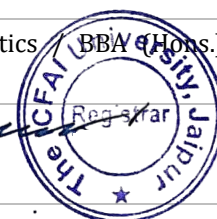
1.5 University Authorities

The authorities of the University have been constituted in accordance with the relevant provisions of the Act and the Statutes, and they exercise the powers and discharge the functions assigned to them. The principal authorities are the Board of Management, the Academic Council, the Boards of Studies of the Schools, the Examination Committee, the Finance Committee, and such other authorities as may be declared by the Statutes to be authorities of the University. The Visitor, the Chairperson, the President, the Registrar and the Finance Officer are the officers of the University. The composition of each authority, together with the names and designations of its members, is maintained on the official record of the University.

1.6 Academic Structure: Schools and Programmes

The University delivers its academic programmes through five constituent Schools. The present programme portfolio, which will be expanded during the Plan period, is summarised below.

School	Representative Programmes
IcfaiTech School	Diploma/Diploma(LE)(ME/EV&Hybrid Vehicle)/BTech/BTech(LE)/BCA (Hons.) / BCA (Hons.) (Data Science) / BCA (Hons.) (Cyber Security) / BCA (Hons.) (AI & IoT) / BCA (Hons.) (Full Stack Development) (3 years / 4 years), B.Sc. (Hons.) /B.Sc. (Hons.) (Forensic Science) (3 years / 4 years)/MCA/MSc(Forensic Science)/MTech/ PhD
ICFAI Business School (IBS)	MBA/BBA (Hons.) / BBA (Hons.) (Business Analytics / BBA (Hons.) (Fintech) / B.Com (Hons.) (3 years / 4 years)



School	Representative Programmes
ICFAI Law School (ILS)	BBA-LL.B (Hons.) / BA-LL.B(Hons.) (5 years), LL.B (3 Years)/LL.M(1 Year), PhD 3 years
ICFAI School of Liberal Arts (ISLA)	BA (Hons.) (Pol. Sc.) / BA (Hons.) (Psychology) / BA (Hons.) (Economics) / BA (Hons.) (Geography) (3 years / 4 years)
ICFAI School of Pharmaceutical Sciences (ISPS)	Bachelor of Pharmacy B.Pharm. (4 years)

1.7 Present Status and Baseline

The following indicative baseline reflects the position of the University at the commencement of the Plan and provides the reference point against which the targets in this document are set. The figures should be reconciled with the audited institutional records of the relevant academic year.

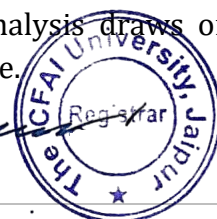
Parameter	Indicative Baseline (2025–26)
Total students on rolls	Above 4,000 (undergraduate, postgraduate, doctoral and diploma)
Doctoral scholars	Above 100
Teaching faculty (approximate)	About 150 across the five Schools
Non-teaching staff	About 60
Number of Schools	05
Recent enrolment	1819 new admissions in 2025–26
Research and Innovation	Research and Development Cell and Institution Innovation Council established; patents published
Accreditation and ranking	Draft NAAC Self-Study Report prepared; participation initiated in NIRF (Management)

1.8 University Cells, Committees and Clubs

In keeping with the requirements of the University Grants Commission and the objectives of the National Education Policy 2020, the University has established a range of cells, committees, and clubs to support quality assurance, student welfare, statutory compliance, research and innovation, and co-curricular life. These bodies include, among others, the Internal Quality Assurance Cell, the Research and Development Cell, the ICFAI Institution Innovation Council, the Internal Complaints Committee, the Students' Grievance Redressal Committee, the Anti-Ragging Committee and Squad, the Examination Committee, the Placement Cell, and student clubs in the domains of innovation, technology, culture, sports and community service, including the central club Prism. The composition and terms of reference of each body are maintained in the University's official records.

1.9 Institutional SWOC Analysis

A structured analysis of strengths, weaknesses, opportunities, and challenges has been conducted to inform the objectives and targets of this Plan. The analysis draws on stakeholder consultation and on the review of institutional performance.



Strengths

- Contemporary, outcome-based curriculum aligned with the latest developments in science, technology, industry, law and society.
- A qualified and motivated faculty, with strong emphasis on skill building through live projects, internships and industry certification.
- A multidisciplinary portfolio delivered through five Schools spanning technology, management, law, liberal arts and pharmaceutical sciences.
- Early and systematic implementation of the National Education Policy 2020, including four-year undergraduate programmes, the Academic Bank of Credits and outcome-based education.
- Established Research and Development Cell and Institution Innovation Council, with a growing culture of research, innovation and entrepreneurship.
- Strong industry-academia engagement and quality placements across programmes.
- Modern academic and administrative infrastructure, a well-stocked central library, and residential facilities for students.
- A sustained programme of social outreach, including the adoption of neighbouring villages under the Unnat Bharat Abhiyan/NSS.

Weaknesses

- Accreditation from the National Assessment and Accreditation Council is yet to be obtained.
- Research output and external research funding require substantial strengthening.
- Lack of enrolment of international students at present.

Opportunities

- Development into a full multidisciplinary University offering a significantly larger portfolio of programmes.
- Attainment of accreditation and improved ranking to raise quality standards and institutional standing.
- Expansion of research across domains, supported by UGC 12(B) status and external funding.
- Internationalisation through partnerships, exchange and the enrolment of international students.
- Growth of short-term certification, vocational and executive programmes to widen access and diversify revenue.
- Strengthening of the innovation and entrepreneurship ecosystem across all Schools.

Challenges

- Attaining a high grade from the National Assessment and Accreditation Council by 2030.
- Achieving a ranking within the top one hundred in the National Institutional Ranking Framework for programmes and for the University as a whole.
- Securing UGC 12(B) status and substantially improving research output and funding.
- Building world-class academic and administrative infrastructure within the Plan period.



- Adapting continuously to rapid technological change and evolving regulatory and accreditation norms.
- Competing effectively with established institutions for student and faculty preference.

1.10 Objectives of the Institutional Development Plan

The principal objectives of the Institutional Development Plan of The ICFAI University, Jaipur are:

- To define a clear vision and mission aligned with the National Education Policy 2020, the National Credit Framework and the Sustainable Development Goals, and with the educational, research and social objectives of the University.
- To evaluate the developmental needs of the University through comprehensive and consultative processes.
- To identify gaps in human, physical and financial capacity in relation to institutional goals and priorities.
- To establish annual activity and capacity-building plans that address the identified gaps.
- To create a transparent system for the holistic and inclusive growth of the University, leveraging digital technologies for balanced development.
- To foster lifelong learning and to strengthen employability and entrepreneurship by integrating skill development into higher education.
- To promote the internationalisation of education and to facilitate the exchange of faculty and students.
- To ensure meaningful engagement of all stakeholders in the preparation and implementation of the Plan.
- To quantify the goals of the University through indicators, time-bound targets and implementation plans.

1.11 Methodology and Planning Horizon

The Plan has been prepared through a consultative process involving the Schools, Departments, statutory bodies and the Internal Quality Assurance Cell, informed by the review of institutional data and by the guidance of the University Grants Commission on Institutional Development Plans. The planning horizon extends over ten years, from 2026 to 2036, and the objectives under each strategic component are grouped into three time horizons: the Short Term, to be achieved by 2028; the Mid Term, to be achieved by 2032; and the Long Term, to be achieved by 2036. The quantified targets in the Key Performance Indicator framework follow the same horizons, and the overall progression of the University is expressed through five sequential phases described in Section 3.



2. Institutional Development Plan: Strategic Components

This section presents the eight strategic components that constitute the Institutional Development Plan, following the framework recommended by the University Grants Commission. Each component sets out the rationale for action and a phased action plan across the Short Term, Mid Term and Long Term horizons. The quantified targets associated with these action plans are consolidated in the Key Performance Indicator framework in Section 3.

2.1 Excellence in Governance

Governance in a Higher Education Institution is the systematic exercise of direction, control and accountability. It integrates the values and mission of the institution with its policies and procedures, and it balances institutional autonomy with responsibility. For The ICFAI University, Jaipur, effective governance requires autonomous yet accountable decision-making, robust quality-assurance processes, the participation of stakeholders in key matters, and the progressive attainment of financial self-sustainability, all exercised in a manner that preserves academic integrity and public trust.

Short Term (2026–2028)	Mid Term (2029–2032)	Long Term (2033–2036)
● Apply for and secure basic binary accreditation from the National Assessment and Accreditation Council under the applicable UGC framework. ● Strengthen the Internal Quality Assurance Cell to collect and document Annual Activity and Status Reports from all Schools, Departments, cells, committees and clubs. ● Participate in the National Institutional Ranking Framework across eligible programmes and for the University as a whole. ● Initiate the process for UGC 12(B) status. ● Constitute and strengthen statutory and non-statutory bodies with defined terms of reference and an annual calendar of meetings. ● Deploy an integrated Enterprise Resource Planning system for academic and administrative processes.	● Attain Maturity Based Graded Levels (MBGL) (binary) from the National Assessment and Accreditation Council in the accreditation cycle. ● Improve the National Institutional Ranking Framework position to within the top 150 and progress towards the top 100. ● Ensure the participation of prominent alumni and external experts in the Boards of Studies and other University authorities. ● Institute a governance dashboard for the real-time monitoring of Key Performance Indicators. ● Advance decentralised governance with academic autonomy at the level of Schools and Departments.	● Secure a place within the top 100 of the National Institutional Ranking Framework for the University and its major programmes. ● Participate in reputed international rankings such as QS Asia and Times Higher Education Impact Rankings. ● Attain financial autonomy and institutional self-sustainability. ● Institutionalise annual performance audits and periodic strategic reviews. ● Sustain the highest grade of accreditation and pursue further improvement.



2.2 Financial Stability and Resource Mobilisation

A sound financial foundation is essential to the delivery of the University's academic and developmental objectives. The University will adopt a professional approach to financial management within regulatory boundaries, combining compliant accounting with management accounting practices and data-informed decision support. Financial strategy will rest on diversified and sustainable revenue, disciplined expenditure, transparent budgeting across development, faculty support and student services, and the mobilisation of resources through programmes, research, consultancy and philanthropy.

Short Term (2026–2028)	Mid Term (2029–2032)	Long Term (2033–2036)
● Improve intake utilisation across existing programmes towards optimal capacity. ● Diversify revenue through Faculty and Management Development Programmes, consultancy and executive education. ● Improve budget-utilisation efficiency and the cost-to-income ratio. ● Secure UGC 12(B) status to enable access to government research funding. ● Strengthen internal audit, financial controls and management-accounting systems.	● Launch new undergraduate and postgraduate programmes and additional Schools, including in Forensic Science, Physical Education and Physiotherapy. ● Grow income from research projects and consultancy. ● Establish a structured alumni-giving and endowment programme. ● Achieve full adoption of the Enterprise Resource Planning system across all departments. ● Restructure programmes with persistently low enrolment.	● Introduce online, distance and executive programmes to diversify revenue. ● Reduce recurring energy costs by sourcing at least half of campus power from renewable sources. ● Establish endowed and sponsored research chairs supported by government, industry and international bodies. ● Achieve sustainable annual revenue growth of about ten per cent and institutional self-reliance. ● Institutionalise alumni donations and endowments towards a University development fund.

2.3 Academic Excellence

Academic quality is the foundation of the University's reputation and of student success. The University will pursue academic excellence through strategic planning aligned with its vision, the recruitment and development of a strong faculty, the design of flexible and interdisciplinary curricula, the integration of vocational education and industry expertise, and the continuous enhancement of teaching, assessment and learning outcomes supported by technology.

Short Term (2026–2028)	Mid Term (2029–2032)	Long Term (2033–2036)
● Complete the implementation of four-year undergraduate programmes under the National Education Policy 2020, with outcome-based education mapped through the Enterprise Resource Planning system.	● Revise curricula biennially through the Boards of Studies with structured industry input. ● Launch new programmes in Artificial Intelligence, Data Science, Cyber Security, climate change and laws, FinTech,	● Achieve full adoption of a Learning Management System across all Schools, with blended and technology-aided pedagogy. ● Attain a place within the top 100 of the National Institutional Ranking Framework and the

Short Term (2026–2028)	Mid Term (2029–2032)	Long Term (2033–2036)
- Operationalise the Academic Bank of Credits and multiple entry and multiple exit. - Expand the integration of SWAYAM and NPTEL courses towards about twenty per cent of courses, with credit transfer. - Establish institutional question banks and outcome-based examination reform. - Provide coaching and guidance for competitive examinations.	Forensic Science, Environmental Science, Physiotherapy and Physical Education. - Expand interdisciplinary electives, foreign-language options and honours and research tracks. - Maintain a faculty-to-student ratio of 1:20 and strengthen faculty qualifications. - Establish faculty and student exchange with reputed institutions.	highest grade of NAAC accreditation, with NBA accreditation for eligible programmes. - Establish international academic exchange and twinning or joint programmes with reputed global universities. - Consolidate the status of the University as a full multidisciplinary institution with ten Schools.

2.4 Facilitation of Research, Innovation and Creation of Intellectual Property

Research and the creation of intellectual property are central to the University's contribution to knowledge and society. The University will strengthen its research ecosystem through inclusive stakeholder engagement, enhanced institutional research capability, extensive collaboration with universities, industry and communities, quality research programmes, effective management and commercialisation of intellectual property, and dedicated support for entrepreneurial ventures.

Short Term (2026–2028)	Mid Term (2029–2032)	Long Term (2033–2036)
- Strengthen the Research and Development Cell and prepare an annual Research Calendar; secure UGC 12(B) status to enable government funding. - Organise at least two national and one international seminar or conference in each School every year. - Achieve, on average, at least one Scopus or Web of Science indexed publication per faculty member per year. - Encourage faculty without a doctoral qualification to register for the Ph.D. and support sponsored projects. - Provide licensed plagiarism-detection and	- Establish research centres in Artificial Intelligence, Renewable Energy and Public Policy. - Grow the strength of doctoral scholars towards three hundred and extend the Ph.D. to all eligible Departments. - Raise the average to about two indexed publications per faculty member per year. - Operate a functional incubation centre and start-up resource hub. - Promote interdisciplinary and industry-driven research.	- Establish state-of-the-art laboratories and a centralised fund for research. - File over one hundred patents over the Plan period and incubate more than fifty start-ups. - Produce more than two thousand indexed research publications, with measurable improvement in citations and h-index. - Achieve, on average, one research or consultancy project per faculty member over any three-year period. - Establish Emeritus and Visiting Professor positions and post-doctoral fellowships, and publish

Short Term (2026–2028)	Mid Term (2029–2032)	Long Term (2033–2036)
statistical software for institutional use; expand patent filing.		multidisciplinary University research journal with ISSN, listed in reputed indexing databases.

2.5 Human Resource Management and Development

The quality of the University depends on the quality, motivation and continuity of its faculty and staff. Human resource practice will integrate institutional policy with statutory requirements, and will encompass recruitment, career advancement, performance management, welfare, and workforce planning, together with initiatives that promote diversity, engagement and professional growth.

Short Term (2026–2028)	Mid Term (2029–2032)	Long Term (2033–2036)
● Introduce the Career Advancement Scheme for teaching staff and declare sanctioned posts for each Department. ● Effect timely promotions in accordance with eligibility, and ensure the prompt redressal of grievances. ● Conduct regular Faculty Development Programmes and create an environment conducive to research and new ideas. ● Introduce performance-linked incentives and research grants. ● Declare sanctioned posts for non-teaching staff and support their participation in role-related training.	● Implement periodic pay revision and prepare a comprehensive Human Resource Policy Manual. ● Fill all sanctioned positions and establish faculty exchange programmes. ● Implement mentoring, employee engagement and welfare initiatives. ● Provide structured training programmes for non-teaching staff. ● Provide study leave for faculty undertaking doctoral course work and development programmes.	● Align pay and allowances with the applicable UGC scales. ● Maintain a healthy cadre ratio across Professor, Associate Professor and Assistant Professor grades in each Department. ● Establish leadership-development and succession-planning mechanisms. ● Institute sponsored fellowships for qualified and deserving faculty. ● Increase the proportion of faculty holding a doctoral qualification to at least eighty per cent, progressing further thereafter.

2.6 Networking, Collaborations and Social Responsibility

The University serves not only academic purposes but also the wider development of society through education, research and outreach. It will build structured collaborations with industry, alumni and other institutions, and it will discharge its social responsibility through inclusive practice, environmental stewardship, ethical governance and sustained community engagement, leveraging its expertise to contribute meaningfully to the region and the nation.

Short Term (2026–2028)	Mid Term (2029–2032)	Long Term (2033–2036)
● Establish Memoranda of Understanding with industry and with	● Build 10-15 active collaborations and	● Establish 15-20 or more long-term partnerships, including at least fifteen

Short Term (2026–2028)	Mid Term (2029–2032)	Long Term (2033–2036)
national and foreign universities. ● Organise alumni meets in Tech school, IBS, prepare a recruiter database and conduct placement orientation across all Schools. ● Organise workshops and conferences in collaboration with industry and government. ● Strengthen community engagement, including the Unnat Bharat Abhiyan and the villages adopted by the University. ● Ensure at least 01 external member in committees and cells with direct social impact.	Memoranda of Understanding. ● Establish research collaborations at the state, national and international levels. ● Provide career guidance and competitive-examination training for students, drawing on experts and alumni. ● Promote industry-academia skill programmes and implement the Nasha Mukh Bharat Abhiyan on campus. ● Conduct free educational and skill-oriented training for the local community.	international Memoranda of Understanding. ● Create a dedicated cell for international placement, education and research. ● Develop an entrepreneurship ecosystem supported by a seed fund for student and faculty start-ups. ● Conduct periodic social-impact studies and fund doctoral and research positions addressing local problems. ● Institute scholarships for students from economically weaker backgrounds and expand extension activities.

2.7 Development of Physical Infrastructure and a Green Campus

Physical infrastructure underpins the academic, research and residential life of the University. Development will balance functionality with regulatory compliance and with environmental responsibility. Campus planning will integrate academic, cultural and operational needs while advancing energy efficiency, waste reduction, accessibility and safety, and the University will pursue a green-campus strategy that conserves resources and reduces its carbon footprint.

Short Term (2026–2028)	Mid Term (2029–2032)	Long Term (2033–2036)
● Complete the ongoing expansion of hostels, the academic building, additional classrooms and the mess complex by 2027-28. ● Make the campus disabled-friendly through ramps, dedicated facilities, wheelchairs and appropriate signage. ● Expand the central library, add smart classrooms and provide secured parking. ● Establish a Health Centre with dedicated staff. ● Conduct annual energy and environment audits;	● Construct additional academic blocks, hostels and an auditorium to meet growing enrolment. ● Establish research laboratories and centres. ● Increase rainwater-harvesting capacity and install solar-powered outdoor and street lighting. ● Develop a dedicated green park and medicinal-plant garden within the campus. ● Provide fixed projectors and smart facilities in every classroom.	● Develop the infrastructure for new Schools, including Forensic Science, Physical Education and Physiotherapy. ● Construct an indoor stadium, staff quarters and a guest house for international students and visitors. ● Source at least half of campus power from renewable energy and progress towards a zero-carbon-footprint campus. ● Obtain ISO 14001 and ISO 21001 certifications and collaborate with agencies

Short Term (2026–2028)	Mid Term (2029–2032)	Long Term (2033–2036)
undertake tree plantation, a plastic-free campus policy and mandatory waste segregation.		for the recycling of waste and e-waste. ● Ensure disabled-friendly design and one fully equipped smart classroom for every Department.

2.8 Development of Digital Infrastructure

Digitalisation has transformed the delivery of education and the management of institutions, improving efficiency, transparency, learner experience and decision-making. In keeping with the National Education Policy 2020 and its own aspiration to become a digital University, The ICFAI University, Jaipur will develop scalable and secure digital infrastructure that supports teaching, learning, research and administration.

Short Term (2026–2028)	Mid Term (2029–2032)	Long Term (2033–2036)
● Deploy an integrated Enterprise Resource Planning system covering academics, examinations, outcome-based education mapping, finance and human resources. ● Provide high-speed campus-wide Wi-Fi in excess of 300 Mbps and continuously upgrade the University website; formulate a social-media strategy. ● Create an online platform for MOOCs and SWAYAM courses and preserve theses and dissertations digitally. ● Install security cameras across the campus and establish a baseline for cybersecurity.	● Develop facilities for e-content creation by faculty and achieve a faculty-to-computer ratio of 1:1. ● Improve the student-to-computer ratio and establish a Digital Library. ● Introduce augmented- and virtual-reality laboratories and cloud-based learning systems. ● Deploy analytics for the monitoring of student performance. ● Provide e-counselling and guidance for competitive examinations.	● Achieve a fully functional Learning Management System used by all Departments. ● Build a centralised Information and Communication Technology Centre. ● Ensure compliance with cybersecurity protocols to protect against external threats and to safeguard sensitive data. ● Establish disaster-resilient systems that maintain operational continuity.



3. Key Performance Indicators and Monitorable Targets

This section presents the quantified Key Performance Indicator framework of the University. It records the indicative baseline of the University at the commencement of the Plan and sets phased targets for the Short Term, to be achieved by 2028, the Mid Term, to be achieved by 2032, and the Long Term, to be achieved by 2036. The indicators are consolidated at the level of the University and are drawn from, and reconciled with, the individual Key Performance Indicators of the constituent Schools, which are set out in Annexure I. The baseline figures are indicative and should be reconciled with the audited institutional records of the relevant year before the Plan is adopted for formal monitoring. The indicators are organised into six thematic groups to support review and reporting, and they have been aligned with the assessment criteria of the National Assessment and Accreditation Council, as set out in Annexure II.

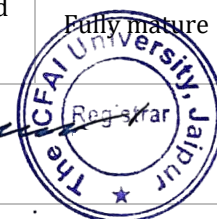
3.1 Access, Growth and Programme Portfolio

Key Performance Indicator	Baseline (2025–26)	Short Term (2028)	Mid Term (2032)	Long Term (2036)
Total student enrolment	Above 4,000	6,500	10,000	12,000+
Number of constituent Schools	5	7	10	10+
Number of academic programmes	About 40	+10	+20	+30
Teaching faculty strength	About 150	250	450	550+
Faculty-to-student ratio (FSR)	About 1:30	1:25	1:20	1:20
New admissions per year	About 1,850	2,400	2,800	3,000+
Doctoral scholars enrolled	Above 100	180	300	350+

The University reaffirms the commitment, stated in its earlier strategic plans, to grow to approximately ten thousand students by 2030 and to operate as a full multidisciplinary University with ten Schools, and it extends that commitment to sustained and consolidated growth through 2036. The faculty-to-student ratio will be improved and thereafter maintained at 1:20 in accordance with applicable norms.

3.2 Academic Quality and Faculty Development

Key Performance Indicator	Baseline (2025–26)	Short Term (2028)	Mid Term (2032)	Long Term (2036)
Faculty with a doctoral qualification	About 55%	65%	100%	100%+
Integration of SWAYAM / NPTEL and MOOCs	About 16 courses	20% of courses	30% of courses	40% of courses
Faculty Development Programmes conducted	Regular	Structured annual calendar	Institutionalised	Benchmarked to best practice
Adoption of outcome-based education	In progress	All programmes (via ERP)	Reviewed and refined	Fully mature



Key Performance Indicator	Baseline (2025–26)	Short Term (2028)	Mid Term (2032)	Long Term (2036)
Learning Management System adoption	Partial	Core programmes	Majority of Schools	All Schools
Sanctioned positions filled	To be updated	Increasing	Substantially filled	100%

Academic-quality indicators reflect the progressive strengthening of the faculty and of teaching and learning. The proportion of faculty holding a doctoral qualification will rise towards the University commitment of eighty per cent by 2030 and will improve further thereafter, and the integration of MOOCs and SWAYAM and NPTEL courses will expand towards thirty to forty per cent of courses, with appropriate credit transfer, in keeping with the University's stated aspiration.

3.3 Research, Innovation and Intellectual Property

Key Performance Indicator	Baseline (2025–26)	Short Term (2028)	Mid Term (2032)	Long Term (2036)
Indexed publications(SCI, SCOPUS, ABDC, peer reviewed with good Impact factor) per faculty per year	Below 1	1	2	3
Cumulative indexed research publications	Building	400	1,200	2,000+
Patents filed or granted (cumulative)	Patents published	25	60	100+
Start-ups incubated (cumulative)	Emerging	15	35	50+
Research funding mobilised per year	To be updated	Rs. 50 lakh	Rs. 1.5 crore	Rs. 3 crore+
Consultancy projects per year	Few	15	30	40+
Ph.D. degrees awarded per year (University)	Emerging	Growing	Increasing	Substantial across Schools
Research centres established	Nil	Preparation	3	3+ with national linkages

Research and innovation indicators express the University's intent to develop a strong and measurable research culture, consistent with its earlier commitment to more than two thousand publications, over one hundred patents and more than fifty incubated start-ups over the strategic period. Securing UGC 12(B) status will enable access to government research funding and support the growth of sponsored research and consultancy income.

3.4 Accreditation, Ranking and Recognition

Key Performance Indicator	Baseline (2025–26)	Short Term (2028)	Mid Term (2032)	Long Term (2036)
NAAC accreditation	Yet to be accredited	Accredited (first cycle)	A grade	A+ (sustained)



Key Performance Indicator	Baseline (2025–26)	Short Term (2028)	Mid Term (2032)	Long Term (2036)
NIRF ranking (University and programmes)	Participation initiated	Band 250–300	Top 250-200	Top 150
NBA accreditation (eligible programmes)	Under preparation	MBA and an eligible UG	Multiple programmes	All eligible programmes
UGC 12(B) status	Not yet	Secured	Sustained	Sustained
Internal quality audits per year (IQAC)	01	1–2	2–3	3+
International rankings participation	Nil	Data readiness	Initiated	Sustained (QS Asia, THE Impact)

Accreditation and ranking indicators anchor the University's quality journey. The University will secure accreditation from the National Assessment and Accreditation Council at the earliest opportunity, progressively improve to the A+ grade, strengthen its position in the National Institutional Ranking Framework towards the top 150, and pursue accreditation from the National Board of Accreditation for all eligible programmes.

3.5 Collaboration, Placement and Social Outreach

Key Performance Indicator	Baseline (2025–26)	Short Term (2028)	Mid Term (2032)	Long Term (2036)
Active collaborations and Memoranda of Understanding	15	18	22	25+
International Memoranda of Understanding	01	5	10	15+
Placement rate	Below 70%	80%	85%	90%+
Students in internships and live projects	Growing	Majority	Substantial majority	Near-universal
Community outreach and extension activities per year	12	15	20	25+ activities
Scholarships for economically weaker students	Available	Expanded	Structured scheme	Institutionalised

Collaboration and outreach indicators reflect the University's commitment to employability, internationalisation and social responsibility, consistent with its stated targets of at least 15 international Memoranda of Understanding and a placement rate above 90 per cent. Community engagement will continue through the Unnat Bharat Abhiyan, the Nasha Mukt Bharat Abhiyan and a growing programme of extension activities.

3.6 Physical Infrastructure, Green Campus and Digital Infrastructure

Key Performance Indicator	Baseline (2025–26)	Short Term (2028)	Mid Term (2032)	Long Term (2036)
Renewable share of campus electricity	About 5%	15–20%	35%	50%+



Key Performance Indicator	Baseline (2025–26)	Short Term (2028)	Mid Term (2032)	Long Term (2036)
Installed solar capacity	About 50 kW	150–250 kW	550 kW	850 kW – 1 MW
Energy and environment audits per year	Introductory	1–2	2	2+
Faculty-to-computer ratio	1:1	1:1	1:1	1:1
Student-to-computer ratio	1:8	1:6	1:4	1:3
Campus network bandwidth	1GBPS	1.5	>2 Gbps	>4Gbps Campus-wide high speed
Smart and ICT-enabled classrooms	Available	Expanded	Majority	Every Department

Infrastructure indicators express the University's intent to deliver modern, accessible and sustainable facilities. Consistent with its earlier commitment, the University will source at least half of its campus energy from renewable sources by 2030 and will progress towards a zero-carbon-footprint campus, while developing the digital environment required of a contemporary University.



3.7 Phase-wise Institutional Roadmap (2026–2036)

The progression of the University over the Plan period is expressed through five sequential phases. The phases move from compliance and stabilisation, through capacity building and growth, to consolidation and, finally, excellence and national benchmarking. The phases overlap where preparation for a later stage begins during an earlier one, and together they provide the basis for annual Key Performance Indicators, departmental action plans and budget priorities.

Phase	Period	Strategic Theme	Anchor Priorities
Phase 1	2026–2028	Compliance and Stabilisation	NAAC and NBA preparation; consolidation of NEP 2020 and outcome-based education; completion of ongoing infrastructure; data systems; UGC 12(B).
Phase 2	2027–2029	Capacity Building	New Schools and programmes; research and innovation ecosystem; faculty strengthening; digital and library systems.
Phase 3	2029–2032	Growth and Accreditation	Enrolment growth towards 10,000; NAAC A and A+; NBA; improved NIRF position; expanded research output and collaborations.
Phase 4	2032–2034	Consolidation and Optimisation	Institutional efficiency; financial performance; improved ranking; stronger research and industry linkages.
Phase 5	2034–2036	Excellence and Benchmarking	National benchmarking; NIRF top under 200; international rankings; sustained accreditation and self-sustainability.

Phase 1: Compliance and Stabilisation (2026–2028)

- Prepare and submit the documentation for accreditation from the National Assessment and Accreditation Council and initiate accreditation from the National Board of Accreditation for eligible programmes.
- Consolidate the implementation of the National Education Policy 2020 and outcome-based education, and complete the ongoing expansion of academic and residential infrastructure.
- Establish institutional data systems and the Enterprise Resource Planning platform, and initiate the process for UGC 12(B) status.

Phase 2: Capacity Building (2027–2029)

- Launch new programmes and additional Schools, and develop the research and innovation ecosystem, including incubation.
- Strengthen the faculty through recruitment, qualification and development, and expand digital and library resources.

Phase 3: Growth and Accreditation (2029–2032)

- Scale enrolment towards ten thousand students and secure NAAC accreditation of grade A and above.



- Pursue accreditation from the National Board of Accreditation and improve the National Institutional Ranking Framework position, while expanding research output and collaborations.

Phase 4: Consolidation and Optimisation (2032–2034)

- Strengthen institutional efficiency and financial performance, and improve the national ranking position of the University.
- Deepen research and industry linkages and consolidate the gains in accreditation and quality.

Phase 5: Excellence and Benchmarking (2034–2036)

- Benchmark institutional performance against leading national institutions and secure a place within the top one hundred of the National Institutional Ranking Framework.
- Participate in reputed international rankings, sustain the highest grade of accreditation, and achieve institutional self-sustainability.



4. Implementation, Monitoring and Review Framework

The value of an Institutional Development Plan lies in its disciplined implementation and in the objective measurement of progress. The University has therefore established a framework for the execution, monitoring and periodic review of this Plan, with clearly assigned responsibilities and a defined cycle of reporting.

4.1 Institutional Responsibility

The Internal Quality Assurance Cell is the nodal agency for the implementation and monitoring of the Plan. It will translate the strategic components and Key Performance Indicators into annual operational targets, coordinate with the Schools, Departments, cells and committees, and consolidate the evidence of progress. The Boards of Studies, the Academic Council and the Board of Management will provide academic and administrative oversight, and the Finance Committee will align budgeting with the priorities of the Plan.

4.2 Monitoring and Reporting Cycle

- Each School, Department, cell and committee will prepare an Annual Activity and Status Report against the objectives and indicators relevant to it.
- The Internal Quality Assurance Cell will maintain a Key Performance Indicator dashboard that records the baseline and the annual position against each indicator.
- An Annual Quality Assurance Report will be prepared and placed before the appropriate authorities of the University.
- Structured feedback will be collected from students, faculty, employers and alumni at least once in each academic year and used for improvement.
- A comprehensive review of the Plan will be undertaken at the end of each phase, and targets will be revised where warranted by institutional data and by changes in the regulatory environment.

4.3 Risk Management and Continuous Improvement

The University recognises that the achievement of the targets in this Plan is subject to factors including admissions, funding, regulatory change and the availability of qualified faculty. It will manage these risks through diversified revenue, prudent financial management, sustained faculty development, and continuous engagement with regulators and accreditation bodies. The Plan is intended to be a living document that is reviewed and updated in the light of experience, so that the University remains responsive to opportunity and to the expectations of its stakeholders.



5. Conclusion

The Institutional Development Plan 2026–2036 sets out a coherent and measurable path for the growth of The ICFAI University, Jaipur into a leading multidisciplinary University. Structured around the eight strategic components recommended by the University Grants Commission, and supported by a quantified Key Performance Indicator framework, the Plan translates the vision and mission of the University into time-bound objectives that can be objectively monitored and reported.

The Plan follows a clear progression from compliance and stabilisation, through capacity building, growth and accreditation, to consolidation and, finally, excellence and national benchmarking. Its principal commitments — accreditation of the highest grade from the National Assessment and Accreditation Council, a place within the top one hundred of the National Institutional Ranking Framework, growth of enrolment to about ten thousand students and beyond, a substantial strengthening of research and innovation, and a sustainable, green and digitally enabled campus — are ambitious but achievable through disciplined execution and the sustained engagement of the University community. The University commits itself to the implementation of this Plan and to the periodic review of its progress, in the confidence that it provides a sound foundation for the development of the institution over the decade ahead.



Annexure I: School-wise Key Performance Indicators

The university-level indicators in Section 3 are built upon and reconciled with the Key Performance Indicators of the constituent Schools. The indicative School-level targets are set out below. These are planning targets and are subject to the availability of resources, to regulatory approvals and to access to indexed journals and research databases, and they should be reviewed against actual institutional data before adoption.

I.1 ICAFI Tech School

S. No.	Key Performance Indicator	Target (by 2036)
1	Student enrolment	Total 5,000+
2	Faculty strength	200
3	Faculty with a doctoral qualification	100%
4	Faculty-to-student ratio (FSR)	1:20
5	SWAYAM / NPTEL participation and outcomes	20% of courses, incorporated in the curriculum as per University policy
6	Scopus-indexed publications per faculty member	2 (subject to database access)
7	Research funding mobilised	Rs. 30 lakh
8	Patents filed and granted	15-20
9	Consultancy projects	10-12
10	Ph.D. degrees awarded	20-30
11	Faculty Development Programme revenue	Rs. 10 lakh
12	Active international collaborations	5-8

I.2 ICAFI Business School (IBS)

S. No.	Key Performance Indicator	Target (per year, by 2036)
1	Student enrolment	Total 3,000+
2	Faculty strength	100
3	Faculty with a doctoral qualification	100%
4	Faculty-to-student ratio (FSR)	1:20
5	SWAYAM / NPTEL participation and outcomes	20% of courses, incorporated in the curriculum as per University policy
6	Scopus-indexed publications per faculty member	2 (subject to database access)
7	Research funding mobilised	Rs. 20 lakh
8	Patents filed and granted	5
9	Consultancy projects	10
10	Ph.D. degrees awarded	20
11	Management Development Programme revenue	Rs. 25 lakh
12	Active international collaborations	

I.3 ICAI School of Pharmaceutical Sciences (ISPS)

The School of Pharmaceutical Sciences follows a detailed five-phase roadmap for the period 2026–2036, progressing from full compliance with the Pharmacy Council of India, through the sequential launch of the D.Pharm, M.Pharm and Ph.D. programmes, to accreditation, growth and national benchmarking. The principal end-state targets are summarised below.

S. No.	Key Performance Indicator	Target (per year, by 2036)
1	Programme portfolio	B.Pharm, D.Pharm, M.Pharm and Ph.D. in Pharmaceutical Sciences
2	Student enrolment	Total 1,000+
3	Laboratory compliance with PCI requirements	100% (sustained)
4	Doctoral scholars enrolled	About 50
5	Ph.D. degrees awarded per year	10–20
6	Recognised Ph.D. guides	11–12
7	Patents filed	At least 50 over the period
8	NIRF (Pharmacy) target band	Below 75
9	Renewable share of energy / installed solar capacity	50–60% / up to about 850 kW – 1 MW
10	Library holdings	3,000–3,300 volumes with digital and research resources
11	Industry and academic collaborations	15–20 active collaborations

I.4 ICAI Law School-level Annual KPI

The following indicative template illustrates the Key Performance Indicators appropriate to an emerging School in the short and long term (2026–36) and may be adopted, with suitable calibration, by the Schools and by any new School established during the Plan period. It provides a standardised basis for monitoring at the School level.

S. No.	Key Performance Indicator	Target (per year, by 2036)
1	Student enrolment	Total 2000+
2	Faculty strength	Maintained as per approved norms
3	Faculty with a doctoral qualification	100%
4	Faculty-to-student ratio (FSR)	1:20
5	SWAYAM / NPTEL participation and outcomes	About 12% of the total student strength every year are encouraged to do SWAYAM courses
6	Scopus-indexed publications per faculty member	02 per faculty per year
7	Research funding mobilised	Rs. 5 lakh-10 lakh
8	Patents filed and granted	10-12 lakh
9	Consultancy projects	6-10 lakh
10	Ph.D. degrees awarded	40-50

S. No.	Key Performance Indicator	Target (per year, by 2036)
11	Faculty Development Programme revenue	Rs. 5-10 lakh till 2036
12	Active international collaborations	5

I.5 ICFAI School of Liberal Arts-level Annual KPI

The following indicative template illustrates the Key Performance Indicators appropriate to an emerging School in the short and long term (2026–36) and may be adopted, with suitable calibration, by the Schools and by any new School established during the Plan period. It provides a standardised basis for monitoring at the School level.

S. No.	KPI	Target (per year, by 2036)
1	Student Enrolment	1,500 students
2	Number of Academic Programmes	10
3	Faculty Strength	75
4	Faculty with PhD Qualifications	100%
5	Faculty-Student Ratio (FSR)	1:20
6	SWAYAM/NPTEL Participation & Outcomes	20% of courses to incorporate SWAYAM/NPTEL courses/certifications, as per University policy
7	Scopus-indexed Publications per Faculty Member per Year	2 per faculty
8	Research Funding Mobilised per Year	₹ 10-15 lakh
9	Patents Filed/Granted	3 -5
10	Consultancy/Research Projects per Year	6-8
11	PhD Degrees Awarded	15-20
12	International Student/Faculty Exchange	10 participants annually



Annexure II:**Alignment of the IDP with Binary Framework NAAC Assessment Criteria**

The Institutional Development Plan has been designed to support the University's preparation for assessment and accreditation by the National Assessment and Accreditation Council. The table below maps the strategic components and Key Performance Indicators of the Plan to the eleven assessment criteria of the new binary framework of National Assessment and Accreditation Council, and indicates the principal evidence that will be generated. This mapping is intended to guide the systematic collection of documentation for the Self-Study Report and for the Annual Quality Assurance Reports.

NAAC Attribute	IDP Components Addressing the Criterion	Illustrative Indicators and Evidence
Attribute I: Curricular Aspects	Academic Excellence (2.3)	Implementation of NEP 2020 and four-year undergraduate programmes; Academic Bank of Credits; multiple entry and multiple exit; outcome-based education; MOOC and SWAYAM integration; biennial curriculum revision.
Attribute II: Faculty Resources	Academic Excellence (2.3); Human Resource Development (2.5)	Faculty-to-student ratio of 1:20; proportion of faculty with doctoral qualifications; Faculty Development Programmes; examination and outcome-based assessment reform; ICT-enabled and blended pedagogy.
Attribute III: Infrastructure	Physical Infrastructure and Green Campus (2.7); Digital Infrastructure (2.8)	Academic and residential buildings; laboratories; central and digital library; Enterprise Resource Planning and Learning Management System; campus network and computing resources
Attribute IV: Financial Resources and Management	Section (2.2)	Diversified and sustainable revenue with disciplined expenditure and transparent budgeting; improved intake utilisation, budget-utilisation efficiency and cost-to-income ratio; UGC 12(B) status for government research funding; internal audit, financial controls and management-accounting systems; Enterprise Resource Planning-based financial management; a structured alumni-giving and endowment programme; and sustainable annual revenue growth of about ten per cent.
Attribute V: Learning and Teaching	Section (2.8)	Enterprise Resource Planning covering academics, examinations and outcome-based education mapping; high-speed campus-wide Wi-Fi and an upgraded University website; an online platform for MOOC and SWAYAM courses; faculty e-content creation; a Learning Management System supporting blended and technology-aided pedagogy across all Departments, augmented- and virtual-reality laboratories and cloud-based

NAAC Attribute	IDP Components Addressing the Criterion	Illustrative Indicators and Evidence
		learning; and analytics for the monitoring of student performance.
Attribute II: Research, Innovations and Extension	Research and IP (2.4); Networking and Social Responsibility (2.6)	Indexed publications per faculty; patents; research funding and consultancy; incubation and start-ups; UGC 12(B) status; extension activities under the Unnat Bharat Abhiyan.
		.
Attribute VIII: Student Outcomes	Academic Excellence (2.3); Networking (2.6)	Placement rate; internships and live projects; competitive-examination coaching; scholarships; grievance redressal; student clubs and activities.
Attribute VI: Extended Curricular Engagements	Networking, Collaborations and Social Responsibility (2.6); Academic Excellence (2.3)	Student clubs in innovation, technology, culture, sports and community service, including the central club Prism; workshops and conferences in collaboration with industry and government; community engagement and extension activities under the Unnat Bharat Abhiyan and the adopted villages; the Nasha Mukta Bharat Abhiyan; and free educational and skill-oriented training for the local community.
Attribute VII: Leadership and Management and Governance	Excellence in governance (2.1) Financial Stability (2.2); Human Resource Development (2.5)	Functioning of the IQAC and statutory bodies; strategic and perspective planning; financial systems and audits; Career Advancement Scheme; e-governance through ERP.
Attribute X: Sustainability Outcomes and Green Initiatives	Green Campus (2.7); Social Responsibility (2.6); Governance (2.1)	Renewable energy and environmental initiatives; gender and inclusion measures; ethics and transparency; the Nasha Mukta Bharat Abhiyan; institutional best practices and distinctiveness.
Attribute xi: Uniqueness	Academic Excellence (2.3); Excellence in Governance (2.1)	Institutional distinctiveness in career-oriented and industry-aligned education; experiential learning, live projects, internships and industry certification; the Research and Development Cell and the ICAI Institution Innovation Council fostering research, innovation and entrepreneurship; institutional best practices; and the University's contribution of leaders to a vital sector of the state's economy.

In addition to the qualitative and quantitative metrics that inform these criteria, the University will ensure the timely conduct of the Student Satisfaction Survey and the systematic maintenance of data required for the assessment process. The alignment set out above is intended to ensure that the pursuit of the objectives of this Plan simultaneously strengthens the University's readiness for accreditation and for the National Institutional Ranking Framework.

