INSTITUTIONAL DEVELOPMENT PLANS FOR CHITKARA UNIVERSITY, HIMACHAL PRADESH

CHITKARA
UNIVERSITY

HIMACHAL PRADESH
NAAC A+ ACCREDITED

Dr. Ashok K Chitkara, Chancellor of Chitkara University, Himachal Pradesh is a renowned mathematician and a legendary academician. With utmost humility, exemplary elegance, bright ideas, high calibre and the proper balance of thoughts & beliefs, he is the face of potential juvenility and equitable education.

A PhD in Mathematics and a mathematician par excellence, Dr Chitkara's four-decade journey towards excellence started with his foray into teaching mathematics and mentoring countless minds. Fascinated by the language of numbers and the quest for research, he has published 36 research articles and has mentored several PhD scholars. His credentials have earned him the Life Membership of the Indian Mathematical Society, Indian Science Congress Association, and Indian Society for Technical Education. His vision has created a vibrant research culture in Chitkara University to foster outstanding research programs relevant to the future. The faculty, scholars, and students have filed above 700 patents and published over 2000 research publications.

In addition to being a popular teacher, he is a passionate learner himself. He has cleared 10 Levels in the French language from Alliance Francaise de Chandigarh and all 6 Levels of Mandarin by clearing HSK (Hanyu Shuiping Kaoshi), the international Chinese Proficiency Test.

Ever since start of his career, he has been relentlessly working towards developing and providing a conducive environment to learning. He cofounded Chitkara University to pronounce the foundation of an educational system that would help the young education aspirants to the zenith of success. Under his leadership and able guidance, Chitkara University offers over 60 programs. His robust academic mentorship resulted in the University having 200 plus academic partners across the globe. His entire career has been the epicentre of creating academic excellence in the Indian youth and producing competent industry-ready professionals, thus adding to India's social and scholarly fabric.

As a 'Community Reformer', Dr Chitkara is dedicated to improving the underprivileged friends in the community. He has proactively adopted five villages in Punjab and one in Himachal Pradesh. His belief, total commitment to society, and constant focus are to improve people's lives by uplifting them in every possible way. Additionally, he has facilitated Chitkara University students to manage their Community Radio – Chitkara 107.8FM and engage with the rural community.

Dr Chitkara lives with the motto, 'FAITH, FOCUS and FOLLOW.' He lives a 'NO EXCUSE' life. His achievements and life is an example of how an ordinary man can transform into a legend for many to follow his footsteps.

Dr. Ashok K Chitkara
Chancellor
Chitkara University, Himachal Pradesh

Dr Madhu Chitkara is the Pro Chancellor, Chitkara University, Himachal Pradesh. She is a seasoned academician and an edupreneur. Dr Chitkara co-founded Chitkara Educational Trust in 1998, with a vision to impart quality education to seekers of the region. Since then, the four organisations under the ambit of the Trust – two universities and two schools have grown to become the most sought for place for the students seeking quality education.

Dr Chitkara has PhD in Education and has had a diversified career with variegated experience in the field of education spanning four decades. Knowledgeable and focused, she has adeptly managed numerous academic ventures and leads by example. She is warm and sincere – always willing to walk the extra mile to deliver on her promises.

At Chitkara University, she has been instrumental in creating more than 60 relevant industry-linked programs in the fields of Hospitality, Engineering, Management, Architecture, Art & Design, Nursing, Healthcare, Teacher Training, Mass Communication and Pharmacy at graduate, postgraduate and doctorate level. Her contribution also extends to building Incubation Centres for the students having an entrepreneurial mind, with more than 100 incubate companies.

Realising the worth of research and the need to nurture the creative mindset, she established CURIN (Chitkara University Research & Innovation Network) a network of people who explore, innovate and think differently. Driven by her vision, the University has built a strong network with over 200 Universities and Institutions, all across the globe including with those in USA, UK, France, Germany, China, Japan, Taiwan, Singapore, Australia. It is her constant endeavour to create strong Industry linkages to bring best of employment opportunities for the young graduates in the companies of repute such as Infosys, Amazon, Mahindra, Fortis, Safexpress, SAP, Deloitte, Morgan Stanley, Ernst & Young.

With a vision to bring global education at the campus, she designed Global Week, which is a footprint of Global Engagement at Chitkara University and one of the best ways of internationalising the student learning experience. This event serves as a catalyst for infusing cross-cultural competence, industry linkages, knowledge transfer as well as a phenomenal networking opportunity.

Dr Madhu Chitkara's concern and love for a clean & green environment and her team's unique initiatives, helped Chitkara University attain a position among top 3 cleanest universities of India in the Swachhta Ranking 2017 by the Govt. of India, MHRD.

Her fluent international connect marked her presence across the globe. She was invited to House of Lords with Anglia Ruskin University, London, EPFL, Lausanne, Switzerland and VC's Meet in IYF World Camp, South Korea. She has lead various EU projects such as (a) Content and Language Integrated Learning (CLIL) – Language Research and Training Centre "Language Talkies – the native way"; (b) OCULUS – a consortium of educators from optometry schools in Europe (Norway, UK, Spain and the Netherlands) with the aim to reform optometric education in Israel and India towards European standards; (c) Risk Management and Prevention of Antibiotics Resistance (ABR) – to create awareness and dissemination on increasing incidence of ABR and (d) Edureforms

Because of her unique way to 'lead by example' and 'lead from front', Dr Madhu Chitkara continues to inspire many young women around the world and her story has been featured in the third edition of the book "Rising to the Top" published by IFEES.

Furthermore, her remarkable contribution in the field of education has been recognised on both the international and national stages.

Dr. Madhu Chitkara
Pro-Chancellor
Chitkara University, Himachal Pradesh

PREFACE

The "UGC Guidelines for the Institutional Development Plan for Higher Educational Institutions (HEIs)" are a crucial resource in India's educational landscape, recognizing the pivotal role of Higher Education Institutions (HEIs) in shaping the nation's future through knowledge, research, and innovation. Developed through insights from leaders and policymakers, these guidelines offer a strategic roadmap for HEIs to navigate the dynamic educational environment effectively.

They emphasize elevating academic standards, fostering research excellence, championing inclusivity, and embracing technological advancements. Advocating for interdisciplinary collaboration, industry alliances, and community engagement, the guidelines aim for holistic institutional growth where innovation flourishes, knowledge is accessible, and a pursuit of excellence is intrinsic.

Importantly, the guidelines are adaptable, acknowledging the uniqueness of each institution and encouraging tailored development strategies while upholding principles of academic integrity, fairness, and responsibility. Ultimately, they aspire to ignite transformative growth within HEIs, positioning India's higher education sector for greater prominence globally, and contributing significantly to the global academic narrative.

Dr. Rajnish Sharma
Vice-Chancellor
Chitkara University, Himachal Pradesh

TABLE OF CONTENT

MEMBERS OF THE COMMITTEE FOR PREPARING IDP GUIDELINES

Sr. No.	Name	Designation
1.	Dr. Rajnish Sharma	Vice-Chancellor and Chairman
2.	Dr. Meenu Khurana	Member
3.	Dr. Sita Ram	Member
4.	Dr. Nitin Verma	Member
5.	Prof . M Maheshwary	Member
6.	Dr. Abhishek Kanoungo	Member
7.	Mr. Gourav Mahajan	Member
8.	Mr. Ravi Erall	Member
9.	Ms. Navdeep Kaur	Member
10.	Mr. Gushan Matta	Member
11.	Dr. Anand Anjani Jha	Member
12.	Dr. Ajay Sharma	Meeting Coordinator

1. PREAMBLE

The Hon'ble Prime Minister's recognition of the importance of educational institutions as the foundation of India's success story and the carrier of its prosperity underscores the need for a future-ready generation capable of facing challenges. This necessitates high-quality educational institutions aligned with the vision and mission of national development.

In response to these challenges, the UGC guidelines aim to enable Higher Educational Institutions (HEIs) to embark on a journey of academic and professional excellence. They are rooted in frameworks such as the National Education Policy (NEP) 2020, Sustainable Development Goals (SDGs), National Credit Framework (NCrF), and integration with the Academic Bank of Credits (ABC), which prioritize skill-based education to meet industry and economic needs.

The NEP 2020 emphasizes the development of well-rounded individuals with character, ethical values, intellectual curiosity, and 21st-century capabilities across various disciplines. HEIs are tasked with enabling deep specialization alongside the cultivation of essential qualities and skills.

In this context, the UGC has provided guidelines for HEIs to develop their Institutional Development Plans aligned with the objectives of the NEP 2020, emphasizing the holistic development of individuals and the pursuit of academic and professional excellence.

2. SOCIAL AND ACADEMIC MISSION

The diagram shows six colored circles arranged around the central text "IDP":

- **COMMUNICATION** — Peer-reviewed publications, Presentations, Outreach/social media
- **CAREER DEVELOPMENT** — Career exploration, CV/Resumé writing, Interview skills
- **TEACHING & MENTORING** — Class/lab TA, Undergraduate mentor, Guest lecture
- **PLACE & CULTURE** — Cultural training, Place names & meanings, Community engagement
- **RESEARCH** — Fieldwork & sampling, Modeling/Analysis, Data visualization
- **LEADERSHIP** — Project collaboration, Negotiation & persuasion, Conference session chair

The social mission outlined in the Institutional Development Plan (IDP) underscores the role of Higher Education Institutions (HEIs) in contributing to societal well-being. This includes providing equitable access to high-quality and affordable education, conducting cutting-edge research to address societal challenges, integrating vocational education and skill development, fostering industry-fit and entrepreneurial human resources, promoting gender parity and diversity, and facilitating internationalization and mobility.

In parallel, the academic mission focuses on fostering holistic education and interdisciplinary learning. It aims to help students understand and appreciate the complex world around them while realizing their intellectual, physical, and human potential. Key components of the academic mission include promoting multidisciplinary learning, facilitating the achievement of key learning outcomes, developing character and ethical values, nurturing intellectual curiosity and scientific temper, and fostering a range of skills and competencies such as critical thinking, problem-solving, creativity, adaptability, and social intelligence.

Overall, these missions align with broader goals such as Sustainable Development Goals (SDGs) and seek to empower individuals with the knowledge, skills, and values necessary for personal and societal development, as well as for addressing global challenges.

3. BASIC PRINCIPLES

The UGC's guideline delves into the intricate landscape of higher education in India, recognizing the country's vast diversity across socio-cultural dimensions, linguistic variations, and educational aspirations. It acknowledges that this diversity is reflected not only in the multitude of states but also in the range of educational institutions present, including universities, colleges, vocational schools, and specialized institutions.

One of the key points highlighted is the inadequacy of a one-size-fits-all approach to ensuring quality and standards in higher education, particularly in a country as diverse as India. While the National Education Policy (NEP) of 2020 and related frameworks such as the National Credit Framework (NCrF) provide a broad policy framework, there is a need for flexibility and adaptability to cater to the specific requirements of different regions and institutions.

The guidelines proposed in the report aim to strike a balance between providing overarching principles for excellence in higher education while allowing for customization to suit local contexts. Rather than prescribing rigid standards, the emphasis is on fostering a culture of continuous improvement, refinement, and feedback.

The guidelines underscore the importance of adhering to statutory regulations and guidelines set forth by regulatory bodies like the University Grants Commission (UGC), the All-India Council for Technical Education (AICTE), and others. It stresses the need for higher education institutions (HEIs) to operate within the mandated legal framework while striving for academic, administrative, and financial autonomy.

Key principles outlined in the guidelines include:

1. Supporting academic, research, and teaching excellence.

2. Promoting learner-centric teaching and fostering innovation and knowledge application.

3. Advocating for multidisciplinary integration across various fields.

4. Integrating vocational education, training, and skilling into the broader educational framework.

5. Balancing autonomy with accountability and flexibility in institutional development plans.

6. Prioritizing inclusivity, collaboration, and responsiveness to societal needs.

7. Emphasizing good governance and effective execution of institutional development plans.

8. Building trust among stakeholders and addressing their interests.

9. Facilitating research innovation and startup ecosystems within HEIs.

10. Encouraging long-term visioning and planning for the future.

11. Ensuring alignment between external quality assurance processes and institutional accreditation for the benefit of all stakeholders.

The guidelines aim to provide a roadmap for HEIs to navigate the complexities of the higher education landscape in India while striving for excellence, innovation, and inclusivity. They are intended to foster a dynamic and responsive educational ecosystem that can adapt to evolving societal needs and challenges.

4. MAIN OBJECTIVES AND GOALS TO BE ACHIEVED BY IDP:
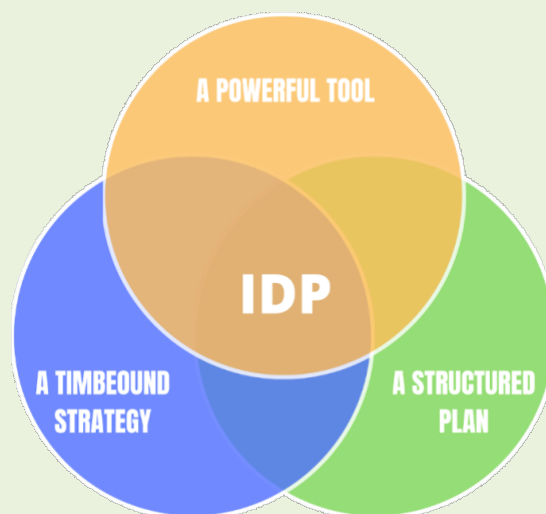
The Individual Development Plan (IDP) outlined in the report aims to facilitate an integrated, comprehensive, and holistic approach tailored to the unique vision, mission, and context of each institution within the framework of the National Education Policy 2020 (NEP), National Credit Framework (NCrF), Sustainable Development Goals (SDGs), and the institution's educational, research, and social objectives. The main objectives of the Chitkara University's IDP are as follows:

1. Articulate a clear vision and mission of the institution aligned with national educational policies and frameworks.

2. Assess institutional developmental needs through wide consultative processes involving stakeholders.

3. Identify capacity and organizational gaps, including human, material, and financial resources, based on goals and priorities.

4. Develop Annual Activity/Capacity Building Plans to address identified gaps and enhance institutional capacity.

5. Establish a transparent system for holistic, inclusive growth and development using relevant tools, technologies, and opportunities, especially digital technologies, for balanced growth.

6. Promote a culture of lifelong learning and integrate skilling into higher education to enhance employability and entrepreneurship.

7. Develop a framework to promote internationalization of education, equivalence, and exchange of faculty and students.

8. Ensure meaningful engagement of all stakeholders in the development and implementation of the IDP.

9. Quantify institutional goals using indicators, time-bound targets, and implementation plans.

10. Conduct periodic reviews and implement appropriate measures for continuous improvement and course corrections.

These objectives reflect a commitment to institutional development that is responsive to the needs of diverse stakeholders, grounded in national educational priorities, and focused on continuous enhancement of quality and relevance in higher education.

5. STRATEGIC GOALS AND DEVELOPMENT OBJECTIVES

Strategic formulation requires institutional leadership with a clear sense of direction and sustained efforts over time. Therefore, tenure, quality of leadership, and direction are crucial factors at the very core of a sound strategy. Equally important is the translation of strategic goals (as directional) into tangible, measurable milestones or objectives. The strategic goals serve as the compass to guide the journey, while Institutional Development goals represent the chosen pathways of institutional pursuit toward those directional aspirations.

VISION:

To be a globally recognised organisation promoting academic excellence through interdisciplinary applied research and to expand realms of knowledge through innovation.

MISSION:

- To carry out the academic process for achieving excellence through active teacher-student-industry participation

- To promote research, innovation and entrepreneurship in collaboration with industries and laboratories

- To inculcate high moral, ethical and professional standards amongst our students

- To contribute to build a skillful society

D. STRATEGIC GOALS

The Academia envisions the addition of new courses and interdisciplinary research initiatives to position the Himachal Pradesh campus as a leader in higher education, driving positive change by addressing specific challenges.

- Clarify the goals and objectives of the new course development initiative, aligning them with the institution's mission, strategic priorities, and academic vision.

- Determine the intended learning outcomes, target student audience, and desired impact of the new courses on student development and career readiness.

- Collect data on student demographics, enrollment trends, employer feedback, industry demands, and emerging research areas to inform course development decisions.

- Conduct surveys, focus groups, and interviews to gather insights into student interests, career aspirations, and gaps in the current curriculum.

- Evaluate existing curricula from other universities to identify strengths, weaknesses, and areas for improvement, ensuring alignment with industry needs and technological advancements.

- Stay abreast of emerging trends, developments, and innovations in relevant fields of study through literature review, industry reports, and consultations with subject matter experts.

- Identify areas of emerging interest, interdisciplinary intersections, and niche opportunities for new course development, fostering innovation and relevance.

- Analyze market demand for new courses by examining employment trends, job market projections, and industry demands in relevant sectors.

- Identify areas of skills shortages, emerging job roles, and specialized training needs that could be addressed through new course offerings.

- Engage faculty members, department heads, and academic stakeholders in discussions and consultations to solicit input, feedback, and expertise on potential new courses, promoting collaboration and buy-in.

- Foster interdisciplinary collaboration and partnership opportunities to develop courses that integrate diverse perspectives, methodologies, and expertise, enhancing the richness of the academic experience.

- Assess the resources required to develop, deliver, and sustain new courses, including faculty expertise, instructional materials, technology infrastructure, and financial support.

- Identify potential sources of funding, grants, or external partnerships to support the development and implementation of new courses, ensuring sustainability and scalability of initiatives.

Prioritize and Select Course Proposals:

Prioritize course proposals based on alignment with institutional goals, student demand, market relevance, interdisciplinary opportunities, and resource availability.

Strategic goal formulation is a vital process in the development of any institution, requiring coherent leadership and sustained effort over time. The strategic goals serve as a directional guide, while the institutional development goals represent the chosen pathways for the institution to achieve those directional aspirations. Here are the indicative basic steps in defining our Strategic Goals and Development Objectives;

1) **Interdisciplinary Academia/Research Promotion:-**

Chitkara University in Himachal Pradesh is embarking on a transformative journey toward becoming a bastion of interdisciplinary education and research excellence under the auspices of the National Education Policy (NEP) of 2020. Embracing the ethos of NEP-2020, the university aspires to transcend traditional academic boundaries, fostering a dynamic environment where teaching, learning, research, and community engagement converge seamlessly.

This visionary approach entails a paradigm shift towards a multidisciplinary educational model, encouraging students to explore diverse fields of knowledge and integrate insights from various disciplines to address complex real-world challenges. By breaking down silos and promoting collaboration across departments and faculties, Chitkara University aims to cultivate a rich tapestry of intellectual inquiry, innovation, and creativity.

To accomplish this aim, the university plans to introduce interdisciplinary academic programs such as **Yoga, Vedic Mathematics, and Indian Heritage, under the umbrella of the Indian Knowledge System (IKS).** These subjects related to IKS which will not only attract Indian students, but also foreign students which will serve the goal of Internationalization at home. The main objective is to draw from our past and integrate Indian Knowledge Systems to address current and emerging challenges in India and the world. This incorporation will be done scientifically, encompassing tribal knowledge, indigenous and traditional ways of learning, and covering various disciplines including mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, governance, and conservation.

Furthermore, Chitkara University acknowledges the intrinsic link between research and community engagement, considering the community not just as passive recipients of knowledge but as active partners in co-creating solutions. By fostering collaborations with local communities, industry stakeholders, and government agencies, the university aims to leverage its intellectual capital for societal betterment, driving inclusive growth and sustainable development.

In essence, interdisciplinary research promotion at Chitkara University epitomizes a holistic approach to education, transcending disciplinary boundaries and empowering individuals to become catalysts for positive change in an increasingly interconnected world.

2) **New Course Development: -**

In response to the evolving educational landscape and the dynamic requirements of industry, Chitkara University in Himachal Pradesh proudly unveils a diverse range of innovative courses aimed at equipping students with the knowledge, skills, and mindset essential for success in the 21st century. Rooted in a commitment to excellence and relevance, these new offerings are meticulously designed to mirror emerging trends, meet industry needs, and foster critical thinking, creativity, and adaptability among our students.

The introduction of **Postgraduate (PG) courses is pivotal in bridging the gap between our existing Undergraduate and Ph.D. programs.** Recognizing the unique topography of Himachal Pradesh as a hilly state, Chitkara University endeavors to leverage the potential of these **new courses, such as Travel and Tourism and Agricultural studies**, to bolster the tourism and agricultural sectors of the region.

The policy acknowledges the significance of firsthand exposure to India's diverse richness for learners. This involves initiatives like student tours to various parts of the country, not only to bolster tourism but also to nurture an understanding and appreciation of diversity, culture, traditions, and knowledge across India. Under the 'Ek Bharat Shrestha Bharat' initiative, 100 tourist destinations will be earmarked for educational institutions to facilitate student studies encompassing the history, scientific contributions, traditions, indigenous literature, and knowledge of these regions, enriching their comprehension of diverse cultures and landscapes.

At the core of this initiative lies a profound understanding of the region's unique socio-economic context, which informs the selection of courses aligned not only with global trends but also tailored to the specific needs and aspirations of the local community. The introduction of these new courses signifies a bold stride forward in our mission to redefine the boundaries of education, empowering students to carve their own path to success while making a positive impact on the world around them.

3) Infrastructure:-

In addition to bolstering the infrastructure of Human Resources, Information Technology, and administrative functions, Chitkara University Himachal Pradesh has a unique opportunity to expand its campus by developing new facilities on the vacant land available in Plot 2."
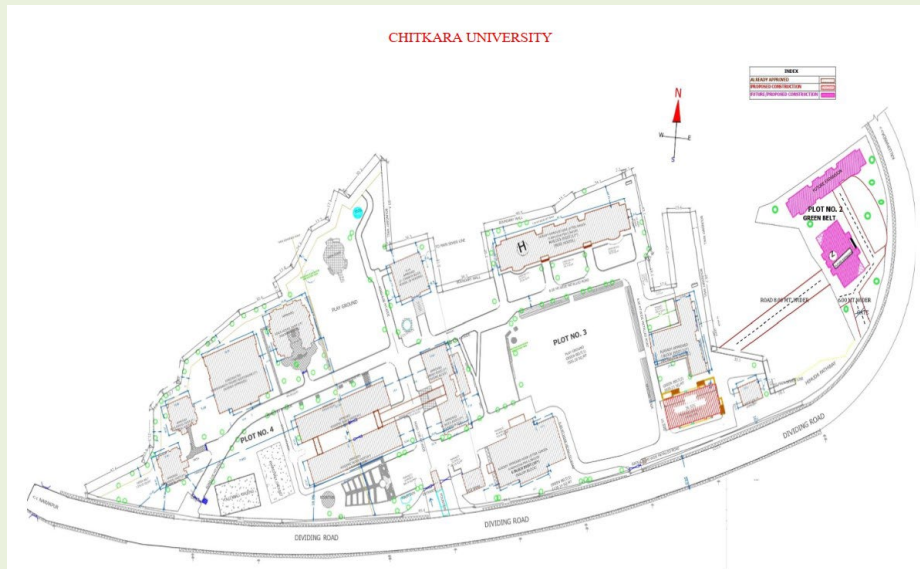

Plot No. 2

a) HR Infrastructure:

- Construct modern faculty and staff housing facilities to attract and retain top talent. These residences can be equipped with amenities such as recreational areas, fitness centers, and green spaces to promote well-being.
- Establish a dedicated HR center equipped with state-of-the-art facilities for recruitment, training, and professional development. This center can also serve as a hub for fostering a vibrant academic community through networking events, workshops, and seminars.

b) IT Infrastructure:

- Build a cutting-edge data center equipped with robust servers, networking equipment, and security systems to support the university's growing technological needs. This facility will ensure reliable connectivity, data storage, and cyber security measures.
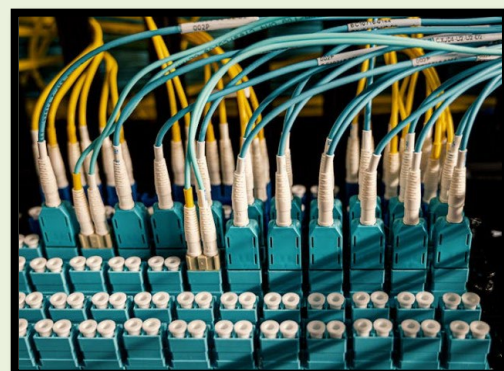
- Develop smart classrooms and digital learning spaces outfitted with advanced audiovisual equipment, interactive displays, and high-speed internet connectivity. These spaces will facilitate immersive learning experiences and collaborative projects among students and faculty.

c) **Administrative Infrastructure:**

- Construct modern administrative and academic buildings. These facilities should be designed to align with international standards for teaching environments.

- Prioritize sustainability and eco-friendliness in the design and construction of the new infrastructure. Implementing green building practices, renewable energy solutions, and water conservation measures will not only reduce environmental impact but also contribute to long-term cost savings and resilience.

- By leveraging the available land in Plot 2 to develop HR, IT, and administrative infrastructure, Chitkara University Himachal Pradesh can create a conducive environment for academic excellence, innovation, and growth, ultimately enriching the educational experience for students, faculty, and staff alike.

How do we do this?

Needs assessment and Planning → Course Development process → Infrastructure planning → For Management Approval
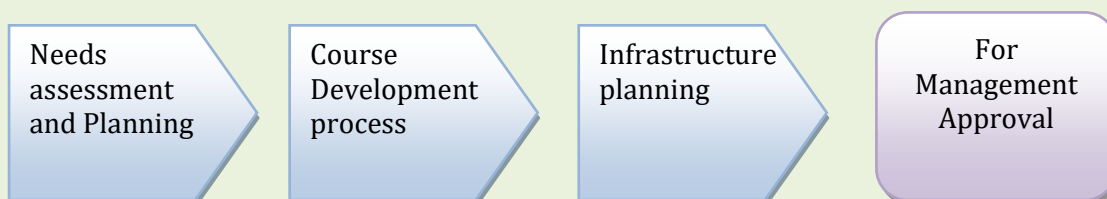
B. DEVELOPMENT OBJECTIVES

These objectives may be categorized as follows, representing discrete yet integrated dimensions of institutional development:

- **Academic and Fiduciary Governance:** This category encompasses objectives related to the management of the institution and oversight of its academic programs and processes.

- **Curriculum and Pedagogy:** This category includes objectives related to the design and delivery of academic programs, focusing on curriculum excellence and pedagogical practices.

- **Integration of Skills into Academics at all levels:** This category involves objectives related to integrating vocational education/skills into general education, as envisioned by NEP 2020/ National Credit Framework (NCF) through National Higher Education Qualification Framework (NHEQF) aligned courses or National Skill Qualification Framework (NSQF) aligned courses and qualifications.

- **Faculty and Staff:** This category pertains to objectives concerning the recruitment, development, retention, and promotion of faculty and staff. Effective Human Resource Management (HRM) is essential for Higher Education Institutions (HEIs) to attract, nurture, and retain talent, shaping the institution's ethos, culture, and driving innovation.

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

- **Research and Development:** This category includes objectives related to the institution's overall research and innovation goals. Effective Research and Development require a clear strategy encompassing defining research goals, securing external funding, provisioning essential research infrastructure, recruiting top-tier research faculty, fostering collaborations and partnerships, upholding

research integrity, amplifying research findings, enabling implementation of actionable points, conducting thorough research assessments, and instituting efficient research management systems.

Develop Implementation Plan:

- Develop a detailed implementation plan outlining the timeline, milestones, responsibilities, and resources required for developing and launching new courses.

- Detailed implementation plan should be shared with Infrastructure, Information technology and HR for them to align with the plan.

- Establish mechanisms for ongoing monitoring, evaluation, and refinement of new courses to ensure alignment with goals and objectives.

Communicate and Gain Approval:

- Communicate the findings of the needs assessment and proposed course offerings to relevant stakeholders, including faculty, students, academic administrators, and governing bodies.

- Seek approval and endorsement from Regulators

Curriculum Design:

- Determine the scope, content, and structure of the course, including topics to be covered, instructional methods, assessment strategies, and resources required.

- Develop a course syllabus outlining course objectives, schedule, readings, assignments, and evaluation criteria.

Content Development:

- Create or gather instructional materials, resources, and content to support teaching and learning objectives.

- Develop lecture notes, slides, multimedia presentations, readings, case studies, and other learning materials.

Instructional Design:

- Design instructional activities and learning experiences that engage students and facilitate the achievement of learning outcomes.

- Select appropriate teaching strategies, technologies, and educational resources to enhance student engagement, interaction, and understanding.

C. OPERATIONALISATION

Recognizing that Institutional Development is primarily undertaken by Higher Education Institutions (HEIs), it is imperative to maintain the autonomy of these institutes while developing and operationalizing the Plan for such an endeavor. Therefore, the Institutional Development Plan (IDP) guidelines are self-regulating in nature. HEIs may choose to provide institutional support and foster collaboration and coherence across various units, departments, and activities in operationalization with appropriate mechanisms to effectively implement the IDP.

The key enablers for this are:

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

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

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

- Collaborative Environment: Foster a culture of collaboration and knowledge sharing, allowing for synergies between departments and teams.

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

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

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

- Training & Development: Provide continuous training and professional development to equip staff with the necessary skills and knowledge.

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

- Feedback Mechanisms: Establish regular reviews, surveys, and feedback loops to gauge progress and make necessary adjustments.

- Agility: Cultivate an adaptive mindset, enabling timely decision-making and flexibility in response to changing external factors or unforeseen challenges.

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

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

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

6. INSTITUTE DEVELOPMENT PLAN (IDP) FRAMEWORK – MAJOR COMPONENTS (PARAMETERS FOR INSTITUTIONAL EXCELLENCE)

The Institutional Development Plan (IDP) should reflect a holistic approach considering the institution's context, stage of development, location, character, and aspirations. Integrating these aspects is crucial for optimal effectiveness. The overarching purpose and specific aims of the institution determine the mix of choices leading to excellence. The IDP encompasses nine Enabler Parameters, detailed in the Annexure section. These parameters, including Governance, Financial, Academic, Research & Intellectual Property, Networking & Collaboration, Human Resources, Supportive & Facilitative, Physical, and Digital, are interconnected and flow logically from the institution's strategic choices. Configuring Physical and Digital enablers as foundational, yet purpose-driven elements, is essential. While each parameter has depth individually, they collectively form a framework for iterative planning and continuous improvement towards achieving excellence.

A. GOVERNANCE ENABLERS

In the context of Higher Education Institutions (HEIs), governance entails a systematic approach to directing, controlling, and ensuring accountability within educational institutions. It involves decision-making processes, risk management, and measures to enhance performance.

a) Good governance, while process-oriented, is vital for establishing an institution's core values and culture. It requires balancing and integrating belief systems with control systems.

b) Governance within HEIs encompasses not only institutional structures and policy development but also legislative and regulatory frameworks, financial accountabilities, and informal structures guiding institutional behavior.

c) Effective governance in HEIs aims to balance institutional autonomy with accountability. It may involve initiatives by HEIs to demonstrate responsible autonomy, aligning with modern public management strategies, or serving as a safeguard against potential mismanagement.

The Importance of Effective Governance in HEIs:

a) Institutional Structures: Establishing active leadership bodies such as the Board of Governors (BOG), Senate, Academic Councils, Finance Committees, and other

necessary bodies ensures coherence and clarity in decision-making.

b) Balanced Autonomy: Providing autonomy to HEIs should be accompanied by transparent accountability mechanisms, fostering responsible self-management.

c) Quality Assurance: Robust processes and quality control mechanisms are essential to uphold and enhance academic standards.

d) Stakeholder Inclusion: Comprehensive stakeholder involvement, particularly from alumni, enriches decision-making by integrating diverse perspectives.

e) Financial Independence: Granting levels of financial autonomy helps guide the institution toward self-sustainability.

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

g) Leadership and Strategy: Prioritizing leadership skills alongside a clear strategic vision equips institutions to address current challenges and navigate future uncertainties

B. FINANCIAL ENABLERS

Financial Enablers form the backbone of the financial system, essential for its operation. They include technical systems dealing with payments and financial instruments. A robust financial Enablers system facilitates safe and efficient payment transactions and creates avenues for sustained research funding.

In HEIs, adopting a professional and contemporary Financial Management approach within compliance, regulatory, and statutory boundaries is crucial. While Compliant Accounting is essential, integrating Management Accounting and data-based decision support strengthens the institution's ability to navigate financial issues and options for resource mobilization and financial structuring.

C. ACADEMIC ENABLERS

The Academic Enablers serve as reference points for institutions to set, describe, and assure the quality and standards of their higher education courses and offerings. A robust set of academic enablers fosters a healthy and progressive learning environment, leading to increased energy, interest, and ultimately better learning performance.

Institutions have a responsibility to not only ensure learning but also prioritize the mental and physical well-being of their students. HEIs should provide a supportive learning atmosphere where students can acquire knowledge and skills to develop into responsible individuals.

How to develop & improve Innovative Academic Enablers:

a) Development

To enhance Innovative Academic Enablers, institutions can employ various strategies. These include:

- Crafting a robust institutional strategy aligned with the institution's vision.
- Recruiting and retaining a strong faculty through performance analysis and development programs.
- Designing flexible curricula integrating multidisciplinary approaches.
- Engaging industry experts in curriculum design.
- Implementing mechanisms for curriculum upgrades.
- Developing leadership skills among staff.
- Fostering student development through confidence-building education models.
- Maintaining specified student-teacher ratios.
- Facilitating university growth through environmental analysis.
- Integrating technology through blended learning and digital content delivery.

b) Improvement:

- Focus on excellence in learning, teaching, cooperative education, and research.
- Deliver high-quality professional and application-based education across interdisciplinary areas.
- Ensure comprehensive access to teaching, learning, skill-building resources, research, and Intellectual Property (IP) creation, protection, and deployment.
- Integrate essential skills and employability skills, including soft skills, life skills, and foundational technology skills, into the curriculum.
- Blend theory and practice in the curriculum, making it digitally accessible to encourage active participation in societal transformation.
- Utilize the latest technology intensively and in a balanced manner, including Augmented Reality (AR), Virtual Reality (VR), and Machine Learning/Artificial Intelligence (ML/AI).
- Prioritize practice-oriented and industry-relevant research and pedagogy, incorporating concepts like Industry 4.0/5.0.

- Implement blended learning modes, including digital and online learning.
- Focus on academic excellence and student-centered teaching and learning processes.
- Ensure a high proportion of full-time faculty with Ph.D. qualifications or required industry expertise, incentivizing industry collaboration and socially linked teaching.
- Conduct regular capacity building programs for faculty, especially in areas such as the National Credit Framework (NCF), Academic Bank of Credits (ABC), and National Higher Education Qualification Framework (NHEQF).
- Develop a curriculum that fosters empathy, environmental understanding, and inclusivity.
- Provide excellent physical and social infrastructure, including modern labs and ubiquitous technology.
- Develop world-class open online/digital/blended learning resources for a global audience.
- Offer educational leadership nationally and globally.
- Cultivate an inspiring and motivating learning environment centered around students, knowledge, innovation, and community.
- Encourage and support commercial business ideas, mentoring students and integrating them into the startup ecosystem.

D. RESEARCH, INTELLECTUAL PROPERTY, AND SUPPORTIVE ENABLERS

Intellectual enablers, such as basic research and ideas, form the foundation for various productive activities, including innovation, education, and socially valuable endeavors. Intellectual property rights are crucial for protecting and commercializing research outcomes.
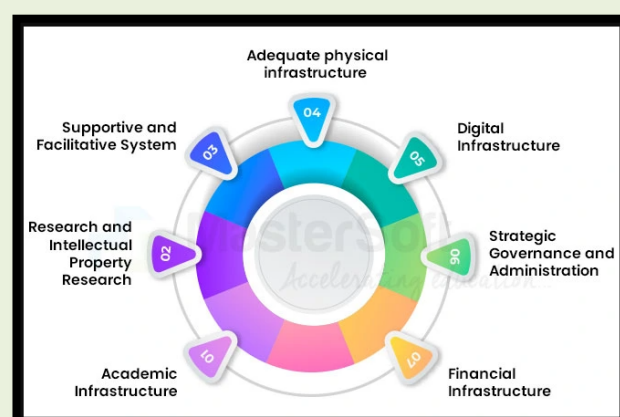
How to Develop Research, Intellectual Property & Supportive Enablers:

- Involving all stakeholders in research and innovation.

- Cultivating a culture of innovative thinking.

- Promoting institutional research.

- Collaborating with universities, research centers, industry, and the community.

- Focusing on quality research programs and intellectual property development.

- Encouraging faculty participation in research projects.

- Setting aspirational goals and optimizing resources.

- Monetizing research outcomes through IP protection and commercialization efforts.

- Identifying commercially valuable research outcomes and engaging with industry.

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

- Defining clear licensing and technology transfer processes.

- Offering mentorship and support to startups.

- Exploring funding mechanisms and cultivating an entrepreneurial culture.

- Continuously monitoring and evaluating research monetization efforts.

Research Enablers:

- Recognizing and engaging with key stakeholders in research and development.

- Establishing a powerful research vision and portfolio.

- Improving resource availability and enhancing research ecosystem support.

- Creating research management structures and industry liaison offices.

Supportive and Facilitative Enablers:

- Fostering a sense of belonging, pride, and ownership among HEI stakeholders.

- Providing an appropriate working environment and transparency in administration.

- Promoting learner-centric practices, visionary leadership, mutual trust, core values, accountability, and social responsibility.

- Supporting underrepresented learners through mentorship, financial assistance, and inclusive curriculum and facilities.

E. HUMAN RESOURCES MANAGEMENT ENABLERS

Key Enablers for Effective Human Resource Management System

The strategies for balancing regulatory compliance with institutional autonomy in higher education institutions (HEIs) encompass various key practices:

- Alignment with Regulatory Standards: Ensure that HR practices align with regulatory requirements while operating within compliance.

- Engagement of Faculty and Stakeholders: Involve faculty and other stakeholders in policy development to foster ownership and alignment with institutional values.

- Clear Communication: Articulate the rationale behind HR practices and regulatory compliance to build understanding and support among faculty and staff.

- Customization: Identify areas where HR practices can be customized to suit institutional needs without compromising compliance.

- Flexibility in Implementation: Provide flexibility for departments or academic units to adapt HR policies to better suit their specific needs and disciplines.

- Regular Review and Feedback: Establish mechanisms for regular review of HR practices and solicit feedback from faculty and staff to identify areas for improvement.

- Compliance Teams and Committees: Form dedicated teams or committees responsible for ensuring HR practices align with both regulatory requirements and institutional goals.

- Training and Awareness: Provide training programs to increase awareness of

regulatory compliance and its importance among faculty and staff.

- Seek Regulatory Clarifications: Engage with regulatory bodies to seek clarifications or exemptions that align with institutional goals.

- Continuous Improvement: Foster a culture of continuous improvement where HR practices are periodically assessed and refined to meet evolving institutional needs.

- Transparency in Decision-Making: Ensure transparency in HR-related decision-making processes to enhance understanding and alignment with institutional goals.

- Celebrate Autonomy Success Stories: Highlight examples of successful institutional autonomy outcomes to inspire further innovation while maintaining compliance.

In contextualizing key HR practices in HEIs, it's essential to recognize the balance between autonomy and compliance. Involving stakeholders, fostering open communication, and adapting policies are crucial for achieving this balance while thriving in a dynamic academic environment. These practices ensure that HEIs meet regulatory standards, uphold academic excellence, and provide a positive working environment for faculty, staff, and students.

Additionally, the implementation of various human resource enablers, such as career development services, professional development, diversity programs, and technology infrastructure, contributes to creating a nurturing and productive environment for all members of the HEI community, fostering personal and professional growth.
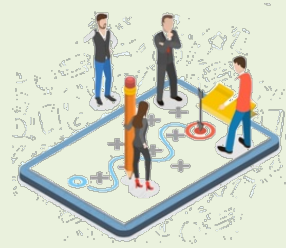
F. ENABLERS FOR NETWORKING AND COLLABORATIONS

Networking and collaboration are essential for the growth and development of Higher Education Institutions (HEIs), serving as catalysts for knowledge dissemination and societal impact. HEIs are increasingly focusing on establishing robust connections with

various stakeholders, including industry, academia, alumni, and civil society, to enhance their relevance and influence.

- Networking Beyond Academia: HEIs contribute to civil society and societal development through education, research, and advocacy. Partnerships with Centers of Excellence and institutions globally are crucial for research and teaching excellence.

- Importance of Alumni: Alumni networks are vital for HEIs, spanning their lifelong engagement with the institution, contributing to governance, funding, and mentorship.

Developing Networking Enablers:

- Structured Collaboration: HEIs should foster collaborative models involving industry in teaching-learning processes, curriculum development, and research.

- Engaging with Stakeholders: Actively involve industry, alumni, other HEIs, and the wider community to drive collective development.

- Steps for Development: HEIs should prioritize partnerships and collaboration to fulfill their objectives and societal contributions. Alumni engagement should be leveraged across various processes and industries for mutual benefit.

- Positive-sum Game: Well-structured collaborations lead to mutual development and enhance the institution's brand image.

Collaboration and partnership-building with local, national, and global agencies can support various enablers, including academic initiatives, intellectual property development, and emotional support programs. These efforts strengthen HEIs' impact and relevance in society while fostering continuous improvement and innovation.

G. PHYSICAL ENABLERS

Improving the physical infrastructure of Higher Education Institutions (HEIs) is crucial for creating an attractive and functional environment that supports academic and research activities. Here are some strategies to enhance physical enablers:

Campus Planning and Environmental Principles:

- Integrated Activity: Design the campus layout to ensure that academic, research, cultural, and operational aspects interact harmoniously.

- Preservation of Essence: Maintain the campus as a vital component of the university's mission, emphasizing its aesthetic appeal.

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

- Facility Integration: Integrate facilities and equipment, especially for vocational education, training, and skilling.

- Inclusivity and Safety: Ensure accessibility for Persons with Disabilities (PwD), promote gender inclusivity, and maintain a zero-tolerance policy towards discrimination and bullying.

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

- Holistic Development: Provide facilities for artistic expression, sports, fitness, and health, including mental health services like counseling and wellbeing centers.

- Resource Management: Emphasize knowledge management for resource generation and management.

Green Campus Strategy:

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

- Environmental Awareness: Promote sensitivity towards the environment through awareness campaigns.

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

- Sustainable Mobility: Reduce fossil fuel consumption through efficient transport strategies.

- Technology and Energy: Embrace alternative energy sources and eco-friendly technologies to reduce environmental impact.

By implementing these strategies, HEIs can create a conducive environment that fosters learning, research, and overall well-being while promoting sustainability and environmental responsibility.

H. DIGITAL ENABLERS

Implementing digital enablers in Higher Education Institutions (HEIs) is crucial for enhancing the quality of teaching, learning, and overall operations. Here's how HEIs can develop and implement digital initiatives:

Digital & ICT Framework for HEIs:

a. **Infrastructure:**

- Ensure robust ICT infrastructure across campuses for high-speed internet and digital information access.

- Deploy dedicated campus area networks with multiple internet connectivity options and central ICT centers.

b. **Data Management:**

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

- Establish digital content repositories containing coursework, multimedia content, and AR/VR modules.

c. **Teaching and Monitoring:**

- Develop online teaching platforms with advanced tools for monitoring student progress and facilitating two-way communication.

- Implement dashboards for real-time monitoring of resources, environmental factors, and infrastructure utilization.

d. **Data Privacy and Security:**

- Adhere to cybersecurity protocols to protect against external threats and natural disasters.

- Prioritize data privacy by securely processing personal data and recognizing individual rights.

e. **National Integration & Policy Adherence:**

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

- Adhere to guidelines set by regulatory bodies like UGC, ensuring a consistent and trustworthy framework.

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

Implementing Digital Initiatives in HEIs:

a. Digital Transformation:

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

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

b. Enhancing Digital Presence:

- Elevate digital presence through dynamic websites, online teaching systems, computerized examination processes, and digital credentialing.

- Foster online networks for alumni and support e-placement initiatives.

- **Implementation Strategy:**

  - Aim for phased digital transformation over one to two years, either through in-house efforts or by collaborating with experienced IT organizations or EdTech companies.

By developing a comprehensive digital and ICT framework and strategically implementing digital initiatives, HEIs can leverage technology to enhance the quality of education, improve operational efficiency, and better serve their stakeholders.

7. SUMMARY

The summary encapsulates the strategic framework for institutional development in Higher Education Institutions (HEIs), aligning with the National Education Policy (NEP) and regulatory requirements. It emphasizes learner-centered development, financial inclusivity, and faculty empowerment to advance excellence, inclusivity, and innovation. Key pillars include curriculum enhancement, robust financial initiatives, and mentorship programs. The framework also stresses faculty empowerment, community engagement, and industry relevance, supported by appropriate facilities and state-of-the-art research and teaching infrastructure. It aims to cultivate academic and research excellence while prioritizing student well-being and lifelong learning. Ultimately, it serves as a blueprint for embedding excellence into HEIs' institutional DNA, aligning with NEP aspirations for a new generation of enlightened individuals ready to thrive in a diverse global landscape.

INSTITUTIONAL DEVELOPMENT PLAN FOR VISION 2030
CHITKARA SCHOOL OF PHARMACY, CHITKARA UNIVERSITY HIMACHAL PRADESH

Introduction:

Chitkara School of Pharmacy, Chitkara University Himachal Pradesh nestled in Asia's largest Pharmaceutical Hub-Baddi envisions a transformative journey towards becoming a premier institution in the field of pharmacy education and research by the year 2030. Guided by the overarching principles of excellence, innovation, and leadership, the institution is dedicated to fostering a conducive environment for holistic development, cutting-edge research, and impactful industry collaborations. This detailed report elucidates the Institutional Development Program designed to propel the school towards realizing its Vision 2030.

Current Strengths and Achievements:

1. Qualified, Diverse, and Experienced Faculty: The school boasts a talented faculty comprising diverse backgrounds and extensive expertise, ensuring high-quality education and mentorship.

2. Holistic Teaching-Learning Practices: Embracing innovative pedagogical approaches, the institution fosters holistic development by nurturing academic excellence and personal growth among students.

3. State-of-the-Art Infrastructure: Equipped with modern facilities and learning spaces, the school provides an enriching environment conducive to academic and research pursuits.

4. Strong Partnership with Industry: The School has forged robust collaborations with industry stakeholders, leading to notable achievements such as revenue generation, research grants, and strategic alliances with prominent industries and CSIR Labs.

5. Entrepreneurial Initiatives: Initiatives like startup activities empower pharmacy students to cultivate entrepreneurial skills and transform innovative ideas into viable ventures.
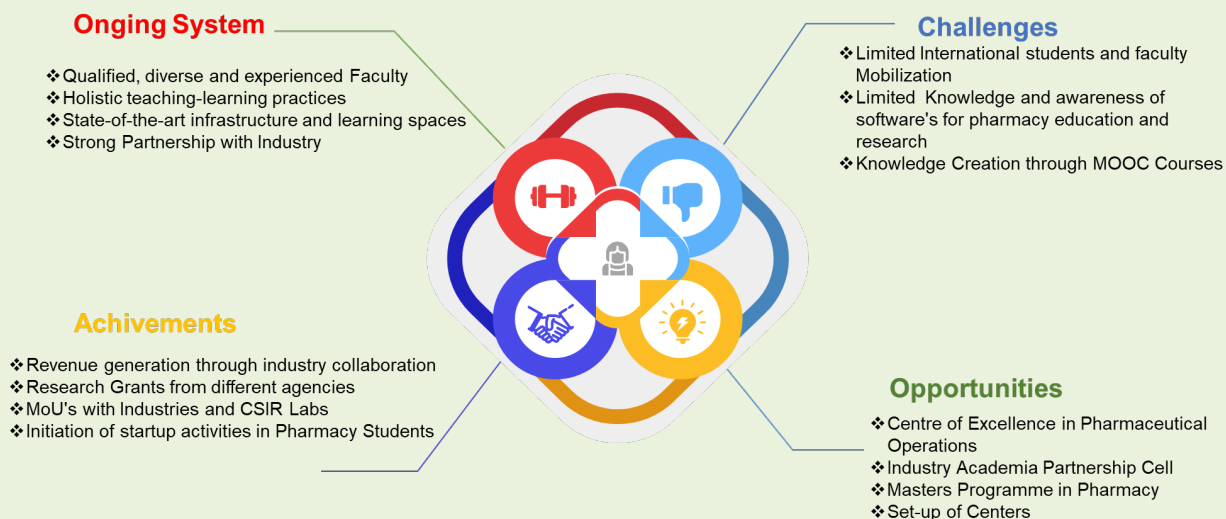
Challenges:

1. Limited International Students and Faculty Mobilization: The school faces challenges in attracting and retaining international students and faculty members, which are crucial for fostering global perspectives and enhancing academic diversity.

2. Limited Knowledge and Awareness of Software for Pharmacy Education and Research: There is a need to enhance awareness and proficiency in utilizing software tools and technologies relevant to pharmacy education and research.

3. Knowledge Creation through MOOC Courses: The institution seeks to leverage Massive Open Online Courses (MOOCs) as a platform for knowledge dissemination and skill enhancement among students and faculty members.

Opportunities

1. Master's Programme in Pharmacy: launching Masters Programs in Pharmacy are pivotal steps towards enhancing academic offerings.

2. Centre of Excellence in Pharmaceutical Operations: The school aims to explore opportunities for establishing Centers of Excellence focused on specialized areas such as Pharmaceutical Operations to foster research excellence and industry collaboration.

3. Industry-Academia Partnership Cell: A dedicated Industry-Academia Partnership Cell are pivotal steps towards strengthening industry-academia collaboration Vision 2030:

## ONGOING SYSTEM, ACHIVEMENTS, CHALENGES AND OPPORTUNITIES

Onging System
- ❖ Qualified, diverse and experienced Faculty
- ❖ Holistic teaching-learning practices
- ❖ State-of-the-art infrastructure and learning spaces
- ❖ Strong Partnership with Industry

Challenges
- ❖ Limited International students and faculty Mobilization
- ❖ Limited Knowledge and awareness of software's for pharmacy education and research
- ❖ Knowledge Creation through MOOC Courses

Achivements
- ❖ Revenue generation through industry collaboration
- ❖ Research Grants from different agencies
- ❖ MoU's with Industries and CSIR Labs
- ❖ Initiation of startup activities in Pharmacy Students

Opportunities
- ❖ Centre of Excellence in Pharmaceutical Operations
- ❖ Industry Academia Partnership Cell
- ❖ Masters Programme in Pharmacy
- ❖ Set-up of Centers

Figure-1: Summary of Current Strengths, Achievements, Challenges and Opportunities

Vision 2023:

The vision for 2030 is to achieve recognition as a top-tier pharmacy institution renowned for its commitment to exceptional education, groundbreaking research, innovative practices, and influential leadership.

By aligning strategic initiatives with this vision, the school aims to emerge as a global leader in pharmacy education and research, driving positive societal impact and contributing to the advancement of healthcare and pharmaceutical sciences.
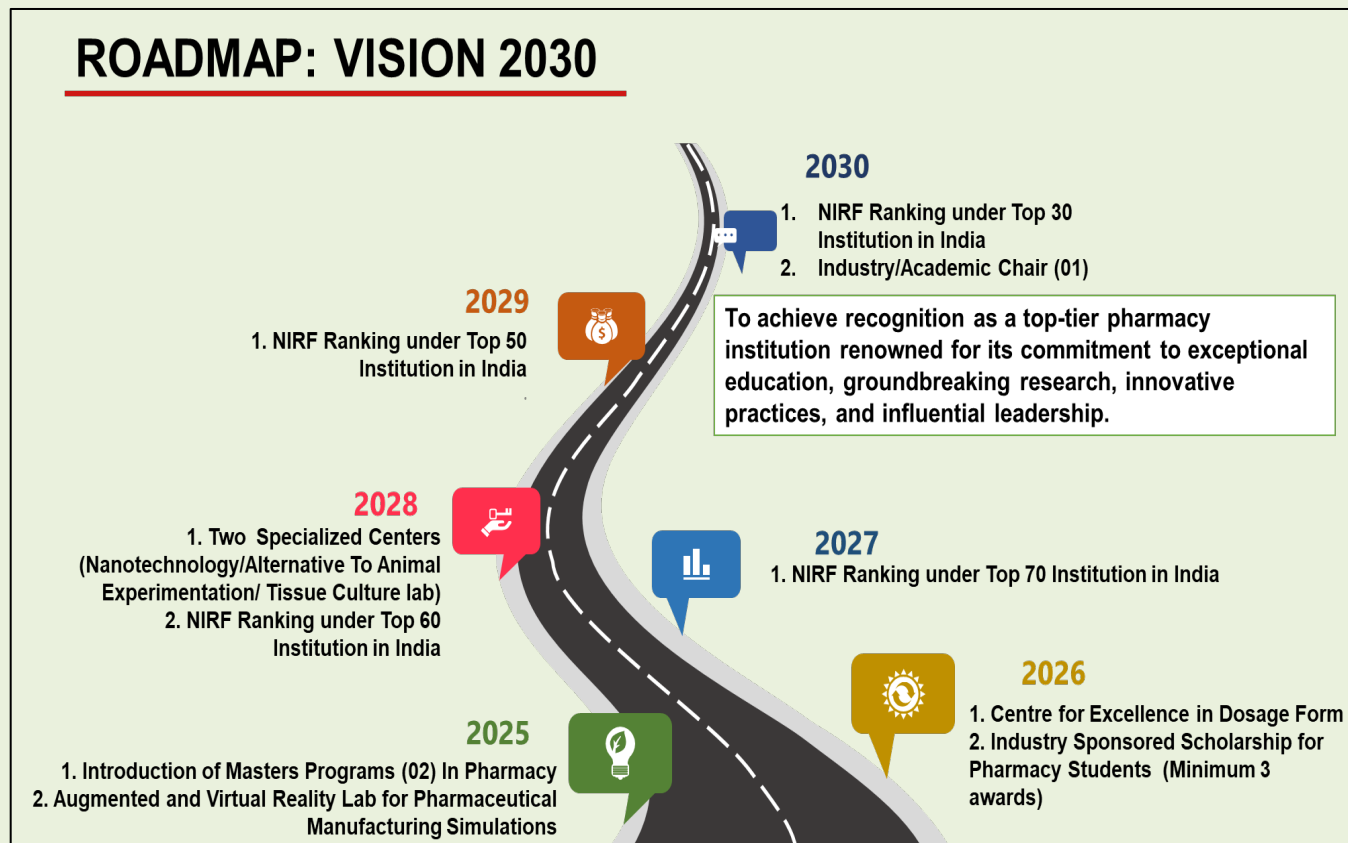
Figure-2: Roadmap to achieve Vision 2030

Action Plan to Achieve Vision 2030 of Chitkara School of Pharmacy

By 2025:
1. Introduction of Masters Programs (02) in Pharmacy.
2. Establishment of an Augmented and Virtual Reality Lab for Pharmaceutical Manufacturing Simulations.

By 2026:
1. Introduction of Centre for Excellence in Dosage Form.
2. Implementation of Industry Sponsored Scholarship for Pharmacy Students.

By 2027:
Aim for NIRF Ranking under Top 70 Institutions in India.
By 2028:
1. Establishment of Two Specialized Centers (Nanotechnology/Alternative To Animal Experimentation/Tissue Culture lab).
2. Target NIRF Ranking under Top 60 Institutions in India.

By 2029:
Aim for NIRF Ranking under Top 50 Institutions in India.
By 2030:
1. Achieve NIRF Ranking under Top 30 Institutions in India.

2. Establishment of an Industry/Academic Chair (01) to drive overall vision.

<u>Conclusion:</u>

The Institutional Development Plan outlined herein delineates a roadmap for Chitkara School of Pharmacy, Chitkara University Himachal Pradesh, to realize its Vision 2030. By leveraging its existing strengths, addressing key challenges, and embracing a forward-thinking approach, the school is poised to embark on a transformative journey towards excellence in pharmacy education, research, and leadership.