

# Institutional Development Plan and Vikshit Bharat 2047

**Prof. Md Faiz Ahmad**

**Principal, MANUU, CTE, Darbhanga**

## *ABSTRACT*

Indian Educational Institutions have been continuously struggling to get good rank in the world. Though we have fixed the target to achieve the target of Vikshit Bharat in 2047 and for this our Educational Institutions need to plan itself to contribute in achieving this target. National Education policy 2020 have made a provision to develop institution plan by keeping its vision, mission, strength, weakness, opportunities and challenges, It also focus on academic leadership, governance and management. This paper deals the institution development plan and possibilities to achieve the target, problems and solutions.

This paper also analysis our education system, especially its progress and development.

**Keywords:** Institutional Development Plan, Quality, Higher Education, Challenges, Vikshit Bharat

## **Introduction:**

Indian education system is one of the biggest system of the world. When we got independence, we had only 19 universities, and our literacy rate was around 15%. Now we have around 1113 universities, of which 54 are central universities, 441 are state universities, and 455 are private universities. 126 are considered to be universities, 159 are institutions of national importance, and 53000 are colleges. A total of around 35 crore people are involved in our education system. But as far as quality is concerned, it is unfortunate that we could not get a proper place in the world ranking as the QS World Ranking 2025 was released on June 4, 2024, in which IIT Bombay secured 108 rank, last time it was 149, and IIT Delhi secured 150 rank. India ranked second in the Asian Region; 61% of Indian universities improved; 24% maintained the status quo; and 9% markedly declined. It was assessed on the basis of 40% academic reputation, 10% employer reputation, 20% research citations, H. index, 20 % faculty student ratio, and 10% international network. After independence, many committees and commissions were constituted to make suggestions for the improvement and reform of the higher education system. Just after independence, the University Education Commission was established under the chairmanship of Dr. S. Radhakrishnan (1948–49), which highly emphasized the aims of the university education system, faculty, duration of the courses, reforms in the examination system, medium

of instruction, rural universities, women's education, scholarship, and moral education.

The Indian Education Commission, known as Kothari Commission, also emphasized the aims of education, the structure of education (10+2+3), rural universities, 6% GDP on education, and 186 NEP made a comprehensive recommendation to ensure quality in higher education and accordingly professional bodies like NCTE, NAAC, and Academic Staff College, now MMTTC. The 2005 National Knowledge Commission emphasized the need to establish more universities. Our constitution also pledges to develop India into a sovereign, socialist, secular, republican, and democratic country, and its basis is equality, liberty, social justice, and fraternity. Articles 15.17, 21 (a), 24. 26, 28, 29, 45, 46, 51(k), 350, and 350 (i) mentioned education, and education was also placed on the concurrent list by the 42nd Amendment in 1976. On the recommendation of NEP 1986, the UGC established the National Assessment Accreditation Council (NAAC) in 1994 with its headquarters in Benglaru to assess and accredit the higher education institutions in India to assure quality. It consists of seven criteria, i.e., curricular aspects, teaching, learning, and evaluation; research and community outreach; infrastructure and learning resources; student support and progression; governance; leadership and management; and institutional values and best

practices. It is of about 1000 numbers, and accreditation is done in the grading system, which starts from D to A++. Now it is being changed on the basis of Dr. Radha krishnan, former chairman of ISRO, and it will be accredited in a binary form, meaning accredited or not accredited.

Now our education system took a paradigm shift towards students centric approaches, holistic education, multiple entry and exit system, emphasis on vocational education, ensuring mobility between streams and institutions and envisioning the Institutional Development Plan in National Education Policy 2020. Institutional Development Plan is one of the key factors for achieving the target of Vikshit Bharat @2047. Institutional Development Plan (IDP) makes a clear pathway for enhancing academic excellence, research capabilities, governance, and infrastructure, while fostering an inclusive and dynamic educational environment. It has emphasized the importance of extracurricular activities and social outreach programs, enriching the development of well-rounded individuals. It also focuses on the institutional profile which includes its name, basis of foundation and founder, area, courses, distinction and values.

### **Institution:**

Every Institution wants to be leader in educational excellence and want to achieve excellence in all aspects of education- Pedagogy, Extension, Administration, Research, and Learning. To be an internationally known Institution, recognized for excellence in teaching, research, and outreach; dedicated to serving humanity through the creation of knowledgeable, skilled, and socially responsible citizens. Institution must have a mission mode effort to provide a high-quality higher education that transforms individuals into valuable assets for national progress and international development. Its mission is to afford High Quality Higher Education to the learners so that they are transformed into intellectually competent human resources that will help in the uplift of the nation to Educational, Social, Technological, Environmental and Economic sustainability. Academic mission is also required which means Promoting and strengthening holistic education, multi-disciplinary, and inter disciplinarily in the mutually supporting interdependent learning driven world. The facilitation

and enablement of achieving key learning outcomes from the core learning of a discipline and its prescribed curriculum. Development of character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and contemporary capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. Learning to think, understand and do through skills and competencies such as critical thinking and problem solving, creative thinking and innovation, analytical thinking, adaptive thinking, design thinking's & creativity, computational thinking, social intelligence, cross cultural competency, new media literacy, virtual collaboration, decision making, conflict resolution and negotiations among many others. Along with academic mission every institution needs to have social mission which is also important to emphasis on Equitable access to high quality affordable higher education for all knowledge creation for societal growth and well-being through cutting-edge research, technical and non-technical solutions to societal problems conceptualized by HEIs.

It is a way to analyses the institution from strength, weakness, opportunities and challenges perspective so far strength is concerned it is necessary for the institution to make effort to be highly known or Good Ranking or Grading (NIRF/NAAC), update flexible Curriculum, high-impact research output, good Infrastructure, societal engagement. Weakness may be like limited communication skills of students, urban-rural divide, manpower constraints Insufficient accommodation facilities, lack of resources. Opportunities of the institution may be legacy of the founder/history, new programmes in the context of NEP, commercialization of patents, supportive administration and family atmosphere, project / consultancy, strong alumni network. location disadvantage, rural Area.

### **Goals:**

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

- To assess institutional developmental needs

through wide consultative processes.

- To identify capacity and organizational gaps, based on the goals and priorities.
- To develop Annual Activity/ Capacity Building Plans to build capacity and remove gaps.
- To establish a transparent system for holistic, inclusive growth and development of the HEI through the application of all relevant tools, technologies and opportunities for ensuring optimal utilization for overall balanced growth.
- To establish ethos of whole lifelong learning and an operative framework to promote the better employability and entrepreneurship,, by integration of skilling into Higher Education. Develop an operative framework to promote the Internationalization of education, international equivalence and exchange of faculty and students.
- To ensure meaningful engagement of all stakeholders in the development and implementation of its IDP.
- To quantify the institution's goals using Indicators and Time-Bound Targets, and Implementation Plans.
- To undertake Periodic Reviews and appropriate measures for continuous course corrections and further improvements.

Hence tenure, quality of leadership and direction are key factors at the very heart of a good strategy. Institutions need to set their strategic goals in their own words. These goals serve as a guide. Institutions can customize them based on their specific context. Ensure accessible, affordable, and transparent student admissions, emphasizing equality. Streamline recruitment, training, motivation, and retention of skilled faculty. Prioritize a student-focused approach, enhancing faculty skills for better educational outcomes. Foster entrepreneurship and experiential learning among both students and faculty. Champion holistic development focusing on academic, research excellence, and its reinforcement. Boost student enrolment, retention, and graduation metrics. Intensify support for under-represented student groups, ensuring their success. Offer avenues for gaining knowledge in emerging domains of global significance. Implement inclusive hiring practices, emphasizing continuous faculty

development. Encourage digital modes of learning and teaching. Identify innovative revenue streams for financial sustainability. Enhance the institution's global and regional stature and rankings. Seamlessly integrate quality skill education within higher education. Enhance student employability on both national and international fronts. Develop a sustainable research and innovation environment. Foster relationships with alumni, communities, industries, and other stakeholders for institutional growth. Strengthen Academia-Industry and Academia-Community partnerships via diverse initiatives. Adopt the National Credit Framework (NCrF) and Academic Bank of Credits (ABC) for a fluid student mobility and flexible learning.

### **Academic:**

The academic provisions are a set of reference points which give institutions a shared starting point for setting, describing and assuring the quality and standards of their higher education courses. A desirable set of academic systems ensure healthy and progressive learning environment resulting in energy and interest which ultimately promotes better learning performance. It is the responsibility of an institution to create an environment that not only assures learning, but also pays special attention to the mental and physical well-being of the students. HEIs need to provide a learning atmosphere to every student where they may acquire knowledge and skills to grow as a responsible individual. The following steps may be helpful for developing innovative academic. Conceiving and developing a robust institutional strategy based on adequate and appropriate analysis, choice making in line with the vision of the institution. Creating & retaining a strong faculty base through faculty recruitment, performance analysis and regular development programmes. Designing flexible curriculum and introducing multi disciplinarily in HEIs including appropriate integration of Vocational Education, Training and Skilling into the curriculum. Using appropriate industry experts in curriculum design & implementation. Appropriate Mechanism & Enablers for the Upgradation of Curriculum. Developing leaders as role models through commitment & multi-tasking analysis. Developing students by offering a confidence-building education model through student integrated development model.

Adhering to a specified/defined/regulated Student-Teacher Ratio for various forms of learning & assessment. Growth & expansion of the university through environmental analysis. Introducing technology in the form of blended mode of learning, Creation and delivery of digital content etc. Learning and Teaching excellence, cooperative education, and research. Imparting high-quality professional and application-based education in a wide range of interdisciplinary areas. Approach by academia by ensuring 360° access to teaching & learning, skill & capacity building resources, research and Intellectual Property (IP) creation, protection & deployment. Embedding appropriate skills and employability skills, including skills, life skills and foundational technology skills into learning. Curriculum to be a suitable blend of theory and practice and also available digitally that fosters potential minds to be active contributors in the process of social transformation of the habitat. Intensive and balanced use of the latest technology. Practice-oriented and industry required research and pedagogy to make teaching and research unique, such as including Industry 4.0/5.0 Implementation of blended mode of learning including digital and online learning.

Academic excellence and Professional Education delivery – student centric, teaching and learning process, top quality professional education to students, Faculty: a high proportion of full-time faculty (75-80%) with Ph.D. or required industry expertise and quality research publications. Regular and continuous capacity building of faculty through refresher programs and training of trainers (in case of VE) especially in the following areas: Implementation and operationalisation of National Credit Framework (NCrF), Implementation and operationalisation of Academic Bank of Credits (ABC), Implementation and operationalisation of National Higher Education Qualification Framework (NHEQF) with level descriptors, Integrating Vocational Education, Training & Skilling into HEIs, Implementation and operationalisation of National Skills. Implementation and operationalisation of Indian Knowledge System (IKS) and Future Skills. Curriculum for sensitization in terms of providing educational program for

inculcating empathy, environmental understanding, PwDs and other special sections of the society. Create world class Open Online/ Digital/ Blended learning Resources for a Global student/ Audience (OCW, MOOCs), Provide Educational Leadership to other Institutions, Nationally and Globally Inspiring and motivating learning environment - student or learner centered; knowledge-centered; innovation-centered; and community centered, Promote commercial business ideas while mentoring the student and becoming part of their Start-up ecosystem.

### **Research:**

To enhance new knowledge creation and intellectual property, academic institutions can implement various strategies, including: Involving all stakeholders in research, innovation, and scholarly publication. Cultivating a culture of innovative thinking. Promoting systematic 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 inspirational goals and creating resource optimization mechanisms. Monetizing research outcomes through IP protection and commercialization efforts. Identifying commercially valuable research outcomes and engaging with industry and fostering collaborations with industry stakeholders. Providing training programs for researchers on research monetization and IP protection, Defining clear licensing and technology transfer processes. Exploring funding mechanisms and cultivating an entrepreneurial culture. Continuously monitoring and evaluating research monetization efforts. Recognizing and engaging with Government, Industry, Academia, and Society as key stakeholders in research and development activities, with evolving roles in a knowledge-based society and economy. Choosing to play an appropriate role in advancing knowledge and creating a robust research ecosystem relevant to the Institution's aims. Pursuing appropriate opportunities for the institution would include establishing a powerful research vision. Improving resource availability and enhancing research ecosystem support is a powerful driver.



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

### **Governance:**

It is the need of the hour to develop a sound governance system of HEIs, which refers to the systematic approach by which educational institutions are directed, controlled, and held accountable. It encompasses the methods and frameworks utilized for decision-making, risk monitoring, and performance enhancement. Institutional structures include balanced autonomy, quality assurance, stakeholder inclusion, financial independence, alignment with society, leadership and strategy. It must have fully functional BOG/ Senate/ Syndicate/ Academic Council, Providing autonomy with full accountability written all aspects of governance in HEI, Putting in place processes and quality assurance mechanisms, Involving all stakeholder including alumni in the processes leading to appointments/nominations/selections in the BoG/Senate/Syndicate/ Academic Council, Various levels of financial autonomy to be defined including striving for self sustainability, Focusing on good governance which strives to preserve the integrity of the academic value system while at the same time adequacy of control systems.

### **Finance:**

It is the heart of the Institutional development and it is the most neglected part of the system. It is a pre-requisite for its operation. Financial systems comprise the technical systems that deal with payments and financial instruments. A robust financial system would help the institutions to make and receive payments safely and efficiently along with creating routes for sustained research funding options. tuition fee from the students. government grants and subsidies overheads earned on the sponsored research and development projects from the Government and private/ corporate sector, endowments, philanthropic contributions and other incomes, Budget Allocation: Transparency Financial Sustainability, Investment Strategy, Collaboration, Stakeholder Engagement, Additional Outreach Models for Fund Generation.

### **Conclusion:**

It is the time we should revisit our plan to develop the institution and for that we should understand the strength, weakness, opportunities and challenges before the institution. Some best practices should be adopted by the institution. Every institution must have good academic, research facilities educational and social goals and proper governance with adequate financial support required to implement the institutional development plan and every plan must have its target to accomplish within given three, five or ten years then only we can achieve the target of SDG-4, Fifty percent GER by 2035 and achieving the target of vikshit Bharat by 2047. Therefore it is necessary for all the institution to develop its plan in the light NEP2020 and also develop proper implementation strategy with feedback, evaluation and in phase wise to achieve the dream of making India a developed nation.

### **References:**

1. National Education Policy-2020, Ministry of Human Resource Development, Government of India, New Delhi, 2020
2. National Education Commission Report-1964-66, Education and National Development, Ministry of Education, Government of India, 1966.
3. National Policy on Education, 1986, Ministry of Human Resource Development, Government of India, May 1986
4. Quality Management System in Higher Education, National Assessment and Accreditation Council (NAAC), 2020
5. Pursuit of Quality in Higher Education: An Indian Perspective, Research and Analysis Wing, NAAC, June 2020.
6. UGC Guidelines for Institutional Development Plans for Higher Educational Institutions(HEIs), University Grants Commission, Bahadur Shah Zafar Marg, New Delhi
7. Institutional Development Plan, University of Delhi, 2024.
8. <http://naac.gov.in/index.php/en/>
9. <http://rusa.nic.in>
10. [aishe.gov.in](http://aishe.gov.in)
11. [ugc.gov.in](http://ugc.gov.in)

