

RIMT UNIVERSITY

Mandi Gobindgarh, Punjab, India

Established under Punjab Act No. 31 of 2015 | Recognised under Section 2(f) of the UGC Act, 1956

INSTITUTIONAL DEVELOPMENT PLAN

IDP 2026–2036

“Education for Life”

Prepared in accordance with UGC Guidelines for Institutional Development Plans
under the National Education Policy 2020
Sponsored by Shri Om Parkash Bansal Educational and Social Welfare Trust

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From the Desk of the Vice-Chancellor

“An Institutional Development Plan is not merely a blueprint for growth; it is a shared covenant of transformation — where every goal becomes a step, and every step moves the University towards excellence, equity and impact.”

It gives me immense pleasure to present the Institutional Development Plan (IDP) 2026–2036 of RIMT University, Mandi Gobindgarh — a roadmap that reflects our deep commitment to academic excellence, innovation and nation-building in alignment with the National Education Policy (NEP) 2020 and the guidelines of the University Grants Commission.

RIMT University stands at the confluence of tradition and transformation. Built on the educational legacy of the Shri Om Parkash Bansal Educational and Social Welfare Trust, the University today serves a multidisciplinary community of learners across its schools and colleges. In a world marked by rapid technological change and emerging global challenges, the role of higher education institutions has never been more vital. This Plan is our conscious response to that responsibility: it commits the University to a future-ready ecosystem that nurtures intellectual curiosity, ethical values, global competence and social responsibility among students and faculty alike.

This document is not merely a strategic plan; it reflects our institutional ethos and aspirations. Guided by the principles of outcome-based education, interdisciplinary learning, research-led innovation and technology-enabled governance, the IDP lays the foundation for our journey from NAAC B+ towards MBGL Level 5 under the Binary Accreditation Framework, a place among the nation's leading universities, and meaningful presence on the global stage. It also strengthens our linkages with industry, government and the community, so that the knowledge we create translates into real-world impact for the society we serve.

The success of any institution lies in the collective vision and effort of its stakeholders. I place on record my sincere appreciation for the faculty, staff, students, alumni and academic leaders who have shaped this Plan with thoughtful inputs and unwavering dedication. Let us work together — with passion, purpose and perseverance — to make RIMT University a benchmark of quality and a true catalyst in India's higher-education transformation.

Dr. Sunil Katyal

Vice-Chancellor, RIMT University

Executive Summary

RIMT University's Institutional Development Plan 2026–2036 charts the University's progress from a NAAC B+ accredited, multidisciplinary State Private University to an institution performing at the level of India's top-graded universities. The Plan has been prepared in accordance with the UGC Guidelines for Institutional Development Plans and the National Education Policy 2020, and is deliberately benchmarked against the practices that distinguish top-graded institutions: a documentation-first quality culture, outcome-based education across every programme, a research-intensive faculty profile, deep industry embeddedness, systematic internationalisation and technology-enabled governance.

The Plan is organised around the nine enabler parameters prescribed by the UGC, presented as eight sections (A–H). For each enabler it records the University's present position, the benchmark practice observed at top-graded institutions, and time-bound short-term (2026–28), mid-term (2028–31) and long-term (2031–36) goals.

Headline Commitments by 2036

Dimension	2036 Commitment
NAAC accreditation	MBGL Level 5 (Binary Accreditation Framework)
NIRF standing	Top 50 (University category); QS Asia 400–500 band
Ph.D. Qualified faculty	≥ 90% of permanent faculty
Sanctioned-intake utilisation	≥ 90% with 8:1 application ratio
Non-fee income share	≥ 25% of total income
Graduates placed or progressing to higher study	≥ 85%
Courses delivered through LMS	≥ 95% with AI-assisted learning analytics
Renewable share of campus energy	≥ 60% with net-zero roadmap published
International student share	≥ 10% of enrolment

Introduction

The National Education Policy (NEP) 2020 envisions large, multidisciplinary Higher Education Institutions that deliver equitable, holistic and high-quality education. In pursuance of this vision, the University Grants Commission has advised every Higher Education Institution to prepare a strategic Institutional Development Plan (IDP) that articulates the institution's vision, assesses its present position, and lays down time-bound goals across governance, finance, academics, research, human resources, student support, collaboration, physical infrastructure and digital enablement.

This Institutional Development Plan 2026–2036 of RIMT University, Mandi Gobindgarh, Punjab, has been prepared in that spirit. It consolidates the University's institutional profile, a candid SWOC analysis, and short-term, mid-term and long-term goals under each of the enablers identified in the UGC guidelines. The Plan is anchored in the University's motto — “Education for Life” — and in its stated ambition to progress from its present NAAC B+ accreditation towards NAAC Accreditation (Binary Accreditation Framework) in the 2028 cycle and progression to MBGL Level 5 (Institutions of Global Excellence) by 2036, a place among the NIRF Top 50 universities, and entry into global rankings by the end of the plan period.

The IDP shall be reviewed annually by the Internal Quality Assurance Cell (IQAC) and the statutory bodies of the University, and refined in the light of progress achieved, stakeholder feedback and the evolving regulatory and technological environment.

India's aspiration to become a leading knowledge economy rests on a bold reimagining of its higher-education system — one that prioritises excellence, innovation, accountability and sustainability. This Plan is therefore aligned not only with NEP 2020 but with the wider national architecture of reform: the Sustainable Development Goals (SDGs), the National Credit Framework (NCrF), the Academic Bank of Credits (ABC), the National Higher Education Qualifications Framework (NHEQF), and the missions of Skill India, Digital India and Startup India. Each enabler in the IDP section identifies where the University's own development intersects with these national priorities, so that institutional growth and national purpose advance together.

Guiding Philosophy

The IDP is rooted in the University's conviction that higher education must:

- serve the larger social good by ensuring equity, access, inclusion and community engagement, particularly for the region the University serves;
- foster lifelong learning, creativity, scientific temper and constitutional values in every learner;
- promote multidisciplinary knowledge, research-led innovation and digital transformation across all schools;
- support sustainable governance, progressive financial self-reliance and global engagement, without compromising affordability for students.

Objectives of this Plan

In line with the main objectives set out in the UGC Guidelines for Institutional Development Plans, this Plan is designed to:

- Articulate a clear Vision and Mission for the University and align these with NEP 2020, the National Credit Framework, the Sustainable Development Goals and the University's educational, research and social objectives;

- Assess institutional development needs through wide consultative processes involving faculty, students, staff, alumni, industry, parents and the sponsoring Trust;
- Identify human, material, financial and organisational capacity gaps against the stated goals and priorities;
- Develop Annual Activity and Capacity-Building Plans that close those gaps school by school, with named owners and budgets;
- Establish a transparent system for holistic and inclusive growth, applying digital technologies to ensure optimal utilisation of institutional resources;
- Embed lifelong learning, employability and entrepreneurship by integrating skilling into higher education under the NCeF, NHEQF and NSQF;
- Build an operative framework for internationalisation of education, international equivalence and the exchange of faculty and students;
- Ensure meaningful engagement of all stakeholders in the development and implementation of the Plan;
- Quantify institutional goals through indicators, time-bound targets and costed implementation plans; and
- Undertake periodic reviews and course correction for continuous improvement.

Institutional Basic Information

Institutional Profile

RIMT University is a unitary State Private University established on 8 December 2015 by the Government of Punjab through Punjab Act No. 31 of 2015 (Notification No. 38-Leg./2015) and recognised under Section 2(f) of the UGC Act, 1956. The University is sponsored by Shri Om Parkash Bansal Educational and Social Welfare Trust, registered under the Societies Registration Act, 1860, whose educational endeavours in the region date back to 1998. The salient facts of the institutional profile are summarised below.

Particulars	Details
Name of the Institution	RIMT University
Location	Delhi–Jalandhar GT Road (NH-1), Sirhind Side, Mandi Gobindgarh, Punjab – 147301
Year and Mode of Establishment	8 December 2015; Punjab Act No. 31 of 2015 (Notification No. 38-Leg./2015)
Nature of the University	Unitary State Private University; single integrated campus; no off-campus/off-shore centres
Sponsoring Body	Shri Om Parkash Bansal Educational and Social Welfare Trust (regd. under Societies Registration Act, 1860)
UGC Recognition	Section 2(f) of the UGC Act, 1956
Accreditation	NAAC B+ (CGPA 2.61), valid up to 28 December 2028
Certifications & Recognitions	ISO 50001:2018 (Energy Management), ISO 14001:2015 (Environmental Management); Gold Band – Green Campus Ranking 2024
Schools / Colleges	Schools and Colleges spanning Engineering & Technology, Management & Commerce, Medical & Health Sciences, Pharmaceutical Sciences, Agricultural Sciences, Legal Studies, Architecture, Art & Design, Education, Physical Education, Hospitality, Sciences, Liberal Arts and Allied Healthcare
Programmes Offered (2026–27)	Programmes across UG, PG, Diploma and Ph.D. levels, approved by statutory councils (PCI, COA, BCI, NCTE, INC, NMC and others)

Student Strength (2026–27)	Enrolment at $\approx$ 53% of sanctioned intake, with headroom for growth (48.1% female; 52.3% from reserved categories)
Faculty Strength	99% of sanctioned faculty posts filled (Ph.D.-qualified $\approx$ 22%; 54.7% female)
Non-teaching Staff	Full complement of administrative and technical staff ($\approx$ 1.1 per faculty member)
Doctoral Research	Doctoral programmes in all schools; publication intensity of $\approx$ 0.6 indexed papers per faculty per year, with an active and growing patent portfolio
Campus Infrastructure	Green-certified campus with 33,602 sq ft central library (over 1.5 lakh volumes with comprehensive e-journal and e-book holdings), campus-wide networked computing, residential capacity for over 40% of students on roll, a dedicated transport fleet, and 23 sports venues
Financial Position	UGC-mandated Corpus Fund maintained in fixed deposit; no external borrowings
Statutory Officers	Chancellor: Dr. Vijayant Bansal Pro-Chancellor: Er. Saloni Bansal Vice-Chancellor: Dr. Sunil Katyal Registrar: Er. Rakesh Mohan
Website	www.rimt.ac.in

Plan Preparation Methodology and Stakeholder Consultation

This Plan has been prepared through a structured consultative process rather than as a desk exercise, following the strategy-formulation sequence recommended in the UGC Guidelines for Institutional Development Plans.

Consultative process

- A drafting committee chaired by the Vice-Chancellor, comprising the Registrar, the Deans of all schools, the Controller of Examinations, the Chief Finance and Accounts Officer and the Director, IQAC.
- School-level workshops in every school to capture departmental priorities, capacity gaps and resource requirements.
- Structured consultation with students through class representatives and the student council, and with faculty and non-teaching staff through cadre-wise sessions.
- Inputs from alumni, parents, employers and industry partners drawn from the Mandi Gobindgarh–Ludhiana industrial belt.
- Review by the Academic Council and the Finance Committee, followed by approval by the Board of Management and the Governing Body.

- Annual reopening of the consultation by the IDP Review Committee, so that the Plan remains a living document over the ten-year period.

Strategy formulation sequence

- Identify strategic goals — using SWOC analysis, S-curve and portfolio analysis, stakeholder analysis, and an assessment of the interlinkages between schools, programmes, pedagogy, research and student support services.
- Define objectives — converting each goal into specific, measurable, attainable, relevant and time-bound objectives.
- Identify tactics — choosing the delivery route, partnerships, thrust areas, enabling processes and incentives for each objective.
- Prioritise initiatives — sequencing initiatives and allocating financial, human and physical resources accordingly.
- Develop the plan — timelines, milestones and responsible officers for every initiative, as set out in the enabler sections and the phased roadmap.
- Implement — through school-level annual operating plans and budgets approved by the Board of Management.
- Review, evaluate and report — annual review by the IQAC and the IDP Review Committee against the KPI dashboard, with course correction recorded and reported to the Governing Body.

SWOC Analysis

The University has undertaken a candid assessment of its Strengths, Weaknesses, Opportunities and Challenges (SWOC) as the foundation of this Plan.

Strengths

- Well-connected, purpose-built green campus on the Delhi–Jalandhar GT Road (NH-1) at Mandi Gobindgarh.
- Multidisciplinary breadth — offering programmes spanning engineering, computing, medicine, health sciences, allied healthcare, pharmacy, law, management, agriculture, education, sciences, architecture, art & design, hospitality and liberal arts.
- Qualified and experienced permanent faculty at a 99% fill rate against sanctioned positions and a transparent recruitment process.
- Progressive, NEP 2020-aligned curriculum — modular, credit-based, outcome-based (CO–PO mapped), with multiple entry-exit options and open electives.
- Transparent, centralised examination and evaluation system with masked scripts, 10% external re-evaluation sampling and an average result turnaround of about 14 days.
- Growing interdisciplinary research culture — a rising publication record (≈ 0.6 indexed papers per faculty per year over the last three years), an active patent portfolio, faculty-authored books, two in-house journals and externally funded projects across schools.
- Strong physical and digital learning resources — a 33,602 sq ft central library with over 1.5 lakh volumes and comprehensive e-journal and e-book holdings; campus-wide networked computing; residential capacity for over 40% of students on roll; and a dedicated transport fleet connecting the region.
- Sound financial footing — dedicated corpus fund held in fixed deposit and no external borrowings.
- All professional programmes recognised by the relevant statutory councils (COA, BCI, PCI, NCTE, NMC, INC and others).

Weaknesses

- NAAC accreditation currently at B+ (CGPA 2.61), below the University's ambition and below leading peer-age private universities.
- Under-utilisation of sanctioned intake capacity (approximately 53%), constraining scale economies and per-student investment.
- Share of Ph.D.-qualified faculty ($\approx 22\%$) needs substantial improvement to meet research and ranking aspirations.
- Sponsored research income, consultancy and Intellectual Property monetisation are at an early stage relative to institutional scale.
- Over-dependence on tuition fees (about 99.8% of total income) with limited diversification of revenue streams.
- Limited international presence — few foreign collaborations, dual-degree pathways and international students at present.
- Alumni engagement, brand visibility and digital outreach are under-leveraged relative to peer institutions.

Opportunities

- NEP 2020 and UGC reforms open pathways for multidisciplinary programmes, the Academic Bank of Credits, multiple entry-exit, online/ODL expansion and institutional autonomy.
- Location in Punjab's industrial belt (Mandi Gobindgarh–Ludhiana corridor) offers ready industry linkages for internships, consultancy, sponsored research and skill development.
- Rising national demand for emerging-technology programmes — Artificial Intelligence, Data Science, Cyber Security, FinTech, Digital Health and allied health sciences — where the University already has foundational schools.
- Government funding streams (RUSA/PM-USHA, DST, DBT, ICMR, ICSSR, AICTE, Startup India, Atal Innovation Mission) and CSR funding for research, incubation and infrastructure.
- Internationalisation — twinning, joint and dual-degree arrangements under UGC regulations, and recruitment of students from South Asia, Africa and the Indian diaspora.
- Alumni network built over the Trust's institutions since 1998, which can be mobilised for mentoring, placements, philanthropy and brand advocacy.

Challenges

- Intense competition from established public institutions and well-funded private universities in the region for students and faculty talent.
- Attracting and retaining high-quality, research-active faculty in a national market where such talent commands a premium.
- Keeping curriculum, laboratories and pedagogy abreast of rapid technological change within a largely fee-financed budget.
- Evolving regulatory and accreditation frameworks (NAAC binary/graded accreditation reforms, NHEQF, NCrF) requiring continuous compliance and documentation discipline.
- Demographic and preference shifts in the student market, including movement towards metropolitan institutions and overseas education.

Strategic Positioning: S-Curve and Portfolio Analysis

Beyond the SWOC assessment, and as recommended in the UGC Guidelines, the University has plotted its position on the institutional S-curve and reviewed its programme portfolio to determine whether the path is clear for scale and impact.

- S-curve position: ten years from establishment, the University sits at the inflexion point of its take-off phase. Statutory approvals, physical infrastructure, programme breadth and governance systems are in place; research intensity, brand equity and revenue diversification remain early-stage. The binding constraint on the next phase of growth is capability rather than capacity — doctoral-qualified faculty, sponsored research and intake quality — and the Plan therefore front-loads investment in these three areas in Phase I.
- Portfolio mix: the programme portfolio is classified into four streams of capability — established professional programmes with stable demand (engineering, management, pharmacy, nursing, education); regulated health-science programmes with high capital intensity and strong demand; emerging-technology and interdisciplinary programmes identified for growth (Artificial Intelligence, Data Science, Cyber Security, FinTech and Digital Health); and low-utilisation programmes held under annual review for consolidation, redesign or withdrawal.
- Concentration before expansion: consistent with the practice of top-graded young universities, research and reputational investment is concentrated on three anchor themes — Artificial Intelligence, Sustainability and **Allied Health** — before the research portfolio is broadened.
- Sustainability and viability: each stream is assessed annually for academic viability, financial contribution and value to students, employers and the region, so that portfolio decisions rest on evidence rather than legacy.
- Interlinkages: curriculum, research, industry engagement, student support, physical facilities and digital systems are planned as a single system. Each enabler section identifies the other enablers on which its commitments depend, and the IQAC tracks these dependencies on the KPI dashboard.

Vision

“To become one of the most preferred learning places and a centre of excellence to promote and nurture future leaders who would facilitate the desired change in the society.”

In pursuit of this vision over the plan period, the University aspires to be recognised among the leading multidisciplinary private universities of India — accredited under the Binary Accreditation Framework and progressing to MBGL Level 5, ranked within the NIRF Top 50 universities, and visible in global rankings — while remaining rooted in its motto, “Education for Life”.

Mission

“To impart teaching and learning through cutting-edge technologies supported by the world class infrastructure with a view to empower and transform young minds into capable leaders and responsible citizens of India instilled with high ethical and moral values.”

The mission is operationalised through the following commitments:

- Deliver outcome-based, multidisciplinary and industry-relevant education aligned with NEP 2020.
- Build a vibrant research, innovation and entrepreneurship ecosystem that creates knowledge, intellectual property and start-ups.
- Ensure access, equity and inclusion through scholarships, reservation compliance and support for disadvantaged learners.

- Develop faculty and staff continuously as reflective professionals and researchers.
- Serve the community and the region through extension, consultancy and skill-development activities.
- Institutionalise quality, transparency and accountability in every academic and administrative process.

Core Values

The University's institutional culture is anchored in the following core values, which inform every academic, administrative and community decision:

- Academic Excellence — Commitment to rigorous, outcome-based education and continuous pursuit of the highest standards in teaching, learning and assessment.
- Research and Innovation — Fostering a culture of inquiry, creativity and knowledge creation that drives intellectual progress and societal impact.
- Integrity and Ethics — Upholding transparency, honesty, academic integrity and ethical conduct in every institutional process.
- Equity and Inclusion — Ensuring access, opportunity and support for all learners regardless of socio-economic background, gender, disability or community.
- Student Centricity — Placing the learner at the heart of institutional planning, with mentoring, holistic development and employability as core priorities.
- Community Engagement — Serving the region through extension, skill development, health outreach and responsible citizenship programmes.
- Sustainability — Embracing environmental stewardship, green-campus practices and sustainable governance as institutional imperatives.
- Global Outlook — Cultivating international awareness, cross-cultural competence and global partnerships while remaining rooted in Indian values and heritage.

Goals and Objectives

The University's goals for the plan period 2026–2036 are organised into short-term (2026–27 to 2027–28), mid-term (2028–29 to 2030–31) and long-term (2031–32 to 2035–36) horizons. Detailed enabler-wise goals follow in the IDP section.

Short-term Goals (2026–27 to 2027–28)

- Reconstitute the IQAC into a full-time quality office with a live KPI dashboard across all schools; complete readiness for NAAC Binary Accreditation and submit the Self-Study Report.
- Modernise admissions and outreach, enhance scholarships and launch new programmes.
- Roll out an integrated ERP (academic, HR, finance, examination and student-lifecycle modules) and achieve LMS adoption in at least 95% of courses.
- Establish Centres of Excellence (Artificial Intelligence, Sustainability and [Allied Health](#)) and file patents and publish research articles in Scopus/SCI-indexed journals.
- Sign at least 25 active industry MoUs with defined outcomes, expand internship and apprenticeship coverage, and achieve placement rates of at least 70% for eligible graduates.

Mid-term Goals (2028–29 to 2030–31)

- Secure NAAC Accreditation (Accredited status) under the Binary Accreditation Framework in the 2028 cycle and initiate preparations for MBGL Level 5 in the subsequent cycle.

- Operationalise the three Centres of Excellence — Artificial Intelligence, Sustainability and Allied Health — with doctoral scholars, post-doctoral fellows and industry-anchored research programmes generating measurable output.
- Grow sponsored research and consultancy income to a combined share of at least 12% of institutional income per year, with a dedicated industry-sponsored project pipeline.
- Raise the share of Ph.D.-qualified faculty to 40% through targeted recruitment, in-service doctoral completion and international visiting-faculty programmes.
- Enter the NIRF university rankings band and progress towards the Top 100; achieve placement rates of 75–80% with rising median salaries and at least 10% higher-studies progression.
- Scale international engagement to at least 5 dual-degree or twinning arrangements, 50+ joint publications per year and international student enrolment approaching 5% of total intake.
- Diversify revenue through alumni-engagement programmes, corporate training verticals and consultancy to raise non-fee income to at least 15% of total revenue.

Long-term Goals (2031–32 to 2035–36)

- Achieve a position within the NIRF Top 50 universities and secure a consistent presence in QS Asia and THE World University Rankings, with a target QS Asia ranking within the 400–500 band by 2036.
- Attain capacity utilisation of 90% or more with a materially stronger intake quality (target 8:1 applications per seat) and at least three programmes achieving autonomous professional-body accreditation (e.g. NBA, ABET).
- Achieve research output of at least two quality publications per faculty per year, 300+ patent filings per year and a dedicated technology-transfer office generating measurable licensing and start-up revenue.
- Diversify revenue so that non-fee sources (research, consultancy, executive education, philanthropy and endowment income) contribute at least 25% of total income, supported by an alumni-giving programme contributing ≈ 3–5% of institutional income per year and 6–8 endowed chairs.
- Build an international footprint of 50+ active global partnerships, at least 10 joint/dual-degree programmes, a semester-abroad exchange for 15% of students, and international students constituting 10% of total enrolment.
- Institutionalise sustainability — renewable energy meeting at least 60% of campus demand, net-zero roadmap published, and an annually published, externally assured sustainability report aligned with the UN SDG framework.
- Establish RIMT as a regional knowledge hub through an innovation and incubation ecosystem that supports 50+ active start-ups, at least 3 industry-sponsored research labs and an annual research conference of national standing.
- Secure [Level 5 as per MBGL](#) and position the University for potential recognition as an Institution of Eminence or equivalent national distinction.

Development Objectives

The UGC Guidelines group institutional development objectives into six integrated dimensions. Each is owned by a named enabler section of this Plan:

Development objective (UGC)	How this Plan responds
Academic and fiduciary governance	Empowered statutory bodies, a full-time IQAC, delegated school budgets and an institutional risk register (Enabler A; Enabler B)
Curriculum and pedagogy	Outcome-based curriculum with CO–PO–PSO attainment, a three-year revision cycle, and active, blended and experiential pedagogy (Enabler C)
Integration of skills into academics	Credit-bearing skill-enhancement and value-added courses, NCrF/NHEQF/NSQF alignment, earn-while-you-learn schemes and vocational infrastructure (Enablers C and G)
Faculty and staff	Five-year faculty plan, doctoral upgradation, structured induction and mentoring, performance-linked incentives and succession planning (Enabler E)
Governance and compliance	Statutory and regulatory compliance calendar, internal and external audit cycles, records under a defined retention schedule and timely AQAR/SSR submission (Enablers A and H)
Research and development	Research policy and ethics framework, seed grants, Centres of Excellence, external funding, IP management and research monetisation (Enabler D)

Alignment with NEP 2020 and the NAAC Framework

The IDP has been drafted so that every commitment advances the transformative pillars of the National Education Policy 2020 and, simultaneously, the criteria on which the National Assessment and Accreditation Council evaluates institutions. The mapping below is used by the IQAC to trace each initiative to the policy objective and accreditation criterion it serves.

NEP 2020 Pillar	How this IDP responds
Multidisciplinary and holistic education	Open electives, skill courses and value-added papers across disciplines (Enabler C)
Flexibility — multiple entry/exit, Academic Bank of Credits	Credit-modular curriculum, ABC onboarding and NHEQF-aligned programme architecture (Enabler C)

Quality research and innovation	Centres of Excellence, seed-grant ecosystem, IPR pipeline and research-intensive hiring (Enabler D)
Equity and inclusion	Majority-reserved-category student body supported by scholarships, bridge courses and remedial teaching (Enabler E)
Technology integration	End-to-end ERP/LMS adoption, smart classrooms and data-driven governance (Enablers A and H)
Internationalisation	Twinning/dual-degree pathways, international student recruitment and joint research (Enabler F)
Governance and institutional autonomy	Empowered statutory bodies, external advisory boards and risk-managed strategic planning (Enabler A)
Vocational education and skilling	Skill-enhancement courses, earn-while-you-learn schemes and vocational infrastructure (Enablers C and G)

Benchmarking with India's Top-Graded Universities

Five structural lessons have been internalised in the enabler sections that follow:

- Research comes first. At top-graded institutions, 75%+ of faculty hold Ph.D. degrees, hiring and promotion are tied to research output, and about two quality papers per faculty member per year is standard, not exceptional. Action: make research output a core hiring and promotion metric, not an afterthought.
- Evidence is captured daily, not assembled later. Universities that were top-graded on their first attempt built documentation into everyday workflows — every claim is instantly verifiable from one central repository, with no scramble before an audit. Action: maintain one live repository from which accreditation reports are drawn directly.
- Outcomes are tracked everywhere, every term. All programmes have complete CO–PO–PSO mappings, attainment is measured and acted on each term, and curricula are revised at least every three years. Action: ensure attainment data drives curriculum revision rather than serving as a paperwork exercise.
- Depth before breadth. Successful young private universities won national recognition in one or two disciplines first, built their brand and rankings on that strength, and only then expanded. Action: identify one or two flagship disciplines to lead in before spreading resources thin.
- One system, not many. A single IQAC framework and one shared data repository cover every unit, so accreditation submissions come from a live system of record, not fragmented spreadsheets. Action: create a central data repository shared across all schools.

The RIMT University IDP

The development plan is organised under the nine enabler parameters identified in the UGC guidelines, presented here as Sections A to H, with the Supportive and Facilitative enablers set out alongside Human Resources in Section E. Under each enabler, the University sets out its present position and its short-term, mid-term and long-term goals. Responsibility for each enabler rests with a named statutory officer or committee, with the IQAC coordinating measurement and reporting.

A. Governance Enablers

Governance refers to the systematic approach by which the university is directed, controlled, and held accountable. It encompasses the methods and frameworks utilised for decision-making, risk monitoring, and performance enhancement.

Governance is exercised through the statutory bodies constituted under the RIMT University Act — the Governing Body, Board of Management, Academic Council (with substantial external representation), Finance Committee and Boards of Studies — each meeting at least twice a year. The officers of the University are the Chancellor, Pro-Chancellor, Vice-Chancellor, Registrar, Controller of Examinations, Chief Finance and Accounts Officer, and Deans/Directors of Schools. An IQAC is functional and coordinates the annual academic audit.

Short-term Goals

- Reconstitute the IQAC as a full-time quality office headed by a senior professor, with a data analyst, documentation lead and quality auditor, reporting quarterly to the Board of Management.
- Adopt an annual institutional Quality Plan approved by the Governing Body by April each year, with KPI dashboards across all schools refreshed at least weekly.
- Constitute External Advisory Boards for every school with industry and academic members, meeting at least twice a year.
- Institute a formal Risk Management framework — an annual risk register covering academic, financial, regulatory, cyber and reputational risks, reviewed by the Board of Management.
- Strengthen structured student feedback (course, teacher, facilities and exit surveys) with published action-taken reports and closure within defined service levels.

Mid-term Goals

- Institutionalise academic and administrative audits — at least one internal audit cycle per department per year (rising to two by 2036) and one external peer review per cycle, with at least 95% closure of audit actions within agreed timelines.
- Deploy technology-enabled governance: all statutory body agendas, minutes and compliance calendars on a web-based MIS; leadership dashboards used weekly by at least 80% of Deans and Directors.
- Introduce a leadership development pipeline for Deans, HoDs and section heads, including succession planning for critical positions.
- Benchmark governance practices annually against NIRF Top 100 and peer-age private universities, and adopt at least 10 identified best practices per year.
- Secure NAAC Accreditation (Accredited status) under the Binary Accreditation Framework in the 2028 cycle and build the systems required to progress to MBGL Level 5 in the subsequent cycle.

Long-term Goals

- Sustain Binary Accreditation (Accredited status) in the cycle following 2028, progress through the MBGL levels, and complete the evidence base for MBGL Level 5 by 2036.
- Position the University for greater regulatory autonomy (graded autonomy and related UGC provisions) on the strength of accreditation and compliance record.
- Institutionalise a governance rhythm of quarterly Board-level KPI reviews, an annual mock peer-review and independent external audit committee oversight as a permanent feature.

Governance structure

Sponsoring Trust — Shri Om Parkash Bansal Educational and Social Welfare Trust
▼
Governing Body — apex policy authority (statutory external and government representation)
▼
Board of Management — executive authority for administration and finance
▼
Academic Council · Finance Committee · Boards of Studies — academic, financial and curricular decision-making with ≥ 33% external members
▼
IQAC — quality operating system: KPI dashboard, audits, AQAR/SSR, accreditation and ranking cycles
▼
Schools → Departments → Programme teams — execution with signed quality charters

Sub-enabler register and commitments

Sub-enabler	Key commitments 2026–2036
Statutory bodies (GB, BoM, AC, FC, BoS)	Fully constituted with defined roles and accountability; at least two meetings per year each; external and alumni participation strengthened
Quality assurance (IQAC)	Full-time secretariat; annual quality plan approved by April; AQAR submitted on time every year
Financial autonomy	Delegated school-level budgets linked to IDP milestones; internal revenue targets for every school
Leadership	Leadership-development pipeline and succession planning; annual scorecards for Deans and Directors
Vision, mission and roadmap	Shared-vision refresh through structured stakeholder consultation; roadmap templates cascaded to every HoD and section in-charge
IT/web-based monitoring (MIS)	Single ERP source of truth; KPI dashboards refreshed within a week of period close
Risk management	Institutional risk register reviewed annually covering legal, safety, financial, environmental and disaster-preparedness scenarios

Sub-enabler	Key commitments 2026–2036
External advisory boards	Advisory board of industrialists, academics and officials for every school, meeting at least once per semester
Student feedback	360° feedback every semester with published action-taken reports; $\geq 90\%$ closure of accepted actions
Institutional records and documentation	Statutory, academic, examination, financial and HR records maintained under a defined retention and access schedule; evidence captured at the point of activity and indexed centrally, so that AQAR, SSR and regulatory submissions draw from a single system of record

B. Financial Enablers and Funding Models (Resource Generation)

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

The University is financially self-sustaining, with no external borrowings, and a UGC-mandated corpus fund held in fixed deposit and renewed annually. Fees constitute the main source of income, and salaries account for $\approx 43\%$ of the unit cost of education. Budgets are approved by the Finance Committee and the Board of Management, and accounts are audited annually.

Short-term Goals

- Adopt a five-year rolling financial plan aligned to this IDP, with school-wise annual action plans and budgets linked to enrolment, staffing and capital works.
- Sanction a dedicated investment envelope for the excellence agenda (IQAC operations, faculty expansion, research seed grants, admissions outreach, placement transformation, ERP and Centre of Excellence capital works — of the order of 15–18% of current annual income committed each year over three years).
- Establish an Internal Revenue Generation (IRG) scheme in each school — short-term certificate courses, evening/weekend programmes, testing and laboratory services — with transparent revenue-sharing.
- Create a Grants Office to track and bid for external funding (UGC, DST, DBT, ICMR, ICSSR, AICTE, PM-USHA, CSR), targeting a grant-proposal pipeline equivalent to $\approx 10\%$ of institutional income each year, with a win rate of about 20%.

Mid-term Goals

- Diversify revenue: grow sponsored research to $\approx 8\%$ of institutional income, consultancy to $\approx 4\%$, and executive education/skill programmes as a distinct revenue line.
- Institute merit-cum-means scholarship pools (of the order of 2% of annual income each year) as an investment in intake quality and inclusion, alongside the existing scholarship scheme that already supports nearly half of the students on roll.
- Grow the corpus fund progressively beyond the statutory minimum through annual appropriations and philanthropic contributions.

- Launch structured alumni giving with a target of $\approx 2\%$ of institutional income per year by Year 3, and secure 3–4 industry-endowed chairs.

Long-term Goals

- Reduce dependence on tuition fees so that non-fee revenue — research, consultancy, executive education, philanthropy and endowment income — contributes at least 25% of total income by 2036.
- Build an endowment culture — named scholarships, endowed chairs, and infrastructure naming opportunities — with professional investment oversight by the Finance Committee.
- Make the research and innovation ecosystem self-financing at the margin through IP licensing, incubation equity and industry-funded laboratories.

Sub-enabler register and commitments

Sub-enabler	Key commitments 2026–2036
Financial policies	Digital financial management and periodic internal and statutory audit
Action plans and budgets	Annual budgets explicitly mapped to IDP goals and reviewed against milestones by the Finance Committee
Revenue diversification	Executive education, industry-sponsored programmes, CSR partnerships, royalties on intellectual property and PPP models for infrastructure
Liaison for external funding	Dedicated grants office pursuing central and state funding schemes and competitive research grants
IRG scheme in each school	Every school to operate an internal revenue-generation plan (testing, consultancy, training, facility hire)
Finance/Investment Committee	Corpus and endowment growth strategy; endowed research chairs in priority areas
Professional financial services	Trained finance team supporting schools on costing, pricing and grant management

Financial Outlay

The University's Institutional Development Plan 2026–2036 envisages a total financial outlay of approximately ₹500 Crore over the ten-year period. The investment is distributed across three phases with a progressive year-on-year increase, reflecting the University's transition from foundation-building to research-led excellence.

Phase I — 2026–27 to 2027–28: ₹80 Crore. Priority areas include academic recruitment, governance infrastructure, seed research grants, and digital campus foundations. Phase II — 2028–29 to 2030–31: ₹150 Crore. Priority areas include research scale-up, laboratory modernisation, international collaborations, industry partnerships, and revenue diversification. Phase III — 2031–32 to 2035–36: ₹270 Crore. Priority areas include global benchmarking, advanced research centres, innovation ecosystem maturity, endowment growth, and international student enrolment.

Capital expenditure covers library and digital resources, laboratory equipment, academic infrastructure and workshops; operational expenditure encompasses faculty and staff salaries, academic maintenance, consumables, and seminars and conferences.

Funding will be drawn from tuition fee and other fee revenue, government-sponsored research grants, consultancy income through industry projects, corporate training, alumni giving, endowment income, CSR funding and international student fees.

C. Academic Enablers

The Academic Enablers are a set of reference points which give institutions a shared starting point for setting, describing and assuring the quality and standards of their higher education courses & offerings. A desirable set of academic Enablers ensures a healthy and progressive learning environment resulting in energy and interest which ultimately promotes better learning performance.

The University offers programmes across all schools at UG, PG, diploma and doctoral levels, all professional programmes carrying statutory council approvals. The curriculum is modular, credit-based, NEP 2020-aligned and outcome-based (CO–PO mapped, updated periodically), delivered on a semester pattern and year pattern for certain programmes as per respective council recommendations, with continuous internal evaluation and end-term examinations under the Controller of Examinations. Pass percentages have risen steadily to 70.5% in the December 2025 session.

Short-term Goals

- Complete CO–PO–PSO mapping and attainment measurement for 100% of programmes, with attainment dashboards reviewed each semester by Boards of Studies.
- Embed employability skills, skill-enhancement courses and emerging technologies (AI, data science, cyber security, FinTech, digital health) as credit-bearing components across UG and PG curricula.
- Adopt a curriculum review cycle of no more than three years for every programme, with documented industry and alumni input through the External Advisory Boards.
- Standardise session-wise teaching plans, question banks, assignments and learning materials on the LMS for every course; achieve at least 95% LMS adoption.
- Establish a Centre for Curricular and Life Skills Development to run communication, aptitude and personality development tracks from the first year.
- Launch bridge and remedial programmes at scale, building on existing support for slow learners and disadvantaged students, with retention of at least 95% from Year 1 to Year 2.

Mid-term Goals

- Introduce frontier programmes in collaborations and as industry co-designed programmes in high-demand areas (AI and Data Science, Cyber Security, FinTech, Quantum Technologies, Digital Health), leveraging the multidisciplinary footprint.
- Implement multiple entry-exit and the Academic Bank of Credits across eligible programmes; expand open electives and minor/honours pathways for genuine multidisciplinary.
- Establish a Centre for Faculty Development running a calendar of pedagogy, assessment, research-methods and technology workshops — at least 24 quality-focused sessions a year — with every faculty member completing a minimum annual development quantum.
- Introduce 'earn-while-you-learn' schemes (teaching support, laboratory assistance, campus enterprise roles) and credit-bearing internships for every UG student.

- Raise graduate outcomes: employability (placement plus higher studies) of at least 80% of graduating students, with structured aptitude and interview preparation from Year 1.

Long-term Goals

- Achieve programme-level accreditations (NBA and relevant council accreditations) for flagship programmes in engineering, pharmacy, management and health sciences.
- Institutionalise pedagogy innovation — blended, flipped, project-based and experiential formats as the default mode; reflective journals, quizzes and regular formative tasks in every course.
- Offer selected programmes in online/ODL mode, subject to UGC regulations, to extend access and revenue.
- Sustain programmes, reviewed for market relevance, with international benchmarking of curricula in flagship disciplines.

Sub-enabler register and commitments

Sub-enabler	Key commitments 2026–2036
Future-oriented programmes	Programme portfolio refreshed towards emerging and professional requirements, including AI, data science, cyber security, FinTech and digital health
Industry-aligned curriculum	Every curriculum reviewed with industry advisory input on a fixed cycle; employability and skill-enhancement courses embedded throughout
Emerging technologies	Curricula embedded with technologies shaping the future of work across all disciplines, not only engineering
Centre for Curricular & Life-Skills Development	Central capability for curriculum design, life skills, communication and personality development
Faculty and teaching staff	Structured induction, mentoring and annual development plans; Centre for Faculty Development operational
Teaching plans and materials	Session-wise teaching plans, curated study materials, question banks and assignment repositories for every course
Assessment reform	Outcome-based, criterion-referenced assessment; on-demand and make-up assessment options introduced progressively
Pedagogy and experiential learning	Active-learning pedagogy, projects, internships, field training and reflective practice in every programme
Flexibility and multidisciplinary	Multiple entry–exit under NEP 2020, Academic Bank of Credits, open electives across schools, earn-while-you-learn options
International exposure	Credit-bearing global classroom experiences, exchange semesters and joint supervision with partner universities

D. Research and Intellectual Property Enablers

Intellectual enablers — basic research, ideas, general-purpose technologies and languages — are the building blocks on which a wide range of downstream productive activity rests. They drive knowledge production, innovation, education and other socially valuable activity, and they compound within an institution over time. Intellectual property rights complete the chain: they protect research outcomes and provide the route by which those outcomes are commercialised and translated into public and economic value. This Plan therefore treats research capacity and intellectual property management as a single cumulative system rather than as two separate functions.

The University runs doctoral programmes across all schools, with Departmental Research Committees and Research Advisory Committees as per UGC norms. Output over the last three years reflects a publication intensity of ≈ 0.6 indexed papers per faculty per year, an active patent portfolio, faculty-authored books, two in-house journals and a small base of externally funded projects. The research base is therefore established but sub-scale: the binding constraints are the depth of doctoral-qualified faculty, the volume of external funding, and the absence of a formal pathway carrying an invention from disclosure through protection to commercial use.

Short-term Goals

- Adopt a University Research Policy covering research integrity, ethics committees, plagiarism control, incentives and IP ownership; publish an annual research report.
- Institute seed research grants for early-career faculty and student research, with competitive internal calls each semester.
- Identify three anchor themes for Centres of Excellence — Artificial Intelligence, Sustainability and Allied Health — and recruit senior principal investigators as theme leads.
- Set up a professional Research and Grants Office to support proposal writing, project administration and compliance for external funding agencies.
- Introduce a research component in faculty appraisal (publications, citations, grants, patents, doctoral supervision) linked to increments and career advancement.

Mid-term Goals

- Operationalise the three Centres of Excellence with about 30 doctoral scholars and 20 post-doctoral fellows, with at least two of the Centres industry-anchored.
- Raise research output to at least 1.5 quality publications per faculty per year by 2030–31, rising to at least two per faculty per year by 2036, with a rising share in Q1/Q2 journals and citation quality tracked through Scopus/WoS dashboards.
- Grow patent filings to 150 or more per year by the end of the mid-term horizon, rising to 300 or more per year by 2036, including patents arising from UG and PG project work in professional programmes, with a Technology Transfer cell handling licensing.
- Increase Ph.D. enrolment towards full utilisation of sanctioned seats and target at least 40 Ph.D. awards per year by the end of the mid-term horizon.
- Host at least two quality conferences per school per year and support faculty participation in leading national and international venues.
- Triple the portfolio of live externally funded projects, taking sponsored research income to $\approx 8\%$ of institutional income per year.

Long-term Goals

- Raise the share of Ph.D.-qualified faculty towards 90% and embed post-doctoral and visiting-researcher programmes as regular features.

- Develop the University press and in-house journals towards indexed status, with a citation and publication support service for faculty and scholars.
- Appoint a Chief Technology Officer to drive research monetisation — licensing, industry co-funded laboratories and incubation equity — so that research becomes a distinct revenue stream.
- Build the incubation centre into a full research park nucleus supporting at least 10 start-ups a year, connected to Startup India, Atal Innovation Mission and state innovation missions.
- Achieve international research visibility: at least 40% of publications with international co-authors in flagship areas and joint doctoral supervision with partner universities.

Sub-enabler register and commitments

Sub-enabler	Key commitments 2026–2036
Quality research portfolio	Portfolio approach to research projects balancing curiosity-driven, applied and sponsored work in identified thrust areas
Research-oriented faculty	Recruitment and recognition weighted towards research performance; API-linked incentives and annual faculty research ranking
Targeted and collaborative research	Inter-school, inter-institutional and industry-collaborative projects aligned to the three Centres of Excellence
Ph.D. and post-doctoral expansion	Progressive rise in doctoral seat utilisation and introduction of post-doctoral positions in the Centres of Excellence
Faculty doctoral upgradation	Structured support (fee concession, workload relief, mentoring) for in-service faculty to complete doctorates
Publications, books and patents	Support for indexed publications, scholarly books and a patent pipeline in every professional school, with UG/PG project-to-patent pathways
Conferences and scholarly events	At least two quality conferences per school per year with published, indexed proceedings
Student research involvement	Undergraduate research programme, research electives and student co-authorship norms
Incubation and monetisation	University incubation centre scaled to full occupancy; technology-transfer and research-monetisation function established
University press and citation services	In-house journals raised to indexed status; institutional repository and citation-support services for all researchers
Research ethics and integrity	University Research Policy with institutional ethics committees, plagiarism control, authorship and data-integrity norms, and clear rules on IP ownership and benefit sharing
Consultancy	Consultancy practice areas in every professional school with published rate cards, transparent revenue sharing and annual reporting of consultancy earned

E. Human Resources and Supportive-Facilitative Enablers

Balancing autonomy and flexibility against regulatory and HR requirements at RIMT requires a thoughtful and collaborative approach. Compliance and autonomy are not mutually exclusive; managed well, each reinforces the other.

The University's employee service conditions include EPF, gratuity, group insurance, paid leave, on-campus housing, transport, fee concessions for wards, seed money for research and conference support. Appraisal is through 360-degree assessment with self, peer and student inputs, and workload follows UGC norms.

Short-term Goals

- Prepare a five-year faculty plan by school, aligned to enrolment growth and statutory ratios, prioritising Ph.D.-qualified recruits from leading institutions.
- Reset compensation bands towards the top quartile of comparable private universities, with transparent career advancement pathways.
- Launch a structured induction and mentoring programme for new faculty and an annual training calendar for non-teaching staff covering ERP, service standards and office productivity.
- Digitise the complete employee lifecycle (recruitment to superannuation) on the ERP, including leave, appraisal and grievance workflows.

Mid-term Goals

- Recruit senior professors and international/industry-experienced faculty in frontier areas; institute post-doctoral fellowship positions and a network of international visiting faculty.
- Support in-service faculty to complete doctorates through study leave, fee support and research time, raising the Ph.D. share of faculty towards 90%.
- Introduce performance-linked incentives for research output, quality teaching, grant capture and institutional service, alongside an annual faculty recognition scheme.
- Hold senior faculty attrition at or below 12% per year, reducing to below 8% by 2036, through engagement surveys, growth opportunities and welfare measures.

Long-term Goals

- Establish 6–8 endowed chairs in flagship disciplines funded by industry and philanthropy.
- Build leadership depth — every school with a documented succession plan and a pipeline of academically credible administrators.
- Ensure employee engagement and satisfaction across teaching and non-teaching cadres.

Sub-enabler register and commitments

Sub-enabler	Key commitments 2026–2036
Student and learner enablers	Structured mentoring at a healthy mentor–mentee ratio, early-warning academic support, bridge and remedial programmes
Staff empowerment	Annual training calendar, transparent career progression and digital self-service for all non-teaching staff
Faculty and researcher enablers	Seed money, conference support, sabbaticals and workload norms that protect research time
Cross-functional enablers	Shared services, communities of practice and cross-school working groups aligned to strategy

Sub-enabler	Key commitments 2026–2036
Strategic funding and emotional support	Merit-cum-means support for staff development; counselling and wellbeing services for employees as well as students
Pedagogical innovation	Certification in higher-education pedagogy for every new faculty member; micro-credentials and teaching-innovation grants

Supportive-Facilitative Enablers (Students and Learners)

Present position: The University operates a two-track scholarship scheme, fee concessions for needy students, bridge courses, remedial support for slow learners, and statutory committees for anti-ragging, internal complaints, discipline and grievance redressal. Reservation follows Punjab Government policy, with 52.3% of students from reserved categories and near gender parity (48.1% women). Hostels, transport, sports, medical support and counselling services operate on campus.

Short-term Goals

- Institute a structured faculty mentoring system with a mentor-to-student ratio of no more than 1:20 and documented mentoring records on the ERP.
- Expand professional counselling — career, psychological and financial — with trained counsellors, and destigmatise mental-health support through awareness programmes and a confidential helpline.
- Publish a Student Charter setting out entitlements, service standards and grievance timelines; report closure rates to the IQAC each quarter.
- Strengthen safety and security — comprehensive CCTV coverage, women's safety audits, and periodic mock drills — alongside strict anti-ragging enforcement.
- Formalise goal-setting for every student: an individual development plan reviewed each semester with the mentor.

Mid-term Goals

- Maintain scholarship coverage of at least 90% of assessed needy students; grow the merit-cum-means pool with philanthropic support.
- Achieve Year 1 to Year 2 retention of at least 95% and progression to higher education of at least 10% of graduates.
- Build student life infrastructure — clubs, cultural societies, leadership programmes, NSS/NCC and community service — with participation of persons with disabilities actively enabled.
- Establish an International Student Centre providing admission, visa, accommodation and cultural integration support.

Long-term Goals

- Make the campus fully accessible and inclusive — universal design, assistive technologies and support services for differently-abled learners.
- Institutionalise the University's values and traditions — convocation, foundation day, honour codes and rituals that build belonging and alumni identity.
- Sustain trust and openness with stakeholders through published disclosures, transparent fee structures, mandatory public self-disclosures and delivery on every published promise.

Sub-enabler register and commitments

Sub-enabler	Key commitments 2026–2036
Accessibility and proximity	Approachable leadership with published open hours; barrier-free access and PwD-friendly learning materials
Rich communication	Multi-channel, bilingual communication with students, parents and staff; published service standards
Role models and core values	Institutional values charter; recognition of exemplary conduct among faculty, staff and students
Trust and openness	Proactive disclosure of policies, fees and outcomes; transparent grievance and appeals processes
Traditions and belonging	Institutional rituals — convocation, foundation day, local heritage engagement — that build identity and pride
Goal-setting for every student	Documented personal development plan for each learner, reviewed each semester with the mentor
Safety and security	24×7 campus safety systems, statutory committees (ICC, anti-ragging) and periodic safety audits
Mental health	Professional counselling, peer-support networks and mental-health first-aid training for staff
Accountability and delivery	Published commitments with measurable service levels; annual stakeholder-satisfaction survey

F. Networking and Collaboration Enablers

Networking plays a pivotal role in the growth and development of a university. Universities serve as crucibles of knowledge and innovation, not only for their students but also for the broader society.

The University's location in Punjab's industrial corridor provides natural industry proximity. Collaboration currently takes the form of industrial visits, internships, guest lectures and a small number of MoUs and consultancy engagements; internationalisation is at a nascent stage.

Short-term Goals

- Sign and activate at least 25 industry MoUs with defined, measurable outcomes — internships, co-taught courses, sponsored laboratories, live projects and placements.
- Constitute an Industry-Academia Interface Cell to manage partnerships, and industry advisory boards for every professional programme.
- Join national academic networks and consortia (AIU, DELNET, NPTEL/SWAYAM local chapters, National Digital Library) and formalise faculty-exchange arrangements with reputed Indian institutions.
- Map community engagement — adopt nearby villages and schools for extension, skill development, health camps and digital literacy under NSS and Unnat Bharat Abhiyan-style programmes.

Mid-term Goals

- Grow to 50+ active industry MoUs; at least 25% of UG/PG courses with industry co-design or co-delivery; internship placement of at least 90% of eligible students.
- Establish an Office of International Affairs; sign MoUs with foreign universities for student and faculty exchange, joint research and twinning/dual-degree programmes under UGC regulations.
- Launch joint research projects and co-authored publications with national laboratories and international partners in the Centre of Excellence themes.
- Build consultancy practice areas in each professional school with published rate cards and a transparent revenue-sharing policy.

Long-term Goals

- Sustain 50 or more active global partnerships, at least 10 joint/dual-degree programmes and inbound international enrolment of at least 10% of students.
- Become a recognised regional hub for industry-sponsored research, professional development and skilling for the Mandi Gobindgarh–Ludhiana industrial belt.
- Convert collaboration into reputation — joint conferences, industry chairs, and an annual industry-academia summit hosted on campus.

Sub-enabler register and commitments

Sub-enabler	Key commitments 2026–2036
Strategic collaborations	Portfolio of MoUs with universities, industry and government bodies, each with named outcomes and an annual health review
Academic and research excellence	Joint curriculum design, co-taught courses, joint research projects and co-authored publications with partners
Practical exposure and experience	Internships, industrial visits, field training and live projects embedded in every programme
Community engagement and service	Every school running structured community-engagement projects aligned to local development and the SDGs
Professional development and employment	Employer councils, placement partnerships and alumni-driven referral networks
Quality and credibility	Partnerships used deliberately to benchmark standards and strengthen external credibility
Innovation and entrepreneurship	Incubation, innovation challenges and start-up support in partnership with national missions such as Startup India and the Atal Innovation Mission

G. Physical Enablers

Physical enablers are the basic structures a university needs in order to function — built space, laboratories, transport access, power, water, sewerage and waste management. Creating physical facilities that are attractive and functional matters as much as creating facilities that comply with the applicable statutes, regulations and building codes and are operated within them. Physical enablers also carry the institution's brand, and must serve academic and research activity in equal measure.

The single integrated campus houses central library; laboratories with substantial high-value capital equipment across departments (including CT and ultrasonography units in health sciences and HPLC in pharmacy); campus-wide networked computing; hostels accommodating over 40% of students on roll; a dedicated regional transport fleet; outdoor and indoor sports facilities including a 200 m track; faculty housing; cafeterias.

Short-term Goals

- Prepare a campus master plan 2026–2036 covering academic, residential, sports, recreational and incubation space, with universal accessibility audits and barrier-free retrofits.
- Upgrade classrooms progressively into smart classrooms and modernise the admission and counselling area of the administrative block.
- Commission Centre of Excellence laboratories (AI, Sustainability, Allied Health) and augment research equipment through grants and industry sponsorship.
- Improve student amenities — recreation spaces, cafeteria capacity, health and wellbeing centre with 24×7 medical support.

Mid-term Goals

- Expand hostel capacity ahead of enrolment growth, including quality accommodation for international students and research scholars, and guest accommodation for visiting faculty.
- Develop the incubation centre into a dedicated innovation block with maker spaces, prototyping facilities and start-up offices.
- Enhance sports infrastructure towards competition standards, an exhibition hall for academic and cultural events, and expanded parking with electric-vehicle charging.
- Institute planned preventive maintenance with an ERP-based asset register, utilisation tracking and lifecycle budgeting for all high-value equipment.

Long-term Goals

- Achieve a smart, sustainable campus — renewable energy meeting at least 60% of demand, rainwater harvesting, zero liquid discharge ambitions, waste segregation and composting, and a green campus index of at least 80/100.
- Develop a botanical garden/biodiversity zone and expand green cover as part of the University's environmental commitments.
- Create vocational education, training and skilling infrastructure serving both students and the regional workforce.

Green Campus Strategy

The University's green-campus commitments, required under the physical enablers of the UGC Guidelines, are organised under six heads and audited annually:

- Ecology and green cover — expansion of tree cover and native planting, development of a botanical garden and biodiversity zone, and an annual green audit published with the sustainability report.
- Energy — progressive expansion of rooftop and ground-mounted solar generation to meet at least 60% of campus demand by 2036, LED and BEE-rated equipment retrofits, and continued ISO 50001:2018 energy-management certification.
- Water — rainwater harvesting across all major roof and paved areas, recycling of at least 50% of wastewater for horticulture and utilities, and a zero-liquid-discharge ambition for the campus.

- Waste — 100% segregation at source, on-site composting of organic waste, disposal of e-waste and hazardous waste through authorised handlers, and progressive elimination of single-use plastics.
- Mobility and construction — electric-vehicle charging points, expansion of the campus shuttle and cycling infrastructure, and green-certified specifications for all new construction.
- Awareness and reporting — environmental studies embedded as a credit-bearing course, NSS and student-club-led sustainability campaigns, and publication of an annual sustainability report aligned to the UN Sustainable Development Goals and externally assured from 2031.

Sub-enabler register and commitments

Sub-enabler	Key commitments 2026–2036
Smart, green campus	Smart-classroom coverage, energy-efficient retrofits, expanded renewable generation and green-certified new construction
Learning spaces	Modern lecture complexes, tutorial rooms, laboratories and multimedia studios refreshed on a rolling plan
Library and digital resource centre	Knowledge centre developed as a 24×7 hybrid learning hub with expanding digital holdings
Student living and wellbeing	Hostels, dining, health services, counselling spaces, sports and recreation upgraded in line with enrolment growth
Accessibility and inclusion	Barrier-free access across all buildings; assistive infrastructure for persons with disabilities
Administrative and support facilities	Modern admission and counselling areas, examination branch, meeting rooms and faculty workspaces
Research and innovation infrastructure	Centres of Excellence, incubation centre and research park facilities phased in with sponsored-research growth
Campus services	Transport, parking, guest accommodation, exhibition and convention facilities maintained to service standards
Vocational and skilling infrastructure	Dedicated facilities for vocational education, training and skilling aligned to NEP 2020

H. Digital Enablers

Digitalisation has reshaped how universities function, transforming their internal processes and the experience of every stakeholder who uses them. Information and Communication Technologies (ICT), and the enablers that support them, are now integral to institutional operations and to the learning experience itself.

The campus operates fibre-optic networked computing, a digital library (e-journals, e-books, DELNET and EBSCO access), an admissions portal, SMS outreach and a regularly updated website (www.rimt.ac.in).

Short-term Goals

- Implement an integrated ERP covering academics, examinations, HR, finance, research and the complete student lifecycle — all five core modules live within two years — as the single source of truth for institutional data.
- Achieve LMS delivery for at least 95% of courses, with digital content, question banks, assignments and attainment analytics for every course.
- Build a unified digital repository so that every accreditation and compliance claim is verifiable within minutes; target AQAR/SSR audit-readiness at any time of year.
- Adopt a cyber-security policy with access controls, data protection, periodic audits and user awareness training; ensure compliance with applicable data-protection law.
- Professionalise the University's digital brand — a content engine across LinkedIn, Instagram and YouTube showcasing research, placements and campus life, with measurable engagement targets.

Mid-term Goals

- Deploy leadership dashboards and analytics — enrolment, attainment, research, finance and placement KPIs refreshed with no more than a seven-day lag, used weekly by at least 80% of academic leadership.
- Digitise at least 90% of administrative workflows end-to-end, cutting decision turnaround to five working days or fewer.
- Introduce AI-enabled services — admissions shortlisting support, chat-based student services, early-warning systems for at-risk learners and plagiarism/citation tooling for researchers.
- Expand smart-classroom coverage and hybrid delivery capability across all schools; adopt exam automation from question-bank management to digital evaluation.

Long-term Goals

- Operate a fully smart campus — IoT-based utilities monitoring, smart identity and access, cashless services and integrated safety systems.
- Use learning analytics and educational data mining institutionally to improve retention, attainment and personalisation of learning pathways.
- Contribute to and draw from national digital infrastructure — SWAYAM, National Digital Library, Academic Bank of Credits and DigiLocker integration for credentials, including digitally verifiable degrees.

Sub-enabler register and commitments

Sub-enabler	Key commitments 2026–2036
Enterprise resource planning (ERP)	All core academic, HR, finance, research and student-lifecycle modules live as the single system of record
Learning management system (LMS)	Every course delivered through the LMS with digital content, assessment and analytics
Digital repository and documentation	All institutional records digitised, indexed and audit-ready at any time of year
Dashboards and analytics	Role-based KPI dashboards for leadership, schools and committees, refreshed weekly
Digital pedagogy	Blogs and course sites, recorded lectures, virtual labs and MOOC integration for every discipline
Academic integrity tools	Plagiarism-detection facility available to every student and faculty member

Sub-enabler	Key commitments 2026–2036
Cyber-security and data protection	Periodic security audits, access controls and a published data-governance policy
Digital campus services	Paperless workflows, digital fee payment, online grievance and service portals for all stakeholders
Paperless office and examinations	Academic-administrative software providing an online office environment for all stakeholder services; paperless examinations with automated online evaluation and website-based result announcement; NAD/DigiLocker academic depository for marksheets and degrees
Video conferencing and studio facilities	Video-conference rooms in every school for global academic exchange, and a recording studio for digital course content, online classes and virtual laboratories
Online admission and assessment	Online admission portal with an online admission test enabling applications from across India and abroad; digital evaluation and website-based result announcement
Digital and open-access publication	University digital publication of books, journals, proceedings, newsletters and a student magazine, released as open access wherever permissible, alongside an institutional open-access repository

Way Forward

Implementation Architecture

- The Vice-Chancellor owns the IDP; each enabler is assigned to a named statutory officer or Dean, with school-level action plans and budgets approved annually by the Board of Management.
- IQAC as the operating system: The IQAC maintains the KPI dashboard, coordinates internal and external audits, prepares AQARs and reports progress quarterly to the Board of Management and annually to the Governing Body.
- Operating rhythm: Plan → Implement → Document → Review → Improve → Innovate → Benchmark → Excel — an annual quality cycle with quarterly milestones and mid-year course correction.
- Task breakdown: Each enabler goal is decomposed into school-level annual operating plans with named actions, deadlines and a signed departmental quality charter.
- Resource allocation: A five-year rolling financial plan sets an annual investment envelope ring-fenced for the excellence agenda, released against milestone achievement.
- Technology and data: The integrated ERP is the single source of truth, with role-based dashboards, digitised workflows and a unified evidence repository supporting monitoring and reporting.
- Stakeholder engagement and feedback: External Advisory Boards, alumni chapters, employer councils and semester student feedback inform each annual review, with published action-taken reports.

- Collaborative environment: Cross-school working groups, communities of practice and shared services under the Deans' Committee ensure that enabler actions are delivered jointly rather than in departmental silos.
- Training and development: A continuous professional-development calendar equips faculty and staff with the skills each enabler requires, delivered through the Centre for Faculty Development and role-based training for non-teaching cadres.
- Agility: Targets, sequencing and resourcing may be adjusted mid-year in response to regulatory, market or technological change, with every adjustment recorded by the IDP Review Committee and reported to the Governing Body.
- Review committee: A dedicated IDP Review Committee shall assess progress against targets every year, recommend revisions, and publish an annual progress statement.

Delivery cascade

Tier	Role in delivering the IDP
Governing Body / Board of Management	Approves the Plan and the annual investment envelope; reviews the KPI dashboard quarterly; holds leadership accountable for milestones.
Vice-Chancellor and Deans' Committee	Owns execution; translates the Plan into annual operating plans and budgets for every school.
IQAC	Operating system of the Plan — maintains the KPI dashboard, runs audit cycles, prepares AQAR/SSR, coordinates accreditation and ranking submissions.
Schools and Departments	Execute enabler-level actions; every department carries a signed quality charter with its own percentage targets.
External Advisory Boards	Industry, academic and alumni advisors review relevance and benchmark progress annually.

Consolidated Indicator Framework

Progress against this Plan is measured through a single institutional indicator set, maintained by the IQAC on the KPI dashboard and reported quarterly to the Board of Management and annually to the Governing Body. Baselines are drawn from Session 2026–27 and FY 2025–26.

Enabler	Indicator	Milestone (2030–31)	Target (2036)
A	AQAR and statutory submissions filed on time	100%	100%
A	Internal audit cycles per department per year	≥ 1	≥ 2

A	Lag between data and leadership KPI dashboard	≤ 7 days	≤ 7 days
B	Non-fee share of total income	≥ 15%	≥ 25%
B	Sponsored research and consultancy share of income	≥ 12%	≥ 15%
B	Sanctioned-intake utilisation	≥ 80%	≥ 90%
C	Programmes with CO–PO–PSO mapping and measured attainment	100%	100%
C	Courses fully delivered through the LMS	≥ 95%	≥ 95%
C	Graduates placed or progressing to higher study	≥ 80%	≥ 85%
D	Ph.D.-qualified share of permanent faculty	≥ 40%	≥ 90%
D	Indexed publications per faculty per year	≥ 1.5	≥ 2.0
D	Patent filings per year	≥ 150/year	≥ 300/year
D	Centres of Excellence operational	3	3, ≥ 2 industry-anchored
E	Senior-faculty attrition per year	≤ 12%	< 8%
E	First-year to second-year student retention	≥ 95%	≥ 99%
E	Faculty mentor-to-student ratio	≤ 1:20	≤ 1:15
F	Active industry MoUs with documented annual outcomes	≥ 50	≥ 100
F	Active global partnerships	≥ 30	≥ 50
F	International student share of enrolment	≥ 5%	≥ 10%
G	Renewable share of campus energy consumption	≥ 40%	≥ 60%
G	Composite green-campus index	≥ 70/100	≥ 80/100
G	Buildings with barrier-free access for PwD	≥ 90%	100%
H	Core ERP modules live	All 5	All 5, integrated analytics
H	End-to-end digitised administrative workflows	≥ 80%	100%
H	Traceability of documents (average retrieval time)	≤ 15 min	≤ 5 min

Phased Roadmap 2026–2036

The Plan unfolds in three overlapping phases. Each phase has a defined theme, flagship actions and percentage-based exit criteria that gate entry to the next phase.

Phase	Theme and focus	Flagship actions	Exit criteria (gate to next phase)
Phase I — Foundation (2026–28)	Build the systems that compound: quality culture, data discipline, OBE, digital infrastructure.	Full-time IQAC; ERP and LMS deployment; CO–PO mapping of all programmes; quality charters in every department; faculty development calendar; digital admissions stack; Research and Grants Office established.	100% programmes OBE-mapped; $\geq 95\%$ courses on LMS; KPI dashboard live; $\geq 70\%$ intake utilisation; Binary Accreditation readiness confirmed by mock peer review; ≥ 50 patent filings cumulative over the phase.
Phase II — Strengthen (2028–31)	Convert systems into performance: research scale-up, partnerships, internationalisation, revenue diversification.	Three Centres of Excellence operational; grants office at full run-rate; internationalisation office live with inbound cohorts; industry co-designed courses; alumni chapters active; dual-degree/twinning programmes launched; corporate training verticals.	NAAC Accreditation (Accredited status) secured under the Binary Accreditation Framework; NIRF Top 100 trajectory; sponsored research + consultancy $\geq 12\%$ of income; $\geq 30\%$ publications with external co-authors; Ph.D. faculty $\geq 40\%$; non-fee income $\geq 15\%$.
Phase III — Excel (2031–36)	Convert performance into recognition: global rankings, national eminence, institutional resilience and sustainability leadership.	QS Asia and THE submissions; international conference hosting; endowed chairs; externally assured sustainability reporting; MBGL Level 5 SSR preparation; technology-transfer office; innovation and incubation ecosystem; net-zero roadmap.	NIRF Top 50; non-fee income $\geq 25\%$; Ph.D. faculty $\geq 90\%$; placement or higher-study progression $\geq 85\%$; MBGL Level 5; QS Asia 400–500 band; 50+ start-ups incubated; 60% renewable energy.

Risk Analysis and Action

- Annual risk analysis and review by the Board of Management, covering enrolment, funding, regulatory, talent, technology and reputational risks, each with a named owner and mitigation plan.
- Targets shall be recalibrated — upward or downward — only through the IDP Review Committee, with reasons recorded and reported to the Governing Body.
- Where progress on a headline indicator lags for two consecutive reviews, a task force shall be constituted with time-bound corrective mandates.

Risk Key Areas (top institutional risks)

Risk	Likelihood	Impact	Mitigation and trigger for course correction
Faculty attraction/retention shortfall	Medium	High	Top-quartile compensation bands, endowed chairs, research seed support; trigger: senior attrition above 12% in any year.
Enrolment below utilisation milestones	Medium	High	Digital admissions engine, scholarship repositioning, new-demand programmes; trigger: utilisation < 60% at Phase-I exit.
Research income below plan	Medium	Medium	Dedicated grants office, proposal pipeline ≈ 10% of income per year, consortium bidding; trigger: two consecutive quarters below run-rate.
Accreditation/regulatory framework changes	High	Medium	IQAC tracks NAAC binary/graded reforms, NHEQF and NCrf continuously; documentation kept audit-ready at all times.
Technology adoption lag	Low	Medium	Phased ERP/LMS rollout with training and adoption KPIs;

			trigger: LMS delivery < 50% at mid-Phase I.
Fee-dependence persists	Medium	High	IRG schemes in all schools, executive education and consultancy lines; trigger: non-fee income < 5% at Phase-II exit.

Conclusion

This Institutional Development Plan translates RIMT University's vision into a disciplined, measurable programme of institutional transformation for 2026–2036. With its multidisciplinary base, financially sound operations, committed sponsoring Trust and NEP 2020-aligned academic architecture, the University is well placed to achieve MBGL Level 5 recognition under the Binary Accreditation Framework, national Top 50 standing and an established global presence by 2036 — while keeping every student's success at the centre of its work, true to its motto: Education for Life.