INSTITUTIONAL DEVELOPMENT PLAN

2026–2036

From Affiliated College to Autonomous College to University



Vidya Bhawan Rural Institute, Udaipur

PG College of Arts, Science and Commerce

Affiliated to Mohanlal Sukhadia University, Udaipur (Rajasthan)

A constituent institute of Vidya Bhawan Society, Udaipur

Prepared by the Internal Quality Assurance Cell (IQAC)

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Contents

No.	Section	Page
1	Introduction	1
2	Institutional Profile	2
3	Vision, Mission and Core Values	3
4	SWOC Analysis	4
5	Executive Summary	6
6	Strategic Development Plan (2026–2036)	7
7	Pathway to Autonomy and University Status	9
8	Curriculum Aspects (NAAC Criterion I)	11
9	Teaching–Learning and Evaluation (NAAC Criterion II)	12
10	Research, Innovation and Extension (NAAC Criterion III)	14
11	Infrastructure and Learning Resources (NAAC Criterion IV)	16
12	Student Support and Progression (NAAC Criterion V)	17
13	Governance, Leadership and Management (NAAC Criterion VI)	18
14	Institutional Values and Best Practices (NAAC Criterion VII)	19
15	Development within the Vidya Bhawan Society Framework	21
16	Regulatory Compliance and Approval Schedule	21
17	Financial Plan and Affordability	22
18	Key Performance Indicators at a Glance	23
19	Risk Management Plan	24
20	Two-Year Action Programme (2026-27 and 2027-28)	25
21	Implementation, Monitoring and Review	26
22	Expected Outcomes by 2036	27

List of Figures

Figure	Page
Figure 1. The ten-year transformation roadmap of VBRI	1
Figure 2. SWOC analysis of VBRI at a glance	4
Figure 3. The seven IDP domains mapped to the seven NAAC criteria	8
Figure 4. Ten-year timeline of key initiatives and milestones	8
Figure 5. Number of planned actions by domain and phase (Sections 8–14)	9
Figure 6. Regulatory pathway from affiliated college to university	10
Figure 7. Key performance indicator targets of the IDP	23
Figure 8. IDP monitoring and review cycle	26

List of Abbreviations

ABC	Academic Bank of Credits	MBGL	Maturity-Based Graded Levels (NAAC)
AI	Artificial Intelligence	MoU	Memorandum of Understanding
AICTE	All India Council for Technical Education	MSW	Master of Social Work
AISHE	All India Survey on Higher Education	NAAC	National Assessment and Accreditation Council
BoS	Board of Studies	NBA	National Board of Accreditation
CBCS	Choice Based Credit System	NCISM	National Commission for Indian System of Medicine
CO / PO / PSO	Course Outcome / Programme Outcome / Programme Specific Outcome	NCTE	National Council for Teacher Education
CSR	Corporate Social Responsibility	NEP-2020	National Education Policy 2020
EOC	Equal Opportunity Cell	NGO	Non-Governmental Organisation
ERP	Enterprise Resource Planning	NIRF	National Institutional Ranking Framework
FDP	Faculty Development Programme	NSS	National Service Scheme
ICAR	Indian Council of Agricultural Research	OBE	Outcome-Based Education
ICT	Information and Communication Technology	PCI	Pharmacy Council of India
IDP	Institutional Development Plan	SEC	Skill Enhancement Course
IKS	Indian Knowledge Systems	SSR	Self-Study Report (NAAC)
INC	Indian Nursing Council	SWOC	Strengths, Weaknesses, Opportunities and Challenges
IPR	Intellectual Property Rights	UG / PG	Undergraduate / Postgraduate
IQAC	Internal Quality Assurance Cell	UGC	University Grants Commission
ISC	International Student Cell	VBRI	Vidya Bhawan Rural Institute
ITEP	Integrated Teacher Education Programme	VBS	Vidya Bhawan Society
KPI	Key Performance Indicator	VCI	Veterinary Council of India
LMS	Learning Management System		

1. Introduction

The Institutional Development Plan (IDP) of Vidya Bhawan Rural Institute (VBRI), Udaipur, sets out a ten-year roadmap for the progressive growth of the institute from an affiliated degree college into an autonomous college and, ultimately, a multidisciplinary university. Its focus is the holistic development of learners from both rural and urban backgrounds through academic enrichment and skill development. Growth will be judged first by better learning, wider access and stronger prospects for students; changes in institutional status are means to these ends, not ends in themselves.

The plan provides a structured framework to enhance teaching–learning processes, strengthen infrastructure, expand research and improve student support services. It seeks to create an environment that supports learning, research, innovation and social responsibility, and to prepare students as responsible human resources for society.

The plan also responds to the National Education Policy 2020 (NEP-2020), which envisages that the system of affiliated colleges will be phased out by 2035 and that every college will develop either into an autonomous degree-granting institution or into a constituent part of a university. This IDP is VBRI's response to that national direction. This is a policy direction, not a statutory requirement that VBRI must become a university by a fixed date. The plan therefore treats autonomy and university status as aspirations, to be pursued only when academic quality, student demand, leadership capacity and finances are shown to be ready at defined decision points (Section 6).

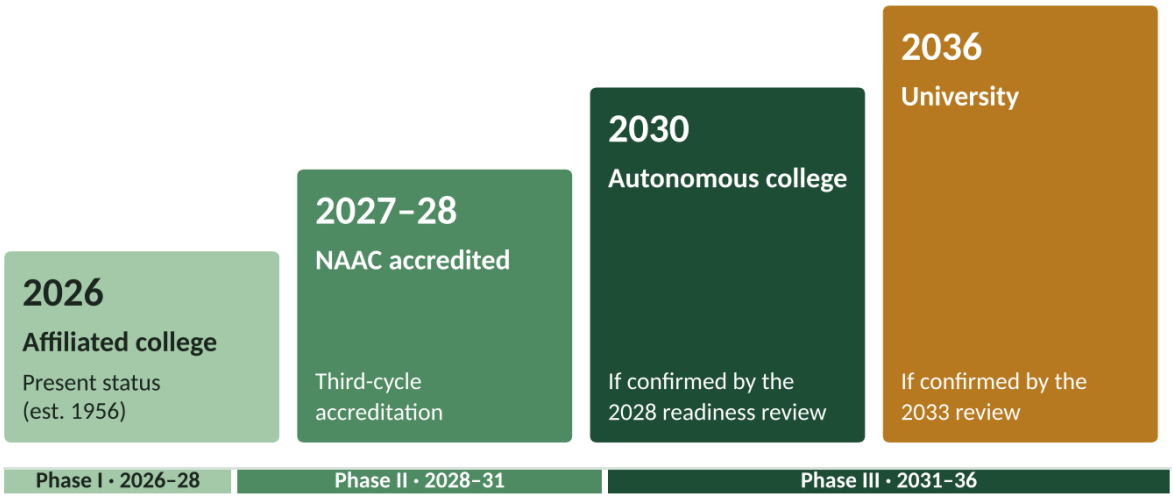

Figure 1. *The ten-year transformation roadmap of VBRI*

Aims and Objectives of the IDP

The primary aim of the IDP is to provide a strategic framework for the systematic implementation of policies and action plans, ensuring the sustainable and holistic development of the institution. The specific objectives are:

1. **To strengthen academic excellence** by enhancing curriculum design, promoting innovative teaching–learning practices and encouraging quality research and scholarly activity.

1. **To integrate technology effectively** in teaching, learning, evaluation and administration to improve academic outcomes and operational efficiency.
2. **To promote holistic student development** through education that nurtures intellectual, professional, ethical and social competencies.
3. **To ensure sustainability** — financial, academic, professional and environmental — through efficient resource mobilisation, capacity building and strategic partnerships.
4. **To facilitate institutional growth** from an affiliated degree college to an autonomous college and eventually to a full-fledged university, subject to demonstrated readiness at each stage.
5. **To protect affordable access** for rural, tribal, first-generation and disadvantaged learners, and to measure their participation, retention and success.

2. Institutional Profile

Vidya Bhawan Rural Institute (VBRI) is a constituent institute of the Vidya Bhawan Society (VBS), Udaipur. The Society was founded by Dr. Mohan Sinha Mehta, with Dr. K. L. Shrimali and Shri K. L. Bordia as co-founders, with the vision of building a democratic society through education. VBRI is today one of the leading postgraduate colleges in Humanities, Social Sciences, Commerce and Science in Udaipur. From its beginning the institute has aspired to create a cadre of rural leaders with a sound grounding in social issues; accordingly, all its programmes expose students to a diversity of social settings and ideas.

Name of the institution	Vidya Bhawan Rural Institute (VBRI), Udaipur
Sponsoring body	Vidya Bhawan Society, Udaipur
Head of the institution	Prof. Kanika Sharma, Director
Year of establishment	1956
Status	Affiliated college; recognised under Sections 2(f) and 12(B) of the UGC Act
Affiliating university	Mohanlal Sukhadia University, Udaipur (Rajasthan)
Type of institution	Co-educational
Location	Rural; green campus of about 60 acres
Undergraduate programmes	B.A., B.Com., B.Sc. (Mathematics, Biology, Computer Science), B.B.A., B.C.A.
Postgraduate programmes	M.Sc. (Chemistry, Mathematics); M.A. (Hindi, English, Rural Sociology, Political Science, Economics)
IQAC Coordinator	Dr. Anita Jain
IQAC e-mail	iqacvbri@yahoo.com
Website	https://vidyabhawan.in

3. Vision, Mission and Core Values

Vision

> *To become a multidisciplinary, research-driven and socially responsible university integrating rural ethos with global academic standards.*

Mission

VBRI's mission is to provide inclusive, equitable and high-quality education that empowers learners from all backgrounds to achieve their full potential. The institute is committed to:

- Providing inclusive, equitable and quality education
- Promoting research and innovation that address real-world challenges
- Enhancing employability through skill development
- Building responsible citizens who uphold ethical values and global awareness
- Strengthening rural–urban academic integration through equal access, knowledge exchange and collaborative growth
- Nurturing democratic citizenship, constitutional values, scientific temper and freedom of enquiry

Core Values

VBRI believes in developing responsible citizens with high ideals who are committed to serving the nation in the spirit of "Nation First", in keeping with the founding ideals of Vidya Bhawan — democratic citizenship, secularism, scientific temper, social equality and the dignity of labour. These principles will be visible in classroom discussion, institutional governance and community engagement. Its core values are:

Core value	What it means at VBRI
Inclusivity	Equal opportunities for all learners in an environment where diversity is respected and celebrated.
Academic excellence	High standards in teaching, learning and research.
Innovation	Creativity, critical thinking and progressive solutions to contemporary challenges.
Social responsibility	Individuals who contribute meaningfully to society.
Transparency and accountability	Ethical practice and trust in all academic and administrative work.
Democratic citizenship and constitutional values	Secularism, social equality and respect for diversity, practised in classrooms, in student participation and in governance.
Scientific temper and freedom of enquiry	Questioning, evidence-based reasoning and open academic discussion.
Dignity of labour and rural service	Learning through work and service with rural and tribal communities — reciprocal learning with demonstrable local benefit.

4. SWOC Analysis

A SWOC analysis evaluates the internal and external environment of an institution and supports informed decision-making, strategic planning and sustainable development.

VBRI was established seven decades ago. To enhance academic excellence and quality assurance, the institute plans to apply for NAAC accreditation in the upcoming academic session. A comprehensive SWOC analysis has therefore been carried out to assess the present status of the institution and to frame strategies for continuous improvement.

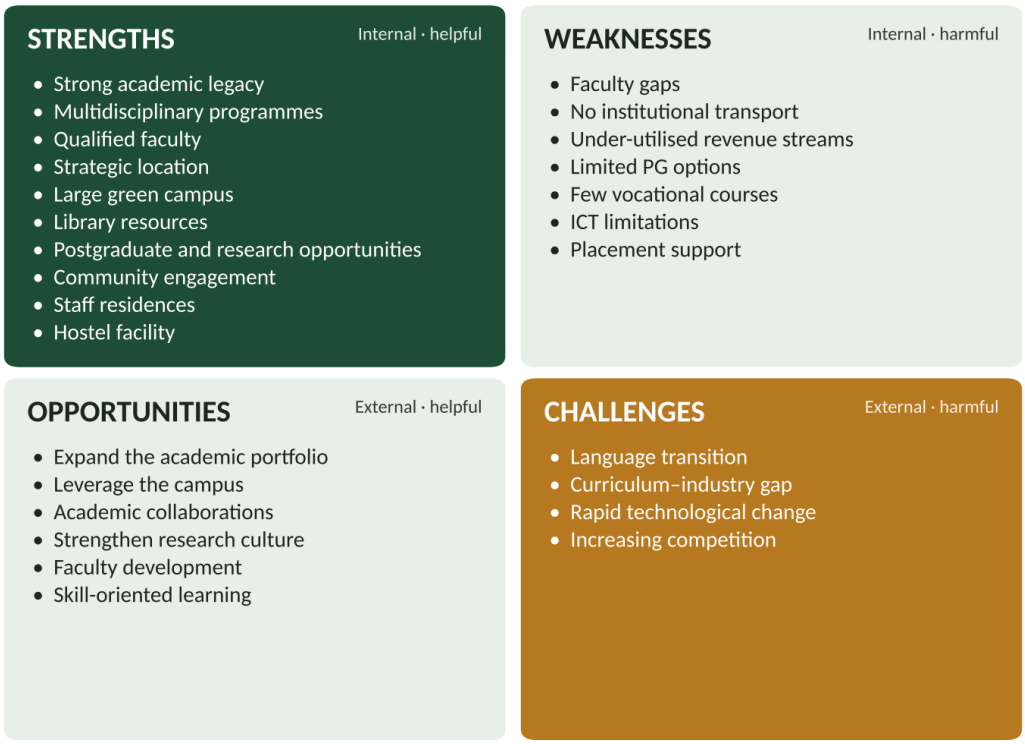

Figure 2. *SWOC analysis of VBRI at a glance*

Strengths

1. **Strong academic legacy:** A long record of academic excellence since 1956, attracting a diverse student body and producing consistent academic outcomes.
1. **Multidisciplinary programmes:** UG and PG programmes across Arts, Science, Commerce, Management and Computer Applications, fostering cross-disciplinary learning.
2. **Qualified faculty:** Faculty members with high academic qualifications and research experience.
3. **Strategic location:** A well-connected campus accessible by public transport for both rural and urban students.
4. **Large green campus:** About 60 acres of green area — the ‘oxygen zone’ of the city — with room for expanded academic and recreational facilities.
5. **Library resources:** A large central library with a rich collection of academic and reference material and modern e-resources.
6. **Postgraduate and research opportunities:** Several PG programmes in Arts and Science; some faculty members are approved research supervisors of the affiliating university.

7. **Community engagement:** A culture of extension activities, NSS programmes and student community service.
8. **Staff residences:** On-campus quarters for teaching and non-teaching staff that support institutional stability.
9. **Hostel facility:** On-campus hostels that provide a structured, supportive environment for students.

Weaknesses

1. **Faculty gaps:** Some departments face shortages of teaching staff relative to student strength.
1. **No institutional transport:** The absence of college transport restricts mobility, particularly for students from distant rural areas.
2. **Under-utilised revenue streams:** Income from professional and skill courses, consultancy and research projects remains underdeveloped.
3. **Limited PG options:** PG programmes need to expand into Arts, Commerce, Sciences and specialised streams.
4. **Few vocational courses:** A lack of dedicated employment-oriented add-on certificates and vocational pathways.
5. **ICT limitations:** More advanced technology tools and licensed software are needed for research, pedagogy and administration.
6. **Placement support:** A stronger academia–industry interface is needed to improve job opportunities and bridge the skills gap.

Opportunities

1. **Expand the academic portfolio:** Introduce additional PG programmes, especially in high-demand professional and honours streams.
1. **Leverage the campus:** Use campus space for skill centres, incubation hubs and training units; the large green area also offers scope for green credits.
2. **Academic collaborations:** Partnerships with national and international institutions for research, exchange programmes and recognition.
3. **Strengthen research culture:** Focused research collaborations with industry and institutions to raise scholarly output and innovation.
4. **Faculty development:** Greater faculty involvement in research programmes, conferences and projects.
5. **Skill-oriented learning:** New programmes aligned with employment trends — digital, entrepreneurial and technology-based.

Challenges

1. **Language transition:** Many students prefer Hindi as the medium of instruction and find it difficult to adapt to English-medium technical and professional content.
1. **Curriculum–industry gap:** A gap between curriculum outcomes and evolving industry skill needs demands frequent pedagogical updates.
2. **Rapid technological change:** Keeping pace with AI, data science and digital tools requires continuing investment.

3. **Increasing competition:** Nearby institutions offering similar programmes intensify competition for students and faculty.

5. Executive Summary

The Institutional Development Plan of Vidya Bhawan Rural Institute (VBRI), Udaipur (2026–2036) presents a phased roadmap for transforming the institute from an affiliated college into an autonomous college by 2030 and into a multidisciplinary, research-driven university by 2036. Grounded in the vision of inclusive, equitable and quality education, the plan integrates rural ethos with global academic standards and is aligned with NEP-2020, the NAAC assessment framework and Outcome-Based Education (OBE).

The IDP is organised around seven domains that correspond to the seven NAAC criteria: curriculum; teaching–learning and evaluation; research, innovation and extension; infrastructure and learning resources; student support and progression; governance, leadership and management; and institutional values and best practices. It emphasises curriculum diversification through new academic programmes, skill-based and value-added courses, and interdisciplinary learning aligned with industry and societal needs. Teaching and learning will be strengthened through ICT-enabled, learner-centric pedagogy, continuous assessment reforms and initiatives such as “Earn While Learn”.

A strong thrust is placed on building a research and innovation ecosystem through research cells, incubation centres, industry collaborations and support for publications, patents and funded projects. In parallel, the institute plans significant infrastructure development — smart classrooms, advanced laboratories, residential facilities and green campus development — to support academic expansion and sustainability, phased according to demonstrated demand and available operating funds.

The IDP prioritises inclusive student development through scholarships, mentoring, placement support and career guidance, particularly for learners from rural and disadvantaged backgrounds. Governance reforms — digital administration, decentralised decision-making and stronger quality assurance — will improve transparency, efficiency and accountability, and will put in place the statutory bodies required for autonomy and university status.

Sustainability, community engagement and rural–urban integration remain central. Sustainability audits, rural innovation fairs, green job-oriented courses and a carbon-neutral campus target aim to position VBRI as a model institution for sustainable and socially relevant education, and as a national model for integrated rural–urban higher education.

The plan (i) places Vidya Bhawan's educational purpose and measurable inclusion at the centre; (ii) focuses academic expansion on a few areas of strength, with feasibility studies before any major professional programme; (iii) puts faculty capacity and teaching quality first; (iv) develops VBRI within the wider Vidya Bhawan Society framework; (v) makes autonomy and university status conditional on readiness at defined decision points; (vi) adds a verified compliance and Society-approval schedule; (vii) adds a financial plan with affordability safeguards and measurable baselines; and (viii) sets out a funded two-year action programme for 2026-27 and 2027-28.

6. Strategic Development Plan (2026–2036)

The IDP is a ten-year strategic plan (2026–2036) that sets a structured roadmap for transforming VBRI from an affiliated college into an autonomous college (target 2030, subject to the readiness review in 2028) and subsequently into a multidisciplinary university (target 2036, subject to the reviews in 2031 and 2033), and into a recognised centre of academic excellence, innovation and inclusivity.

The plan is aligned with NAAC benchmarks, NEP-2020 principles, Outcome-Based Education and a rural–urban inclusive growth model. Its seven domains mirror the seven NAAC criteria, so that progress under the plan is also progress in accreditation (Figure 3). The strategy is implemented in three phases:

Phase	Timeline	Academic years	Focus
Phase I	Years 0–2	2026-27 to 2027-28	Strengthening the foundation and achieving NAAC accreditation
Phase II	Years 2–5	2028-29 to 2030-31	Academic autonomy (if confirmed by the 2028 readiness review) and research expansion
Phase III	Years 5–10	2031-32 to 2035-36	Consolidation of autonomy; university status (if confirmed by the 2033 review) and research excellence

Decision points

The progression in this plan is an aspiration, not an automatic sequence. At each decision point below, academic quality, student demand, leadership capacity and affordability will be reviewed independently, and the benefits, costs and governance consequences of the options — remaining a strong affiliated college, obtaining autonomy, or pursuing university status — will be compared before the next step is taken.

Year	Decision	Evidence reviewed	Who decides
2027-28	Approve or defer each new professional programme (e.g. Agriculture, Pharmacy)	Feasibility study: demand, qualified faculty, facilities, regulatory eligibility, partnerships, five-year finances	VBS Executive, on the recommendation of the Director and IQAC
2028	Apply for autonomy, or remain a strengthened affiliated college	NAAC outcome; faculty in position; statutory bodies; examination infrastructure; financial model	Governing Body / VBS, on an IQAC readiness report
2031	Mid-term review of the IDP; revise targets	KPIs against baselines; student outcomes; finances; independent review	VBS, with independent reviewers
2033	Pursue a university proposal or not; choice of route	Comparison of options; land, asset and endowment assessment; governance and VBS's continuing role	Competent bodies of VBS as per its constitution

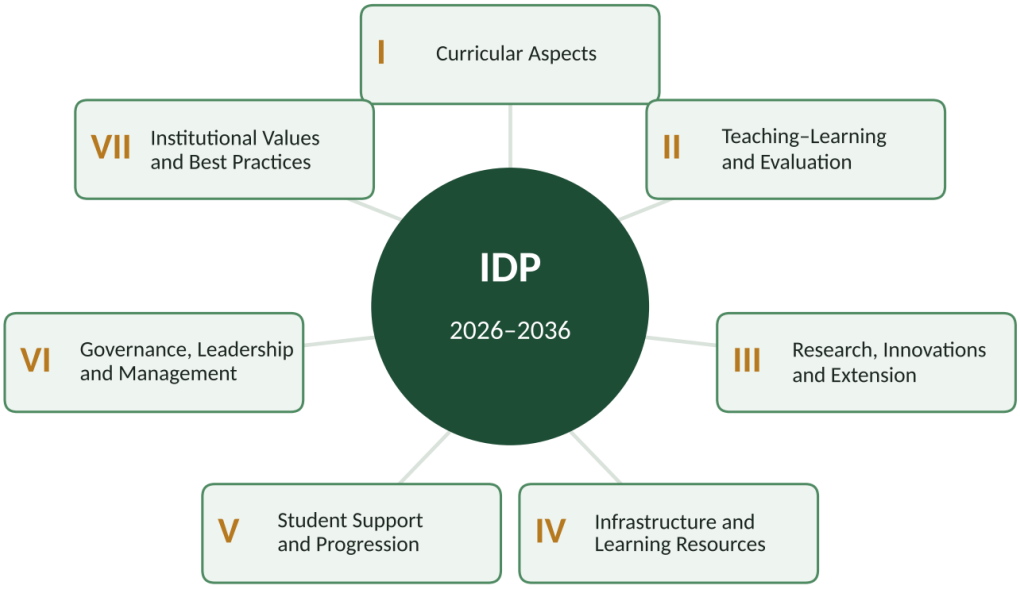

Figure 3. *The seven IDP domains mapped to the seven NAAC criteria*

Figure 4 shows when the major initiatives and milestones of the plan fall across the ten years, and Figure 5 summarises the number of actions planned in each domain and phase. Phase I carries the largest number of actions, reflecting the plan's emphasis on building strong foundations before accreditation and autonomy.

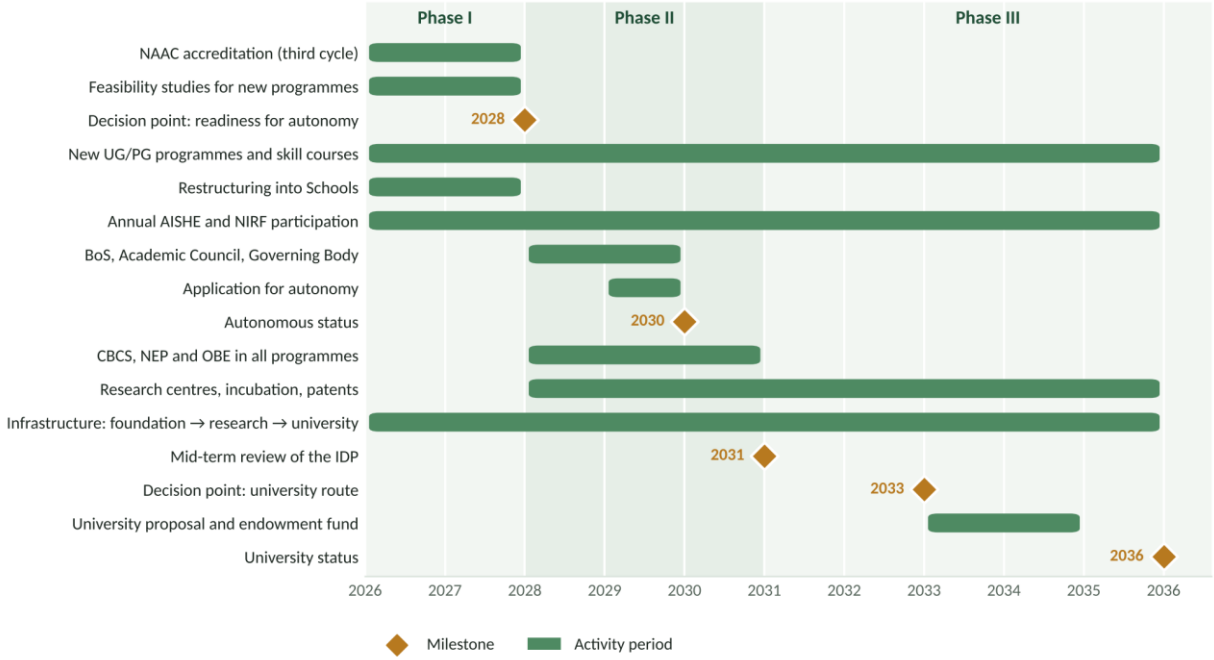

Figure 4. *Ten-year timeline of key initiatives and milestones*

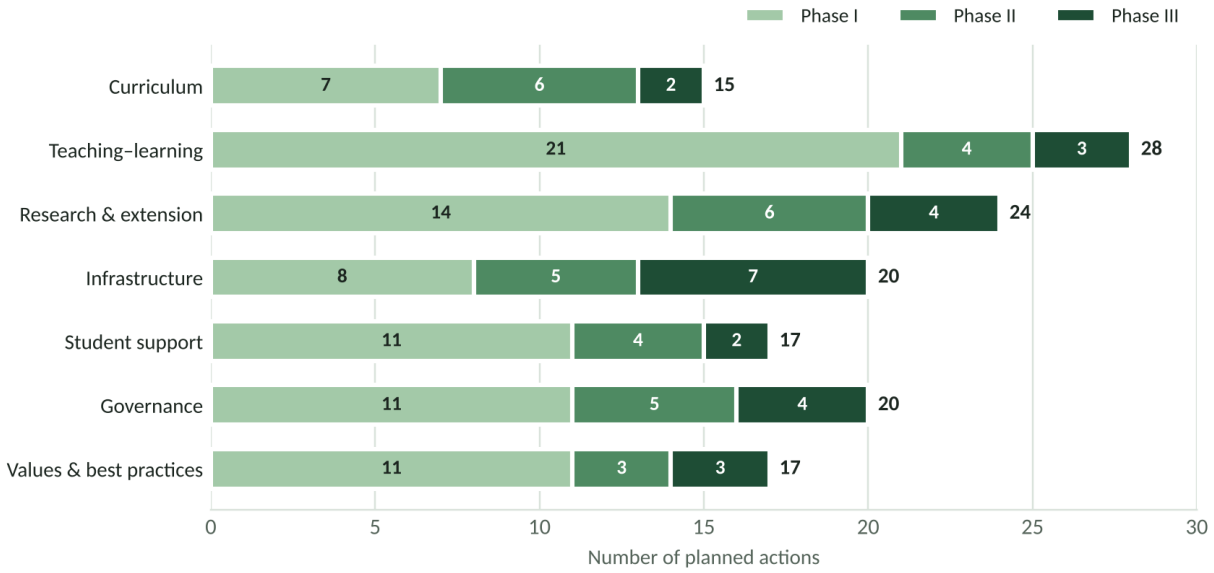

Figure 5. *Number of planned actions by domain and phase (Sections 8–14)*

7. Pathway to Autonomy and University Status

The transformation from affiliated college to university depends on meeting national regulatory requirements at each step. This section sets out those requirements, VBRI's current position and the actions this plan takes to meet them.

Autonomous status

Autonomy is governed by the UGC (Conferment of Autonomous Status upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) Regulations, 2023. Under these regulations a college under Section 2(f) of the UGC Act is eligible if it has existed for at least ten years and holds valid accreditation from NAAC (or from NBA for at least three programmes); the accreditation must remain valid for at least one year at the time of application.

Autonomy is conferred initially for five years, or for ten years if the college holds a NAAC ‘A’ grade (CGPA of 3.01 or above) or an equivalent. An autonomous college must constitute a Governing Body, an Academic Council, Boards of Studies and a Finance Committee. VBRI already meets the age and Section 2(f) conditions; NAAC accreditation is therefore the key milestone of Phase I. Academic autonomy allows the college to frame its curricula and conduct its examinations, but degrees continue to be awarded by the affiliating university; autonomy does not confer university status or an independent right to award degrees as a university.

NAAC accreditation

NAAC is moving from graded accreditation to a system of Binary Accreditation followed by Maturity-Based Graded Levels (MBGL, Levels 1 to 5). VBRI will seek accreditation under whichever framework is in force when it applies and will prepare under that framework. The seven-criterion structure is used in this plan for planning only; there is no official one-to-one equivalence between the earlier letter grades and the new maturity levels, and NAAC targets will be restated once the applicable framework is notified.

University status

Two routes lead to university status. Before any proposal, the Society will obtain a separate comparison of the two routes — including the 'distinct category' provisions of the UGC (Institutions Deemed to be Universities) Regulations, 2023, without assuming that VBRI qualifies — and will verify the rules in force at the time:

1. **State private university:** Establishment by an Act of the Rajasthan Legislature, with Vidya Bhawan Society as the sponsoring body. Such Acts typically require the sponsoring body to deposit an endowment fund with the State Government and to vest the land, buildings and assets of the institution in the university. This is the most practical route within the ten-year horizon. Before any such proposal, a clear assessment will be made of land title, required asset transfers, endowment, recurring liabilities, governance arrangements and the Society's continuing role. Adoption of this IDP does not authorise any land transfer, asset commitment, borrowing or change in institutional control.
1. **Deemed-to-be university:** Under the UGC (Institutions Deemed to be Universities) Regulations, 2023, an institution (or a cluster of institutions) is eligible with a NAAC 'A' grade (CGPA 3.01 or above) for three consecutive cycles, NBA accreditation of two-thirds of its programmes for three consecutive cycles, or a place in the NIRF top 50 of a category or top 100 overall for three consecutive years. As three accreditation cycles take more than ten years, this is a longer-term route that the quality systems built under this plan will keep open.

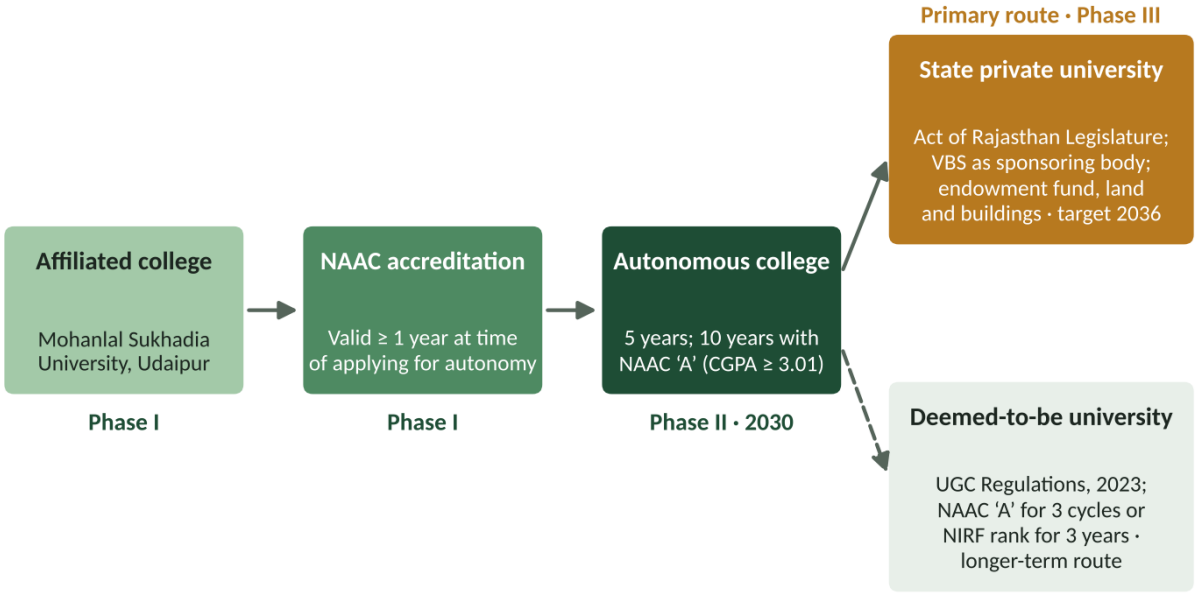

Figure 6. *Regulatory pathway from affiliated college to university*

Readiness checklist

Requirement	Current position	Action under this plan
At least 10 years of existence	Met (established 1956)	—
Recognition under Section 2(f) of the UGC Act	Met (2(f) and 12(B))	—

Requirement	Current position	Action under this plan
Valid NAAC accreditation	To be obtained	Phase I: application, Self-Study Report and peer review
NAAC 'A' (CGPA ≥ 3.01) for 10-year autonomy	Target	Phase I–II: quality improvement on all 7 criteria
Teachers appointed as per UGC qualification norms	Partly met	Phase I (priority): fill critical vacancies — Physics, Chemistry, Mathematics, BCA
Governing Body, Academic Council, BoS, Finance Committee	To be constituted	By 2028, after Society approval
Endowment fund, land and buildings for a university	Land with the Society; title and any transfer to be assessed	Phase II–III: assess land, assets and endowment before any proposal; create endowment fund; university-level infrastructure
Annual NIRF and AISHE participation	To be started	Phase I onwards
Verified compliance register for every programme	To be prepared	Phase I (Section 16)

8. Curriculum Aspects

VBRI will integrate Skill Enhancement Courses (SECs), emerging technologies and 21st-century digital skills into its curriculum to enhance student employability, innovation and entrepreneurship. Curricular expansion will proceed in step with the approvals of the affiliating university and, for professional programmes, the respective regulatory bodies.

Academic expansion will concentrate on a few coherent areas of strength: (a) rural development and sustainability — water, ecology, livelihoods, agriculture-related enterprise, rural management and community research; (b) liberal education and social sciences — languages, economics, psychology, social work, arts and democratic citizenship; (c) applied science, commerce and digital capability — data literacy, responsible use of AI, accounting, entrepreneurship and projects with local employers; and (d) teacher education, in collaboration with Vidya Bhawan's existing institutions. Major professional and clinical programmes will proceed only after a separate feasibility study of demand, qualified faculty, facilities, regulatory eligibility, partnerships and long-term financial viability.

Phase I (Years 0–2: 2026-27 to 2027-28)

1. Introduce new UG/PG programmes in Visual Arts, Psychology, Performing Arts, Life Sciences, Material Sciences, Artificial Intelligence and Social Work (MSW), giving priority to those that fit the areas of concentration and have assured demand.
1. Launch diploma and skill-based courses in Forest Ecology, Gardening and Plant Nursery Management, Cyber Security, Horticulture, Data Science, Hospitality, Water Resource Management, Project Planning for Rural Management, Hand Block Printing, Tie and Dye, Dyeing and Printing, Hand Embroidery and Apparel Construction.

2. Prepare the proposal for the Integrated Teacher Education Programme (ITEP) (NCTE recognition; admission through NCET), and feasibility studies for Agriculture (with Vidya Bhawan Krishi Vigyan Kendra) and Pharmacy. Nursing, Ayurveda and Veterinary programmes are deferred until feasibility studies are completed and approved by the Society.
3. Introduce short-term value-added and certificate courses in all departments.
4. Initiate academic audit and green audit mechanisms.
5. Restructure departments into Schools — the School of Social Sciences & Humanities, the School of Commerce & Management Studies, the School of Sciences, etc. — to promote interdisciplinary learning, streamline administration and prepare for autonomy.
6. Collect, analyse and act on structured curriculum feedback from students, teachers, employers and alumni every year.

Phase II (Years 2–5: 2028-29 to 2030-31)

1. Constitute Boards of Studies (BoS) and an Academic Council, as required for an autonomous college.
1. Introduce programmes in Agriculture & Agri-Business (if its feasibility study is approved), Cloud Computing, ICT and Data Science.
2. Apply for autonomous status under the UGC Regulations, 2023, if the 2028 readiness review recommends it.
3. Implement the Choice Based Credit System (CBCS) with the NEP-2020 and Outcome-Based Education (OBE) frameworks in all programmes.
4. Establish a Pharmacy unit only if its feasibility study is approved; introduce industry-integrated curricula and interdisciplinary electives.
5. Register students on the Academic Bank of Credits (ABC) and offer multiple entry and exit options.

Phase III (Years 5–10: 2031-32 to 2035-36)

1. Launch international twinning and exchange programmes with foreign universities, as permitted by UGC regulations.
1. Frame programme structures, ordinances and regulations for the proposed university.

KPI targets

Indicator	Target	By
New programmes and skill-based courses	Only programmes with an approved demand assessment and business case; reviewed annually	Every year
Programmes under Outcome-Based Education	100%	2036
Enrolment, retention and graduation of rural, tribal and first-generation students	Baseline in 2026-27; annual targets	Every year

9. Teaching–Learning and Evaluation

VBRI will transform teaching and learning through innovative, technology-driven and student-centric pedagogy. The institute will develop an assignment-based learning system that combines creative assignment design with robust evaluation and feedback, and will embed co-curricular and extracurricular activities in the core curriculum to promote holistic education.

“Earn While Learn” opportunities will be integrated into the academic framework to build employability and entrepreneurial skills. Value-added and skill enhancement courses developed with industry partners will promote experiential learning and career readiness, and session-wise teaching plans will be implemented systematically. Dedicated committees already work with professionals to align programmes with industry needs, with an emphasis on life skills, soft skills and domain knowledge.

Phase I (Years 0–2: 2026-27 to 2027-28)

1. Fill critical faculty vacancies first — Physics (no permanent faculty), Chemistry, Mathematics and BCA — and develop academic leaders.
1. Strengthen teaching practice: bilingual teaching, English-language support and bridge courses; projects, fieldwork, discussion, internships and practical assessment.
2. Teach responsible use of AI, verification of sources and academic integrity in all programmes.
3. Train faculty to assess actual learning and give timely feedback.
4. Identify students at risk of dropping out early (especially in the first semester) and support them through counselling, mentoring and disability support.
5. Develop more smart classrooms and a Learning Management System (LMS), where they improve teaching and learning.
6. Start remedial classes for slow learners and bridge courses for students from Hindi-medium backgrounds.
7. Provide facilities for students with disabilities, including updated library computers and software and Braille signage on library shelves and in public areas.
8. Introduce new skill-based certificate courses.
9. Prepare an academic calendar, teaching plans and lesson plans for every course.
10. Map Course Outcomes (COs) to Programme Outcomes (POs) and assess their attainment.
11. Make greater use of teaching aids and advanced ICT tools.
12. Develop e-learning resources.
13. Promote interdisciplinary learning across departments.
14. Provide academic and personal mentoring to students.
15. Maintain a progression record for every student.
16. Follow a transparent and fair student feedback system.
17. Organise extension lectures, debates and awareness camps on global and local issues.
18. Offer value-added activities such as creative writing (Hindi, English, Sanskrit and local languages), drawing and painting, and drama for holistic development.

19. Include preparation for competitive examinations in regular teaching.
20. Develop and implement the ‘Earn While Learn’ scheme, with meaningful learning content, fair payment, safe supervision and limited hours that protect study time.

Phase II (Years 2–5: 2028-29 to 2030-31)

1. Foster academic interaction between students and teachers and their counterparts in other universities, colleges, institutes, NGOs and community-based organisations.
1. Engage students from different departments in interdisciplinary sustainability and environmental-management projects.
2. Establish a Teaching Innovation Centre.
3. Reform continuous internal assessment.

Phase III (Years 5–10: 2031-32 to 2035-36)

1. Establish international collaborations with student and faculty exchange programmes.
1. Introduce a digital evaluation system.
2. Ensure that all faculty positions are filled by qualified permanent faculty.

KPI targets

Indicator	Target	By
Teacher–student ratio	1 : 20	Ongoing
Faculty Development Programmes per teacher	At least 2 per year	Every year
Student Satisfaction Index	90% or more	Every year
First-semester drop-out	Halve from the baseline of 12% (2025-26)	2028

10. Research, Innovation and Extension

At VBRI, research is an integral part of the academic ecosystem that fosters critical thinking, analytical ability, creativity and intellectual curiosity, and keeps teaching relevant and practical. A dedicated Research Cell coordinates interdisciplinary and transdisciplinary research, innovation and extension. Regular workshops, seminars, training programmes and faculty development initiatives will build competence in research methodology, academic writing, innovation and emerging technologies.

VBRI has long been known for innovation and for contributing to policy planning and implementation on the ground. The institute will emphasise thematic areas such as Indian Knowledge Systems (IKS), strengthen collaborations with industry, government agencies and academic institutions, build an innovation and entrepreneurship ecosystem through incubation and start-up support, and promote the generation, protection and commercialisation of intellectual property. Extension and outreach will carry research outcomes to society.

Research will be judged for quality and relevance as well as volume. Community-based research on water, livelihoods, education and local enterprise will be a particular strength.

Phase I (Years 0–2: 2026-27 to 2027-28)

1. Strengthen the Research Cell.
1. Train faculty and staff in digital tools for teaching and administration.
2. Organise seminars and workshops on IPR, entrepreneurship, gender equality and green audit for teaching and non-teaching staff.
3. Purchase SPSS and other licensed statistical software, and plagiarism-detection software.
4. Subscribe to e-journals and add new reference books to the library.
5. Encourage faculty to publish in peer-reviewed journals and to present at national and international conferences.
6. Provide grants for teachers to participate in national and international seminars and conferences.
7. Encourage teachers to register as Ph.D. supervisors with the affiliating university.
8. Organise research seminars, workshops and conferences to foster a research culture.
9. Establish a Grants and Fund-Raising Cell.
10. Identify community and social development work.
11. Introduce seed funding for faculty research and pilot studies.
12. Strengthen academia–industry MoUs.
13. Start village outreach programmes.

Phase II (Years 2–5: 2028-29 to 2030-31)

1. Strengthen research in emerging areas such as AI, Data Science, Genomics and Personalised Medicine, along with policy research and the documentation of indigenous knowledge.
1. Establish a Rural Innovation Centre.
2. Establish an Incubation and Start-up Cell.
3. Set up a consultancy services wing.
4. Set up a patent support cell.
5. Upgrade laboratory facilities, equipment and software for advanced research.

Phase III (Years 5–10: 2031-32 to 2035-36)

1. Establish recognised research centres.
1. Set up a technology transfer office on campus.
2. Secure major government- and CSR-funded research projects.
3. Build linkages with international universities and organisations.

KPI targets

Indicator	Target	By
Patents filed	As research warrants; reported annually	Every year
Scopus-indexed publications	50 per year	2036

Indicator	Target	By
External research and project funding	₹10 crore or more (cumulative)	2036
Community-based research projects	Baseline in 2026-27; annual targets	Every year

11. Infrastructure and Learning Resources

As VBRI progresses from a degree college to an autonomous college and then a university, it plans new programmes in Agriculture and Pharmacy (subject to feasibility studies), Sustainable Development, Environmental Sciences, B.Sc.–B.Ed. (ITEP) and allied disciplines. To support this expansion and to comply with the norms of UGC, AICTE, PCI, ICAR, NCTE and other regulators, VBRI requires substantial strengthening of its physical and academic infrastructure — additional classrooms, strong rooms, administrative offices, advanced laboratories and new academic and residential buildings.

A ten-year phased infrastructure plan is therefore proposed. Phase I builds the foundational academic and digital infrastructure; Phase II adds advanced laboratories and research facilities; and Phase III creates a fully equipped, residential, innovation-driven university campus.

Priority will go to facilities that directly improve teaching, student support and regulatory compliance. Large projects — the 1,000-seat auditorium, extensive residential expansion and the Innovation Park — will be taken up only when demand and operating funds are demonstrated.

Phase I (Years 0–2: 2026-27 to 2027-28)

1. Smart classrooms.
1. A Wi-Fi-enabled campus.
2. Library automation and access to e-resources.
3. A basic gymnasium and upgraded sports ground.
4. Accessibility infrastructure — ramps, lifts and toilets for students with disabilities.
5. Additional classrooms and administrative office space.
6. Basic laboratories for newly introduced courses.
7. Separate washrooms for girls in all blocks, an examination strong room and fire-safety systems (Phase I immediate requirements).

Phase II (Years 2–5: 2028-29 to 2030-31)

1. A central research laboratory.
1. Advanced laboratories and buildings for Pharmacy, ICT and Agriculture.
2. A modern library block and an indoor sports complex.
3. Dedicated buildings for science and professional courses.
4. Strengthened administrative and examination infrastructure for autonomy.

Phase III (Years 5–10: 2031-32 to 2035-36)

1. A fully residential campus with hostels for students and staff (subject to demonstrated demand and operating funds).
1. An auditorium with a seating capacity of 1,000 or more (subject to demonstrated demand and operating funds).
2. An Innovation and Incubation Park (subject to demonstrated demand and operating funds).
3. An advanced sports complex.
4. Conference halls and seminar blocks.
5. Faculty housing and a guest house.
6. Green and sustainable campus infrastructure.

KPI targets

Indicator	Target	By
ICT-enabled classrooms	100%	2031
Needs-based, funded investment plan approved by the Finance Committee	Approved before each session	Every year

12. Student Support and Progression

Career- and research-oriented curricula, together with a planned increase in student intake, are in line with NEP-2020's multidisciplinary approach, which prepares students for advanced skills and for academic and professional careers. The institute will give priority to the following areas:

Expansion must protect access for families with limited means. An explicit scholarship and fee policy will be adopted, and the affordability, participation, retention and graduation of rural, tribal, first-generation and disadvantaged learners will be monitored every year.

Phase I (Years 0–2: 2026-27 to 2027-28)

1. Adopt a written scholarship and fee policy.
1. Expand merit- and equity-based scholarships and fee support for economically weaker sections, SC/ST/OBC and women students, and give incentives to students who excel in academics, sports and cultural activities.
2. Strengthen the Alumni Association.
3. Establish an Equal Opportunity Cell (EOC) to prevent discrimination, protect constitutional rights and ensure equitable access for SC/ST/OBC students, women, minorities and persons with disabilities.
4. Strengthen the Placement Cell and connect it with alumni.
5. Strengthen the mentor–mentee programme, with faculty advisers supporting each student's academic and personal growth and linked to the student progression record.
6. Introduce ‘Earn While Learn’ projects for students, with fair payment, safe supervision and hours that protect academic study.
7. Encourage students to undertake project work as part of the curriculum.

8. Disseminate information about project and internship opportunities regularly.
9. Strengthen the grievance redressal, anti-ragging and internal complaints mechanisms.
10. Strengthen counselling, disability support and early intervention for students at risk of dropping out.

Phase II (Years 2–5: 2028-29 to 2030-31)

1. Establish a Corporate Relations Office.
1. Establish an International Student Cell (ISC) to support foreign students.
2. Set up a competitive examination coaching centre.
3. Adopt an outreach and admission strategy to attract urban and out-of-state students.

Phase III (Years 5–10: 2031-32 to 2035-36)

1. Build linkages with reputed universities, colleges and organisations in India and abroad for further studies and employability.
1. Create a strong alumni endowment fund.

KPI targets

Indicator	Target	By
Placement rate (final-year students seeking jobs who are placed within six months; students in further study and self-employment reported separately)	80%	2036
Alumni engagement (mentoring, internships, contributions)	Baseline in 2026-27; annual targets	Every year

13. Governance, Leadership and Management

Good governance promotes transparency, accountability and effective decision-making. It ensures that policies and processes are aligned with the mission of the institute, encourages participation by all stakeholders, drives quality assurance and continuous improvement, and maintains compliance with regulatory standards.

VBRI's governance is a structured framework that promotes quality education, social responsibility and rural development. The institute is governed by the Vidya Bhawan Society, with oversight from its Board of Control, Executive Body and Finance Committee. The approval powers of these bodies will be checked against the VBS constitution, and decisions that need Society approval are listed in the approval schedule (Section 16). As the institute moves from affiliated college to university, its governance will develop as follows:

Phase I (Years 0–2: 2026-27 to 2027-28)

1. Strengthen the Internal Quality Assurance Cell (IQAC).
1. Apply for NAAC accreditation and prepare the Self-Study Report under the framework in force.

2. Implement a centralised ERP system (e.g. Samarth) for academic, administrative and financial processes.
3. Constitute a Strategic Plan Monitoring Committee to oversee this IDP.
4. Adopt an efficient policy for recruiting permanent faculty as and when needed.
5. Promote faculty under the Career Advancement Scheme (Assistant/Associate Professor/Professor) through a rigorous, performance-based appraisal.
6. Create a dedicated fund for faculty participation in FDPs, capacity building and national and international conferences.
7. Submit data to AISHE and NIRF every year.
8. Prepare a verified compliance register and Society-approval schedule (Section 16).
9. Prepare a five-year financial model and the scholarship and fee policy (Section 17).
10. Name an owner, budget and quarterly review for every action of the two-year action programme (Section 20).

Phase II (Years 2–5: 2028-29 to 2030-31)

1. Diversify sources of finance.
1. Establish a CSR and Fund-Raising Team.
2. Encourage faculty to join leadership development programmes.
3. Decentralise governance.
4. Constitute the Governing Body and Finance Committee required for an autonomous college, after Society approval and before applying for autonomy.

Phase III (Years 5–10: 2031-32 to 2035-36)

1. Constitute the statutory bodies of the proposed university (Board of Management, Academic Council, Finance Committee).
1. Ensure compliance with the University Act and regulations.
2. Create the university endowment fund (only if the Society approves the university proposal).
3. Institutionalise transparent audits and e-governance.

KPI targets

Indicator	Target	By
Digital administration	100%	2031
Internal and external audits	Annual	Every year

14. Institutional Values and Best Practices

The IDP is rooted in VBRI's long-standing philosophy of innovation, community engagement and value-based education. The following best practices reflect the institute's commitment to experiential learning, sustainability, inclusivity and holistic student development, and connect academic knowledge with real-life skills in the socio-economic context of rural and tribal communities.

Phase I (Years 0–2: 2026-27 to 2027-28)

1. **Earn While Learn:** VBRI will strengthen its flagship ‘Earn While Learn’ model to promote the dignity of labour and experiential learning. Students will manage the college canteen; carry out gardening, agriculture and horticulture on campus; take part in campus maintenance and sustainability activities; undertake library digitisation and data entry; and operate and maintain the gymnasium. The initiative will provide financial support and build entrepreneurial skills and self-reliance. It will offer meaningful learning, fair remuneration, safe supervision and working hours that protect academic study, and community work will involve reciprocal learning with demonstrable local benefit.
1. **Inclusive sports scholarships:** Special scholarships will be given to students with disabilities who show outstanding performance in sports.
2. **Archery excellence:** As many students come from rural and Bhil tribal communities, where archery is a tradition, the institute will develop dedicated archery facilities, provide professional coaching and equipment, and encourage participation at district, state and national levels.
3. **Green initiatives:** The institute will work towards a model green campus by earning green credits through plantation and sustainable practices, conserving biodiversity on campus and implementing energy and resource conservation.
4. **Green job-oriented courses:** New skill-based and certificate courses in Gardening and Nursery Management, Forest Ecology, and Organic Farming and Sustainable Agriculture will improve employability in green careers.
5. **No-vehicle campus:** The campus will gradually become a no-vehicle zone, encouraging walking and cycling.
6. **Plastic-free campus:** A minimum-plastic policy will be adopted, promoting cloth and paper alternatives and awareness drives on plastic hazards.
7. **Gramin Mela:** VBRI will organise Gramin Melas in nearby villages to showcase local culture, crafts, agricultural practices and student innovations, and to exchange knowledge with the community.
8. **Women's skill development:** Skill training for women students in gardening and nursery management, stitching and tailoring, drawing and painting, tattoo design, and packaging and micro-enterprise will promote self-employment and financial independence.
9. **Art and culture:** Workshops, exhibitions and competitions will encourage traditional and contemporary art and integrate indigenous art practices with modern creativity.
10. **Creative Wall:** A ‘Creative Wall’ will give students an open platform for paintings and sketches, essays and poems, and thoughts of the day, nurturing creativity and self-expression.

Phase II (Years 2–5: 2028-29 to 2030-31)

1. **Sustainability audit:** A comprehensive audit of energy use, water use, waste generation and biodiversity, together with a review of existing green practices, will identify gaps and lead to a time-bound action plan. Students and faculty, especially from environmental and science disciplines, will take part, making the audit a learning exercise as well as a management tool.

1. **Annual Rural Innovation Fair:** A platform for students, local artisans, farmers and entrepreneurs to exhibit low-cost technologies, sustainable agricultural practices, indigenous knowledge and student prototypes developed under skill-based and 'Earn While Learn' initiatives — a bridge between traditional wisdom and modern innovation.
2. **Energy conservation:** A phased move to LED lighting and solar energy, awareness campaigns on responsible energy use and periodic monitoring of energy consumption will cut operating costs and support sustainability.

Phase III (Years 5–10: 2031-32 to 2035-36)

1. **National model for rural–urban integrated education:** VBRI will integrate traditional rural knowledge with modern academic frameworks, link rural practices (agriculture, crafts, ecology) with urban opportunities, and document and disseminate its practices and case studies as a benchmark for other institutions.

1. **National rankings and green ratings:** Building on annual NIRF participation from Phase I, VBRI will aim for a place in the NIRF rankings and apply for recognised green campus ratings.
2. **Carbon-neutral campus:** VBRI will move towards a carbon-neutral campus by expanding tree cover and carbon sequestration, adopting solar and other renewable energy, reducing its carbon footprint through the no-vehicle and minimum-plastic policies, and promoting sustainable lifestyles — pursued in a phased and realistic manner.

Through these phased interventions, VBRI aims to evolve from a practice-driven institution into a model centre of excellence that shows how rural education can lead sustainable, inclusive and innovation-driven development.

15. Development within the Vidya Bhawan Society Framework

VBRI is one of several institutions of Vidya Bhawan Society, including schools, teacher education and the Vidya Bhawan Krishi Vigyan Kendra (an ICAR KVK since 1983). Its development will be planned within the Society's wider educational strategy, to strengthen pathways from school education through vocational, undergraduate, postgraduate and teacher education, and to avoid duplication.

Area	Possible arrangement	Condition
Libraries and e-resources	Shared access and joint subscriptions	Separate stock where a regulator requires it
Laboratories and the KVK farm	Shared teaching and practical use; RAWE for agriculture	Written agreement; KVK mandates protected
Sports facilities	Shared use with a timetable	Maintenance cost shared
Teacher development and counselling	Joint programmes and a shared counsellor	Defined access for each institution
Administration and industry relations	Shared accounts, purchase, placement contacts	Separate records as required by regulators

Area	Possible arrangement	Condition
Teacher education	Collaboration for ITEP	Cannot replace NCTE recognition of VBRI's own programme

Each arrangement must meet the requirements of the programme concerned. Facilities that may legally be shared will be distinguished from those that need dedicated provision, and written agreements will define responsibility for cost, quality, student access and maintenance.

16. Regulatory Compliance and Approval Schedule

The regulatory requirements in this plan will be converted into a verified compliance schedule. Detailed proposals will be checked against the notifications and law in force at the time, and the exact regulatory route for each professional course will be confirmed before any commitment or admission.

Area	Authority	To be verified	When
NAAC accreditation	NAAC	Framework in force at the time of application	2026-28
Affiliation and new courses	Mohanlal Sukhadia University; State Government	Affiliation, sanctioned intake, faculty norms, inspections	Continuous
Autonomy	UGC (Autonomous Colleges Regulations, 2023)	Eligibility, accreditation validity, statutory bodies, continuing obligations	2028-30
ITEP / teacher education	NCTE; NCET for admissions	Programme-specific recognition; faculty, infrastructure, curriculum, admission rules	As proposed
Agriculture	Dept. of Agriculture, GoR (NOC); MPUAT (affiliation); ICAR	Land (instructional farm), faculty, facilities, affiliation rules	After feasibility approval
Pharmacy	PCI; State Government; affiliating body	PCI norms; NOC; affiliation	After feasibility approval
MBA / MCA	AICTE; DTE Rajasthan; RTU	AICTE approval; NOC; affiliation; pay scales	As proposed
University	Rajasthan Legislature (State Act) or UGC (Deemed Universities Regulations, 2023)	Separate comparison of routes; endowment; land and assets	2033 onwards
Statutory duties	UGC, State and other laws	Grievance redressal, anti-ragging, prevention of sexual harassment, accessibility, employment, building and fire safety	Continuous

For each programme, a compliance register will record: recognition and affiliation; sanctioned intake; faculty norms; facilities; inspections; mandatory disclosures; renewal dates; and the responsible officer.

Governance terminology and approval powers will be checked against the VBS constitution and applicable law, and the decisions that require approval from Society bodies will be listed. Adoption of the IDP does not by itself authorise land transfers, asset commitments, borrowing or changes in institutional control.

17. Financial Plan and Affordability

The plan will be backed by a five-year financial model, prepared by the Finance Committee in 2026-27 and updated every year. It will cover enrolment, fees, scholarships, salaries, maintenance, capital expenditure, working capital and funding sources, under conservative, expected and optimistic scenarios for admissions and fundraising.

Baseline (2025-26)

Students enrolled (2025-26)	729 (capacity 2,550; about 29% used)
Drop-out ratio (2025-26)	5.6% overall; 12% in the first semester
Annual recurring expenditure	About ₹2.83 crore per session
Annual revenue	About ₹2.85 crore per session
Phase I immediate one-time requirements (DPR)	About ₹7.02 crore

Principles

1. Capital works will be taken up only when funded; no fixed annual percentage increase will substitute for a needs-based investment plan.
1. Grants, CSR and alumni contributions will be counted according to the certainty and permitted use of the funds, and will not be assumed to meet recurring commitments such as salaries.
2. Each new programme will carry its own business case showing when it covers its running costs.
3. A scholarship and fee policy will protect affordable access: fee concessions and scholarships for economically weaker, SC/ST/OBC, women and first-generation students, and a cap on annual fee increases.

18. Key Performance Indicators at a Glance

The KPI targets set in Sections 8 to 14 are brought together below. The IQAC will record a baseline for each indicator in the first year of the plan and report progress against it every year.

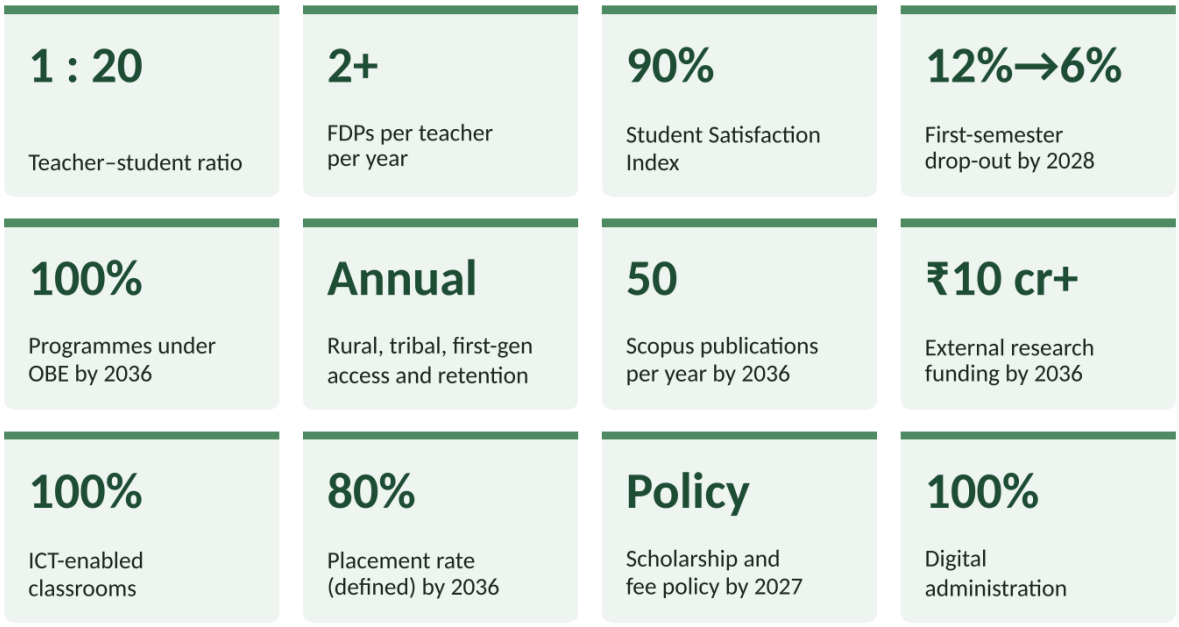

Figure 7. *Key performance indicator targets of the IDP*

19. Risk Management Plan

Risk management is the process of identifying, assessing and addressing potential threats to the successful implementation of the IDP. These risks may be academic, administrative, financial, infrastructural or related to stakeholder engagement. The approach emphasises prevention, preparedness and continuous monitoring.

Key risks and mitigation strategies

Risk area	Potential risk	Mitigation
Human resources	Shortage of qualified faculty; delays in recruitment	Timely recruitment planning; adjunct and visiting faculty; faculty development programmes; retention policies
Financial	Limited funding for infrastructure and research	Diversified funding (CSR, national agencies, industry, alumni); self-financing courses; consultancy services
Regulatory and compliance	Delays in approvals for new courses, autonomy or university status	Dedicated compliance cell; regular liaison with UGC, NAAC, AICTE and other regulators; timely documentation; verified compliance register with renewal dates and responsible officers
Academic quality	Curriculum not aligned with industry needs; decline in standards	Periodic curriculum revision; industry collaboration; Outcome-Based Education; academic audits; more skill-based courses
Accreditation	Delay in NAAC accreditation or a lower grade/level than targeted	IQAC-led preparation on all seven criteria; mock assessments; robust data management for validation

Risk area	Potential risk	Mitigation
Technological	Rapid technological change; inadequate ICT infrastructure	Continuous ICT upgrades; faculty training; digital tools and a Learning Management System
Enrolment and competition	Fall in admissions due to competition	Branding; innovative and skill-based programmes; better infrastructure and placement services
Research and innovation	Low research output; lack of funded projects	Strengthened Research Cell; seed funding; collaborations and interdisciplinary research; incentives and recognition for publications and research achievements
Infrastructure development	Delays in construction and facility expansion	Phased planning; proper budgeting; external funding; regular progress monitoring
Student support and placement	Low placement rates; inadequate career guidance	Stronger Placement Cell; industry linkages; internships; skill development programmes
Language barrier	Difficulty in adapting to English-medium content	Bilingual teaching; bridge courses; communication skills development
Sustainability and environment	Green campus or carbon-neutral targets not met	Regular sustainability audits; phased green initiatives; awareness programmes
Governance and management	Administrative inefficiency; lack of coordination	ERP systems; decentralised governance; leadership capacity building
Over-expansion	Too many new programmes at once strain faculty, facilities and finances	Concentrate on a few areas of strength; feasibility study and Society approval before each professional programme; decision points
Affordability	Fee increases exclude poorer students	Scholarship and fee policy; annual monitoring of access, retention and graduation

Preventive and strategic measures

- Strengthening institutional planning and forecasting
- Capacity building of faculty and administrative staff
- Developing strong industry, academic and community partnerships
- Ensuring financial sustainability through diversified revenue streams
- Promoting a culture of adaptability, innovation and accountability

The Risk Management Plan keeps VBRI resilient and adaptive in a changing educational environment. By addressing risks systematically and in time, the institute will be able to achieve its long-term vision of becoming an autonomous, research-intensive and socially impactful university.

20. Two-Year Action Programme (2026-27 and 2027-28)

The first two years of the plan will be implemented through a funded action programme with named owners, budgets and quarterly reviews. Its five components are summarised below; the full programme is issued as a separate document.

Component	What will be done	Owner
1. Baseline	Academic quality, student outcomes, faculty, facilities and finances measured in 2026-27	IQAC
2. Priority programmes	Two or three programmes with demand assessment and business case (e.g. ITEP; Agriculture with VBKVK; social work and rural development)	Director; programme committees
3. Faculty, teaching and student support	Fill critical vacancies; teaching practice; bridge courses; counselling and early intervention	Director; HoDs; IQAC
4. Compliance and approvals	Compliance register; Society-approval schedule; NAAC application	IQAC; office
5. Review	Named owners, budgets, quarterly reviews and an annual report to the Society management	Strategic Plan Monitoring Committee

21. Implementation, Monitoring and Review

Implementation of the IDP will be monitored through a regular cycle of planning, action, review and correction, led by the IQAC and the Strategic Plan Monitoring Committee (Figure 8).

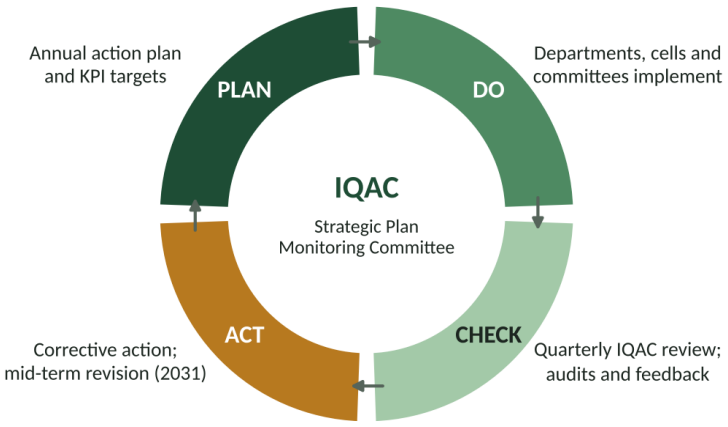

Figure 8. *IDP monitoring and review cycle*

Mechanism	Responsibility	Frequency
Annual action plan	IQAC with Heads of Departments	Each academic year, before the session begins

Mechanism	Responsibility	Frequency
Progress review of KPIs and risks	IQAC; Strategic Plan Monitoring Committee	Quarterly
Risk register update	IQAC	Quarterly
Academic and administrative audits	IQAC; external experts	Annually
Stakeholder feedback (students, faculty, alumni, employers)	IQAC; Feedback Committee	Annually
IDP progress report to management	Director; IQAC	Annually
Publication of progress on the institute website	IQAC	Annually
Mid-term review and revision of the IDP	Management; Strategic Plan Monitoring Committee	2031 (end of Phase II)
Readiness reviews at decision points (2028, 2031, 2033)	VBS, with independent reviewers	As scheduled
Review of the two-year action programme	IQAC; named action owners	Quarterly

22. Expected Outcomes by 2036

By the end of the plan period, VBRI expects to achieve the following outcomes:

1. Better learning, wider access and stronger prospects for students, especially rural, tribal and first-generation learners
2. Autonomous status by 2030, if confirmed by the 2028 readiness review
3. University status by 2036, if confirmed by the 2033 review and approved by the Society
4. A high level of NAAC accreditation under the framework then in force
5. A research-intensive multidisciplinary university
6. Strong rural–urban academic integration
7. A financially sustainable and socially impactful institution

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