



# राजेन्द्र प्रसाद डिग्री कालेज

(एम०जे०पी० रुहेलखण्ड विश्वविद्यालय, बरेली से सम्बद्ध)

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## **Rajendra Prasad Degree College Meerganj Bareilly-243504 Institutional Development Programme(IDP) From Sessions 2025-26 To Session 2030-31**

An Institutional Development Programme (IDP) for a degree college under NEP-2020 is a 5 years strategic plan that aligns all academic, administrative, and infrastructural reforms with NEP principles such as multidisciplinary education, flexibility, quality, and equity.

1. Concept and Objectives of Institutional Development Programme An Institutional Development Programme (often called Institutional Development Plan – IDP) is a comprehensive roadmap through which a college envisions its transformation over a defined period (usually years) in line with NEP-2020. It covers academic, administrative, infrastructural, financial, and community–engagement aspects and provides measurable targets and timelines.

Key objectives as per NEP-2020–

aligned guidelines include: To improve quality and relevance of teaching–learning through updated curricula, learner-centred pedagogy, and continuous assessment. To move towards multidisciplinary, flexible, and credit-based programmes (including four-year UG, multiple entry–exit, and Academic Bank of Credits). To build institutional capacity in terms of human resources, infrastructure, ICT, and governance systems. To ensure equity, inclusion, and support for disadvantaged groups, including financial aid and academic counselling. To strengthen research, innovation, community outreach, and employability/skill-development.

2. Process of Preparing the Institutional Development Programme Most IDP guidelines and model plans propose a structured process involving situational analysis, visioning, and phased action plans.

Preparatory Phase Constitute an NEP-2020 Task Force or Steering Committee with Principal, IQAC coordinator, senior faculty, administrative staff, student and community representatives.

Review NEP-2020 provisions for higher education and UGC “Guidelines for Institutional Development Plans for Higher Education 2024”.

Situational Analysis (Institutional Diagnosis) Conduct SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) of the college in academics, administration, finance, and infrastructure.



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Assess current status: programmes offered, enrolment (including GER and participation of women and marginalized groups), NAAC/NIRF status, faculty profile, research output, infrastructure, ICT, and community engagement. Identify gaps vis-à-vis NEP-2020 expectations such as multidisciplinary offerings, four-year UG, outcome-based education, and student support systems. Vision, Mission, and Long-Term Goals Envision the desired status of the college after 5 years in the light of NEP-2020 (e.g., autonomous multidisciplinary college with strong research and community linkage). Formulate revised or refined vision and mission statements reflecting holistic, inclusive, and multidisciplinary education. Set long-term goals such as NAAC grade improvement, introduction of four-year UG programmes, enhanced research culture, and digital campus. Stakeholder Consultation Organize consultations with faculty, non-teaching staff, students, alumni, parents, local employers, and community leaders to prioritize development needs. Incorporate feedback on curriculum relevance, employability skills, local needs, and support services.



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Formulation of Perspective Plan (5years) and Annual Plans Develop a perspective plan that breaks long-term goals into thematic components (academics, infrastructure, HR, ICT, research, outreach, governance).

For each component, specify objectives, strategies, activities, timelines, responsible persons/units, and expected outcomes.

Prepare Annual Action Plans and capacity-building programmes derived from the IDP, with clear performance indicators.

Monitoring, Review, and Evaluation Assign IQAC or a dedicated Monitoring Committee to track progress against Key Performance Indicators (KPIs).

Conduct periodic academic and administrative audits, NAAC-oriented quality checks, and mid-term reviews of the IDP.

Revise strategies based on evaluation findings, policy changes, and emerging needs.

3. Core Components of the Institutional Development Programme (College Level)A detailed IDP for a degree college under NEP-2020 generally organizes its content under multiple components or perspectives.

3.1 Academic Reforms and Programme Structure Introduction of Multidisciplinary and Flexible Programmes Implement four-year undergraduate programmes with multiple entry–exit options and appropriate certifications, diplomas, and degrees.

Promote multidisciplinary combinations, choice-based electives, minors, and interdisciplinary courses (e.g., combinations of humanities, social sciences, commerce, and vocational subjects).

Create pathways for students to move across disciplines and institutions via Academic Bank of Credits (ABC).

Curriculum Revision and Outcome-Based Education Align curricula with NEP-2020 by integrating skill-based courses, value-added courses, Indian knowledge systems, environmental education, and constitutional values.

Adopt Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) with clear attainment metrics and mapping to assessment systems.

Pedagogy and Assessment Reforms Introduce student-centric pedagogy: experiential learning, project-based learning, internships, fieldwork, community-based projects, and use of ICT.

Move towards continuous and comprehensive evaluation using a mix of formative and summative assessments, including open-book exams, presentations, portfolios, and internal assessments.

3.2 Teaching–Learning Infrastructure and ICT Classroom and Laboratory Upgradation Develop smart classrooms with ICT facilities, projectors, audio-visual aids, and internet connectivity.



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Upgrade laboratories, language labs, and skill labs to support NEP-aligned curricula and vocational/skill-based courses.

Library and Digital Resources Modernize the library with e-resources, databases, NDLI access, institutional repositories, and reading spaces conducive to self-learning.

Implement integrated library management systems and provide remote access to digital resources.

Campus-wide ICT Systems Develop a Learning Management System (LMS) for blended learning, content sharing, and online assessments.

Implement Enterprise Resource Planning (ERP) or management systems for admissions, examinations, finance, HR, and student support.



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3.3 Human Resource Development and Governance Faculty Recruitment, Development, and Performance Plan for adequate faculty strength, including filling vacancies and creating new posts in emerging and interdisciplinary areas. Implement Continuous Professional Development (CPD) programmes: orientation, refresher courses, pedagogical training, training in OBE and ICT, and research-methodology workshops.

Establish transparent appraisal systems linking performance to research output, teaching quality, mentoring, and community engagement.

Administrative and Governance Reforms Adopt participative and decentralized governance structures with academic and administrative bodies functioning as per clearly defined roles.

Strengthen IQAC as the nodal agency for quality assurance, policy formulation, and documentation.

Move gradually towards greater academic and financial autonomy in line with NEP-2020 and UGC regulations, including cluster systems or becoming part of a multidisciplinary HEI cluster where applicable.

3.4 Research, Innovation, and Extension Research Culture Encourage faculty and advanced students to undertake research projects, publish in quality journals, and seek funding from agencies such as UGC and ICSSR.

Establish research committees, ethics committees, and thematic research groups relevant to local and national priorities.

Innovation and Entrepreneurship Create innovation cells, incubation support, or linkages with nearby incubators to promote student startups and problem-solving projects.

Organize hackathons, idea competitions, and industry-linked projects.

Extension and Community Outreach Strengthen NSS/NCC, outreach programmes, and community service aligned with SDGs, local development issues, and active citizenship.

Formalize college–community partnerships for literacy, health, environment, and livelihood projects.

3.5 Student Support, Inclusivity, and Holistic Development Academic and Career Support Establish mentoring systems, remedial classes, bridge courses, and academic counselling for diverse learners.

Provide career counselling, placement services, soft-skills training, and internships in collaboration with industry and NGOs.

Equity, Inclusion, and Well-being Implement scholarships, fee concessions, and support systems for SC/ST/OBC, EWS, women, and differently-abled students.

Set up gender-sensitization cells, grievance-redressal mechanisms, anti-ragging cells, and mental-health counselling services.



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Co-curricular and Extra-curricular Activities Promote sports, cultural activities, NCC/NSS, clubs and societies for arts, literature, environment, and innovation to ensure holistic development.

3.6 Physical and Green Infrastructure Campus Development Prepare a master plan for expansion of classrooms, laboratories, hostels, staff rooms, and common facilities.

Ensure barrier-free, gender-friendly, and safe campus design, including sanitation, drinking water, security, and common rooms.

Sustainability Measures Integrate green initiatives such as solar power, rainwater harvesting, waste-management, green landscaping, and energy-efficient buildings.

Conduct environmental audits and promote eco-clubs and green practices among students and staff.



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3.7 Financial Planning and Resource Mobilization Budgeting and Resource Allocation Align institutional budgets with IDP priorities, with separate allocations for academics, infrastructure, training, ICT, and research.

Use outcome-based budgeting, linking investments with tangible improvements in quality indicators (NAAC/NIRF parameters, student outcomes, etc.).

Resource Mobilization Tap government schemes (e.g., PM-USHA and other NEP-related funding windows), CSR funds, alumni contributions, and endowments.

Develop self-financing, certificate, and value-added programmes that enhance both student skills and institutional finances while remaining affordable.

4. Monitoring Framework and Key Performance Indicators IDP documents usually include a monitoring matrix with indicators, baselines, and targets.

Typical Key Performance Indicators (KPIs) include:

Academic indicators: introduction of four-year UG programmes , number of multidisciplinary courses, value-added courses, student pass percentage, progression to higher studies. Quality indicators: NAAC grade/score improvement, NIRF participation and rank, accreditation of programmes, academic and administrative audit scores. Research and innovation: number of publications, projects, patents, MoUs, start-ups, and consultancy activities. Student support and inclusion: enrolment and retention of disadvantaged groups, number of students receiving scholarships, counselling sessions, and placement/entrepreneurship outcomes. Infrastructure and ICT: number of smart classrooms, bandwidth, ICT-enabled courses, usage of LMS and ABC by students and faculty. Governance and HR: faculty–student ratio, participation in CPD programmes , functioning of IQAC and statutory committees, implementation of e-governance.