STRATEGIC PLAN
2024-2047

QUOT RAMI TOT ARBORES

University of Allahabad

इलाहाबाद विश्वविद्यालय
UNIVERSITY OF ALLAHABAD
(A Central University)

कुलगीत

ज्ञान उद्गम, ज्ञान संगम, ज्ञान के इतिहास,

शत्-शत् नमन है विश्वविद्यालय इलाहाबाद।

सुन्दरम्-सत्यम्-शिवम् अवधारणा आधार,

जय जय तुम्हारी विश्वविद्यालय इलाहाबाद।

ज्ञान और विज्ञान का वर्धन तुम्हारा कर्म,

साहित्य और संगीत की सेवा तुम्हारा धर्म।

सबके लिए सब दिन तुम्हारा खुला शिक्षा द्वार,

कर दिया तुमने सभी को योग्यता अनुसार।

जय जय तुम्हारी विश्वविद्यालय इलाहाबाद।

पैदा किया तुमने अनेकों देश के नेता महान,

राष्ट्र के उत्थान में जिनका महत्तम योगदान।

कला, कृषि धन्वन्तरि, इंजीनियरिंग विज्ञान,

साहित्य, विधि, तकनीक में जो अग्रणी इंसान।

जय जय तुम्हारी विश्वविद्यालय इलाहाबाद।

फहरा रहा जो यश पताका गगन मण्डल में सदा,

झुकने न देंगे इस ध्वजा को प्रण यही मन में बसा।

मिलता रहे हम सबको विद्या अरु अभय वरदान,

गाते रहें निशि दिन तुम्हारी सुभग गाथा गान।

जय जय तुम्हारी विश्वविद्यालय इलाहाबाद।

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1 ABOUT UNIVERSITY OF ALLAHABAD

The University of Allahabad (UoA), often referred to as "Oxford of East", stands as a venerable pillar of India's higher education landscape. Established on September 23, 1887, as the fourth oldest university in India after Calcutta, Bombay, and Madras, the University of Allahabad (UoA) holds a prestigious legacy. Conceived by Sir William Muir, Lt. Governor of United Provinces, the foundation of Muir Central College was laid on December 9, 1873, by Lord Northbrook, fulfilling a community-driven vision for advanced education in the then Allahabad, now Prayagraj.

The University of Allahabad Act XVIII of 1887 formalized its status as a degree-conferring institution, with its first entrance exam in March 1889. The 1904 Indian Universities Act limited its jurisdiction to the United Provinces, Central Provinces, and Rajputana states, affiliating 38 institutions by 1927. The 1921 Act transformed it into a unitary, residential university, absorbing Muir Central College.

Re-established as a Central University in 2005, UoA spans a historic 420-acre campus in the heart of Prayagraj (formerly Allahabad), a city revered as the confluence of sacred rivers—Ganga, Yamuna, and Saraswati—symbolizing the convergence of knowledge streams. With over 137 years of legacy, UoA has nurtured luminaries such as India's first Prime Minister Pundit Jawaharlal Nehru, poet Harivansh Rai Bachchan, and Nobel laureate Hargobind Khorana.

It comprises four faculties—Arts, Science, Commerce and Law—encompassing 33 departments, 05 Institutes, 21 centers, and affiliations with 11 constituent colleges in Prayagraj, Uttar Pradesh. The university serves over 25,000 students, drawing from diverse socio-economic backgrounds, and emphasizes multidisciplinary education in humanities, social sciences, natural sciences, and emerging technologies.

2 VISION AND MISSION

2.1 Vision

The University of Allahabad envisions itself as a global hub of knowledge and academic excellence. Embodied in the emblem of the Banyan tree, the motto "Quot Rami Tot Arbores" or "यावत्य: शाखास्तवंतोवृक्षा:" translates as "as many branches, so many trees." The motto inspires us to cultivate diverse academic disciplines, symbolized by the branches, contributing to a vast forest of wisdom. It shapes the young minds to become nation builders of the future. With a steadfast commitment to quality education, research, and cultural richness, the university aims to ascend to the ranks of the world's top-class institutions, fostering innovation and producing leaders who shape the future world, creating an environment where the frontiers of knowledge are explored and reaching out in commitment to enriching the lives of the people.

2.2 Mission

To disseminate and advance knowledge by providing instructional and research facilities in the branches of learning; to make provisions for integrated courses in the humanities, the social sciences, the basic and applied science and technology in the educational programmes of the University; to take appropriate measures for promoting innovations in teaching-learning process, interdisciplinary and professional studies and research, removal of gender disparities and the digital divide, and the application of knowledge to social advancement, national progress and human welfare; and to educate and train human resource for the development of the country.

Strategic Alignment: This IDP operationalizes the vision through short-term (2024-2030: Foundation Building) and long-term (2030-2047: Global Leadership) phases, emphasizing NEP-2020 pillars like equity, innovation, and sustainability.

3 STRATEGIC PERSPECTIVE AND GOALS

This IDP adopts a **Perspective Plan** format, envisioning UoA as a "Banyan of Bharat"—rooted in tradition, branching into innovation. This IDP focuses on 9 areas, phased as:

- **Short-Term (2024-2030: Consolidation Phase):** Stabilize foundations; achieve NAAC A++ grade; 20% research output growth; full NEP rollout.
- **Long-Term (2030-2047: Expansion Phase):** Attain QS Asia Top-100; 50% employability; self-sustaining funding; global partnerships.

Core Goals:

1. **Academic Excellence:** Multidisciplinary curricula with 100% IKS integration.
2. **Research Impact:** Triple patent filings; establish 5 new Centers of Excellence.
3. **Inclusivity & Equity:** 50% women enrolment; zero digital divide.
4. **Sustainability:** Carbon-neutral campus by 2035.
5. **Global Footprint:** 20 international MoUs; alumni network of 1 lakh active members.
6. **Monitoring:** Annual reviews via KPI dashboard; mid-term audit in 2029.

4   CORE VALUES

The University's emblem features a Banyan tree, symbolizing deep roots in tradition and expansive branches representing diverse knowledge streams. Its motto, *Quot Rami Tot Arbores* (Latin) or *यावत्यः शाखास्तावन्तोवृक्षाः* (Sanskrit), meaning "As many branches, so many trees," underscores growth, diversity, and the multiplication of wisdom. Below is a detailed explanation of UoA's inferred core values, drawn from its vision (aspiring to be a global hub of knowledge), mission (advancing knowledge for national progress and human welfare), and learning outcome descriptors. These align with broader Indian university ethos, such as ethical leadership and social advancement, but are tailored to UoA's historical emphasis on cultural richness and equity.

4.1   Academic Excellence and Quality Education
- UoA prioritizes disseminating and advancing knowledge through instructional and research facilities across humanities, social sciences, sciences, and technology. This is evident in its commitment to integrated, interdisciplinary courses and fostering an environment where "the frontiers of knowledge are explored."

4.2   Innovation and Interdisciplinary Collaboration
- The university promotes innovations in teaching-learning processes, professional studies, and research. The Banyan tree emblem inspires cultivating diverse academic disciplines, encouraging creativity and the application of knowledge to real-world challenges.

4.3   Diversity, Equity, and Inclusion
- UoA actively works to remove gender disparities and the digital divide, ensuring accessible education for all. It draws faculty and students from across the country and abroad, nurturing noble ideas and creativity in a wide-ranging academic framework.

4.4   Ethical, Moral, and Humanistic Integrity
- The institution instills values of integrity, justice, fairness, and ethical standards in professional and personal conduct. Graduates are expected to demonstrate humanistic and moral willingness, practicing these in their pursuits.

4.5   Social Responsibility, National Progress, and Human Welfare
- UoA commits to applying knowledge for social advancement, national progress, and human welfare. It educates and trains human resources for India's development, enriching lives and shaping nation-builders.

4.6 Cultural Richness and Holistic Development

- Rooted in Prayagraj's historical and cultural significance (as the confluence of rivers, symbolizing knowledge streams), UoA fosters cultural richness alongside intellectual growth, aiming for holistic personality development.

These inferred core values position UoA as a beacon of traditional yet forward-looking education. They support NEP-2020 goals, as seen in the documents, by integrating Indian Knowledge Systems (IKS) and promoting employability.

5 SWOC ANALYSIS

The University of Allahabad (UoA), Prayagraj—a historic Central University established in 1887, reflects UoA's legacy as the "Oxford of the East," its multidisciplinary focus, and alignment with national priorities like NEP-2020. Below is a comprehensive explanation of each component, with the full points extracted for clarity. This SWOC informs UoA's strategic planning, emphasizing inclusivity, research innovation, and infrastructure growth.

5.1 Strengths

Strengths represent internal attributes that give UoA a competitive edge, rooted in its 137-year history, diverse programs, and societal impact.

- Very rich tradition and legacy of imparting education in different branches of learning, and serving the nation from the last 137 years.
- Endless list of illustrious alumni who are testament of institutional strength including eminent academicians, researchers, statesmen, judicial officers, civil servants, distinguished politicians, sports persons, and other important personalities throughout the globe.
- World class education is provided at a very nominal cost without any discrimination.
- Wide range of programs of study and courses are covered.
- Well-structured, revised and revamped curriculum fascinates thousands of students from all parts of the country.
- The excellent road, rail, air connectivity, and fame of the city of Prayagraj add to it.
- Diversity, inclusivity, and gender equity is promoted in the campus.
- Internationally renowned and distinguished faculty members.
- Vibrant research culture with quality publications and outstanding research outcome.
- Centres of excellence in cutting-edge research areas of national importance, and extra-mural research funding from Government agencies.
- Good infrastructural facilities combining heritage and modern buildings, lecture-hall complexes, library and sophisticated instrumentation laboratories.
- Availability of sports and recreational facilities.
- High placement record and good performance of students in competitive examinations.

- Quality education, research and innovation ecosystem, good governance, augmentation of ICT infrastructure in teaching and administration, maintenance of a safe, green and hygienic campus, high satisfaction rate and low attrition rate of employees.
- Introduction of interdisciplinary and skill-based new academic programs aligned with the requirement of National Education Policy 2020.
- Huge number of community outreach and extension activities.

5.2 Weaknesses

Weaknesses are internal limitations that hinder progress, such as infrastructure constraints—echoing administrative bottlenecks and need for resource optimization.

- Land-locked campus with limited scope of horizontal expansion.
- Scattered and disjoint campuses of Arts, Science, Commerce and Law Faculties.
- Inadequate Hostel and Residential/Accommodation facilities.
- Limited medical facilities in the campus.
- Entire dependence on Central Government for funds, often leading to shortage of funds for new projects.
- Relatively poor student-teacher ratio (of 45:1).
- Low enrolment ratio of students in MOOCs courses on SWAYAM.
- Lesser number of international students.
- Limited University-industry interactions.
- Limited involvement of alumni and other stakeholders in University governance and quality assurance initiatives.

5.3 Opportunities

Opportunities are external factors which UoA can leverage for growth, aligning with NEP-2020.

- Improvement in the quality of teaching-learning process and curriculum designing with recruitments of more than 450 new faculty teachers.
- Effective mechanism for improvement in governance and administrative efficiency as a result of recruitment of more than 550 new non-teaching staff.
- Implementation of NEP2020.
- Greater scope for high-quality research in areas of global importance.
- Improved resource mobilization (research funding), and enhanced collaborative activities.
- More number of Centres of Excellence in areas of national importance.
- Greater number of MoUs with leading organizations for faculty/student exchange as well as improved research output.

- Increase in Consultancy projects.

- Transforming to a totally Web-enabled University.

- Introduction of greater number of professional and skill-based courses towards scaling up the employability ratio of students.

- Effective feedback mechanism.

- Further encouragement of outreach activities on socially relevant issues and adoption of nearby villages.

These opportunities can elevate UoA's global rankings.

5.4 Challenges

Challenges are external threats that require mitigation.

- Generation of funds in the light of demands of students, teachers, employees.

- High expectation of society.

- Retaining competent, motivated and bright faculty members and students.

- Tough competition from other institutions.

- Keeping pace with rapidly changing technology and ever-increasing investment on ICT infrastructure and energy sources.

- Expansion of infrastructural and research facilities through extended/second campus.

- Attracting a greater number of industries and employers for campus placements.

- Environmental protection, pollution free campus, efficient waste-disposal system, conservation of energy.

UoA's SWOC, like those in the provided documents, serves as a foundation for strategic initiatives, focusing on NEP-2020 alignment and sustainable development to achieve excellence.

6 INSTITUTIONAL DEVELOPMENT AND STRATEGIC PLAN (2024-2047)

6.1 Governance

Governance is vital for promoting transparency, accountability, and determinative decision-making. They ensure that policies and processes are aligned with the mission of the University, fostering effective leadership and active participation from all stakeholders. By driving quality assurance and continuous improvement, these facilities create an environment that supports innovation, academic excellence, and sustainable growth. Their role is essential in maintaining compliance with regulatory standards and ensuring the long-term success of the University.

6.1.1 University Court, Executive Council, Academic Council, Finance Committee & Other Statutory Bodies

These bodies form the core of UoA's governance, as per the University Act 2005 promoting transparency and decentralization. The plan focuses on enhancing inclusivity, efficiency, and stakeholder representation, emphasis on participatory governance and inter-institutinal corporate model. The University functions through a documented hierarchical structure, via Statutory Bodies – University Court, Executive Council (EC), Academic Council (AC), Finance Committee, having representation of diverse stakeholders. The University envisions the following goals:

Short-Term (2024-2030)

- Strengthen composition by including 20% more alumni and industry experts in the University Court for diverse input on policy-making, with annual reviews to ensure representation from marginalized groups (aligned with NEP-2020 equity goals).
- The University is committed to advancing complete digitisation of all administrative departments, building on the progress already initiated to streamline operations and enhance efficiency.
- The University shall strengthen different help desks with appropriate helpline numbers to enhance the administration's accessibility to the students.
- Digitize all meetings of the Executive Council using e-governance tools like Samarth portal for real-time agenda sharing and decision tracking, reducing administrative delays by 50% by 2026.
- Empower the Academic Council to approve 10 new interdisciplinary programs annually, integrating IKS and skill-based curricula, with quarterly sub-committee meetings for curriculum revisions.

- The Samarth Portal shall be extended to all the courses of the university and its constituent colleges for seamless integration and interaction between the University and the colleges

- Enhance the Finance Committee's role in budgeting by conducting bi-annual audits and integrating CSR partnerships, aiming for 15% non-government funding diversification by 2030.

- Promote decentralization by delegating more authority to department heads for operational decisions, monitored through annual performance reports.

Long-Term (2031-2047)

- Evolve the University Court into a global advisory forum with international members (e.g., via MoUs with QS-ranked universities), holding hybrid annual summits to align with Viksit Bharat goals like sustainable development.

- Implement AI-assisted decision-making in Executive Council for predictive analytics on enrolment and resource needs, achieving 100% paperless operations by 2040.

- Position the Academic Council as a national model for NEP innovation, approving flexible PhD programs and dual degrees, with 50% decisions informed by global benchmarks by 2045.

- Transform the Finance Committee into a strategic investment board, managing an endowment fund of ₹500 Cr by 2047 through alumni donations and green bonds.

- Integrate all statutory bodies with a unified digital dashboard for cross-body collaboration, ensuring 90% compliance with UGC/NAAC updates.

- Foster lifelong governance reforms by mandating rotation of members every 5 years, incorporating youth representatives (under 35) for future-oriented policies.

6.1.2 Quality Assurance

Short-Term (2024-2030)

- Expand IQAC to include dedicated cells for NEP compliance, conducting annual academic and administrative audits with action-taken reports shared publicly by 2026.

- Implement structured feedback analysis from all stakeholders, revising curricula based on 80% satisfaction targets, integrated with SSR's mentor-mentee scheme.

- The University shall establish a mechanism for training mid-ranked administrative officers, particularly in the areas of leadership, technology, digitalization, and communication. The trained mid-ranked employe shall be entrusted with the responsibility of training junior and entry-level employees.

- The University shall collaborate with national and international Centres of Eminence, to offer refresher and orientation training for officials and officers of the University.

- Organize 50 workshops/seminars on quality themes (e.g., pedagogy, ethics, IPR) annually, targeting 90% faculty participation by 2028.

- Achieve NIRF top-50 ranking by enhancing metrics like research output and employability, with bi-annual progress reviews.

- Conduct green, energy, and gender audits yearly, aligning with UN-SDGs, and earn certifications like ISO 9001 for quality management by 2027.

- Develop a quality dashboard on the university website for real-time tracking of learning outcomes and attainment levels.

- The University shall endeavour to all vacancies in teaching and non-teaching posts.

Long-Term (2031-2047)

- Institutionalize AI-driven quality analytics in IQAC for predictive improvements, aiming for QS World Top-200 by 2040.

- Establish international quality benchmarks through collaborations, with 100% programs accredited by global bodies like ABET or AACSB by 2045.

- Integrate holistic quality metrics including societal impact (e.g., outreach programs), with annual third-party audits for transparency.

- Create a Quality Excellence Fund to reward departments achieving 95% stakeholder satisfaction, funded by 10% of research grants.

- Align with Viksit Bharat by embedding IKS and sustainability in all quality processes, targeting zero non-compliance in national audits.

- Foster a culture of continuous improvement through alumni-led quality advisory panels, reviewing the system every 5 years.

6.1.3 Financial Sources and Management

Short-Term (2024-2030)

- Diversify funding by securing ₹100 Cr in extra-mural grants from DST, ICSSR, and CSR partners, reducing government reliance to 75% by 2030.

- The University shall approach relevant bodies/ organizations/ individuals/ foundations/ entities to establish sponsored Chairs that align with the University's Act, Statutes and Ordinances.

- The University shall partner with industries for sponsored research, innovation, and consulting projects and provide students with practical experience.

- Implement cashless, online financial systems via Samarth, with internal pre-audits for all transactions to ensure 100% compliance by 2026.

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- Mobilize resources through consultancy (target ₹50 lakhs/year), alumni donations, and endowment chairs (e.g., Rajiv Gandhi Chair expansion).

- Allocate 20% of budget to infrastructure augmentation, tracked via annual financial reports, with CAG external audits.

- Launch a Financial Literacy Program for staff to optimize expenditures, saving 10% on non-salary costs by 2028.

- Establish a dedicated cell for grant applications, aiming for 50 projects/year from schemes like RUSA, DBT-Builder etc.

Long-Term (2031-2047)

- Build a ₹500 Cr endowment corpus through global alumni networks and green investments, achieving 50% self-funding by 2047.

- Adopt blockchain for transparent financial tracking, integrating with national portals for real-time audits.

- Expand revenue streams via IP commercialization (e.g., patents from research centers), targeting ₹200 Cr from tech transfers.

- Implement risk-based budgeting with scenario planning for economic fluctuations, ensuring surplus funds for emergencies.

- Align with national goals by channeling 15% of funds to SDGs-related projects, with annual impact reports.

- Create a Financial Advisory Board with external experts for strategic investments in innovation hubs.

6.1.4 Risk Management Analysis

Short-Term (2024-2030)

- Conduct annual risk assessments covering financial (e.g., grant delays), operational (e.g., faculty retention), and environmental risks (e.g., pollution), with mitigation plans integrated into IQAC reports.

- Develop a Crisis Management Policy, including digital backups for data security and emergency funds (5% of budget) by 2026.

- Train 200 staff on risk identification via workshops, focusing on compliance with UGC guidelines.

- Implement insurance for infrastructure and health risks, covering flood-prone campus areas.

- Monitor geopolitical and economic risks through quarterly reviews, adjusting budgets accordingly.

- Establish a Risk Register in Samarth MIS for real-time tracking and reporting.

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Long-Term (2031-2047)

- Integrate AI for predictive risk analytics, forecasting issues like enrollment drops or funding cuts, with automated alerts.
- Build resilience through diversified partnerships, ensuring 30% international funding to mitigate domestic volatility.
- Align with Viksit Bharat by incorporating climate risk models, achieving carbon-neutral status by 2040.
- Create an independent Risk Oversight Committee for biennial audits and scenario simulations.
- Foster a risk-aware culture with mandatory training for all governance bodies.
- Develop long-term contingency funds for global challenges like pandemics, targeting 20% reserve by 2047.

6.1.5 IT/ Web-based Management Information System (MIS)

Short-Term (2024-2030)

- Fully integrate Samarth for admissions, exams, finance, and HR, achieving 100% automation by 2027.
- Upgrade to high-speed Wi-Fi across campuses, with 7000+ computers and cybersecurity training for staff.
- Develop a centralized MIS dashboard for real-time data on enrollment, finances, and quality metrics.
- Launch mobile apps for student services (e.g., feedback, grievances), targeting 80% user adoption by 2028.
- Conduct annual IT audits to ensure data integrity and compliance with Digital India.
- Partner with MeitY for advanced tools like AI chatbots for administrative queries.

Long-Term (2031-2047)

- Evolve to quantum-secure MIS with blockchain for credentials and transactions by 2040.
- Implement VR/AR for virtual governance meetings, enhancing global collaborations.
- Integrate big data analytics for predictive governance, aligning with national digital ecosystems.
- Ensure 100% accessibility for disabled users, with AI-driven personalization.
- Establish an IT Innovation Lab for custom MIS developments, funded by grants.

6.1.6 External Advisory Boards

Short-Term (2024-2030)

- Departmental Committees shall endeavour to co-opt members/experts from organizations and institutions of national and international repute.
- Establish a Central Advisory Board for NEP implementation, including UGC representatives.
- Sign 20 MoUs for joint advisory roles in research (e.g., with CSIR, ISRO).
- Incorporate feedback from boards into annual plans, targeting 30% implementation rate.
- Train board members on UoA's vision for effective contributions.
- Monitor board effectiveness through Key Performance Indicators (KPIs) like collaboration outcomes.

Long-Term (2031-2047)

- Expand to global advisory networks with 50+ international members for strategic guidance.
- Integrate boards into statutory bodies for policy influence.
- Create specialized boards for emerging areas (e.g., AI, sustainability).
- Achieve 50% of governance decisions informed by board inputs.
- Foster endowment-funded chairs for board-led initiatives.
- Evaluate boards every 5 years for alignment with Viksit Bharat.

6.1.7 Student Feedback

Short-Term (2024-2030)

- Digitize feedback via Samarth app, collecting biannual inputs on curricula, facilities, and teaching, with 90% response rate target.
- Analyze feedback for immediate actions, e.g., revising 20% of courses annually based on inputs.
- Expand mentor-mentee to all students, with psychological support integrated.
- Conduct satisfaction surveys (target score 4/5), publishing results on website.
- Involve students in committees for grievance redressal (e.g., anti-ragging).
- Organize 10 feedback-driven workshops/year on employability.

Long-Term (2031-2047)

- Use AI for real-time feedback analysis, predicting improvements.
- Establish student-led feedback councils for co-governance.
- Integrate feedback into rankings metrics, aiming for top global student satisfaction.
- Develop alumni feedback loops for lifelong improvements.
- Achieve 100% action on critical feedback within 6 months.
- Align with NEP by linking feedback to personalized learning paths.

6.2 Financial Facilities and Funding Models

Recognizing the continuous financial support from the Government of India, the University of Allahabad is committed to its overall development through optimum utilisation of its resources. The University proposes a comprehensive framework for achieving long-term financial flow and resource management.

6.2.1 Financial Policies

Short-Term (2024-2030)

- Revise Financial Statutes to mandate 15% annual budget for R&D and infrastructure, incorporating ESG (Environmental, Social, Governance) criteria for investments, aligned with UGC guidelines.
- Implement a Transparent Procurement Policy via e-tendering on Samarth portal, reducing delays by 40% and ensuring 100% CAG-compliant audits by 2025.
- Develop an Equity Allocation Framework prioritizing SC/ST/women scholarships (20% of funds), with annual policy reviews by Finance Committee.
- Introduce Risk-Adjusted Budgeting Policy to hedge against funding volatility, including contingency reserves (5% of budget) for economic disruptions.
- Enforce Consultancy Revenue Policy, mandating 10% of departmental IRG for university-wide innovation funds, monitored quarterly.
- Launch Digital Financial Reporting Policy for real-time MIS integration, achieving paperless compliance by 2028.
- Expansion of academic activities shall require more space in the form of class rooms and similar such facilities. It shall require development of physical infrastructure where finance shall play a key role.

Long-Term (2031-2047)

- Organize fundraising campaign in the major cities of India and abroad through alumni network to strengthen Endowment Fund.
- Institutionalize Endowment Policy for perpetual funds, with tax incentives for donors, aiming for ₹300 Cr corpus by 2047.
- Evolve to a Sustainable Investment Policy with 30% green assets (e.g., solar bonds), targeting carbon-neutral funding by 2040 per Viksit Bharat.
- Adopt Blockchain-Enabled Policy for immutable transaction records, ensuring global audit standards and 100% traceability.
- University shall formulate policies to promote start-ups in emerging fields of Science and Technology, aimed at attracting external funding.

- Encourage high net worth alumni and philanthropists to create named Chairs, research fellowships and scholarship programs.

- Integrate AI-Driven Policy Analytics for predictive budgeting, adapting to national priorities like AI and biotech.

- Formulate Global Funding Policy for international grants, with 20% allocation to collaborative projects.

- Embed NEP-Equity in all policies, with biennial impact assessments for inclusive growth.

6.2.2 Action Plan and Budgets

Short-Term (2024-2030)

- Prepare Annual Action Plans with zero-based budgeting, allocating ₹50 Cr/year for NEP reforms (curricula, digital labs.)

- Develop 5-Year Budget Roadmap (2024-2028) targeting ₹350 Cr total, with 25% growth in non-salary heads (infrastructure ₹80 Cr cumulative).

- Conduct Bi-Annual Budget Reviews by Finance Committee, reallocating 10% under spent funds to high-impact areas like employability programs.

- Integrate Action Plans with RUSA 3.0, securing ₹100 Cr for phased infrastructure upgrades (e.g., hostels by 2027).

- Establish Budget Monitoring Cell under Finance Officer, using analytics for variance analysis (target <5% deviation).

- Roll out Departmental Micro-Budgets (₹1-2 Cr/dept), empowering heads for localized spending with quarterly audits.

Long-Term (2031-2047)

- Formulate 25-Year Master Budget Plan aligned with Viksit Bharat, projecting ₹1,000 Cr annual by 2047 through 8% CAGR.

- Implement Scenario-Based Action Plans with AI simulations for risks (e.g., inflation), ensuring 90% execution rate.

- Allocate 40% of budgets to strategic pillars (research 20%, equity 10%, sustainability 10%), with external benchmarking.

- Create Long-Term Infrastructure Fund (₹500 Cr by 2040) for second campus expansion, funded via bonds.

- Annual Global Budget Alignment with SDGs, incorporating alumni input for adaptive planning.

- Achieve Self-Audit Certification for budgets, reducing external dependency by 50%.

6.2.3 Harnessing Different Sources of Revenue

Short-Term (2024-2030)

- Regular workshops be conducted to raise awareness of existing government funding schemes. ·

- Invite ideas to identify new sources of funding.

- Encourage faculty members to focus on research and academic consultancies. Expand Consultancy Services to ₹15 Cr/year via MoUs with industries (e.g., UP govt for heritage tech), training 50 faculty.

- Boost Fee Revenue by introducing 10 skill-based certificate programs (target ₹20 Cr/year from 5,000 enrollments).

- Launch Alumni Crowdfunding Campaigns for endowments (₹10 Cr target by 2028), via digital portal.

- Monetize Assets through PPP for sports facilities and labs (₹5 Cr/year), ensuring 20% revenue share.

- Promote IP Licensing from research (e.g., patents from science faculty), aiming for ₹8 Cr cumulative.

- Diversify via Short Courses/MOOCs on SWAYAM (₹3 Cr/year), targeting 10,000 learners.

Long-Term (2031-2047)

- Establish Revenue Innovation Hubs for tech commercialization, generating ₹100 Cr/year from startups.

- Scale Alumni Endowment to ₹200 Cr, with 10% annual yield for scholarships.

- Harness Green Revenue via carbon credits and eco-tourism on campus (₹50 Cr by 2040).

- Develop Global Fee Models for international students (20% enrollment growth, ₹30 Cr/year).

- Implement Venture Philanthropy for social impact projects, securing ₹150 Cr from CSR.

- Achieve 40% Revenue from Non-Traditional Sources (e.g., edtech partnerships).

6.2.4 *Close* Liaison with GOI Ministries/Agencies and Others for Funding and Access to External Grants and Funding

Short-Term (2024-2030)

- University shall collate a common repository for International and National funding agencies by respective departments.

- Conduct a mentoring programme to guide the proposer of the project funded by various funding agencies.

- Form Dedicated Grant Cell to target ₹150 Cr from DST/ICSSR/MoE for NEP projects (e.g., IKS centers).

- Sign 15 MoUs with GOI agencies (e.g., DBT for biotech, ₹20 Cr grants by 2027).

- Participate in RUSA/PM-USHA schemes for ₹100 Cr infrastructure funding, with quarterly liaison meetings.

- Collaborate with UP State Agencies for regional grants (₹30 Cr for skill hubs).

- Host Annual Funding Workshops with UGC/NAAC experts, submitting 50 proposals/year.

- Initiate the process of building a network with empanelled private companies and industry associations for joint and collaborative research projects.

- Track Grants via Centralized Dashboard, ensuring 90% utilization and reporting.

Long-Term (2031-2047)

- Evolve to Strategic Partnership Model with 30+ GOI ministries, securing ₹500 Cr/decade for Viksit Bharat initiatives.

- Access International Grants (e.g., World Bank/UNESCO, ₹200 Cr) via global liaison offices.

- Establish Joint Funding Taskforces with agencies for co-developed projects (e.g., AI with MeitY).

- Achieve 30% External Funding from Bilateral Ties (e.g., Indo-EU for sustainability).

- Implement Grant Impact Framework with ROI metrics, prioritizing high-yield areas.

- Build Legacy Alliances for Perpetual Funding (e.g., endowed chairs from MoE).

6.2.5 Inclusivity Research Grant (IRG) Scheme in Each Department

Short-Term (2024-2030)

- Department-specific workshops, training programs and certificate courses to be conducted.

- Roll out Uniform IRG Policy for 33 departments, targeting 10% self-funding via consultancies/short courses.

- Allocate Seed Grants (₹5 lakhs/dept) for IRG pilots (e.g., Law dept legal aid clinics, ₹2 Cr total).

- Train 100 faculties on IRG Strategies, with 20% revenue retention for department development.

- Integrate IRG with NEP (e.g., vocational modules in Humanities, ₹1 Cr/dept cumulative).

- Launch Inter-Department IRG Collaborations for shared revenue (e.g., Science-Commerce analytics).

- The scalability of in-house start-ups can be enhanced by establishing the University's e-commerce venture routed through Udhmodya Foundation.

Long-Term (2031-2047)

- Scale to 25% Department Self-Funding via Innovation Labs (₹10 Cr/dept corpus).

- Embed IRG in Department Charters, with AI tools for opportunity scouting.

- Foster Department -Led Startups (5/dept), generating ₹50 Cr collective revenue.

- Achieve National Benchmarking for IRG (top-20 Central Universities).

- Link IRG to Sustainability (e.g., green consultancies in Environmental Science).

- Annual IRG Audits with Incentives for Equity-Focused Schemes.

6.2.6 Financial/Investment Committee

Short-Term (2024-2030)

- An Investment Committee shall be set up to look after and evaluate all the financial plans. Committee of 12 members (including 2 external experts), meeting bi-monthly for investment reviews.

- Delegate Authority for ₹50 Cr Low-Risk Investments (e.g., FDs), with annual ROI targets (7%).

- Develop Investment Guidelines for Diversification (20% equities, 30% bonds).

- Conduct Training on ESG Investing for members, aligning with UGC norms.

- Publish Annual Investment Reports for transparency.

Long-Term (2031-2047)

- Transform to Strategic Investment Board with Global Experts, managing ₹300 Cr portfolio.

- Adopt AI-Assisted Portfolio Management for 10% Annual Returns.

- Focus on Impact Investments (e.g., edtech ventures, 40% allocation).

- Biennial External Audits for Compliance and Performance.

- Link to Viksit Bharat via Thematic Funds (e.g., innovation ₹100 Cr).

- Succession Planning for Committee, with Youth Representation.

6.2.7 Staff Providing Financial Services

Short-Term (2024-2030)

- Provision of trained administrative staff for an efficient and seamless functioning of University's financial activities. Recruit 10 Specialized Staff (e.g., grant analysts), training 50 on e-governance/Samarth.

- Develop appropriate guidelines and mechanisms (e.g., prepare a checklist tree for procurements and associated relevant details) through which faculty/ research scholars can access the research grant without any hassle.
- Outsource Non-Core Services (e.g., payroll) to save 10% costs (₹2 Cr/year).
- Form Cross-Functional Teams for Grant Processing (reduce turnaround to 30 days).

Long-Term (2031-2047)

- Scale to dedicated Staff with Certifications (CFA/CA), achieving 95% automation.
- Embed AI Assistants for Routine Services, freeing 30% time for strategic roles.
- Career Progression Tracks with Global Exposure (e.g., World Bank training).
- Achieve ISO 31000 Certification for Financial Risk Services.
- Annual Satisfaction Surveys (target 90%), with Equity in Promotions.

6.3 Academic

Through a rigour of 136th years of academic excellence, the University has made noteworthy national and international impact in the field of teaching-learning, research and innovations. The University strives to create an enabling and conducive teaching-learning environment for holistic development of the students.

6.3.1 Courses Catering to Professional/Future Requirements

UoA offers 172 programs across faculties, with 44 value-added courses and NSQF-aligned vocational programs (e.g., B.Voc. in Fashion Design & Technology) focusing on future needs like AI and sustainability. The University has a well-defined structure and fully functional academic bodies that play a pivotal role in overseeing the academic curriculum, ensuring that the courses offered align with educational standards and the University's institutional objectives. The University aims to promote holistic development by emphasizing skill enhancement, value addition, and overall capacity building through the creation of new courses. These initiatives underscore the University's commitment in making the students as professional achievers and informed citizens through active participation in a complex world.

Short-Term (2024-2030)

- The University's primary aims to extend the NEP 2020 framework to its postgraduate programs, including Ph.D. courses, by developing a comprehensive curricular framework.
- Committees responsible for creating Skill Enhancement Courses and Value Addition Courses shall identify essential courses designed to cultivate life and soft skills in collaboration with industry and societal experts.

- Departments shall develop a flowchart outlining the academic pathways for each program, along with potential employment opportunities, enabling students to make informed choices when selecting courses.

- The employability potential of these courses shall be communicated to students through workshops and seminars conducted in collaboration with industry and societal leaders.

- The effectiveness of the mentor-mentee system shall be evaluated through student satisfaction surveys and feedback.

- Develop more courses on भारतीय ज्ञान परम्परा.

- Introduce new professional courses (e.g., Cybersecurity & Privacy, Space / Earth Monitoring / Environmental Technology, Robotics, Automation, & Industry 4.0 Space Law & Policy, Artificial Intelligence, Data & Computing) aligned with NEP-2020, targeting 2,000 enrollments by 2028.

- Revamp 50% of UG/PG programs with future-oriented modules incorporating industry feedback via University-Industry Interface Cell.

- Launch several certificate programs in high-demand areas with 30-40 seats each, fees ₹500-2,000, to meet regional needs like agriculture and health.

- Achieve 100% credit transfer via Academic Bank of Credits (ABC), with 67,000 registrations expanded to all students by 2027.

- Implement ongoing professional development programs for faculty members, focusing on innovative teaching methodologies, curriculum development, and research initiatives that align with emerging trends and technologies.

Long-Term (2031-2047)

- Develop 50 advanced professional programs (e.g., PhD in AI/ML for Climate Prediction) integrated with global standards, aiming for 20% international enrollments by 2040.

- Establish specialized institutes for future sectors (e.g., Centre for Sustainable Technologies), aligning with Viksit Bharat for self-reliant innovation.

- Ensure 80% courses include predictive analytics for job markets, with annual updates based on global trends like quantum computing.

- Target 90% graduate employability in professional fields through lifelong learning pathways.

- To enhance the learner centric experience in the digital era, the University shall engage professors /superannuated faculty members to develop a bank of recorded video lectures and compendiums of academic materials. The repository shall be developed

using the latest technological innovations (such as AR/VR/XR) to make them more interactive and user friendly.

- Position the University's MOOCs, as and when developed, on global platforms, offering high quality, internationally recognized online courses that attract students from across the world, enhancing the University's global reach and reputation.

6.3.2 Curriculum Aligned with Industry Requirements

The University of Allahabad has made significant progress in aligning its curriculum with the evolving demands of industry. The University has revamped its courses to focus on skill development, value addition, and employability. Committees dedicated to Skill Enhancement Courses (SEC) and Value Addition Courses (VAC) are collaborating closely with industry professionals to design programs that emphasize essential life skills, soft skills, and relevant industry knowledge. Additionally, the University also is working to incorporate digital learning opportunities.

NEP 2020 presents multiple opportunities to strengthen the link between academia and industry, bridging existing gaps. The curriculum integrates research, innovation, and extension activities, fostering critical and innovative thinking among students. The University is committed to using the insights gained from industry collaborations to reshape the curriculum and introduce new opportunities for students and faculty alike.

Short-Term (2024-2030)

- Collaborate with industry experts to identify gaps in the current curriculum and make timely updates to address immediate market needs. Conduct annual syllabus revisions for 85% programs via Board of Studies, integrating industry inputs from MoUs with CSIR/ISRO.
- Launch new SEC and VAC that focus on specialized industry-relevant knowledge.
- Mandate 30% curriculum focus on industry-aligned projects with 20-40 seats per course.
- Partner with 15 corporates for curriculum co-design in vocational programs (e.g., B.Voc. Media Studies with mobile journalism).
- Conduct a comprehensive review of all programs across departments, ensuring the curriculum remains relevant to long-term industry needs by incorporating emerging fields like AI, data analytics, and sustainability
- Implement feedback from employers/alumni for 50% alignment by 2028, tracked via IQAC.

Long-Term (2031-2047)

- Achieve 100% industry-vetted curricula through dedicated advisory boards, incorporating real-time data from global job markets.

- Expand collaborations to 50 MoUs, embedding industry certifications (e.g., AWS for Data Science) in all professional courses.

- Align 40% curriculum with SDGs and Viksit Bharat, focusing on sectors like rural tech and green industries.

- Position the University's programs for global recognition, ensuring that graduates are prepared for both local and international markets while adapting the curriculum to global industry trends.

- Annual audits to ensure 95% graduate readiness for industry 4.0 roles.

6.3.3 Curriculum Embedded with Employability Skill

UoA has integrated employability skills into its curriculum through a variety of initiatives aimed at enhancing the practical application of knowledge. By adopting an interdisciplinary and multidisciplinary approach, the University equips students with diverse skill set that transcends traditional learning methods. This innovative teaching strategy, which extends beyond the classroom, directly enhances students' employability, preparing them for future challenges. Through these efforts, the University is continuously working to align its programs with the evolving demands of the job market, ensuring graduates are well-prepared for professional success.

Short-Term (2024-2030)

- Expand interdisciplinary courses that merge multiple fields of study to sharpen critical thinking and adaptability, addressing immediate industry demands.

- Strengthen collaborations with industries for guest lectures, short-term projects, and workshops that offer students real-world insights into evolving job markets.

- Embed employability modules (e.g., Soft Skill Training for Civil Services, Mathematical Aptitude) in 70% curricula, with 40 seats/course at ₹500-1,500.

- Introduce 15 courses on core skills (e.g., Data Science & AI with Python, Statistical Analysis with MS Excel) for 20-40 students each.

- Track placement metrics via Career Counselling Centre, aiming for 70% employability by 2030.

- Integrate NEP-2020's OBE with CO/PO/PSO for skill mapping.

Long-Term (2031-2047)

- Make employability skills a core component of all academic programs, with continuous revisions to ensure alignment with changing global and local job market demands.

- Establish a dedicated centre for fostering collaboration between industry and academia, focusing on research, skill development, and innovation that directly impacts curriculum design and student employability.

- Ensure 100% curricula include advanced employability tracks (e.g., AI ethics, global business skills), with personalized pathways.

- Develop AI-driven skill gap analysis for annual updates, targeting 90% placement in high-growth sectors.

- Align with Viksit Bharat by embedding entrepreneurial skills in all disciplines.

- Foster alumni mentorship for lifelong employability, with 50% graduates in leadership roles by 2047.

6.3.4 Curriculum Embedded with Skill Enhancement Courses

The courses in UoA are designed to provide students with practical skills that enhance their employability and adaptability in a rapidly changing job market. SECs focus on hands-on training in areas like communication, data analysis, digital literacy, entrepreneurship, and other industry-relevant fields. The University collaborates with industry experts to ensure these courses address current workforce demands, equipping students with skills that extend beyond traditional academic knowledge. By combining classroom instruction with projects, internships, and workshops, students are better prepared to excel in their profession.

Short-Term (2024-2030)

- Introduce new SECs in emerging fields like AI, data science, digital marketing, and entrepreneurship to address immediate industry needs. ·

- Build stronger partnerships with industry to keep SECs updated with the latest trends and ensure students acquire skills that are in demand.

- Roll out 79+ skill courses (e.g., Vermicompost Technology, Introduction to R Programming) across faculties, with 20-40 seats, fees ₹500-2,000.

- Mandate 2-4 skill courses per student under CBCS, focusing on practical training (e.g., lab techniques, podcasting).

- Achieve 80% enrolment in MOOCs/SWAYAM for skill credits by 2028.

- Align with NEP-2020 via experiential learning in rural tech, health, and media.

Long-Term (2031-2047)

- Create opportunities for alumni to engage in SECs for upskilling and reskilling, ensuring that University graduates remain competitive in their fields throughout their careers.

- Develop a system for regularly updating SECs based on industry feedback, alumni experiences, and technological advancements, ensuring courses remain relevant to the evolving workforce.
- Expand to 150 skill courses, integrating VR/AR for immersive training.
- Ensure 100% skill certification, with blockchain credentials for global recognition.
- Link to Viksit Bharat through community-based skills (e.g., sustainable agriculture).
- Annual innovation challenges to evolve courses for future skills.

6.3.5 Curriculum Embedded with Emerging Technologies to be Integrated with Future of Work

The University is actively incorporating areas like Artificial Intelligence (AI), data analytics, blockchain, cybersecurity, and digital marketing into its programs. Courses focused on these technologies are taught in the University/Colleges, which were developed in collaboration with industry experts to ensure students are equipped with skills relevant to the future of work. The University is encouraging students to study such courses that align with global industry trends. The goal is to prepare students not only for the current job market but also for future roles shaped by technological advancements.

Short-Term (2024-2030)

- Introduce more courses focused on AI, blockchain, data science, machine learning, and cybersecurity to address immediate workforce needs. Integrate emerging tech in 40% curricula (e.g., AI in Zoology, Python in Maths/Physics), with courses like Data Science & AI.
- Strengthen the curriculum to ensure students acquire cutting-edge skills in emerging technologies
- Upgrade labs for hands-on tech (e.g., nanomaterials, bioinformatics), targeting 30 seats/course.
- Partner with DST for 10 tech-focused workshops annually.
- Align with NEP-2020 for future work skills like digital literacy.
- Encourage students to apply their learning by developing applications for the institution, potentially leading to revenue-generating initiatives, intellectual property, or patents.
- Establish Centre for Emerging Technologies and Applications (CETA) to focus on the application and integration of new technologies through multidisciplinary interaction. CETA shall work in collaboration with leading tech companies alongside various faculties and centres within the University.

Long-Term (2031-2047)

- Partner with international institutions and companies for student exchange programs, joint research initiatives, and cross-border collaborations in emerging technology fields.

- Plan and design twinning programs and dual degrees with foreign universities and top national institutions in technology-related disciplines to provide students with global exposure and skills.

- Create dedicated Centres of Excellence focused on cutting-edge research and development in AI, machine learning, quantum computing, and renewable energy. These centres shall promote collaboration between academia, industry, and government.

- Embed tech in 80% curricula (e.g., quantum computing, biotech AI), with predictive modelling.

- Establish Tech Innovation Hubs for R&D, aiming for 5 patents/year.

- Prepare for future work via Viksit Bharat-aligned tech ethics and automation courses.

- Achieve 100% digital fluency among graduates.

6.3.6 Centre for Curricular & Life Skills Development (CCLSD)

Short-Term (2024-2030)

- University shall establish a Centre for Curricular & Life Skills Development (CCLSD) which would aim to enhance both curricular knowledge and life skills among students. CCLSD's core focus would be to provide students with essential life skills, including communication, leadership, critical thinking, and emotional intelligence, alongside technical and academic competencies. Each college/department shall have a dedicated Centre with prime responsibility of exploring mechanisms of inculcating required skills of the 21st century to all stakeholders. A separate post may be sanctioned for running such Centres and hired personnel shall be equipped with the desired skill-set. CCLSD integrating existing labs, offering life skills for 40 students/course.

- Start workshops and training sessions focused on critical life skills, such as communication, teamwork, and leadership, tailored to complement the existing curriculum. Conduct several workshops/year on soft skills, yoga, and personality development.

- Align with NEP-2020 for holistic development.

- Budget ₹5 Cr for infrastructure.

Long-Term (2031-2047)

- Collaborate with academic departments to embed life skills development directly into the curriculum across programs, ensuring all students receive training as part of their coursework.

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- Develop interdisciplinary programs that combine life skills with academic knowledge, fostering critical thinking, adaptability, and problem-solving in various real-life contexts.
- Integrate with alumni networks for mentorship, targeting 80% student participation.
- Focus on Viksit Bharat values like sustainability and ethics.
- Achieve certification for 90% students in life skills.

6.3.7 Faculty/ Teaching Staff

The Faculty at the University of Allahabad play a pivotal role in shaping students' academic and holistic development. With the implementation of the National Education Policy (NEP) 2020, the University emphasizes enhancing faculty skills, promoting inter and multi-disciplinary research, and fostering industry-academia collaborations. The University provides supports through Faculty Development Programs (FDPs), conferences, and research opportunities, while they contribute to curriculum design, digital content, and initiatives like Skill Enhancement Courses (SECs), Value Addition Courses (VACs), and MOOCs. As workforce and educational demands evolve, the University is prioritizing faculty upskilling to meet modern pedagogical and research standards

Short-Term (2024-2030)

- Each faculty member shall organize or participate in at least one FDP in a five-year span, promoting discipline-specific expertise.
- Foster inter-institutional faculty visits under existing MoUs for collaborative curriculum development, research projects, and knowledge exchange. Institutions shall hold weekly guest lectures by faculty from allied departments to encourage a multidisciplinary educational approach.
- Recruit 300+ faculty members to improve ratio to 1:30, prioritizing emerging fields.
- Encourage faculty to undertake training in platforms such as MOOCs to integrate them into their teaching practices, supporting NEP 2020 goals. Ensure 100% ICT training for blended teaching.
- Align with NEP-2020 for multidisciplinary expertise.

Long-Term (2031-2047)

- Strengthen partnerships with industry to ensure faculty are well-versed in current trends and can bring real-world applications into the classroom
- Encourage faculty to take part in industry-led projects, internships, and consultancy work, helping bridge the gap between academic knowledge and professional practice.
- Establish global partnerships for faculty exchange programs, collaborative research, and participation in international conferences and seminars.

- Maintain 1:20 ratio with global hires in tech/innovation.
- Implement performance-based incentives for research/teaching excellence.
- Train faculty to take on leadership roles within the University and contribute to national and international policy-making in the higher education sector.
- Target 100% faculty with international publications.

6.3.8 Continuous Faculty Development

The University through Malviya Mission Teacher Training Centres (MMTTCs) facilitates continuous learning and development for teaching staff. These centres play a critical role in enhancing the skills, knowledge, and pedagogical techniques of faculty members. The University envisions to align with the evolving demands of education and industry. The University aims to expand its faculty development initiatives through increased engagement with industry experts and other professional networks.

Short-Term (2024-2030)

- The University plans to leverage its connections with industry by involving experts from various disciplines in FDPs and workshops organized by MMTTCs. This shall allow faculty to learn industry-relevant skills, modern technologies, and emerging trends to ensure their teaching aligns with workforce demands.
- Organize 50 FDPs/year on innovative pedagogy and research.
- Provide financial support for faculty to attend workshops.
- Mandate MOOC development (e-PG Pathshala).
- Track via annual appraisals.

Long-Term (2031-2047)

- Establish Faculty Excellence Academy with AI training.
- The University envisions positioning itself as a leader in faculty development by collaborating with international institutions and accrediting bodies, ensuring that its faculty development programs meet global standards
- Achieve 100% faculty sabbaticals/international collaborations.
- Establish a system for continuous faculty learning and development, including ongoing assessment of their skills and teaching methods, to ensure that faculty members are constantly updating their knowledge and expertise in line with technological and pedagogical advancements.

6.3.9 Non-Teaching Staff

The non-teaching staff at the University of Allahabad are vital to its functioning, playing a crucial role in administration, support services, and overall institutional operations. The University is committed to enhancing their skills and professional development to ensure the

smooth operation of academic and administrative activities. This effort aligns with the evolving needs of modern educational institutions, where administrative efficiency, digital literacy, and communication skills are the key. At present, the non-teaching staffs, at the University includes a diverse range of roles, from administrative officers to support staff, each contributing to the institution's day-to-day operations. However, with the increasing digitalization of processes and the growing complexity of educational administration, there is a recognized need to upskill non-teaching personnel in areas such as digital literacy, communication, and the implementation of new government regulations.

Short-Term (2024-2030)

- The University shall conduct periodic training programs for administrative staff. These programs shall focus on updating staff with the latest government by laws, institutional regulations, and University procedures. Additionally, training shall be provided on using digital tools and platforms for efficient management of university operations.
- Implement skill workshops for lab/library management.
- Ensure 100% digital literacy by 2027.
- Implement training modules that focus on enhancing soft skills, human resource management, and conflict resolution, particularly for staff who interact with students and the public, improving the overall University experience.

Long-Term (2031-2047)

- Develop career progression pathways for non-teaching staff, including leadership development programs for those in middle and senior administrative roles. This shall create opportunities for professional growth and help retain talented staff within the University. Optimize to 1:5 staff-student ratio with automation.
- Provide career progression via certifications.
- Integrate with Viksit Bharat for efficient governance.
- Annual performance reviews.

6.3.10 Comprehensive Learning Resources for Students

Students at the University often rely on external textbooks and publications, with many recommended by faculty at the start of the semester. Some departments provide their own study material in the form of syllabus booklets, lecture notes, or reading lists. These are usually curated by the faculty and sometimes made available through the department library or online portals. Many faculty members upload lecture notes, presentations, and additional reading materials on Google Classroom or other Learning Management Systems (LMS). Additionally, platforms like Swayam and e-PG Pathshala, developed by the Ministry of Education, are utilized by some students. The University has a well-established library system with access to

physical and digital resources, including journals and e-books. The University Library System offers access to databases like JSTOR, Science Direct, and Oxford University Press, giving students access to academic journals and books.

Short-Term (2024-2030)

- Each department shall establish a content development committee to create learning material, including question banks, lecture notes, and multidisciplinary study guides. Faculty teams within departments shall begin compiling comprehensive study materials aligned with the current curriculum.
- Encourage faculty to regularly upload course materials, reading lists, and supplementary notes on these platforms.
- Digitize 50% resources, add 10,000 e-books.
- Upgrade 98 smart classrooms to 200.
- Ensure that reading lists for all courses, especially at the postgraduate level, are updated annually to include recent developments and publications. Faculty members shall work with department committees to revise and enhance the reading lists every academic year while maintaining key classical texts.
- Budget ₹20 Cr for labs.

Long-Term (2031-2047)

- The University shall establish a peer review system for rationalizing its study material once every three years, which shall involve national and international subject experts. Each department shall identify a list of experts in their respective sub-disciplines and domains.
- Transition towards digital publishing of textbooks and study materials, offering open-access content for all students, not just those enrolled in the University
- Create virtual library with AR/VR.
- Achieve 1:1 device ratio.
- Global resource sharing.

6.3.11 Assignments and Assessments

Assignments and assessments at the University are governed by the process laid down in the Academic Calendar released by Controller of Examination. The university offers flexibility to the departments to assess the students using their own methodology. Many courses require students to submit assignments throughout the semester, often in the form of written essays, project reports, or presentations. Assessments usually include mid-term exams, end-semester exams, and internal assessments such as quizzes, practical, or viva voice. Some departments also employ continuous assessment techniques, where students are evaluated based on their

participation, presentations, or regular submissions. While many faculty members follow standard assessment patterns, the overall structure and implementation vary across departments.

Short-Term (2024-2030)

- Standardize Assignment Guidelines across departments. Faculty members shall follow uniform guidelines for structuring assignments, clearly stating objectives, evaluation criteria, and deadlines. These guidelines shall be made available to students at the beginning of each semester.
- Create a centralized portal for assignment submissions. This portal shall allow students to submit assignments online, track deadlines, and receive feedback from faculty members in a structured manner.
- Implement OBE assessments with 38-day result declaration.
- Add 30% project-based evaluations.
- Reduce grievances to 0.47%.

Long-Term (2031-2047)

- Teaching skills shall be made a part of assignments under Ph.D. course work. The research scholars shall provide support to faculty members as Teaching Assistants for tutorials and evaluation of assignments along with remedial lectures.
- Introduce a system of continuous assessment to reduce reliance on traditional exams. Each department shall develop a system where students are assessed regularly through quizzes, projects, and participation throughout the semester, which contributes to their final grade.
- Establish a repository of assessments across different courses. Departments shall compile past question papers and sample assignments from a range of courses, which can serve as a reference for students when preparing for future assessments.
- Develop rubric-based assessment tools to ensure transparent and objective grading across assignments. Faculty members shall be trained to use these rubrics, which shall provide clear grading parameters and minimize subjectivity.
- AI-proctored adaptive assessments.
- 100% outcome-linked.
- Align with Viksit Bharat competencies.
- Block chain certificates.

6.3.12 Value Added Skills Enhancement Courses

Value-added skills enhancement courses at the University are offered through certain courses and departments that aim to provide students with interdisciplinary skills beyond their core

curriculum. These courses focus on soft skills, technical proficiency, and industry-specific knowledge to enhance employability and overall competency. Further, value education in the form of Value Addition Courses is also provided to nurture youths to become good citizens, rooted in the Indian culture, understand and take pride in the भारतीय ज्ञान परम्परा and be willing to perform social service. While some departments offer certification programs, workshops, or seminars on these topics, the availability and structure of such courses vary across the University. There is potential to expand these offerings and standardize their integration into the academic framework to ensure that all students can benefit from them.

Short-Term (2024-2030)

- Each department shall introduce at least one skills enhancement course per year. These course(s) shall focus on industry-relevant skills, such as communication, data analysis, digital literacy, and entrepreneurship. Departments can collaborate with industry experts to design these courses, ensuring relevance and applicability.
- Establish short-term certificate programs that focus on specific skill sets such as public speaking, leadership, or advanced Excel, which are essential for workplace readiness. These programs can be offered during semester breaks or as electives.
- More focus on ethics/sustainability as per mandate NEP.

Long-Term (2031-2047)

- Introduce a system where value-added papers are reviewed annually and updated to reflect emerging trends in the job market and industry requirements. Departments shall engage with industry professionals, alumni, and subject matter experts to ensure that the courses are aligned with current needs.
- Organize University-wide competitions and hackathons related to innovation, entrepreneurship, and technology skills. These events can encourage students to apply what they have learned in value-added courses to real-world problems and develop their problem-solving skills.
- Make it mandatory for students to take a certain number of value-added skill enhancement courses to graduate. These courses shall cover both technical and soft skills relevant to each field of study.
- Integrate IKS for holistic skills.

6.3.13 Pedagogical Teaching Methods to be Employed

The University has transformed its pedagogical methods by supplementing it with online and blended learning approaches, providing resources like lecture notes, solved problems, videos, and study materials through platforms such as Google Classroom and Microsoft Teams. Interactive sessions including quizzes, discussions, presentations, and group activities, foster

self-assessment and critical thinking skills. Faculty members and industry professionals lead workshops, debates, and seminars to enhance students'skills. Departments employ various strategies to improve learning outcomes, prioritizing technology, practical approaches, and diverse teaching methodologies. Teachers utilize ICT-enabled tools and multimedia resources to create engaging lectures, while online assessments and feedback mechanisms track student progress. With increased access to digital tools and evolving educational paradigms, the University aims to implement diverse teaching strategies that cater to different learning styles and enhance student engagement and outcomes.

Short-Term (2024-2030)

- Introduce a blended learning model where online learning materials are combined with in-person instruction. Faculty shall be encouraged to create video lectures, online quizzes, and reading material for students to access through LMS platforms like Google Classroom or Moodle.
- Promote the use of active learning techniques such as group discussions, case studies, and problem-solving activities during class sessions.
- Adopt flipped classrooms, MOOCs in 70% courses.
- The flipped classroom model be used in all the departments to enable effective use of classroom time for discussion, application, and problem-solving.
- Include field visits/internships.

Long-Term (2031-2047)

- Invest in educational technology tools such as smartboards, classroom response systems, and virtual labs. These tools can enhance interactive learning, enabling real-time assessments and deeper engagement with course content. VR/AR pedagogy for immersion.
- University can incorporate Problem-Based Learning (PBL) across more departments, where students learn by working on real-world problems that require them to research, collaborate, and apply concepts to find solutions.
- Implement a full-fledged Outcome-Based Education (OBE) system where each course is designed with clear learning outcomes. Faculty shall align their teaching methods and assessments to ensure that students achieve these outcomes by the end of the course.
- Establish comprehensive faculty development programs to train teachers in modern pedagogical methods, including digital learning tools, problem-based learning, and flipped classrooms.

6.3.14 Other Activities as Part of Learning

University engages students in various extracurricular activities that complement their academic learning, including cultural events, sports, workshops, and seminars. While these activities are valuable for holistic development, they often operate independently of the formal curriculum. There is a lack of integration between academic studies and extracurricular activities, which limits opportunities for students to apply their learning in real-world contexts. Enhanced collaboration and structured involvement in other activities can significantly enrich the educational experience.

Short-Term (2024-2030)

- Mandate 20% extracurricular (e.g., yoga, community service).
- Encourage departments to integrate co-curricular activities into their academic programs. Faculty shall plan activities such as debates, workshops, guest lectures, and field trips related to course content, allowing students to connect theoretical knowledge with practical applications.
- Departments shall collaborate with local organizations for students to participate in volunteering activities, which can enhance their understanding of societal issues while developing a sense of social responsibility.

Long-Term (2031-2047)

- Students at Ph.D. level shall be encouraged to take up Teaching Assistantship under the guidance of the faculty members of the department and support them for remedial lectures/tutorials.
- Develop an alumni mentorship program that connects current students with alumni who can share insights from their experiences and provide guidance on career paths.
- Implement a system to regularly evaluate and gather feedback on extracurricular activities and their impact on student learning.

6.3.15 Earn while Learn Facility & Flexibility

Short-Term (2024-2030)

- Each department shall initiate MoUs with relevant agencies for promoting paid internship programmes.
- Launch earn-while-learn via E-Cell startups, internships.
- Collaborate with local businesses, organizations, and campus facilities to create a range of part-time job opportunities specifically designed for students.
- Develop structured on-campus employment programs that allow students to work in various departments, such as library services, administrative support, or event management.

Long-Term (2031-2047)

- Each department shall establish a corpus through collaboration with listed agencies, industries and embassies for supporting students as interns to earn stipend. It shall further incentivize the interns for having advantage in prospective placements.
- The University shall create a mechanism to provide stipend to students undertaking teaching assistantships to the economically weaker candidates.
- Global freelance integration.

6.3.16 Flexibility and Multi-Disciplinarity

The University promotes interdisciplinary research by establishing several multidisciplinary research centres, such as Agro Economics Research Centre, Centre for Globalization and Development Studies, Centre for Behaviourial and Cognitive Sciences, etc.

Short-Term (2024-2030)

- Introduce interdisciplinary minor programs that allow students to pursue additional studies in complementary fields. For example, a major in Environmental Science could offer a minor in Policy Studies or Sustainability, enabling students to blend knowledge from different areas.
- Organize cross-departmental workshops and seminars where faculty can present research and topics that intersect various disciplines.
- The University shall devise a mechanism to allow student to train under faculty members across other departments to gain inter-disciplinary knowledge during their Ph.D. programme.

Long-Term (2031-2047)

- Establish partnerships with other universities and research institutions to create collaborative programs that allow students to take courses across disciplines.
- Cross-faculty hubs.
- Strengthen the existing transdisciplinary research centres and develop further more research centres focused on address complex societal challenges.
- International dual degrees.

6.3.17 International Exposure to the Students

The University offers limited opportunities for students to gain international exposure, primarily through exchange programs and study abroad initiatives.

Short-Term (2024-2030)

- Enhance existing student exchange programs by establishing partnerships with a broader range of international universities. Sign 20 international MoUs for exchanges.

- Develop short-term study abroad options, such as summer schools or winter internships that allow students to experience international education without committing to a full semester or year.
- Alumni chapters abroad.

Long-Term (2031-2047)

- The University shall establish a mechanism to promote an exchange programme for selecting students to undergo training and academic tutoring from international institutions with whom the University holds MoUs.
- Promote exchange of ideas through Joint Ph.D. degree programmes in collaboration with international institutions and universities by establishing specific MoUs.
- Facilitate internships with international organizations or multinational companies, providing students with hands-on experience in diverse work environments.

6.3.18 Innovation and Entrepreneurship

Short-Term (2024-2030)

- Support 50 startups via E-Cell.
- Expand awareness programs across the University and partner institutions to attract more students and young entrepreneurs.
- Establish mentorship opportunities by connecting start-ups with experienced industry professionals.

Long-Term (2031-2047)

- Create a dedicated seed fund and resources for start-ups transitioning from the incubation stage to market entry.
- Build strategic partnerships with industry leaders, investors, and government bodies to provide additional support to incubated start-ups.
- Set up a robust alumni network of successful start-ups that can give back through mentoring and funding future cohorts.
- Expand the scope of incubation to a broader range of sectors, including social entrepreneurship, green technologies, and digital transformation

6.4 Research and Intellectual Property

The University, through its Research Council, encourages researchers to engage in collaborative initiatives in diverse fields. With a multi-disciplinary approach to research, the University fosters an environment of generating groundbreaking ideas which yield valuable intellectual property.

6.4.1 Quality Research Programmes (to be Introduced)

The University shall look into the development of several innovative and quality research initiatives in all programs, driven by global trends, societal needs, and advances in technology. These programs shall align with the University's goal to remain a leader in education, research, and collaboration.

Short-Term (2024-2030)

- Upgrade and expand research infrastructure at the undergraduate level, ensuring access to basic research tools, laboratories, and facilities to promote early-stage research engagement

- Strengthen the mentorship programs where senior researchers and faculty provide guidance to students on research topic selection and methodology, fostering early-stage involvement in research activities.

- Promote interdisciplinary research by strengthening collaborations between departments and external institutions, while ensuring the continuous upgrading and maintenance of infrastructure and resources to support innovation in areas addressing national and societal challenges.

- Access to scientific instruments at the University Science Instrumentation Centre shall be enhanced through training sessions for researchers and students.

- The University shall implement a Longevity Research Program, focusing on extending human lifespan, improving health-span, and enhancing quality of life through interdisciplinary research in biology, medicine, technology, and social sciences.

- Establish five Centers of Excellence with FIST/SAP upgrades (₹3-5 Cr each).

- Establish a comprehensive, state-of-the-art research ecosystem across all academic levels, from undergraduate to departmental, positioning the University as a hub of innovation and research excellence both nationally and internationally.

- Establish a mentorship program pairing junior research-focused faculty with experienced researchers to enhance their skills and ideas.

- Secure 20 major grants (₹100 Cr total) for programs in Space science (MoES-funded).

- Provide leadership opportunities for faculty members with research inclinations, empowering them to play a significant role in shaping the University's research agenda.

Long-Term (2031-2047)

- Strengthen research infrastructure within departments by modernizing labs, acquiring advanced equipment, and providing dedicated research spaces for faculty and students to support ongoing and interdisciplinary projects.

- Introduce 20 advanced programs, global accreditation.

- Develop 10 international joint programs with QS universities (e.g., Oxford for History), aligning with Viksit Bharat for sustainable tech.
- Target 5 UGC-SAP Phase-III centers, fostering high-impact outputs/year.

6.4.2 Targeted and Collaborative Research

Short-Term (2024-2030)

- Identify 5 thrust areas, funding 30 collaborative projects.
- Form 10 inter-departmental teams (e.g., Geography-Earth and Atmospheric Sciences on Monsoon Predictability), with 20 MoUs for joint research.
- Launch annual calls for targeted grants (₹20 Cr), prioritizing multidisciplinary.
- Track via R&D Cell dashboard, aiming for 50% projects with industry/academia partners.

Long-Term (2031-2047)

- Position the University as a leader in the newly identified research fields, recognized both nationally and internationally. Scale to 15 thrust areas, securing ₹500 Cr for 100 collaborations.
- Establish global consortia (20+ MoUs with EU/US universities), targeting 200 joint publications/year.
- Integrate block chain for collaborative IP sharing, ensuring 70% projects yield societal applications.

6.4.3 Research-Oriented Experienced Faculty Members

Research-oriented faculty members are essential to a university's mission of advancing knowledge and fostering innovation. The University boasts distinguished faculty pools, many of whom have received prestigious awards and serve on key government advisory committees. Recent extensive recruitment has further strengthened the teaching and research environment across the University and its constituent units. Faculty who are inclined towards research can be nurtured and supported to become pioneers in their fields, with a focus on long-term growth and contribution.

Short-Term (2024-2030)

- Implement a process to identify faculty with strong research inclinations using performance metrics like publications, grant applications, and ongoing projects. Recruit more than 450 research-oriented faculty members (PhD from top leading universities) in emerging areas.
- Build mentorship program pairing 200 junior faculty members with seniors.
- Achieve 80% faculty with ongoing projects via R&D Cell incentives.

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Long-Term (2031-2047)

- Maintain research-active faculty (1:10 researcher-student ratio), with global hires.
- Foster leadership via endowed chairs for Viksit Bharat themes.
- Target 90% faculty with h-index >20, via continuous global exposure.

6.4.4 Undertake Basic and Applied Research

Short-Term (2024-2030)

- Appropriate allocation of research budget.
- Launch 15 hybrid projects.
- Monitor outcomes via annual reports, targeting 30% translation to prototypes.

Long-Term (2031-2047)

- Balance 40% basic/60% applied, funding ₹500 Cr for scalable innovations.
- Establish translation hubs for 100 projects/year, aligning with Atmanirbhar Bharat.
- Integrate IKS in 50% applied research.
- Achieve 80% applied outputs commercialized, with global benchmarks.

6.4.5 Research-Oriented Experienced Faculty Members, Career Enhancement Based on Academic Performance

Extension of #3; incentives like UGC-Startup (₹10 lakhs) for new faculty. Plan ties promotions to research metrics.

Short-Term (2024-2030)

- Link 50% promotions to performance (e.g., 5 publications/h-index, 10 for Associate Prof.), with ₹5 lakhs bonuses.
- Offer 100 enhancement workshops (e.g., Grant Writing) for experienced faculty.
- Create monetary and non-monetary rewards linked to quality research, encouraging faculty to engage more in research activities. Create Research Excellence Awards (₹2 lakhs, 20/year) based on patents/citations.
- Ensure 70% experienced faculty lead projects via performance dashboards.

Long-Term (2031-2047)

- Automate career progression with AI analytics (e.g., 10 patents for Professorship), targeting 100% merit-based.
- Provide global fellowships (50/year) for enhancement in Viksit Bharat areas.
- Establish Tenure-Track for Research Faculty (100 positions), with equity focus.
- Achieve 95% retention via performance-linked equity shares in IP.

6.4.6 Student Involvement in Research

Students are the University's greatest asset. With proper guidance, they can drive innovation through patented inventions and produce scholarly, publishable research outcomes.

Short-Term (2024-2030)

- Implement mentorship programs where faculty guide students in exploring innovative research topics, providing early exposure to research methodologies.
- Organize workshops on innovation, patenting, and intellectual property rights (IPR) to educate students on the importance of protecting their ideas.
- Involve a large number of UG/PG students in 50 innovative projects.
- Mandate research credits in 70% programs, with mini-grants (₹10,000/student).
- Launch Student Research Fellowships (200, ₹20,000/month) via RUSA.

Long-Term (2031-2047)

- Encourage student participation in conferences by assigning them to specific sessions, engaging with presenters, and writing summaries of their experiences. This assignment can contribute to their internal assessments. Aiming for 40% PG student authorship/co-authorships in reputed journal.
- Enabling UG and PG students to conduct original research, especially for final-year projects with the potential for publications or patents. Engage PG students in global projects.
- Establish research partnerships with industry stakeholders, allowing students to tackle real-world challenges under industry mentorship, which may lead to patentable inventions.
- Develop opportunities for students to engage in international research programs and conferences, broadening their global perspectives and enhancing their innovations
- Introduce formal procedures for students to patent and commercialize their innovations, enriching the University's intellectual property portfolio and providing financial rewards for student inventors. Align with Viksit Bharat via community research.
- Achieve 80% graduates with research experience.

6.4.7 More Ph.D. & Post-Doctoral Research Scholars

Increasing the number of Ph.D. and post-doctoral research scholars is essential for strengthening the University's research capacity.

Short-Term (2024-2030)

- Maximize the intake of Ph.D. scholars and post-doctoral scholars based on the available infrastructure, faculty, and funding sources.

- Foster opportunities to enhance the number of Ph.D. scholars having funding through Government-led scholarships.
- Establish new Post-Doc Program in all the centers/ departments.

Long-Term (2031-2047)

- Develop full-fledged, funded post-doctoral research programs that attract international scholars and create new opportunities for collaboration and innovation.
- Create endowed post-doc chairs for Viksit Bharat.
- Establish partnerships with global universities to co-supervise Ph.D. and post-doctoral scholars, enhancing the University's international profile.

6.4.8 Faculty Encouragement for Book Publications, Research Publications and Patents

The University shall implement a policy to promote contributors to intellectual property rights (IPR), including undergraduate and postgraduate students, research scholars, and faculty members, to enhance the University's IPR portfolio.

Short-Term (2024-2030)

- The University shall enhance the existing Institutional Publication Fund by increasing resource allocation for publication fees and ensuring that all researchers have access to this support, thereby fostering a culture of scholarly publishing. Provide some monetary incentives per Scopus publication/book chapter and patent filed.
- Organize 20 writing workshops, targeting 3,000 publications/50 patents.
- IPR Clubs: strengthen University-level IPR clubs where students and faculty can collaborate on intellectual projects and research ideas.
- Create a digital platform where all the research output (theses, dissertations, publications, patents) of the University is stored and accessible.

Long-Term (2031-2047)

- Establish centres of excellence in key research areas that can drive long-term innovation, producing high-quality publications, patents, and potentially books on groundbreaking subjects.
- Scale incentives to patent granted, targeting 10,000 publications/200 patents.
- Implement a clear policy for patent commercialization, enabling faculty, students, and the University to benefit financially from patents through licensing or product development.
- Reward books on IKS, aligning with Viksit Bharat.
- Achieve top-50 NIRF research rank via 60% faculty outputs.

- In the long run, the University can consider establishing its own academic publishing house or peer-reviewed journals to support the publication of student and faculty research.

6.4.9 Organizing More Structured and Purposeful Conferences

The University can enhance its research visibility, encourage collaboration, and make research outputs more accessible, including integrating AR-VR technology for greater engagement. Research scientists, faculty members, and students remain engaged through regular conferences for presenting research papers. Students are encouraged to present their research at these conferences and workshops hosted by the University or external bodies.

Short-Term (2024-2030)

- Organize smaller, regular conferences centred on emerging research areas, particularly modern technologies. Host 50 international conferences in hybrid mode.
- Allocate dedicated found for national/international events, focusing on SDGs.
- Invite global experts, targeting 1,000 proceedings publications.
- Establish an annual international conference series in key research areas, positioning the University as a recognized hub for academic exchange.

Long-Term (2031-2047)

- Organize national and international conferences that invite participants from other universities and research institutions, providing students and faculty with opportunities to interact and network within a broader academic community.
- Partner with industries and research organizations to co-host conferences, such as sponsored by tech companies, which can provide funding and exposure for university researchers.
- Publish all in Scopus-indexed journals, fostering 100 collaborations.
- Achieve UNESCO-level recognition for 10 flagship conferences.

6.4.10 Industry and Institutional Collaboration & Consultation

Industry and institutional collaborations are crucial in driving research, innovation, and experiential learning. While existing partnerships have laid a strong foundation, there is significant potential to further formalize and expand these collaborations to enhance their impact. The University has established key collaborations with both national and international institutions, including prestigious organizations like the ISRO, Indian Council of Medical Research (ICMR), Council of Scientific & Industrial Research (CSIR), Indian Institutes of Technology (IITs), and global universities. These partnerships facilitate joint research, student exchanges, and co-authored publications.

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The University has a Placement Cell dedicated to connecting students with potential employers, providing resources for resume building, interview preparation, and job search strategies. The Cell helps in developing partnerships with local and national Industries to organize job fairs, networking events, and recruitment drives, enhancing visibility for students and improving placement rates.

Short-Term (2024-2030)

- Strengthen collaborations with industries that can invest in student-led innovations, facilitating faster IP creation and commercialization of inventions. Target to sign 30 MoUs, generating ₹50 Cr consultations.
- Launch Industry Advisory Board for 20 joint projects.
- Facilitate faculty consultancies and established clear flexible guidelines, targeting 100 engagements.
- Host industry-led workshops, seminars, and technical sessions to equip faculty and students with knowledge of the latest industrial research trends and technologies. Align with NEP for 50% research industry-linked.

Long-Term (2031-2047)

- Implement structured internship and job placement programs in collaboration with industry partners, providing students with practical experience and enhancing their employability while gathering feedback from employers to refine educational offerings.
- Expand to 100 MoUs, ₹500 Cr revenue.
- Create consortia that include multiple industry partners, government agencies, and academic institutions. Create Consultation Hubs for Viksit Bharat sectors.
- Fostering collaboration between university faculty, students, and industry experts on real-time projects. Ensure 70% projects co-funded, with equity sharing.
- Target 200 institutional ties for knowledge transfer.

6.4.11 University Incubation Centres

Incubation Centres play a growing role in fostering innovation and entrepreneurship, though their development is still in its nascent stages compared to some other leading universities.

Short-Term (2024-2030)

- Initiate structured pre-incubation programs to support students interested in entrepreneurship. These programs shall offer workshops, entrepreneurship boot camps, and access to mentors who guide students through idea validation, market research, and business planning. Upgrade Incubation Centre, supporting 50 startups.
- Develop a pool of industry experts and successful entrepreneurs who can mentor students through the process of turning ideas into start-ups.

- Organize University-wide start-up competitions to encourage students to turn their project ideas into business plans.
- Achieve 20 incubated ventures by 2030.

Long-Term (2031-2047)

- Position the University as a leader in university incubation by creating a highly developed incubation network with centres of excellence, specialized labs, and access to national and global markets
- Develop a University Alumni Angel Network where successful alumni can provide mentorship and financial support to student-led start-ups.
- Establish 5 thematic centres (e.g., Green Tech, ₹100 Cr), incubating 200 startups/year. Integrate with Viksit Bharat for unicorn pathways.
- Foster IP commercialization.
- Global partnerships for 100 ventures scaled internationally.

6.4.12 University Publications & Citation Service

The University has implemented several measures to support academic publications and citation growth. As of date, more than 71000 articles have been published in various international and national journals with more than 5000 Scopus journals. The University offers various research grants, fellowships, and initiatives like the Non-NET fellowship for Ph. D. scholars to encourage scholarly output. The University faculty often rely on platforms like Google Scholar, Scopus, and Web of Science for citation tracking and metrics. The University encourages researchers to register on these platforms to increase their research visibility and track citation performance. The University has set guidelines for ethical publishing, with a focus on avoiding predatory journals and encouraging publication in UGC Care and Scopus indexed journals.

Short-Term (2024-2030)

- Train all faculty members and students on the use of citation databases like Google Scholar, Scopus, and Web of Science, including setting up pro les and managing citations.
- Launch UoA Journal Portal with citation tracking. Encourage all departments and faculty to consistently upload research papers and projects to the institutional repository.
- Integrate ORCID for 80% researchers.

Long-Term (2031-2047)

- Position the University's repository among the top institutional repositories globally, with enhanced digital access and international partnerships.

- Develop AI Citation Analytics Service, aiming for h-index 50.
- Targeting publish 20 UoA journals in Scopus, with 20,000 citations/year.
- Align with Viksit Bharat for IKS-focused outlets.

6.4.13 Target Patent Claim for Undergraduate and Post-Graduate Projects in Professional Subject Areas

The Research and Developmental Cell of the University serves as a central hub for all IP-related activities. In order to create awareness of Intellectual Property Rights (IPR) and the patent filing process for the undergraduate and post-graduate students. The University is in the process of developing a more comprehensive ethical and compliance framework to streamline research activities, which could eventually promote a culture of patent filing and intellectual property management among students and faculty members.

Short-Term (2024-2030)

- The University would organize regular training sessions, led by IP experts, to teach students the practical aspects of IP protection, patent drafting, and how to assess the commercial potential of their innovations
- Mandate patent modules in 20 professional programs (e.g., B.Tech. projects), targeting 20 claims/year.
- Allocate a dedicated budget to cover the cost of patent filing for students and faculty.
- Achieve 10 granted patents from student work.

Long-Term (2031-2047)

- Target 100 claims/year in areas like AI/Engineering, with blockchain filing.
- Integrate in all professional curricula, 50% projects patentable.
- The University shall introduce incentives for faculty and students who successfully file patents or engage in research projects with commercial potential.
- Establish more incubation centres within the University to support the development of student and faculty innovations into marketable products and technologies. These centres can also offer mentorship, funding, and access to resources for start-ups and spin-offs emerging from research projects. Targeting to reach 200 student patents, with commercialization.

6.4.14 Fostering Innovation through a University-Wide Research Fair: A Pathway to Global Collaboration

The University regularly organizes national and international workshops, conferences, and seminars on emerging research areas, providing students and researchers with the opportunity to present their work, collaborate with peers, and learn about the latest trends in their field.

Short-Term (2024-2030)

- Launch Annual UoA Research Fair, showcasing 200 projects.
- Initiatives may be undertaken to communicate the University's research in a simplified and accessible language, presented in the form of engaging stories.
- Awards for top innovations, linking to incubation.

Long-Term (2031-2047)

- The University shall collaborate with other Central Universities to hold an Inter-University research fair once every few years. This would create an excellent opportunity for knowledge sharing between institutions and showcase India's research advancements. Scale to Biennial Global Fair, fostering 100 collaborations.
- Position as Asia's top research event, with UNESCO ties.

6.5 Human Resource and Support Facilities

The University recognises that its greatest strength lies in the Human Resource Development. By fostering a culture of continuous professional development and skill enhancement, the University is committed to capacity building and knowledge creation. It aims to create a dynamic and inclusive environment to empower its faculty, staff and students for continued excellence in their respective fields.

6.5.1 Student and Learner Empowerment: Holistic Admission, Inclusivity, and Comprehensive Support System

UoA's Perspective Plan prioritizes student development through skills labs, counseling, scholarships for marginalized groups, and entrepreneurship, aligned with NEP-2020's equity focus. This facility fosters holistic growth via inclusive admissions and support systems like mentorship and financial aid.

Short-Term (2024-2030)

- Implement holistic admissions via CUET with weightage for extra curriculars and interviews, targeting increase in diverse enrollments by 2027.
- Expand scholarships and financial aid for underrepresented students, allocating specific budget to cover marginalized learners including fee waivers, merit-cum-means etc.
- Establish Language and Communication Skills Labs across faculties, in free programs to enhance employability, with inclusivity modules for disabled and international students.
- Launch Career Counselling and Soft Skills Centre with annual job fairs and corporate partnerships (e.g., 15 MoUs), aiming for 70% placement rate by 2030 through personalized guidance and skill mapping.

- The University shall strengthen the Mentor - Mentee programme as per the UGC guidelines. Introduce comprehensive support systems including mentorship programs and digital portals for grievances/redressal, reducing dropout to <10% via early intervention.

- Promote inclusivity through gender equity cells and accessibility audits, ensuring 50% women enrollment and ramps/EVs in all buildings, aligned with UoA's diversity strengths.

- Develop internship and job-focused counselling strategies, and hire career advisors in select departments to pilot the initiative.

Long-Term (2031-2047)

- Scale financial aid to endowment fund, providing lifelong support (e.g., alumni scholarships) for 5,000+ underprivileged students annually, with blockchain-tracked equity metrics.

- Implement data analytic tools to assess students 'holistic profiles, identifying potential candidates who excel in both academics and extracurriculars, while also promoting diversity

- Upgrade skills labs to VR/AR-enabled centers for advanced life skills (e.g., leadership, cultural competence), targeting 100% student participation in empowerment programs.

- Integrate comprehensive career ecosystems with global placements and startup incubators, aiming for 90% employability and 20% entrepreneurial ventures by 2047.

- Build adaptive support frameworks with mental health AI chatbots and peer networks, ensuring zero-dropout through predictive analytics and inclusive policies.

- Achieve full inclusivity with UNESCO-certified accessible campus, including 100% adaptive tech for disabled learners and multicultural hubs.

6.5.2 Research Scholars Induction and Development

Short-Term (2024-2030)

- Develop mandatory induction programs for 500 new PhD/post-doc scholars annually, including NEP-aligned coursework on research ethics, IKS, and methodologies, with 2-week orientations by 2026.

- Provide seed funding for 200 young researchers in thrust areas (e.g., climate, AI), as per Perspective Plan, to foster innovation and publication skills.

- Establish development workshops on grant writing, data analysis, and interdisciplinary collaboration, targeting 80% scholar participation via R&D Cell.

- Create mentorship frameworks pairing scholars with experienced faculty, including career counseling for academia/industry transitions, aiming for 70% completion rate.

- Integrate inclusivity by reserving 30% scholarships for women/SC/ST scholars, with support for international conferences.

- Monitor progress through annual reviews and digital portfolios, reducing attrition to <15% via supportive interventions.

Long-Term (2031-2047)

- Scale induction to global standards with hybrid programs incorporating AI ethics and sustainable research, onboarding 1,000 scholars/year by 2040.

- Expand funding for post-docs, enabling international fellowships and patent-focused development.

- Launch advanced development academies with VR simulations for research skills, ensuring 100% scholars publish in high-impact journals.

- Foster lifelong mentorship networks via alumni platforms, targeting 90% scholar placement in R&D roles aligned with Viksit Bharat.

- Promote inclusivity with 50% diverse scholar quotas and adaptive support (e.g., disability tech), audited biennially.

- Achieve zero attrition through predictive AI tools and wellness-integrated development paths.

6.5.3 Faculty Recruitment and Responsibilities

Short-Term (2024-2030)

- Recruit 300+ faculty to achieve 1:30 student-teacher ratio, prioritizing PhD holders from top institutions in emerging fields, per UGC norms by 2027.

- Define responsibilities via workload policies (40% teaching, 40% research, 20% admin/outreach), with annual performance contracts aligned with NEP.

- Conduct orientation programs for new hires on UoA ethos, pedagogy, and responsibilities, ensuring 100% compliance.

- Monitor via IQAC appraisals, linking responsibilities to incentives.

- Address gaps by delegating admin duties to reduce teaching load.

Long-Term (2031-2047)

- Maintain 1:20 ratio teacher student ratio, focusing on international experts for Viksit Bharat priorities.

- Evolve responsibilities to 30% global collaborations, with AI-assisted duty allocation for work-life balance.

- Achieve 100% diverse faculty through affirmative policies and bias-free recruitment tools.
- Integrate lifelong orientations with sabbaticals for responsibility updates.
- Tie promotions to holistic metrics (e.g., societal impact), ensuring 100% faculty satisfaction.

6.5.4 Faculty Empowerment and Professional Development

Short-Term (2024-2030)

- Organise workshops and training programs to enhance teaching methodologies, research capabilities, and digital proficiency.
- Encourage faculty to attend professional development programs and provide necessary support for the same.
- Organize 50 FDPs/year on NEP pedagogy, digital tools, and research (e.g., grant writing), targeting 90% faculty participation.
- Provide more professional incentives like conference funding and sabbaticals.
- Launch mentorship programs for junior faculty, pairing with seniors for skill enhancement.
- Integrate inclusivity training (e.g., gender sensitivity, disability awareness) in all programs.
- Track development via portfolios, linking to career advancement (e.g., promotions).
- Collaborate with MMTC for customized modules for the faculty and research scholars.

Long-Term (2031-2047)

- Integrating leadership training and advanced certifications into career advancement frameworks.
- Offer global fellowships and endowed development funds for Viksit Bharat alignment.
- Foster peer mentorship networks with alumni, achieving 100% faculty with international exposure.
- Embed wellness in development (e.g., leadership yoga), ensuring equity.
- Automate tracking with AI for personalized paths, targeting top-50 NIRF faculty metrics.

6.5.5 Recruitment and Career Advancement for Non-Teaching Staff

Short-Term (2024-2030)

- Clearly define job roles and competencies for non-teaching positions to recruit candidates with the right skills and qualifications. Recruit 350+ staff in admin/tech roles, prioritizing digital skills (e.g., Samarth portal).
- Define career paths with promotions based on performance/training.
- Regularly organising training programmes on digital tools and software to enhance the administrative efficiency. Conduct induction and skill workshops on ICT, ethics, and inclusivity.

Long-Term (2031-2047)

- Implement merit-based advancement with certifications and global training.
- Achieve 100% digital literacy and inclusivity compliance through continuous programs.
- Foster leadership tracks with rotations and equity pay scales.

6.5.6 Holistic Wellness and Engagement Framework

Perspective Plan includes health outreach and modernized facilities. This facility promotes physical/mental well-being and engagement.

Short-Term (2024-2030)

- Launch wellness centers with counseling, yoga, and health camps (e.g., NGO collaborations for literacy/health), serving 10,000 stakeholders/year.

- Modernize accommodation and facilities for safe, inclusive environments.
- Organize engagement activities (e.g., sports, NSS, cultural fests) with 80% participation targets.
- Integrate mental health support via helplines and peer groups, focusing on stress management.
- Promote inclusivity through disability-friendly wellness programs and gender equity workshops.

Long-Term (2031-2047)

- Build comprehensive wellness hubs with AI health trackers and global standards.
- Expand facilities to carbon-neutral campuses with integrated engagement spaces.
- Foster lifelong engagement via alumni wellness networks and community programs.
- Achieve 100% coverage with personalized plans.

6.6   Networking and Collaboration

UoA's strategic collaborations and Perspective Plan, focus on joint programs and resource sharing to enhance academic and research capabilities, building on models for regional clusters. The University broadens its horizons beyond academics. Through such initiatives, the University endeavours to widen the scope of academics, research and skill development. By providing better opportunities for students in terms of internships, job placements, and global exchange programs for students, the University plans to play a pivotal role in enriching their learning experience and boosting their employability.

6.6.1   Strategic Collaboration

Short-Term (2024-2030)

- Establish a Strategic Partnership Office to sign 20 new MoUs with regional institutions (e.g., BHU, AMU) for joint curricula and research, targeting 10 active collaborations by 2027.
- Develop a digital platform for collaboration tracking, integrating with Samarth for real-time MoU management, aiming for 50% of projects to be collaborative.
- Partner with UP government agencies for 5 regional clusters, enhancing resource sharing.
- Launch faculty exchange programs with 10 partners, targeting 200 exchanges to build strategic ties.
- Establishment and operationalisation of the Alumni Connect Cells (ACCs) within the University.

Long-Term (2031-2047)

- Expand to 50 strategic MoUs, including national consortia for Viksit Bharat themes, achieving 80% collaborative research output.

- Integrate SDGs into all strategies, targeting zero non-inclusive partnerships through diversity audits.

- Position UoA as a hub for Eastern UP collaborations, scaling to 20 clusters with policy influence.

6.6.2 Academic and Research Excellence

Short-Term (2024-2030)

- Forge 15 academic MoUs for joint PhD programs and curricula.

- Collaborate on 30 research projects with local institutions like MNNIT, focusing on thrust areas.

- Develop shared labs and resources, enhancing credibility through co-authored outputs.

- Implement faculty co-mentorship with partners, training 300 researchers for excellence.

- Align with NEP-2020 by integrating IKS in collaborative academics, targeting 50% programs with excellence metrics.

Long-Term (2031-2047)

- Scale to 40 research collaborations, achieving QS Asia Top-100 through joint centers.

- Secure ₹200 Cr for global research networks, producing 10,000 high-impact publications aligned with Viksit Bharat.

- Establish annual excellence awards for collaborative teams, with 90% projects yielding patents/publications.

- Benchmark credibility via international audits, ensuring 100% partnerships meet global standards.

- Foster lifelong academic networks via alumni platforms, targeting 80% graduate involvement in excellence initiatives.

- Integrate emerging tech (e.g., AI analytics) for research quality, positioning UoA as a leader.

6.6.3 Social Engagements and Services

Short-Term (2024-2030)

- Partner with NGOs and local bodies for 20 social projects (e.g., literacy drives, health services).

- Adopt 10 nearby villages for holistic development (e.g., skill training).

- Launch community engagement cells in departments, conducting 50 events/year like environmental campaigns.

- Collaborate on social research (e.g., Swachh Bharat studies), publishing 100 reports for policy impact.
- Ensure inclusivity by involving 30% marginalized groups in engagements, tracked via IQAC.
- Integrate NEP-2020's service learning in curricula, fostering 5,000 student volunteers.

Long-Term (2031-2047)

- Scale to 50 annual projects, impacting 50,000 via digital platforms for remote engagements.
- Establish Social Innovation Labs with partners, aligning with Viksit Bharat for sustainable services (e.g., eco-villages).
- Achieve UN-SDG certifications for engagements, with 200 collaborative reports influencing national policy.
- Foster global social networks (e.g., UNESCO ties), targeting zero community gaps.
- Position UoA as a regional social hub, with alumni-led lifelong service networks.

6.6.4 Industry-Academia Collaboration

Short-Term (2024-2030)

- Establish Industry Relations Office (IRO)or unit within university to handle all academic-industry collaborations.
- Initiate MoUs with micro, small and medium enterprises, particularly in sectors where University has strong academic programs.
- Host annual industry fairs for 500 interactions, enhancing employability (70% placement target).
- Develop consultancy policies, generating ₹10 Cr revenue through faculty-industry links.
- Integrate industry feedback in 70% curricula, per NEP-2020.

Long-Term (2031-2047)

- Expand to 40 MoUs, creating industry parks on campus for Viksit Bharat innovations.
- Achieve 90% industry-aligned placements through global fairs.
- Establish revenue-sharing models for consultancies, targeting ₹50 Cr/year.
- Lead national industry-academia forums, benchmarking credibility.
- The University shall take steps to launch a Global Social Innovation Impact Fund backed by industries that want to invest in projects with a high potential for positive social change, particularly in developing countries. Through this fund, the University's faculty and students can develop scalable solutions for pressing issues like clean water, renewable energy, or affordable healthcare.

6.6.5 Quality and Credibility

Short-Term (2024-2030)

- Collaborate for joint accreditations (e.g., with partners for NAAC prep).
- Implement quality audits in 20 partnerships, ensuring UGC compliance and credibility metrics.
- Publish collaborative reports on excellence.
- Achieve NIRF top-50 through credible networks.
- Foster transparent portals for collaboration credibility tracking.

Long-Term (2031-2047)

- Secure global accreditations (e.g., AACSB) via 30 partnerships, for Viksit Bharat credibility.
- Conduct AI-driven quality assessments, targeting top-100 QS.
- Publish 500 excellence benchmarks, influencing policy.
- Integrate ethics/IKS for holistic quality, audited internationally.
- Position UoA as a credibility leader in India.

6.6.6 Innovation and Entrepreneurship

Short-Term (2024-2030)

- Sensitize and engage alumni to promote innovation and entrepreneurship ecosystem in the University. Collaborate for innovation centers.
- Launch 20 startup programs via incubation centre, training 1,000 students.
- Host innovation fairs with partners, generating ventures.
- Align with NEP for entrepreneurial curricula in 70% programs.
- Secure grants for handicraft innovation, fostering social entrepreneurship.

Long-Term (2031-2047)

- Scale to 15 hubs, incubating 200 startups/year for Viksit Bharat.
- Global collaborations for unicorn pathways, ₹100 Cr funding.
- Achieve 100% entrepreneurial exposure to the students, with AI tools.
- Lead national innovation policies through networks.
- Focus on sustainable entrepreneurship.
- Target top-10 NIRF innovation rank.

6.6.7 International Collaboration

Short-Term (2024-2030)

- Create a robust policy framework and viable implementation structures for a smooth implementation of internationalization at the institution.
- Host global conferences and provide scholarships for student/faculty exchanges.

- Organize forums for awareness generation on internationalization; its dimensions, scope, significance, outcomes and modalities among institutional stakeholders.

Long-Term (2031-2047)

- Create vibrant International Relations Cells/ Nodal Persons for managing internationalisation initiatives among the constituent units of the institution.
- Expand to 30 MoUs, achieving 20% international enrollments for Viksit Bharat.
- Foster dual degrees with top universities.
- Use digital platforms for virtual networks.
- Work towards improving the institutional ranking through international engagements. Lead Indo-global forums, targeting QS recognition.

6.7 Physical Infrastructure

In its century long inheritance, the physical footprint of the University has grown up substantially. The University takes pride in its efforts to preserve the heritage infrastructure while creating a fine balance through the process of gradual modernisation. Physical supports are essential for fostering an environment conducive to academic achievement, research advancement, innovation, and the overall well-being of students. They establish the necessary infrastructure and resources that facilitate effective teaching, learning, and administrative functions.

6.7.1 Role of Physical Support

Short-Term (2024-2030)

- Enhance role by upgrading 100 existing classrooms to smart status with interactive boards and VR facilities, supporting 15,000 students by 2027.
- Established new learning hubs (e.g., skill labs), fostering multidisciplinary education per NEP-2020.
- Integrate physical spaces with digital tools (e.g., LMS-linked auditoriums) to support 50% hybrid learning, tracked via usage analytics.
- Develop 5 community engagement zones (e.g., cultural centers), enhancing outreach to 5,000 locals annually.
- Ensure inclusivity with ramps, EVs, and braille signage in 80% buildings, aligning with accessibility norms.
- Conduct annual space utilization audits to optimize 400-acre campus efficiency, targeting 90% occupancy.

Long-Term (2031-2047)

- In view of the increasing Gross Enrolment Ratio (GER) and inclination for distance or part-time learning in online mode, need based distance learning programmes shall be introduced.

- Transform campus into a smart ecosystem with AI-managed spaces (e.g., adaptive classrooms), supporting 25,000 students and Viksit Bharat goals.

- Expand infrastructure to a second campus (500 acres, ₹500 Cr), integrating green tech and research parks.

- Ensure carbon-neutral design with solar roofs and water recycling, audited biennially for sustainability.

- Position UoA as a regional physical support leader, with 100% stakeholder satisfaction.

6.7.2 Library as a Learning Resource: Futuristic Library System for Digital and AI Age

Short-Term (2024-2030)

- Upgrade library to a futuristic system with AI chatbots for resource discovery, adding 20,000 e-books and 200 e-journals annually, targeting 1 million resources by 2028.

- Launch 24/7 digital access via cloud-based platforms (e.g., NDL integration), serving more than 15,000 remote users.

- Train 50 librarians in AI tools and digital curation, aligning with NEP-2020's learning resource focus.

- Conduct user feedback surveys annually, aiming for 85% satisfaction in resource availability.

Long-Term (2031-2047)

- Evolve into a global digital library with AI-curated content (e.g., predictive recommendations), hosting 5 million resources for Viksit Bharat themes.

- Install VR/AR reading rooms for immersive learning (e.g., virtual heritage tours), accessible to 5,000 students/month with ₹10 Cr investment.

- Creation of 24 x 7 study spaces, integration of advanced technology for research, and establishment of a user feedback system shall be implemented.

- Train staff in advanced AI analytics, ensuring 100% digitized archives.

- Achieve UNESCO recognition as a futuristic library, with 95% user engagement.

Reading Hall
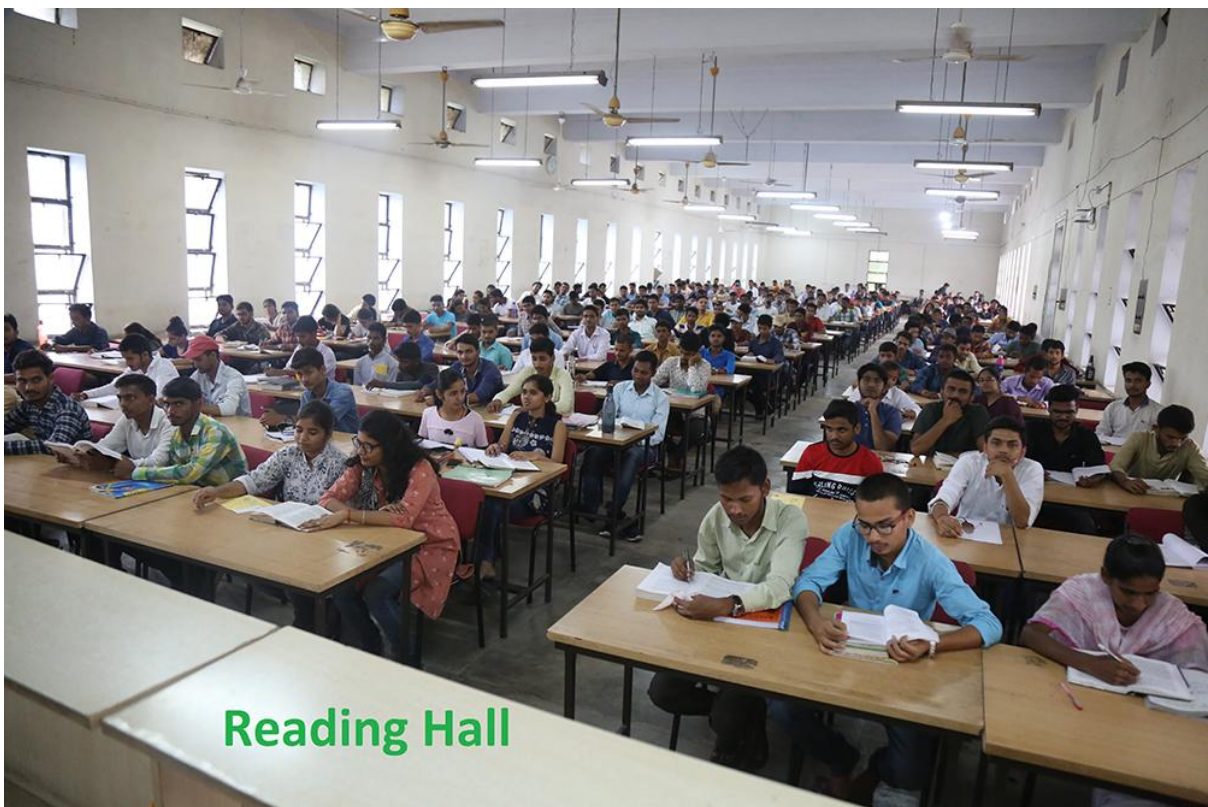
6.7.3 IT Infrastructure

Short-Term (2024-2030)

- Expand IT infrastructure with 150 additional smart classrooms and 10 computer labs (500 nodes), supporting 15,000 users.

- Upgrade campus Wi-Fi to 1 Gbps with 5G trials, ensuring 100% coverage across 400 acres by 2027.

- Install cybersecurity systems (e.g., firewalls, VPN) to protect 10,000 devices, reducing breaches by 90%.

- Train 300 faculty/staff in ICT tools via MMTC, aligning with NEP-2020's digital learning goals.

Long-Term (2031-2047)

- Scale to 300 smart spaces with Internet of Things (IoT) integration (e.g., smart boards, sensors), supporting 30,000 users for Viksit Bharat initiatives.

- Deploy 10 Gbps fiber-optic network with satellite backup, ensuring 100% uptime and global connectivity.

- Implement cloud-based LMS (e.g., Moodle upgrade) with AI analytics for 80% online course delivery.

- Develop AI-driven IT hubs for research (e.g., supercomputing), hosting 25+ projects annually.

- Enhance cyber security with quantum encryption, protecting 50,000 devices and achieving ISO 27001 certification.

- Benchmark against top global universities, targeting 98% infrastructure satisfaction.

6.7.4 Maintenance of Campus Infrastructure

Short-Term (2024-2030)

- Allocate ₹20 Cr annually for preventive maintenance of 100+ buildings, hostels, and labs, ensuring 90% uptime per RUSA guidelines.

- Implement green maintenance practices (e.g., rainwater harvesting, solar panels on 20% roofs), reducing energy costs by 30%.

- Establish a Maintenance Task Force with 50 trained staff, conducting quarterly inspections inspired by DU's proactive approach.

- Conduct annual stakeholder feedback (students/staff) to prioritize repairs, aiming for 85% satisfaction.

- Integrate NEP-2020 sustainability goals, targeting zero waste in 10% campus areas.

Long-Term (2031-2047)

- Increase maintenance budget to ₹100 Cr/year, covering a second campus and ensuring 100% facility uptime for Viksit Bharat standards.

- Achieve carbon-neutral maintenance with 100% solar-powered buildings and electric vehicles, audited biennially.

- Expand task force to 150 staff with AI tools for predictive maintenance, reducing downtime by 95%.

- Retrofit all infrastructure with smart systems (e.g., IoT sensors), enhancing durability for 30,000 users.

- Implement global sustainability certifications (e.g., LEED), targeting 98% satisfaction.

- Position UoA as a model for green campus maintenance, influencing regional policies.

6.8 Digital Infrastructure

Embracing the vision of Digital India, the University has pioneered the Samarth e-Gov platform, a ground-breaking solution within the digital public infrastructure. Leveraging the power of technology, this platform seamlessly integrates and supports the entire lifecycle of students and employees, transforming administrative processes and enhancing both transparency and competency

6.8.1 Digitalization of University of Allahabad through Samarth e-Gov

UoA's adoption of Samarth e-Gov (a MoE initiative for integrated e-governance) began with UG admissions in 2022-23 and expanded to PG in 2025-26, enabling seamless online processes for registration, counseling, and record management. This facility centralizes admissions, exams, and admin via Samarth's modules (e.g., student portal, ABC integration), reducing paper use by 70% and enhancing transparency per NEP-2020.

Short-Term (2024-2030)

- **Full Rollout Across Core Functions (2024-2026):** Extend Samarth to 100% admissions (UG/PG/PhD), examinations, and fee payments, integrating CUET-2025 data for real-time profile updates and seat allotment, targeting by 2026. This builds on current portals (allduniv.samarth.edu.in) for NEP-aligned multiple entry-exit tracking.

- **Integration with NEP Tools (2025-2027):** Link Samarth with APAAR ID and SWAYAM for credit transfers and MOOC enrollments, enabling students to access digital skill courses, with mandatory APAAR creation guides disseminated via handouts, workshops, video lectures etc.

- **Staff Training and Capacity Building (2024-2028):** Train 500 faculty/non-teaching staff on Samarth modules (e.g., grievance redressal, analytics), via several workshops/year with MoE support, reducing manual errors by 60% and ensuring 90% user adoption.

- **Data Security and Inclusivity Enhancements (2026-2030):** Implement biometric verification and multilingual interfaces (Hindi/English) for rural/SC/ST students, complying with Digital India standards; conduct annual audits for 100% data privacy.

- **Pilot for Advanced Features (2027-2030):** Introduce AI chatbots for query resolution and blockchain for credential issuance, piloting in 5 departments, targeting 70% paperless operations.

- **Monitoring and Feedback (Ongoing):** Establish a Digital Governance Cell under IQAC for quarterly reviews, using Samarth analytics to achieve 85% satisfaction via student/staff surveys.

Long-Term (2031-2047)

- **AI-Enhanced Ecosystem:** Evolve Samarth into an AI-orchestrated platform with predictive analytics for enrollment trends and personalized learning paths, integrating National Digital Education Architecture (NDEAR) for 100% Viksit Bharat-aligned digital services.

- **Quantum-Safe and Global Integration:** Upgrade to quantum encryption for secure international collaborations (e.g., joint PhDs), linking with global platforms like Coursera; achieve 100% interoperability with national e-gov systems.

- **Sustainability-Focused Expansion:** Incorporate green computing (e.g., solar-powered servers) and VR modules for virtual campus tours, ensuring carbon-neutral digital ops; extend to alumni lifelong learning.

- **Advanced Training and Innovation:** Mandate annual upskilling for 1,000 staff via VR simulations, fostering several in-house app developments (e.g., AR for heritage studies), aligned with NEP's innovation ethos.

- **Equity and Accessibility (Ongoing):** Achieve 100% digital inclusion with adaptive tech for disabled users and offline modes for remote areas, audited via UN-SDG metrics.

- **Global Benchmarking:** Position UoA as a NEP digital pioneer with ISO 20000 certification, influencing national policy through annual reports and collaborations with IITs.

7 CONCLUDING NOTES

The Institutional Development Plan (IDP) of the University of Allahabad serves as a comprehensive strategic blueprint, guiding its growth and transformation in alignment with its core vision and mission. It highlights the University's steadfast commitment to achieving its short-term, mid-term, and long-term objectives. The IDP addresses critical aspects of operations across eight key facilities—governance, academics, research, human resources, finance, networking and collaboration, physical and digital infrastructure. These forward-looking goals have been crafted with a practical and phased approach, ensuring both feasibility and sustainability. However, it is essential to acknowledge that the categorization of these goals requires ongoing monitoring and dynamic revision to stay relevant. The plan's inherent flexibility enables it to adapt to emerging challenges and seize new opportunities, positioning the University at the forefront of educational innovation and excellence. Through committed implementation, thorough evaluation, and regular updates, the IDP will empower the University of Allahabad to emerge as a distinguished leader in higher education and a role model for other institutions, nurturing an empowered academic community and making significant contributions to societal progress.

QUOT RAMI TOT ARBORES

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University of Allahabad