MEDHAVI SKILLS UNIVERSITY

Sikkim

INSTITUTIONAL DEVELOPMENT PLAN

Prepared in accordance with the UGC Guidelines for Institutional Development Plans for Higher Education Institutions, in the light of the National Education Policy 2020 and the assessment framework of the National Assessment and Accreditation Council

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1. PREAMBLE

[1.01] This Institutional Development Plan (the "Plan") sets out the broad direction in which Medhavi Skills University (the "University") intends to develop. It is the University's framework for aligning its vision, academic activity, resources and governance with its long-term aspirations.

[1.02] The Plan is prepared in accordance with the Guidelines of the University Grants Commission for Institutional Development Plans for Higher Education Institutions (the "UGC Guidelines"), and in the light of the National Education Policy 2020, the National Credit Framework, the Academic Bank of Credits, the National Higher Education Qualifications Framework and the Sustainable Development Goals.

[1.03] The National Education Policy 2020 seeks to transform higher education with a focus on holistic, multidisciplinary and skill-integrated learning that meets the needs of learners, industry and the economy. As a skills university, the University regards this vision as central to its purpose.

[1.04] Consistent with the UGC Guidelines, which are self-regulating and adaptable to the context of each institution, the Plan follows generic principles tailored to the University's mandate, character, location and stage of development. It operates within the statutory and regulatory framework applicable to the University, including the Acts, rules, regulations and guidelines of the University Grants Commission and other appropriate regulatory authorities, as in force from time to time.

[1.05] The Plan is a statement of intent. It is implemented through the University's statutory authorities and is reviewed by them periodically.

2. ABOUT THE UNIVERSITY

[2.01] Medhavi Skills University is a State Private University established under an Act of the Legislature of the State of Sikkim, and is included in the list of universities maintained by the University Grants Commission under Section 2(f) of the University Grants Commission Act, 1956.

[2.02] The University is constituted as a skills university. Its mandate is to integrate higher education with vocational education, training and skilling, through programmes in which academic learning and structured, credit-bearing practical learning are designed and assessed together, in line with the National Education Policy 2020 and the National Credit Framework.

[2.03] The academic work of the University is organised through its Schools, which offer programmes at various levels across disciplines relevant to the economy and to society. The University places emphasis on applied learning, professional competence, entrepreneurship and the employability of its graduates.

[2.04] All academic functions, including admission, curriculum, teaching, assessment and the award of qualifications, vest in the University and are exercised through its statutory authorities in accordance with its Act, Statutes, Ordinances and Regulations.

3. VISION, MISSION AND CORE VALUES

[3.01] **Vision.** To be a skills university of national standing, recognised for graduates who are ready for work and for life, and for widening access to quality skill-based higher education, particularly in the Eastern and North-Eastern region of India.

[3.02] **Mission.** The University will:

(i) offer focused, outcome-based programmes that integrate academic study with practical learning;

(ii) assure the quality and integrity of every qualification it awards;

(iii) build meaningful partnerships with industry and the community;

(iv) develop its faculty, research and innovation; and

(v) widen access to higher education and contribute to the development of the region.

[3.03] **Core values.** The University is guided by the following values:

VALUE	MEANING FOR THE UNIVERSITY
Integrity	Honesty and transparency in academic and administrative conduct
Learner-centredness	Every decision is tested against its benefit to students
Relevance to work	Learning that prepares graduates for real-world roles
Inclusion	Access and support for learners of every background
Accountability	Responsibility for outcomes at every level
Continuous improvement	Regular review and enhancement of everything the University does

4. SOCIAL AND ACADEMIC MISSION

Social mission

[4.01] Beyond its academic purpose, the University seeks to contribute to the wider social good. Its social mission includes:

(i) equitable access to quality and affordable higher education for all, including persons with disabilities;

(ii) creation and application of knowledge that addresses societal needs;

(iii) integration and embedding of vocational education, training and skilling into higher education, and the creditisation of academic, vocational and experiential learning;

(iv) development of industry-ready and entrepreneurial human resources that improve quality of life and well-being;

(v) reduction of inequalities, promotion of gender parity, diversity and inclusion, and environmental awareness in pursuit of the Sustainable Development Goals; and

(vi) mobility of learners and the workforce through recognised and portable credentials.

Academic mission

[4.02] The University's academic mission is to help learners realise their highest intellectual, professional and personal potential. It includes:

(i) promoting holistic and multidisciplinary education within a skill-integrated framework;

(ii) enabling the attainment of defined learning outcomes from the core learning of each discipline;

(iii) developing character, ethical and constitutional values, scientific temper, creativity and a spirit of service; and

(iv) building skills and competencies such as critical thinking, problem solving, innovation, design thinking, digital and computational thinking, communication, collaboration and decision making, as the foundation for lifelong learning.

5. GUIDING PRINCIPLES

[5.01] The Plan is founded on the following principles, adapted from the UGC Guidelines to the University's context:

(i) support for excellence in teaching, learning and research;

(ii) learner-centric teaching, knowledge creation, innovation and knowledge application;

(iii) integration and embedding of vocational education, training and skilling with general and holistic learning, as envisaged by the National Education Policy 2020 and the National Credit Framework;

(iv) a balance of institutional autonomy with accountability and responsibility;

(v) participation, inclusivity, openness and responsiveness to stakeholders;

(vi) good governance as the foundation for smooth execution of the Plan;

(vii) trust among stakeholders, and attention to their legitimate interests;

(viii) an enabling framework for innovation, incubation and entrepreneurship;

(ix) a long-term perspective, so that the University is future-ready; and

(x) alignment of internal quality processes with external quality assurance and accreditation.

6. OBJECTIVES OF THE PLAN

[6.01] The objectives of the Plan are:

(i) to articulate the vision and mission of the University and align them with national policy, the National Credit Framework, the Sustainable Development Goals and the University's educational, research and social objectives;

(ii) to assess institutional development needs through a consultative process;

(iii) to identify capacity requirements, human, material and financial, against the University's goals and priorities;

(iv) to guide annual activity and capacity-building plans;

(v) to establish a transparent framework for holistic and inclusive institutional growth, making optimal use of available tools, technologies and opportunities;

(vi) to promote lifelong learning, employability and entrepreneurship through the integration of skilling into higher education;

(vii) to promote academic collaboration and mobility, as permitted by the applicable regulations;

(viii) to ensure meaningful engagement of stakeholders in the development and implementation of the Plan;

(ix) to define indicators of progress, with targets set through annual action plans approved by the competent authorities; and

(x) to provide for periodic review and course correction.

7. STRATEGY FORMULATION

[7.01] The Plan has been formulated through a consultative process within the University, drawing on the perspectives of its Schools, academic and administrative functions and the Internal Quality Assurance Cell, and informed by feedback from students, employers and other stakeholders.

[7.02] In line with the UGC Guidelines, the following approach has been adopted:

STEP	APPROACH FOLLOWED BY THE UNIVERSITY
Identify strategic goals	Defining purpose and direction through analysis of strengths, weaknesses, opportunities and challenges (SWOC); portfolio analysis of programmes and capabilities; stakeholder analysis; and examination of interlinkages between academic, research, engagement and support functions
Define objectives	Translating goals into specific, measurable, attainable, relevant and time-bound objectives through annual action plans
Identify tactics	Choosing the means of achieving objectives, including resources, partnerships, thrust areas and sequencing
Prioritise initiatives	Concentrating effort and resources on the initiatives of greatest impact
Develop the plan	Assigning responsibilities, milestones and resources to each initiative
Implement	Executing through Schools and functions, with monitoring and adjustment
Review and report	Reviewing progress periodically and making changes needed for continued improvement

8. INSTITUTIONAL SELF-REVIEW

[8.01] The University periodically reviews its position to inform its development. The broad themes of the self-review are summarised below.

STRENGTHS	FOCUS AREAS FOR CONTINUOUS IMPROVEMENT
A skills-focused statutory mandate	Continuous enhancement of assessment and evaluation systems
Programme design integrating academic and practical learning	Deeper integration of digital systems across academic processes
Alignment with the National Credit Framework	Strengthening of the research and innovation culture
Engagement with industry	Consolidation of quality assurance and documentation
Responsive and agile institutional culture	Further development of faculty capacity

OPPORTUNITIES	CHALLENGES
Policy support for skill-integrated higher education	A dynamic regulatory and policy environment
Demand for skilled graduates in the region	A competitive higher education landscape
Accreditation and national quality frameworks	Attracting and retaining qualified faculty
Digital platforms for learning and administration	Balancing growth with sustained investment in quality

[8.02] The self-review indicates that the University's next stage of development lies principally in consolidating quality, assessment and governance across its existing activities, while building its research and digital capacity.

9. STRATEGIC GOALS

[9.01] Drawing on the indicative goals in the UGC Guidelines, the University has set the following strategic goals in its own words. They are directional and guide the development objectives in Section 10.

NO.	STRATEGIC GOAL
G1	Seamlessly integrate quality skill education within higher education, through the National Credit Framework and the Academic Bank of Credits
G2	Offer a focused portfolio of programmes of depth and quality, including in emerging domains
G3	Assure the quality and integrity of assessment and of every qualification awarded
G4	Achieve recognition through external assessment, accreditation and ranking frameworks
G5	Strengthen academia–industry and academia–community partnerships under the University's academic governance
G6	Enhance student employability, experiential learning and entrepreneurship
G7	Ensure accessible, transparent and equitable admissions, and support under-represented learners to success
G8	Recruit, develop, motivate and retain qualified faculty and staff
G9	Develop a sustainable research and innovation environment
G10	Adopt digital modes of learning, teaching and administration
G11	Build financial sustainability through prudent management and diversified income
G12	Foster relationships with alumni, communities, industry and other stakeholders, and contribute to regional development

10. DEVELOPMENT OBJECTIVES

[10.01] The strategic goals are pursued through development objectives grouped under the following dimensions, as indicated in the UGC Guidelines. The dimensions are discrete but integrated.

DIMENSION	DEVELOPMENT OBJECTIVES OF THE UNIVERSITY
Academic and fiduciary governance	Effective functioning of the statutory authorities; oversight of academic programmes and processes; sound financial stewardship
Curriculum and pedagogy	Outcome-based curricula; periodic curriculum review with industry input; learner-centred, experiential and blended pedagogy within applicable regulations
Integration of skills into academics at all levels	Programmes aligned with the National Higher Education Qualifications Framework and, where relevant, the National Skills Qualifications Framework; credit for practical and work-integrated learning; multiple entry and exit as permitted
Faculty and staff	Recruitment as per applicable norms; continuous professional development; performance management; recognition and retention
Governance and compliance	Administrative and financial governance; compliance with legal and regulatory requirements; risk management; transparency
Research and development	Research policy and priorities; research integrity; support for publication, intellectual property, innovation and incubation; external research funding as eligible

11. INSTITUTIONAL DEVELOPMENT FRAMEWORK: THE NINE ENABLERS

[11.01] The UGC Guidelines identify nine enabler parameters for institutional excellence. They are interdependent and are approached by the University as an integrated whole, with the physical and digital enablers treated as foundational and purpose-driven.

A. Governance enablers

[11.02] Good governance is the systematic approach by which the University is directed, controlled and held accountable. It balances autonomy with accountability, and the integrity of academic values with adequate control systems.

(i) Fully functional statutory authorities, including the Board of Management, the Academic Council, the Finance Committee and other bodies constituted under the Statutes.

(ii) Clear delegation of powers and decision-making through competent authorities.

(iii) Quality assurance mechanisms embedded in academic and administrative processes.

(iv) Stakeholder participation, including students, faculty, alumni and industry, through appropriate forums.

(v) Regulatory compliance, institutional risk management and appropriate public disclosure.

(vi) Effective grievance redress mechanisms for students and staff.

B. Financial enablers and funding models

[11.03] Financial enablers support the sustainable operation and development of the University within statutory and regulatory boundaries, combining compliant accounting with management information for decision-making.

(i) Annual budgets aligned with the priorities of the Plan.

(ii) Transparent, accountable and auditable financial processes.

(iii) A long-term approach to financial sustainability, including cost control and operational efficiency.

(iv) Diversification of income through sponsored research, consultancy, executive and continuing education, industry partnerships, corporate social responsibility support and philanthropy, as permitted.

(v) Collaboration with government agencies, industry and other institutions to leverage resources, as eligible.

C. Academic enablers

[11.04] Academic enablers are the reference points by which the University sets, describes and assures the quality and standards of its programmes, and creates a learning environment that attends to the well-being of students.

(i) Flexible, outcome-based curricula with appropriate integration of vocational education, training and skilling.

(ii) Use of industry experts in curriculum design and delivery, and mechanisms for regular curriculum upgradation.

(iii) Value-added and skill-enhancement courses, including soft skills, life skills and foundational technology skills.

(iv) A blend of theory and practice, with experiential learning in real or simulated environments.

(v) Learner-centred pedagogy combining traditional and modern methods, and the use of technology, including blended learning within applicable regulations.

(vi) Teaching-learning resources accessible to learners with disabilities.

(vii) Integration of co-curricular, cultural, sports and community activities in the learning experience.

(viii) Opportunities for students to undertake projects, research and innovation, including hackathons and competitions.

(ix) Adherence to prescribed student–teacher ratios and assessment standards.

D. Research and intellectual property enablers

[11.05] The University seeks to develop a research culture relevant to the sectors it serves, with emphasis on applied research and innovation.

(i) A research policy setting out priorities, support mechanisms and ethical standards.

(ii) A portfolio approach to research, including targeted and collaborative research in identified areas.

(iii) Encouragement of faculty qualifications at the doctoral level and of research supervision.

(iv) Doctoral and research programmes conducted in accordance with the applicable regulations.

(v) Support for publications, books, patents and other intellectual property by faculty, research scholars and students.

(vi) An intellectual property policy and support for innovation, incubation and start-ups.

(vii) Research integrity, including policies on academic integrity and the prevention of plagiarism.

E. Human resources enablers

[11.06] Effective management of human resources ensures that the right talent is attracted, nurtured and retained, and shapes the culture and outcomes of the University.

(i) Purpose-informed, transparent and inclusive recruitment as per applicable norms.

(ii) Induction, continuous professional development and leadership development.

(iii) Performance management linked to institutional goals.

(iv) Recognition of contributions to teaching, research, innovation and service.

(v) Career progression pathways and policies for retention.

(vi) Faculty exposure to industry practice, given the skills mandate of the University.

F. Supportive and facilitative enablers

[11.07] Supportive enablers attend to the welfare and success of the University community.

(i) Academic support, mentoring and bridge support for learners who need it.

(ii) Scholarships and financial support as approved by the University, and support for learners from economically weaker backgrounds.

(iii) Counselling and well-being support for students and staff.

(iv) Career guidance, placement and entrepreneurship support.

(v) Safety, safeguarding, anti-ragging and gender sensitisation measures.

(vi) Support for persons with disabilities and for learners from socially and educationally disadvantaged groups.

G. Networking and collaboration enablers

[11.08] Collaborations extend the University's capacity and the opportunities available to its students, and are undertaken so that the University's academic authority is preserved at all times.

(i) Structured agreements with industry for curriculum input, practical training, internships, projects and placement, preserving the University's authority over curriculum, assessment and award.

(ii) Collaborations with academic institutions, professional bodies and sector organisations for research, faculty development and student opportunities.

(iii) Engagement with government and civil society for skill development and regional development.

(iv) Alumni networks for mentoring, feedback and institutional support.

(v) International academic engagement as permitted by the applicable regulations.

(vi) Every collaboration undertaken through a written instrument approved by the competent authority, and periodically reviewed.

H. Physical enablers

[11.09] Physical infrastructure is developed in proportion to the University's programmes and student body, and in accordance with applicable norms.

(i) Classrooms, laboratories, workshops and skill facilities appropriate to programmes.

(ii) Library and learning resources, including digital resources.

(iii) Student amenities, including hostels, sports and recreation facilities, as required.

(iv) Accessibility of buildings and facilities for persons with disabilities.

(v) A green campus approach, including energy and water efficiency, waste management and environmental awareness.

I. Digital enablers

[11.10] Digital enablers support learning, administration and governance, consistent with national digital initiatives and the applicable guidelines.

(i) Progressive transition to paperless and digitally enabled processes.

(ii) Integrated platforms for admissions, fees, student records, examinations and results.

(iii) Learning management systems and digital content.

(iv) Digital credentialing and integration with the Academic Bank of Credits.

(v) An informative institutional website and online services for stakeholders.

(vi) Data protection and information security in accordance with applicable law.

12. OPERATIONALISATION

[12.01] Consistent with the self-regulating nature of the UGC Guidelines, the University operationalises the Plan through the following mechanisms:

MECHANISM	APPLICATION IN THE UNIVERSITY
Clear objectives	Measurable objectives aligned with the mission
Task breakdown	Strategic goals decomposed into actionable initiatives
Stewardship and responsibility	Governance oversight with responsibility assigned to Schools, functions and individuals
Collaborative environment	Sharing of knowledge and resources across Schools and functions
Metrics and indicators	Indicators to evaluate progress of initiatives and outcomes
Technological tools	Digital tools for tracking, reporting and communication
Communication	Open communication with stakeholders to build ownership
Training and development	Capacity building of staff to deliver the Plan
Resource allocation	Financial, technological and human resources aligned to priorities
Feedback	Regular reviews, surveys and feedback loops
Agility	Timely decision-making and adaptation to change
Stakeholder engagement	Involvement of faculty, staff, students and external partners
Continuous review	Periodic revisiting of the Plan for continued relevance

13. IMPLEMENTATION APPROACH

[13.01] The Plan is implemented in a phased manner, with each phase building on the previous one, within a long-term perspective.

PHASE	FOCUS
Short term	Consolidation of programmes, processes, quality systems, digital platforms and data
Medium term	Demonstration of quality through external assessment, accreditation and ranking participation; growth of research and collaborations
Long term	Distinction in focus areas through centres of excellence, research, innovation and graduate outcomes

[13.02] Each School and function translates the Plan into an annual action plan setting out initiatives, responsibilities, resources and indicators, which is approved and reviewed through the competent authorities.

14. MONITORING AND REVIEW

[14.01] Progress is monitored through indicators in the following areas. Specific indicators and targets are set through annual action plans.

ENABLER	ILLUSTRATIVE INDICATORS
Governance	Meetings of statutory bodies held as prescribed; timely compliance and reporting; grievances resolved
Financial	Budget utilisation; diversification of income; audit compliance
Academic	Curriculum reviews; learning outcome attainment; timeliness of examinations and results; student feedback
Research and intellectual property	Publications; projects; patents and other intellectual property; innovation activities
Human resources	Faculty qualifications; professional development undertaken; retention
Supportive and facilitative	Completion; progression; employment and higher studies; scholarships and support provided
Networking and collaborations	Active collaborations; internships and practical training; alumni engagement
Physical	Facilities developed; accessibility; green campus measures
Digital	Processes digitised; learning platforms in use; digital credentials issued

[14.02] The Internal Quality Assurance Cell monitors progress and reports periodically to the competent authorities. The Plan is reviewed periodically and may be updated by the competent authorities of the University.

15. ROLES AND RESPONSIBILITIES

BODY	ROLE
Board of Management	Approval and oversight of the Plan
Academic Council	Oversight of academic aspects
Finance Committee	Oversight of resource aspects
Vice-Chancellor	Leadership of implementation
Registrar	Coordination and compliance
Internal Quality Assurance Cell	Monitoring and progress review
Deans, Heads and functions	Implementation through annual action plans
Students, alumni and partners	Feedback and participation through appropriate forums

ANNEXURE. ALIGNMENT MATRIX

Alignment of the enablers of this Plan with the criteria of the assessment framework of the National Assessment and Accreditation Council, as in force.

ENABLER (UGC GUIDELINES)	PRINCIPAL NAAC CRITERION	SECTIONS OF THE PLAN
A. Governance	Governance, Leadership and Management	7, 11A, 12, 15
B. Financial	Governance, Leadership and Management	11B
C. Academic	Curricular Aspects; Teaching–Learning and Evaluation	10, 11C
D. Research and intellectual property	Research, Innovations and Extension	11D
E. Human resources	Teaching–Learning and Evaluation; Governance	11E
F. Supportive and facilitative	Student Support and Progression	11F
G. Networking and collaborations	Research, Innovations and Extension	11G
H. Physical	Infrastructure and Learning Resources; Institutional Values	11H
I. Digital	Infrastructure and Learning Resources	11I

NOTE

This Plan is a statement of the University's broad institutional intent and direction. It is indicative in nature and does not constitute a contract, undertaking or representation to any person. All initiatives are subject to the Act, Statutes, Ordinances and Regulations of the University, the applicable regulations of the University Grants Commission and other statutory bodies, and any approvals required under them. References to the higher education sector are general in nature and do not refer to any particular institution. The University may revise any part of this Plan through its competent authorities.