UNIVERSITY OF DESIGN, INNOVATION & TECHNOLOGY (UDIT)

Sector 68, Gurugram, Haryana - 122101

INSTITUTIONAL DEVELOPMENT PLAN

(2026-2031)

Five-Year Strategic Plan

1. Purpose and Planning Horizon

This Institutional Development Plan outlines UDIT's priorities for the first five-year cycle, 2026 to 2031. It defines the University's direction, identifies a limited set of strategic priorities, and establishes measurable indicators to review progress and impact.

The plan safeguards UDIT's distinctive academic identity while enabling responsible growth across Design, Management and Technology. It focuses on what the University will establish, strengthen and demonstrate during this period.

Five-Year Planning Principle
UDIT will scale systems, opportunities and impact while sustaining individualisation, academic rigour, contextual intelligence, co-creation and human agency.

1.1 Two implementation phases

Phase	Period	Primary Direction
Establish, Integrate & Consolidate	2026-2028	Build the baseline, academic capacity, faculty strength, systems, infrastructure and common quality practices required for growth. Integrate programmes and Schools through shared academic standards, learner pathways, co-creation and evidence.
Differentiate & lead	2029-2031	Demonstrate the distinctiveness and effectiveness of the UDIT model through mature transdisciplinary learning, sustained partnerships, research and knowledge creation, future-ready graduate outcomes, and reliable institutional systems.

At the end of this first cycle, UDIT will undertake a comprehensive review of achievement against the approved baselines, targets and qualitative evidence. UDIT will develop the next five-year Institutional Development Plan only after completing this review and considering the Action Taken Report (ATR), emerging regulatory requirements, institutional performance, and the external environment.

1.2 Decision lens

Lens	UDIT Interpretation
SCALE	Practices and capacities that widen access, opportunity and impact.
SUSTAIN	Academic qualities that define UDIT and must remain protected as the University grows.
ADD	Capabilities required by emerging disciplines, technologies, professions and institutional maturity.
REDUCE	Dependency, duplication, fragmentation and processes that do not demonstrably add value.

2. Vision, Mission and Central Proposition

2.1 Vision

To be a globally recognised learner-centric university that prepares individuals through transdisciplinary learning, empowering critical thinkers and innovative practitioners to create meaningful impact for sustainable growth.

2.2 Mission

Mission Area	UDIT Commitment
Individualised, Transdisciplinary & Transformative Learning	Nurture learner agency through individualised and transdisciplinary education, integrating making, co-creation, reflective practice, critical enquiry and evidence-based learning.
Contextual Intelligence & Impact	Develop thoughtful practitioners situated in cultural and societal contexts, capable of translating understanding into ethical, innovative and globally relevant impact.
Industry, Community & Knowledge Partnerships	Build sustained partnerships with industries, communities and other knowledge partners to connect academic enquiry with real-world challenges and co-create knowledge.
Future-Ready & Lifelong Learners	Prepare graduates for evolving global challenges and lifelong learning through emerging knowledge, skills and technologies.

2.3 UDIT's Central Value Proposition

INDIVIDUALISED AND TRANSDISCIPLINARY LEARNING CULTURE.
KNOWLEDGE THROUGH MAKING, CO-CREATION, & REFLECTIVE PRACTICES.
SUSTAINED PARTNERSHIPS WITH VARIOUS INDUSTRIES AND COMMUNITIES.
SITUATED IN LOCAL CONTEXT, CAPABLE OF INNOVATION & GLOBAL IMPACT.
RIGOUR THROUGH RESEARCH, CRITICALITY AND EVIDENCE.
FUTURE-READY GRADUATES FOR EMERGING PROFESSIONS, AND LIFELONG LEARNING.
SCALE THROUGH SYSTEM-ENABLED PRACTICES, WITH HUMAN AGENCY AT THE CENTRE.

Innovation is the connecting force across Design, Management and Technology. The central proposition is the value framework against which the five-year strategy, annual plans and the institutional review will be tested.

3. Five-Year Strategic Priorities

To keep the plan focused and measurable, the detailed institutional goals are consolidated into six strategic priorities. Together, they translate the central proposition into actions that can be reviewed using both quantitative measures and qualitative evidence.

Strategic Priority	2026-2028: Establish, Integrate & Consolidate	2029-2031: Differentiate & Lead	Five-Year Outcome
1. Individualised & Transdisciplinary Learning	Establish coherent academic standards, learner guidance and student-choice structures; strengthen programme readiness and fair access.	Deepen pathways, electives, cross-School learning, independent enquiry and transdisciplinary projects across Design, Management and Technology.	Individualised learning at greater scale, with learner agency, disciplinary depth and meaningful transdisciplinary opportunity.
2. Learning Through Making, Rigour & Future Skills	Embed enquiry, making, experimentation, formative feedback, criticality, evidence and authentic assessment; define and map future skills.	Demonstrate consistent use of experiential and reflective learning; periodically refresh future skills with academic, industry and technology inputs.	A distinctive learning culture in which graduates can think critically, make, test, reflect, adapt and continue learning.
3. Context, Partnerships & Impact	Formalise sustained industry and community engagement; strengthen live learning, internships and context-based projects.	Develop mature partnerships, reciprocal community work, selected international collaborations and projects that translate local intelligence into wider impact.	Industry and communities operate as sustained knowledge partners; locally situated learning contributes to contemporary and global practice.
4. Research, Co-Creation & Knowledge	Strengthen research governance and ethics; establish interdisciplinary research themes/groups; build shared repositories for academic and institutional evidence.	Increase faculty-student and partner-based research; develop selected publications, practice outputs, grants, IP/enterprise and evidence-led institutional improvement.	A growing research and knowledge-creation culture grounded in co-creation, criticality and evidence.
5. Faculty Excellence & Collective Culture	Recruit faculty in line with approved growth; strengthen induction, teaching, mentoring, research and interdisciplinary capability.	Develop academic leadership, cross-School collaboration, faculty scholarship, professional engagement and succession capacity.	Faculty growth supports academic quality, meaningful guidance and a collective culture of shared responsibility.
6. Systems, Governance & Sustainable Scale	Establish approved baselines; digitise priority workflows; strengthen quality assurance, data ownership, infrastructure and resource planning.	Integrate institutional systems and dashboards; align enrolment, workforce, infrastructure and budgets; reduce people-dependent and duplicated processes.	A coherent, evidence-led and system-enabled university in which technology strengthens institutional capacity while human agency remains central.

4. Five-Year Outcome and Impact Dashboard

The plan will be measured using approved indicators. Each indicator will have a verified 2026 baseline and a 2031 target.

Impact Domain	2026 Baseline	2031 Target	Qualitative Evidence of Impact
Individualised & Transdisciplinary Learning	Student headcount: 525 Student-to-faculty ratio: As per UGC Guidelines Progression/completion: 75% Interdisciplinary/elective participation: 100% Number of active programmes: 11	Student headcount: 3000 - 3500 Student-to-faculty ratio: As per UGC Guidelines Progression/completion: 85% Interdisciplinary/elective participation: 100% Number of active programmes: 20	Student feedback on agency and guidance; examples of individual learning pathways; programme-review evidence on fairness, coherence and disciplinary depth.
Making, Rigour & Future Skills	Programmes mapped to future skills: 100% Experiential/live-learning participation: 70% Students achieving defined programme learning outcomes: NA	Programmes mapped to future skills: 100% Experiential/live-learning participation: 85% Students achieving defined programme learning outcomes: 80%	Assessment samples, reflective work and portfolios; external/industry feedback; academic review evidence showing depth, criticality and evidence-based judgement.
Context, Partnerships & Impact	Active industry partners including Live projects & internships: 150 Community/context projects: 10 International collaborations: 5	Active industry partners including Live projects & internships: 300 Community/context projects: 20 International collaborations: 10	Partner and community feedback; documented reciprocal outcomes; case studies showing how local/contextual knowledge informed innovation or wider impact.
Research, Co-Creation & Knowledge	Active research projects/practice: NA Academic research outputs: NA Student research participation: NA External research/consultancy value: NA	Active research projects/practice: 10 Academic research outputs: 10 Student research participation: 5% External research/consultancy value: Rs. 5,00,000	Peer/external review, research-impact narratives, evidence of co-created knowledge, curriculum change or institutional improvement arising from research/evidence.
Faculty Excellence & Collective Culture	Faculty count: 35 Faculty retention: NA Faculty development initiatives: NA Cross-School initiatives: NA	Faculty count: 100 Faculty retention: 60% Faculty development initiatives: 20 Cross-School initiatives: 10	Teaching/mentoring quality feedback; peer review; evidence of faculty scholarship, professional/community engagement and academic leadership development.

Impact Domain	2026 Baseline	2031 Target	Qualitative Evidence of Impact
Systems, Governance & Sustainable Scale	Priority institutional processes operating through approved digital systems: 20% Core institutional data complete and validated: NA Quality and review actions closed within approved timelines: NA Academic infrastructure capacity available against approved requirement: NA Approved strategic initiatives supported by allocated resources: NA	Priority institutional processes operating through approved digital systems: 60% Core institutional data complete and validated: 80% Quality and review actions closed within approved timelines: 60% Academic infrastructure capacity available against approved requirement: 70% Approved strategic initiatives supported by allocated resources: 5%	Documented improvements in process consistency, transparency and decision-making; evidence of institutional data informing academic and resource decisions; and stakeholder feedback on service effectiveness.

4.1 Data principles

Principle	Application
Approved definitions	Use one institutional definition for student headcount, faculty FTE, student-to-faculty ratio, active partnership, research output and other recurring measures.
Evidence, not activity alone	Where possible, combine counts with evidence of quality or impact. A partnership, project or system should be counted only when there is documented activity and outcome.
Baseline integrity	Use 2026 as the formal baseline year unless a different reporting year is formally approved.
Target approval	Insert only institutionally approved targets. Unapproved projections should not be presented as commitments.
Ownership	Every measure should have an identified institutional owner, source system/repository and review frequency.

5. Implementation and Action Taken Report (ATR) Matrix

The Annual Institutional Development Plan will translate the five-year priorities into owned and time-bound actions. The same matrix will serve as the Action Taken Report so that implementation can be demonstrated through evidence rather than narrative alone.

Field	What to Record
Strategic priority	One of the six five-year strategic priorities.
Annual action / commitment	Specific action approved for the academic/financial year.
Baseline and target	Starting value and approved annual/2031 target, where quantitative.
Owner and supporting units	Named accountable office/role and collaborating units.
Evidence	Dashboard, academic record, review report, project evidence, survey, audit, partner record or approved data source.
Outcome	Quantitative and qualitative outcomes
Status	Achieved / Partially Achieved / Deferred, with reason where applicable.
Action taken / next step	Corrective action, enhancement, continuation or closure decision.

6. Review, Governance and Course Correction

Review Point	Purpose
Semester	Academic experience, curriculum delivery, assessment, learner feedback, teaching/mentoring and immediate academic issues.
Annual	Progress against approved IDP actions and KPIs; enrolment/capacity; faculty; research; partnerships; systems; infrastructure; finance and quality. Annual ATR issued.
End of 2028	Phase review: assess whether the required baseline, capacity, academic coherence, programme readiness, faculty strength and systems are sufficiently established for the 2029-2031 phase.
2031	Comprehensive five-year evaluation against baseline, targets and qualitative evidence; final ATR; identification of priorities, unresolved gaps and changed conditions.
After 2031 review	Develop and approve the next five-year Institutional Development Plan using evidence from the completed cycle, stakeholder inputs, regulatory developments and emerging academic/professional needs.

6.1 Institutional learning cycle

EXPERIENCE -> EVIDENCE -> DIALOGUE -> REFLECTION -> DECISION -> ACTION -> EVALUATION -> ENHANCEMENT

6.2 Principal safeguards

Risk	Primary Safeguard
Growth dilutes individualised learning	Align enrolment, faculty capacity, mentoring/guidance and learning infrastructure; monitor the approved student-to-faculty ratio and student experience.
Academic quality becomes inconsistent	Use common academic standards, programme/course review, moderation, curriculum mapping and faculty development while preserving disciplinary difference.
Faculty or infrastructure capacity lags	Sequence growth through approved workforce, space, laboratory/studio and capital plans.
Partnerships become activity-driven	Prioritise sustained partnerships with defined academic purpose, evidence and reciprocal outcomes.
Processes remain people-dependent	Document critical processes, establish data ownership and digitise priority workflows while retaining human judgement.
Growth is measured only by volume	Use the five-year dashboard and ATR to track both quantitative achievement and qualitative impact.

6.3 Alignment

The five-year plan remains aligned with the University's statutory and academic responsibilities and with the broad UGC IDP enablers, including governance, finance, academics, research and IP, student support, human resources, collaboration, infrastructure and digital capability. Annual plans will provide detailed operational and regulatory evidence.

6.4 Contingency, Review and Course Correction

The implementation of this Institutional Development Plan is subject to periodic review in response to circumstances that may materially affect the University's operating environment. These may include natural disasters, public health emergencies, significant regulatory or policy changes, economic disruptions, technological developments, or other events beyond the University's reasonable control.

Where such circumstances affect the feasibility, sequencing or timelines of approved actions and targets, UDIT may review and recalibrate its implementation priorities through the appropriate institutional governance processes. Any material revision will be supported by a documented rationale, relevant evidence and necessary approvals.

Such a review will not alter the University's commitment to the core objectives and values of this Plan but will enable responsible course correction to ensure that institutional quality, academic continuity, learner interests and long-term sustainability remain protected.

7. Conclusion

UDIT's first five-year Institutional Development Plan is a plan for growth with identity. By 2031, the University should be able to demonstrate that increased scale has broadened opportunity without eroding individualization; that transdisciplinary learning has advanced without weakening disciplinary depth; that making, co-creation, research, criticality and reflection are visible in academic practice; that industry and community relationships have matured into sustained knowledge partnerships; that graduates are better prepared for emerging professions and continued learning; and that institutional systems have strengthened consistency and evidence without displacing human agency.

The detailed academic principles and development ideas that informed this plan will continue to guide institutional decision-making. Its final Action Taken Report will provide the evidence base for the next five-year plan, which will be reviewed and developed after the 2026-2031 cycle.

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