Graphic Era Hill University

DEHRADUN • BHIMTAL • HALDWANI

INSTITUTIONAL DEVELOPMENT PLAN

2025–26 to 2030–31

Graphic Era Hill University

DEHRADUN • BHIMTAL • HALDWANI

Prepared in accordance with the UGC Guidelines for Institutional Development Plans and aligned with NEP 2020, NCrF and the NAAC Binary Accreditation Framework

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Preface

Graphic Era Hill University (GEHU) has prepared this Institutional Development Plan (IDP) in November 2024 to guide its development over six academic years, from 2025–26 to 2030–31. The plan is written at a turning point. In January 2024, the University came under the Uttarakhand Private Universities Act, 2023, which replaced the Graphic Era Hill University Act, 2011, introduced new statutory authorities, and made NAAC accreditation an explicit legal obligation. At the same time, NEP 2020, the National Credit Framework and the new NAAC binary accreditation framework are changing what quality means for every Indian university.

GEHU enters this period with real strengths: three campuses in Dehradun, Bhimtal and Haldwani, a wide range of programmes, a large volume of research publications and patent filings, a strong placement network, and the support of the wider Graphic Era ecosystem. It also has clear gaps: a high faculty–student ratio, a thin senior faculty cadre, modest external research funding, few granted patents relative to filings, no incubator or innovation lab of its own, no village adoption under Unnat Bharat Abhiyan, and an organisational structure still built around departments rather than Schools. Most importantly, GEHU has not yet secured NAAC accreditation in its own name.

This IDP follows the UGC Guidelines for Institutional Development Plans for Higher Education Institutions and is aligned with NEP 2020, the National Credit Framework, the Academic Bank of Credits, the Sustainable Development Goals and the National vision of Viksit Bharat@2047. Its structure mirrors the eight components of the UGC guidelines, presented as enablers with phased short-, mid- and long-term goals, so that each School, campus and office can see what is expected of it and by when.

The plan is a living document. It will be reviewed at the end of each goal term by the IDP Implementation Committee, audited through the Academic and Administrative Audit, and revised where progress, regulation or circumstances require.

Message from the Vice-Chancellor

Dear members of the GEHU family,

It gives me great pleasure to present the final version of the Institutional Development Plan of Graphic Era Hill University for 2025–26 to 2030–31. Since 2011, GEHU has grown into a multidisciplinary university serving students across Dehradun, Bhimtal and Haldwani, true to our Founder President Prof. (Dr.) Kamal Ghanshala's vision of bringing quality higher education to the young people of the hills.

The coming six years will test us in new ways. The Uttarakhand Private Universities Act, 2023 gives us a new statutory framework, NEP 2020 asks us to reimagine how we teach and learn, and the NAAC binary framework asks us to demonstrate our quality with evidence. This plan is our response. It commits us to accreditation in our own name, a School-based structure, a stronger and more senior faculty, research valued for its quality and impact rather than its volume, and an innovation and incubation ecosystem of our own.

The plan is also candid about where we must improve: our faculty–student ratio, external research funding, documentation and institutional outreach to the communities around us. Every goal in it has an owner, a timeline and an indicator, and we will review our progress every year.

I thank the members of the IDP Core Team, our faculty, staff, students, alumni and industry partners for their contributions, and the Graphic Era Educational Society for its unwavering support. I invite every member of the GEHU family to make this plan their own.

Prof. (Dr.) Sanjay Jasola

Vice-Chancellor, Graphic Era Hill University

April 2025

Vision, Mission and Core Values

The IDP Core Team reviewed the University's Vision and Mission at its first meeting on 15 June 2024 and resolved to retain them unchanged as the basis of this plan.

Vision

> *We visualise Graphic Era Hill University as an internationally recognised, inquiry-driven, ethically engaged university with a diverse community, whose members work collaboratively for positive transformation in the world by pioneering teaching, research and social awareness.*

Mission

> *The mission of Graphic Era Hill University is to promote learning in the true spirit. The University offers the knowledge and skills needed to succeed as professionals, and the values and sensitivity needed to be responsible citizens of the world.*

Core Values

- **Integrity:** honesty in teaching, research, assessment, administration and public communication.
- **Excellence:** high standards in everything the University does, measured and improved continuously.
- **Inclusion:** access for learners from the hills of Uttarakhand, women, persons with disabilities and under-represented groups.
- **Inquiry and innovation:** curiosity, research and entrepreneurship as part of every programme.
- **Service:** responsibility to the Himalayan region, its communities and its environment.
- **Collaboration:** partnership with industry, alumni, other institutions and society.

Strategic Goals 2025–26 to 2030–31

The Vision is translated into seven strategic goals. Every goal in the enabler sections that follow serves at least one of them.

1. Complete the transition to the Uttarakhand Private Universities Act, 2023 and achieve binary NAAC accreditation.
2. Reorganise the University into Schools and deliver NEP-aligned, outcome-based, multidisciplinary and skill-integrated education in every programme.
3. Build a faculty body of the right size, seniority and qualification to support teaching, research and doctoral supervision.
4. Shift research from volume to quality, external funding, granted patents and real-world impact, supported by the University's own innovation and incubation infrastructure.
5. Make GEHU a regional anchor for the Himalayan economy, environment and communities of Uttarakhand.
6. Strengthen governance, quality assurance, financial sustainability and data discipline.
7. Build a distinct and accurately communicated GEHU identity, nationally and internationally, within the wider Graphic Era family.

List of Abbreviations

Abbreviation	Full form
AAA	Academic and Administrative Audit
ABC	Academic Bank of Credits
ABDC	Australian Business Deans Council (journal list)
ADR	Alternative Dispute Resolution
AI	Artificial Intelligence
AICTE	All India Council for Technical Education
AISHE	All India Survey on Higher Education
ANRF	Anusandhan National Research Foundation
AQAR	Annual Quality Assurance Report
AR / VR	Augmented Reality / Virtual Reality
ATR	Action Taken Report
BCI	Bar Council of India
BIS	Bureau of Indian Standards
BoG / BoM	Board of Governors / Board of Management
CAS	Career Advancement Scheme
CERT-In	Indian Computer Emergency Response Team
CO / PO / PSO / PEO	Course Outcome / Programme Outcome / Programme Specific Outcome / Programme Educational Objective
CoE	Centre of Excellence
CSIR	Council of Scientific and Industrial Research
CSR	Corporate Social Responsibility
DBT	Department of Biotechnology
DPDP Act	Digital Personal Data Protection Act, 2023
DST	Department of Science and Technology
ERP	Enterprise Resource Planning
FDP / MDP / EDP	Faculty / Management / Entrepreneurship Development Programme
FPO	Farmer Producer Organisation
GEU	Graphic Era (Deemed to be University)
GEHU	Graphic Era Hill University
GRIHA / IGBC	Green Rating for Integrated Habitat Assessment / Indian Green Building Council
HR	Human Resources
ICAR	Indian Council of Agricultural Research
ICMR	Indian Council of Medical Research
ICSSR	Indian Council of Social Science Research

Abbreviation	Full form
IDP	Institutional Development Plan
IKS	Indian Knowledge Systems
INC / PCI	Indian Nursing Council / Pharmacy Council of India
IoT	Internet of Things
IPR	Intellectual Property Rights
IQAC	Internal Quality Assurance Cell
IRINS	Indian Research Information Network System
JRF / SRF	Junior / Senior Research Fellowship
LMS	Learning Management System
MOOC	Massive Open Online Course
MoU	Memorandum of Understanding
MSME	Micro, Small and Medium Enterprise
NAAC	National Assessment and Accreditation Council
NAD	National Academic Depository
NBA	National Board of Accreditation
NCHMCT	National Council for Hotel Management and Catering Technology
NCrF	National Credit Framework
NEP	National Education Policy 2020
NGO	Non-Governmental Organisation
NHEQF / NSQF	National Higher Education / Skills Qualifications Framework
NIRF	National Institutional Ranking Framework
NPTEL	National Programme on Technology Enhanced Learning
NSS / NCC	National Service Scheme / National Cadet Corps
OBC / SC / ST	Other Backward Classes / Scheduled Castes / Scheduled Tribes
ORCID	Open Researcher and Contributor ID
PBL	Project-Based Learning
PhD	Doctor of Philosophy
R&D	Research and Development
RAWE	Rural Agricultural Work Experience
SWAYAM	Study Webs of Active-Learning for Young Aspiring Minds
SWOC	Strengths, Weaknesses, Opportunities and Challenges
TBI	Technology Business Incubator
UBA	Unnat Bharat Abhiyan
UG / PG	Undergraduate / Postgraduate
UGC	University Grants Commission

About Graphic Era Hill University

GEHU is a multi-campus private state university in Uttarakhand, sponsored by the Graphic Era Educational Society, Dehradun, and founded by Prof. (Dr.) Kamal Ghanshala. It was established by the Graphic Era Hill University Act, 2011 (Uttarakhand Act No. 12 of 2011) and is recognised under Section 2(f) of the UGC Act, 1956. Since January 2024 it has been incorporated under the Uttarakhand Private Universities Act, 2023 (Uttarakhand Act No. 02 of 2024), which repealed the 2011 Act while saving all decisions and acts made under it.

The University's founding purpose is to bring affordable, high-quality higher education to young people from the hills of Uttarakhand. Under Section 13 of the 2023 Act, at least 25% of seats are reserved for permanent residents of Uttarakhand as well as other Himalayan states, who receive at least a 25% rebate in tuition fees. GEHU also offers merit scholarships of up to 70%, an additional 10% concession for women candidates and a 5% tuition waiver for wards of defence personnel.

Campuses

Campus	Established	Setting	Main academic areas (2024–25)
Dehradun (Bell Road, Clement Town)	2011	Cantonment area beside Rajaji National Park, facing the Shivalik Hills	Engineering (CSE, ME, Civil), Computing, Management, Commerce, Law, Design and Fine Arts, Media, Allied Sciences, Pharmacy, Agriculture, Humanities, Polytechnic, B.Voc
Bhimtal (Sattal Road, Nainital)	2011	Kumaon foothills of the outer Himalaya	Engineering (CSE, ME, Civil, ECE), Computing, Management, Commerce, Nursing, Pharmacy, Polytechnic, BSc Agriculture
Haldwani (Tularampur)	2020	Commercial gateway to Kumaon	Computer Science, Computing, Management, Commerce, Hotel Management, Media and Mass Communication.

Academic structure in 2024–25

The University offers Diploma (Polytechnic), Undergraduate, Postgraduate and Doctoral programmes through departments, several of which are styled as Schools (Management, Commerce, Law, Pharmacy, Agriculture and Computing) but without a formal School structure or Deans. Programmes are offered in the following areas:

- **Engineering:** B.Tech in Computer Science and Engineering (with AI and Machine Learning, AI and Data Science, Cyber Security, and IoT specialisations), Mechanical (Electric Vehicles, Mechatronics, Automobile, Robotics and Automation), Civil (Construction Management, GIS and Remote Sensing, Environmental, Geoinformatics) and Electronics and Communication (VLSI); M.Tech in CSE, Mechanical (Electric Vehicles) and Applied Geology; Polytechnic diplomas.
- **Computing:** BCA (including AI and Data Science, Cyber Security and industry-integrated variants), B.Sc. IT, MCA and MCA (AI and Data Science).
- **Management and commerce:** BBA (with ACCA, AI and Data Science, E-Commerce and Digital Marketing, Hospital Administration, Entrepreneurship and Aviation variants), MBA (with Agri-Business Management), B.Com. (Hons.) with ACCA and CMA (US) options, M.Com.
- **Law:** B.A. LL.B. (Hons.), B.B.A. LL.B. (Hons.), LL.M.
- **Health sciences:** B.Pharm., M.Pharm., B.Sc. Nursing.

- **Agriculture:** B.Sc. (Hons.) Agriculture; M.Sc. Agronomy, Genetics and Plant Breeding, Horticulture (Vegetable Science).
- **Sciences:** B.Sc. (Hons.) Mathematics, Physics and Chemistry (with research options); M.Sc. Data Science and Statistics, Physics, Environmental Science.
- **Design, media and humanities:** B.Des. (Fashion Design, Animation and Gaming, UX and Interaction), BFA, B.Sc. and M.Sc. Animation, MFA, MFM; BA and MA Journalism and Mass Communication; BA (Hons.) and MA English; BA (Hons.) Economics.
- **Hospitality:** Bachelor of Hotel Management and Certificate Courses (Haldwani).
- **Doctoral programmes** on all three campuses.

The Graphic Era Ecosystem

GEHU students and faculty benefit from the wider Graphic Era Group of Institutions, which includes Graphic Era (Deemed to be University), Graphic Era Hospital (established 2021), the Graphic Era Institute of Medical Sciences (launched 2024) and Graphic Era Global School. Through this ecosystem, GEHU has access to the central instrumentation facilities of Graphic Era (Deemed to be University) for research, and to hospital facilities for clinical training of nursing and pharmacy students. Joint conferences, shared experts and joint patent filings are common. These links are a real strength, but they also mean that GEHU must take care to build, measure and report its own institutional record separately.

Key facts (as of December 2024)

Indicator	Value	Source
Students on roll	19,559	Academic records
Regular faculty	631	HR records
Faculty–student ratio	1:31	University FSR data
PhD scholars on roll	About 189	Research Cell
Scopus-indexed documents	About 3011	Research Cell
Patents	About 1,086 published (2019–2023); 36 granted (2020–2024), including 10 in 2024	Research Cell
Placement offers	2,270+ offers from 250+ recruiters in the last year	GEHU Brochure
International engagement	30+ international students on campus	GEHU Brochure
Recognitions cited by the University	Among the top 10 universities for digital initiatives (MHRD); best upcoming innovative university (CCLA); one of the largest consumers of MOOCs	GEHU Brochure
NAAC accreditation	Planned	
NIRF participation	Planned	
NBA / professional accreditation	Planned	

Approach to the IDP

The IDP was prepared by a Core Team chaired by the Vice-Chancellor, built on an evidence base of the University's own data, and organised around the eight enablers of the UGC guidelines.

Process followed

1. The Vice-Chancellor, Prof. (Dr.) Sanjay Jasola, constituted the IDP Core Team on 3 June 2024, with campus directors, the Registrar, the Finance Head, the IQAC Director, Heads of departments and special invitees from Graphic Era (Deemed to be University). Its first meeting on 15 June 2024 reaffirmed the Vision and Mission.
2. Enabler sub-committees, each led by a senior academic or officer, assessed needs and capacity in their area.
3. Departments prepared plans with goals, actions and indicators, grouped in Annexure B under the Schools proposed in this plan.
4. Baselines were compiled from the University's monthly activity reports for 2024, research and patent records, admissions brochures, and the provisions of the Uttarakhand Private Universities Act, 2023.
5. Stakeholders were consulted (Students, Alumni, Faculty, Employers/Industry, Parents)
6. The plan was approved by the Academic Council, Board of Management and Board of Governors.

Time horizons

Goals in every enabler are phased over three horizons within the six-year plan period.

Horizon	Academic years	Purpose
Short-term	2025–26 to 2026–27	Complete the statutory transition, set up Schools and missing structures, close compliance gaps, achieve NAAC accreditation readiness
Mid-term	2027–28 to 2028–29	Scale what works, raise faculty strength, research quality and student outcomes, achieve NAAC accreditation
Long-term	2029–30 to 2030–31, with a perspective to 2035	Consolidate, benchmark nationally and globally, prepare the next IDP

SWOC analysis

Strengths	Weaknesses
Three campuses serving both the plains and the hills of Uttarakhand, with a clear founding mission of affordable access.	Not yet NAAC-accredited in its own name, although the 2023 Act requires accreditation.
A wide, multidisciplinary portfolio from diploma to PhD.	A faculty–student ratio of about 36–39:1 and a thin senior cadre. Several departments have no Professor.
High research volume: about 3011 Scopus-indexed documents in 2024 and around 1,086 patents published in 2019–2023.	Only 36 patents granted in 2020–2024, a large spike in filings in 2022–23, and many filings shared with Graphic Era (Deemed to be University).
A placement network of more than 250 recruiters, with top offers from global technology companies.	Low external research funding and consultancy income; few full-time PhD scholars.
Regular international and national conferences, including IEEE-sponsored AutoCom-24 and CYBERCOM-24, ICICEPC 1.0 and ICISALT-2024.	No innovation lab, incubator or Centre for IKS of its own; entrepreneurship activity is event-based.
Active NSS and NCC units, environmental campaigns and Rural Agricultural Work Experience.	No village adoption under Unnat Bharat Abhiyan; outreach is not yet institutionalised.
Digital initiatives such as the Uni-Saaransh portal, a university dashboard and strong MOOC uptake.	An organisational structure based on departments, without Schools or Deans; uneven documentation and data across offices.
Access to the Graphic Era ecosystem, including Graphic Era hospital, and Global School	Limited international partnerships with real activity; public communication sometimes blurs GEHU and GEU achievements.

Opportunities	Challenges
The 2023 Act gives a clear, modern governance framework and an occasion to rewrite Statutes and Ordinances.	Statutory deadlines under the 2023 Act, including new Statutes within one year and NAAC accreditation.
NEP 2020, NCrF and ABC allow flexible, multidisciplinary and skill-integrated programmes, minors and multiple exits.	Intense competition among private universities in North India.
Himalayan challenges (climate resilience, mountain agriculture, disaster risk, health access, sustainable tourism) offer a distinctive research and outreach niche.	Rapid change in skill demand, especially from artificial intelligence.
National and state funding through ANRF, DST, DBT, ICAR, ICSSR, UCOST and Uttarakhand government departments.	Difficulty attracting senior faculty to hill campuses.
Group synergies with Graphic Era Hospital for health, pharmacy and nursing research and Graphic Era Global School.	Heavy reliance on tuition income in a self-financed university.
NAAC binary accreditation and NIRF participation as levers for internal improvement.	Climate and disaster vulnerability of the Himalayan region.
A growing alumni base for mentoring, placement and philanthropy.	New compliance demands, including the Digital Personal Data Protection Act, 2023 and the revised NAAC framework.

1. Governance Enablers

Governance at GEHU will complete the transition to the Uttarakhand Private Universities Act, 2023 by 2025–26 and move from good intentions to documented, signed and audited practice, so that every decision can be traced to an approved policy and every policy to its outcome. Good governance is the enabler on which all others depend.

Under Section 26 of the 2023 Act the authorities of the University are the Board of Governors, the Board of Management, the Academic Council, the Board of Examinations, the Boards of Studies, the Planning Board and the Finance Committee. Its officers are the Visitor (the Governor of Uttarakhand), the President, the Vice-Chancellor, the Pro-Vice-Chancellor, the Deans, Principals and Directors, the Registrar, the Finance Officer and the Controller of Examinations. Statutes and Ordinances made under the repealed 2011 Act continue until new ones are made, and new Statutes must be submitted to the State Government within one year of the Act's commencement. The Board of Governors, Board of Management, Academic Council, Board of Examinations, Planning Board and Finance Committee exist in the form required by the 2023 Act. The Academic Council last met on 23 November 2024 (26th meeting).

1.1 Statutory Transition and IDP Governance

The 2023 Act changes the composition and powers of the University's authorities and sets new obligations, including an annual report to the Visitor and State Government before 31 December each year. Completing this transition is the first governance priority of the plan.

Short-term goals (2025–26 to 2026–27)

- Prepare and submit the new Statutes of the University to the State Government, and frame new Ordinances and Regulations under them, approved by the competent authorities.
- Review the IDP draft including incorporating the suggestions of the Academic council for placing before Board of Management and Board of Governors for approval.
- Host the approved IDP, the Act, Statutes, Ordinances and the composition and minutes of every statutory authority on the University website.

Mid-term goals (2027–28 to 2028–29)

- Convert the IDP Core Team into a standing IDP Implementation Committee chaired by the Vice-Chancellor, meeting every quarter to review progress against Annexure A.
- Link the annual budget and each School's annual action plan directly to IDP goals.
- Prepare an Annual Report every year under the direction of the Board of Management, have it approved by the Board of Governors and submit it to the Visitor and State Government before 31 December, as required by Section 46 of the Act.

Long-term goals (2029–30 to 2030–31 and beyond)

- Commission an external review of the IDP's impact in 2030–31 and use its findings to prepare the next IDP from 2031–32.
- Embed IDP planning permanently in the University calendar, so that strategic review, budgeting and academic planning follow one annual cycle.

1.2 Organisational Structure and Schools

In 2024 the University is organised mainly by departments. Several units are styled as Schools but there is no formal School structure, no Deans of Schools and no dedicated offices for international affairs, quality assurance or student discipline. A School-based structure will give clearer academic leadership and support multidisciplinary programmes.

Short-term goals (2025–26 to 2026–27)

- Approve a new organisational structure for the University, with Schools headed by Deans and departments within them. The proposed Schools are Engineering and Computing; Management, Commerce; Law; Pharmacy; Health Sciences; Agriculture; Allied Sciences; Design; Mass Media and Communication; Humanities and Social Sciences; Hospitality Management; and Vocational Studies.
- Create the offices of Dean Academics, Dean Research, Dean International Affairs, Dean Student Welfare, Chief Proctor and Advisor Quality Assurance, together with a Legal Cell and an Information Cell for the ERP.
- Publish an organisation chart with roles, responsibilities, reporting lines and delegated administrative and financial powers.

Mid-term goals (2027–28 to 2028–29)

- Review the working of the school structure after two years, and adjust the grouping of departments where needed.
- Establish an External Advisory Board for every School, with industry, academic, and government members meeting at least once a semester.

Long-term goals (2029–30 to 2030–31 and beyond)

- Develop a leadership pipeline for Deans, Heads, and administrators through structured succession planning and leadership development.

1.3 Internal Quality Assurance and Accreditation Readiness

The IQAC is the engine of quality improvement and the main point of contact with NAAC. Section 41 of the 2023 Act requires the University to obtain NAAC and other relevant accreditations and to inform the State Government of the outcome. GEHU must therefore prepare for accreditation in its own name, with complete evidence for the three-year assessment window.

Short-term goals (2025–26 to 2026–27)

- Reconstitute the IQAC in line with NAAC guidelines, including a student representative, an external alumnus who is not a GEHU employee, a local-society nominee and industry experts.
- Constitute a Department Quality Committee in every department to collect data, maintain evidence and feed the IQAC.
- Conduct an internal academic audit of every School before each semester, covering workload, timetables, course files, laboratory files and equipment, and a full Academic and Administrative Audit every year with an Action Taken Report within 60 days.
- Train all faculty in NEP implementation, outcome-based education and CO–PO attainment through an institution-wide FDP.

Mid-term goals (2027–28 to 2028–29)

- Submit the Institutional Information for Quality Assessment and complete NAAC accreditation under the binary framework.
- Run an annual stakeholder satisfaction survey (students, alumni, employers, parents, staff) and publish its analysis and actions.
- Align every IQAC activity with an IDP goal and report progress in the AQAR.

Long-term goals (2029–30 to 2030–31 and beyond)

- Progress to higher NAAC maturity levels and extend audits to diversity, accessibility, technology adoption and social impact.
- Seek external benchmarking of quality processes, including international accreditation for selected programmes.

1.4 Policy Framework and Statutory Compliance

The new Act requires many existing policies to be re-issued under new authorities. A single, well-maintained policy register will keep them signed, current and lawful.

Short-term goals (2025–26 to 2026–27)

- Create a central Policy Register, maintained by the Registrar, recording each policy's number, version, approving body, approval date, owner and next review date.
- Re-issue all key policies under the 2023 Act and update them to current law, including the Rights of Persons with Disabilities Act, 2016, the Bharatiya Nyaya Sanhita, 2023 and the Digital Personal Data Protection Act, 2023.
- Verify and document compliance with Section 13 of the Act: at least 25% of seats and a 25% tuition rebate for permanent residents of Uttarakhand as well as other Himalayan states, and appointment of qualified permanent residents of Uttarakhand to all Group C and D posts.

Mid-term goals (2027–28 to 2028–29)

- Review every policy at least once every three years, with changes approved by the competent body.
- Ensure every committee order covers all three campuses or names the campus-level equivalent.
- Conduct an annual compliance audit against UGC, State Government and professional-council regulations, with findings reported to the Board of Management.

Long-term goals (2029–30 to 2030–31 and beyond)

- Move the Policy Register onto the ERP, with automatic reminders for review dates.
- Publish a public self-disclosure page on the website covering all items required by the UGC and the State Government.

1.5 Grievance Redressal and Student Discipline

A fair and timely grievance system builds trust and is a statutory requirement. Every student and employee should know where to raise a concern, how long it will take and how it will be resolved.

Short-term goals (2025–26 to 2026–27)

- Appoint the Ombudsperson and publish contact details on the website.
- Constitute the Internal Complaints Committee, Students' Grievance Redressal Committee, Anti-Ragging Committee and Equal Opportunity Cell for each campus, with published membership.

Mid-term goals (2027–28 to 2028–29)

- Run an online grievance portal with acknowledgement, time-bound escalation and tracking.
- Publish an annual report of grievances received, resolved and pending, by category and campus, with average resolution time.
- Collect structured student feedback on every course each semester and report action taken to students.

Long-term goals (2029–30 to 2030–31 and beyond)

- Use grievance and feedback trends as standing inputs to the Academic and Administrative Audit and the annual IDP review.
- Measure student and staff confidence in the grievance system through the annual satisfaction survey.

1.6 Risk Management

The University's campuses lie in a seismically active, landslide-prone Himalayan region, and its operations depend on digital systems, large student populations and complex finances.

Short-term goals (2025–26 to 2026–27)

- Adopt an institutional Risk Management Policy covering academic, financial, legal, reputational, safety, cyber and natural-disaster risks, approved by the Board of Management.
- Prepare a first risk register listing the major risks for each campus, their owners and the controls in place.

Mid-term goals (2027–28 to 2028–29)

- Review the risk register every year at the Board of Management and update it after any significant incident.
- Prepare a disaster-preparedness plan for each campus suited to Himalayan hazards (earthquakes, landslides, flash floods, forest fires), with evacuation routes and emergency contacts.

Long-term goals (2029–30 to 2030–31 and beyond)

- Conduct mock drills on every campus at least twice a year and test business continuity for examinations, results and payments.
- Include a risk assessment in every major project and new programme proposal.

2. Financial Enablers and Funding Models

Under Section 48 of the 2023 Act GEHU is a self-financed university. It generates a surplus that funds its growth and an extensive scholarship programme: scholarships, fee concessions and welfare support. Over 2025–31 the University will reduce its reliance on tuition income, build a corpus, and bring financial reporting fully into line with the Act and with audit and accreditation requirements.

The Act requires a General Fund, a Development Fund and a Permanent Endowment Fund held as a bank guarantee pledged to the State Government, renewed every five years with a 25% increase. The fee structure is determined by the Fee Fixation Committee under the guidance of a retired judge and submitted to the Finance Committee for further consideration and recommendation to the Board of Management. The recommendation of the Finance Committee is placed before the Board of Management for approval. Annual accounts must be audited by a qualified chartered accountant, which are then reviewed by the Finance Committee and recommended for approval by the Board of Management.

2.1 Financial Policies and Planning

Short-term goals (2025–26 to 2026–27)

- Adopt a Financial Policy Manual under the 2023 Act defining the financial powers and responsibilities of every officer and authority, procurement procedures, approval limits and documentation standards.
- Prepare a six-year financial plan linked to this IDP, with separate capital and recurring budgets for each School and campus.
- Classify income and expenditure under heads that match NAAC and NIRF definitions, including separate heads for books, e-resources, research receipts, consultancy and scholarships.

Mid-term goals (2027–28 to 2028–29)

- Monitor the budget, with variances explained to the Finance Committee.
- Require every School to prepare its own annual budget, linked to its action plan, and to account for its utilisation.

Long-term goals (2029–30 to 2030–31 and beyond)

- Adopt outcome-based budgeting, in which allocations to Schools and offices follow performance against IDP indicators.
- Publish a rolling five-year financial forecast, updated every year.

2.2 Diversifying Sources of Revenue

Tuition currently funds almost all of the University's activity. Research overheads, consultancy, training, CSR and philanthropy will make GEHU more resilient and will directly improve research and consultancy metrics.

Short-term goals (2025–26 to 2026–27)

- Amend the University Consultancy Policy with clear approval procedures, fair revenue sharing with faculty and recognition in appraisal.
- Expand fee-based training and management development programmes for Uttarakhand government departments and public-sector bodies, building on the School of Management's MDPs.

Mid-term goals (2027–28 to 2028–29)

- Raise non-tuition revenue (research overheads, consultancy, training)
- Publish a rate card of laboratory facilities, testing services and training programmes available to external users.

Long-term goals (2029–30 to 2030–31 and beyond)

- Establish named chairs, fellowships and scholarships funded by alumni, industry and philanthropists.
- Build long-term CSR partnerships for laboratories, scholarships and community programmes.

2.3 Endowment and Financial Sustainability

Short-term goals (2025–26 to 2026–27)

- Maintain the Permanent Endowment Fund required by Section 42 of the 2023 Act and use its income only for infrastructure development or recurring expenditure, as the Act permits.

Mid-term goals (2027–28 to 2028–29)

- Renew the endowment bank guarantee on time, with the 25% increase required at each five-year renewal.

Long-term goals (2029–30 to 2030–31 and beyond)

- Use funds for research seed grants, need-based scholarships and faculty development on a sustained basis.

2.4 Financial Controls, Audit and Risk

Short-term goals (2025–26 to 2026–27)

- Have the annual accounts audited by a qualified chartered accountant within the interval set by the Act, signed and adopted by the Board of Governors, with signed copies kept for every year.
- Establish an Internal Audit function reporting to the Finance Committee, with an annual audit plan covering procurement, payroll, fees, scholarships and project funds.
- Reconcile research-project registers, fee records and scholarship disbursements with the audited accounts every year.

Mid-term goals (2027–28 to 2028–29)

- Adopt a policy on related-party transactions, with full disclosure and approval by the competent authority.
- Integrate procurement, payments, payroll and accounts on the ERP so that every transaction is traceable.

Long-term goals (2029–30 to 2030–31 and beyond)

- Publish an annual financial summary on the University website.

2.5 Affordability and Student Financial Support

Short-term goals (2025–26 to 2026–27)

- Continue the statutory 25% tuition rebate for permanent residents of Uttarakhand, as well as students from other Himalayan states, merit scholarships of up to 70%, and concessions for women candidates and wards of defence personnel.
- Publish a single Scholarship Policy covering merit, need, sports and special categories.

Mid-term goals (2027–28 to 2028–29)

- Introduce need-based scholarships with transparent criteria and annual reporting of beneficiaries.
- Help students access government scholarships and education loans through a help desk on each campus.

Long-term goals (2029–30 to 2030–31 and beyond)

- Fund a growing share of scholarships from alumni and other sources giving rather than from current income.

2.6 Resources for this IDP

Funds will be released through the annual budget against the action plans approved by the IDP Implementation Committee, and utilization will be reported every year alongside progress on the indicators in Annexure A.

3. Academic Enablers

Every GEHU programme will be outcome-based, NEP-aligned, flexible and skill-integrated by 2026–27, delivered through a School structure, and revised regularly using structured feedback from students, alumni, faculty and employers.

The University has followed outcome-based education since 2019–20, and every programme includes credited projects or internships. In 2024–25, however, NEP restructuring is incomplete: most undergraduate programmes are not yet four-year programmes with minors and multiple exits, project-based learning is used unevenly, online credit transfer is limited, Indian Knowledge Systems and Indian languages are not yet part of the curriculum, and several programmes face falling demand.

3.1 Outcome-Based, NEP-Aligned Curriculum

Short-term goals (2025–26 to 2026–27)

- Define and publish Programme Outcomes, Programme Specific Outcomes, Programme Educational Objectives and Course Outcomes for every programme, approved by the Boards of Studies and the Academic Council.
- Include a CO–PO and CO–PSO mapping matrix in every course file, and adopt a standard University-wide attainment-calculation template.
- Restructure undergraduate programmes as four-year programmes under NEP 2020 where appropriate, beginning with B.Sc. IT, BBA and the B.Sc. (Hons.) science programmes, with honours-with-research options.

Mid-term goals (2027–28 to 2028–29)

- Revise or introduce new courses across all programmes, with old and revised syllabi kept on record.
- Measure attainment of course and programme outcomes every year, and use the results to revise curricula.
- Extend the NEP framework to all postgraduate programmes and PhD coursework.

Long-term goals (2029–30 to 2030–31 and beyond)

- Benchmark selected programmes against international standards and seek international programme accreditation where relevant.
- Publish an annual outcomes report for each School.

3.2 Flexibility, Multidisciplinarity and Programme Portfolio

Short-term goals (2025–26 to 2026–27)

- Implement the Academic Bank of Credits, credit transfer, open electives and Multiple Entry–Multiple Exit across all eligible programmes.
- Introduce minor streams across Schools, such as Mathematics, Physics, Chemistry, Textile Design, Fashion Retail Management, Media Management and Smart Materials.
- Launch programmes in emerging areas, including B.Tech in Biotechnology, B.Tech in Robotics & Artificial Intelligence, BBA in AI and Data Science, B.Tech in Mechanical Engineering with specialization in Electrical Vehicles, B.Tech in Mechanical Engineering with specialization in Mechatronics, B.Tech in Civil Engineering with specialization in Environmental Engineering, B.Tech in Civil Engineering with specialization in Geoinformatics, B.Tech in Electronics and Communication Engineering with

specialization in Drone Technology & B.Tech in Electronics and Communication Engineering with specialization in VLSI, subject to statutory approval.

Mid-term goals (2027–28 to 2028–29)

- Launch further approved programmes, such as M.Sc. Mathematics and Computations, B.Sc. (Hons.) Statistics and BBA in Business Analytics and Sustainability Management.
- Review the viability of every programme each year on demand, outcomes and resources, and close or redesign programmes with persistently low enrolment.
- Introduce dual-degree in relevant programs.

Long-term goals (2029–30 to 2030–31 and beyond)

- Offer cross-campus credit mobility so that Bhimtal and Haldwani students can take Dehradun-based minors in blended mode.

3.3 Skills, Employability and Industry Integration

Short-term goals (2025–26 to 2026–27)

- Implement project-based learning in core courses of all programmes, with revised evaluation schemes.
- Integrate industry-collaborated courses, such as Apple iOS development, and certifications in AI, data science, cyber security, cloud computing, electric vehicles and digital health.
- Map skill-oriented courses to the NSQF and NHEQF, and make internships or live projects compulsory and credited in all programmes.
- Move the MBA to a trimester system aligned with industry recruitment timelines.

Mid-term goals (2027–28 to 2028–29)

- Raise the share of courses with skill-based training, apprenticeship or field work to 40%
- Co-design at least 30% of courses in professional programmes with industry partners.

Long-term goals (2029–30 to 2030–31 and beyond)

- Offer apprenticeship-embedded degree programmes in partnership with industry under the National Credit Framework.

3.4 Indian Knowledge Systems and Bharatiya Bhasha

The Himalayan region holds rich traditional knowledge in agriculture, medicine, crafts, architecture and ecology. GEHU has no dedicated centre or curricular component for Indian Knowledge Systems, and teaching is almost entirely in English.

Short-term goals (2025–26 to 2026–27)

- Establish a Centre for Indian Knowledge Systems as the University's nodal body for IKS teaching, research and outreach.
- Introduce IKS as a value-added course in all undergraduate programmes and run certificate courses, such as natural dyes and Indian socio-cultural environment.
- Introduce courses in Bharatiya Bhasha, such as foundational courses in Hindi in law programmes, and bilingual teaching and course material in selected engineering, design, media and hospitality courses.

Mid-term goals (2027–28 to 2028–29)

- Integrate IKS components into the core curriculum of every School.

- Adopt a University policy permitting examinations to be answered in Hindi where programme regulations allow.
- Hold an annual IKS ideathon that leads to patents, products and publications.

Long-term goals (2029–30 to 2030–31 and beyond)

- Build a digital archive of documented Himalayan traditional knowledge, and support funded IKS research projects.

3.5 Online and Blended Learning

Short-term goals (2025–26 to 2026–27)

- Adopt a policy on credit transfer from SWAYAM and other recognised platforms, with SWAYAM-based discipline-specific electives in all programmes and an approved list each semester.
- Use the University LMS in every department for teaching materials, assignment submission and assessment results.

Mid-term goals (2027–28 to 2028–29)

- Raise the share of courses credited through recognised online platforms to a minimum 16 credits and maximum 40% of total credits.
- Develop and host GEHU's own MOOCs in areas of strength, with a recording studio and training for faculty.

Long-term goals (2029–30 to 2030–31 and beyond)

- Offer selected programmes in blended mode to working professionals and learners in remote hill districts, within UGC regulations.

3.6 Stakeholder Feedback on Curriculum

Short-term goals (2025–26 to 2026–27)

- Collect and analyse structured feedback on the curriculum every year from students, faculty, alumni and employers.
- Record in Board of Studies minutes how each round of feedback changed the curriculum.

Mid-term goals (2027–28 to 2028–29)

- Set up an Industry Advisory Board for every School to review curricula at least once a year.

Long-term goals (2029–30 to 2030–31 and beyond)

- Publish a yearly summary of feedback received and changes made, closing the loop with stakeholders.

3.7 Pedagogy and Assessment

Short-term goals (2025–26 to 2026–27)

- Record a range of pedagogies in lesson plans for every course (group, self-study, game-based, technology-based, peer teaching, problem-solving and project-based learning).
- Use multiple assessment components in every course, approve the question-paper Standard Operating Procedure through the Board of Examinations, and notify an academic calendar with at least 180 teaching days a year.

Mid-term goals (2027–28 to 2028–29)

- Declare results within two weeks of the last examination.
- Extend grievance options to copies of answer scripts and appeals on attendance shortage.

Long-term goals (2029–30 to 2030–31 and beyond)

- Introduce on-screen evaluation and question banks mapped to course outcomes.

3.8 Catering to Learner Diversity

Short-term goals (2025–26 to 2026–27)

- Apply the slow and advanced learner policy in every department, with remedial classes held immediately after identifying the slow learners, usually after mid semester examinations.
- Offer bridge courses and English proficiency courses wherever relevant.

Mid-term goals (2027–28 to 2028–29)

- Assign every first-year student a faculty mentor.
- Offer minor degree option and advance registration of courses for advanced learners.

Long-term goals (2029–30 to 2030–31 and beyond)

- Develop bilingual materials for first-year courses.

4. Research, Innovation and Intellectual Property Enablers

GEHU's research output is large in volume; the 2025–31 priority is quality, external funding, granted patents and impact, supported by the University's own innovation and incubation infrastructure.

In December 2024 the University has about 189 PhD scholars, most of them part-time, and about 3011 Scopus-indexed documents in 2024. Its faculty published around 1,086 patent applications in 2019–2023, with a sharp spike of more than 1024 in 2022 and 2023, but only 36 patents were granted in 2020–2024. Externally funded projects and consultancy income are modest, and the University has no innovation lab, incubator or technology-transfer office of its own. Research is overseen by the Research Cell.

4.1 Research Strategy

Short-term goals (2025–26 to 2026–27)

- Constitute a research group for each thrust areas with the Dean Research, members from several Schools and a three-year research agenda.
- Map existing faculty expertise, equipment and projects against the thrust areas.

Mid-term goals (2027–28 to 2028–29)

- Direct seed grants, PhD positions and new equipment preferentially to the thrust areas.
- Hold an annual symposium/conference for each thrust area with external researchers, government agencies and industry.

Long-term goals (2029–30 to 2030–31 and beyond)

- Review the thrust areas against output, funding and impact, and revise them for the next IDP.

4.2 Research Management Structures

Short-term goals (2025–26 to 2026–27)

- Strengthen the Research Cell under the Dean Research to provide pre-award and post-award grant support, research ethics, data management, plagiarism screening and research communication.
- Maintain a single research register of projects, publications, patents and consultancy, reconciled with Finance and HR every year, and report to the Research Cell.

Mid-term goals (2027–28 to 2028–29)

- Establish an Industry Liaison Office under the placement cell.
- Adopt a research incentive policy linked to quality indicators (indexed journals in upper quartiles, citations, grants and licenses) rather than counts alone.

Long-term goals (2029–30 to 2030–31 and beyond)

- Set up R&D units in collaboration with industry on campus.

4.3 External Research Funding

Short-term goals (2025–26 to 2026–27)

- Provide internal seed grants for projects designed to lead to external proposals.
- Train faculty in proposal writing for ANRF, DST, DBT, ICMR, ICAR, ICSSR, CSIR, UCOST and international funders, and require every School to submit proposals each year.

Mid-term goals (2027–28 to 2028–29)

- Raise external research funding and the number of funded projects.
- Submit joint proposals with Graphic Era University, Other national and international universities/institutes.

Long-term goals (2029–30 to 2030–31 and beyond)

- Secure at least one large multi-institutional or international research programme.

4.4 Publication Quality and Research Integrity

Short-term goals (2025–26 to 2026–27)

- Deduplicate the University's publication list and verify GEHU affiliation for every output claimed.
- Ensure every faculty member has an up-to-date Scopus, Web of Science, ORCID and IRINS profile with the correct GEHU affiliation.
- Adopt a Research Integrity Policy covering plagiarism, authorship, data management and predatory journals.

Mid-term goals (2027–28 to 2028–29)

- Raise the share of publications in Q1 and Q2 journals, and encourage publication in ABDC-, UGC-CARE- and NAAS-listed journals, especially in management and humanities.
- Raise average h-index and citations per faculty member.

Long-term goals (2029–30 to 2030–31 and beyond)

- Launch a peer-reviewed GEHU journal on Himalayan studies.
- Publish an annual research report.

4.5 Doctoral and Post-Doctoral Research

A low number of full-time PhD scholars is a recurring weakness across departments. Most scholars are part-time, which limits research productivity.

Short-term goals (2025–26 to 2026–27)

- Publish a list of eligible PhD guides each year and align intake with guide capacity and UGC regulations.
- Raise full-time PhD scholars through University fellowships, wider advertising of admissions on media platforms, and support for scholars holding national fellowships.
- Revise PhD coursework and thesis-submission requirements in every School to include quality publications and, where relevant, patents and design registrations.

Mid-term goals (2027–28 to 2028–29)

- Raise the number of full-time PhD scholars.
- Introduce a structured Post-Doctoral Programme with regulations approved by the statutory bodies.

Long-term goals (2029–30 to 2030–31 and beyond)

- Offer joint PhD supervision with international partner universities.

4.6 Intellectual Property and Monetisation

GEHU files many patents but few are granted, and none are yet licensed. The aim is to file fewer, stronger applications and convert them into real use and revenue.

Short-term goals (2025–26 to 2026–27)

- Revise the IPR Policy to cover ownership, revenue sharing, licensing, start-up equity and institutional affiliation.
- Screen patent filings for novelty and commercial or social application, and support inventors in converting published applications into granted patents.

Mid-term goals (2027–28 to 2028–29)

- Raise the number of patents granted.
- Contribute Open Educational Resources through SWAYAM, NPTEL and institutional repositories.

Long-term goals (2029–30 to 2030–31 and beyond)

- Generate recurring royalty and licensing income.

4.7 Innovation, Incubation and Entrepreneurship

In 2024 innovation activity is lively but event-based: national hackathons such as Graph-e-thon, IDE bootcamps, entrepreneurship awareness programmes, the Avishkar IPR event and student innovation clubs. The University does not yet have its own innovation lab or incubator.

Short-term goals (2025–26 to 2026–27)

- Establish an Innovation Lab for ideation, prototyping and design thinking, open to students, scholars and faculty.
- Register a Technology Business Incubator (TBI-GEHU) to support start-ups in research, intellectual property, design, technology and business, and run summer internship programmes through it.
- Continue national hackathons, IDE bootcamps and business-plan competitions every year on all three campuses.

Mid-term goals (2027–28 to 2028–29)

- Incubate student and faculty start-ups, including social enterprises serving hill communities.
- Connect incubatees to investor networks, Startup India and Startup Uttarakhand schemes.

Long-term goals (2029–30 to 2030–31 and beyond)

- Establish domain-specific incubators in agri-tech and health-tech, and track the survival, revenue and employment of incubated start-ups.

4.8 Consultancy and Training

Short-term goals (2025–26 to 2026–27)

- Amend the Consultancy Policy and publish each department’s consultancy, testing and training capabilities.
- Expand training programmes for Uttarakhand government departments and public-sector bodies in areas such as AI, data analytics and management.

Mid-term goals (2027–28 to 2028–29)

- Set consultancy and training targets for every School in its annual action plan, and record every engagement with a client letter, fee receipt and outcome report.

Long-term goals (2029–30 to 2030–31 and beyond)

- Become a preferred consultancy and training partner for Uttarakhand government departments and MSMEs.

4.9 Student Research

Short-term goals (2025–26 to 2026–27)

- Offer honours-with-research options in four-year undergraduate programmes.
- Encourage final-year projects that address real problems from industry, government or the community.

Mid-term goals (2027–28 to 2028–29)

- Hold an annual University research fair and fund undergraduate research internships.

Long-term goals (2029–30 to 2030–31 and beyond)

- Support student co-authorship of papers and patents, and recognise outstanding student researchers.

5. Human Resource and Supportive–Facilitative Enablers

Faculty strength and seniority are the University's most important constraint. The faculty–student ratio has been unsatisfactory in recent years, and the cadre ratio of Professors to Associate to Assistant Professors is below the UGC norm of 1:2:4. Correcting this is the plan's first priority, as it also limits PhD supervision, research, and mentoring.

5.1 Faculty Strength and Faculty–Student Ratio

Short-term goals (2025–26 to 2026–27)

- Obtain approval for a cadre-wise sanctioned-post document for every department and campus, based on student numbers and regulatory norms.
- Maintain a single verified faculty register, reconciled across HR, IQAC and academic records.
- Recruit against all vacant sanctioned posts through open, advertised selection.

Mid-term goals (2027–28 to 2028–29)

- Improve the faculty–student ratio as required per norms.

Long-term goals (2029–30 to 2030–31 and beyond)

- Reach a better faculty–student ratio in line with regulatory norms for each discipline.

5.2 Cadre Structure and Senior Faculty

Short-term goals (2025–26 to 2026–27)

- Appoint at least one Professor in every department, through national advertisement and targeted search.
- Implement Career Advancement Scheme promotions on time, with transparent criteria.

Mid-term goals (2027–28 to 2028–29)

- Recruit senior faculty nationally and internationally to reach a cadre ratio as per norms.
- Appoint Professors of Practice from industry, government and the professions in every School, within UGC limits.
- Offer competitive packages for senior appointments on hill campuses, including housing and research start-up grants.

Long-term goals (2029–30 to 2030–31 and beyond)

- Achieve the UGC cadre ratio of 1:2:4 across the University.

5.3 Faculty Qualifications, Development and Performance

Short-term goals (2025–26 to 2026–27)

- Maintain a certified list of faculty members with a PhD or equivalent and of each member's total teaching experience.
- Strengthen faculty development through regular FDPs on NEP implementation, outcome-based education, accreditation, research methodology and test-paper construction.
- Use an Academic Performance Indicator-based annual appraisal covering teaching, research, service and student feedback.

Mid-term goals (2027–28 to 2028–29)

- Raise the share of full-time faculty with a PhD to 75–80%, the level suggested in the UGC guidelines, and support Assistant Professors without a PhD through study leave and fee support.
- Offer industry and international immersion for faculty, and recognise outstanding teaching, research and service through annual awards.

Long-term goals (2029–30 to 2030–31 and beyond)

- Require a PhD or equivalent professional standing for all appointments at entry level, and create a leadership development track for future Deans and Heads.

5.4 Faculty Retention and Staff Welfare

Short-term goals (2025–26 to 2026–27)

- Track faculty retention every year and record reasons for exit.
- Approve a Staff Welfare Policy covering loans, health cover, concessions for employees' wards, and leave benefits.
- Add life insurance cover and crèche facilities on each campus, and adopt a sabbatical and study-leave policy.

Mid-term goals (2027–28 to 2028–29)

- Raise faculty retention rate.

Long-term goals (2029–30 to 2030–31 and beyond)

- Benchmark pay and benefits against peer universities every two years.

5.5 Non-Teaching Staff

Short-term goals (2025–26 to 2026–27)

- Define job descriptions, qualifications and career progression for all non-teaching posts, and fill Group C and D posts with qualified permanent residents of Uttarakhand, as the Act requires.
- Train mid-level officers, who will in turn train junior and entry-level staff.

Mid-term goals (2027–28 to 2028–29)

- Introduce performance appraisal and annual training plans for all non-teaching staff, including ERP and e-governance skills.

Long-term goals (2029–30 to 2030–31 and beyond)

- Develop a career ladder for technical and administrative staff.

5.6 Student Well-being and Mentoring

Short-term goals (2025–26 to 2026–27)

- Provide trained counsellors on every campus and train faculty mentors to identify students in distress.
- Set up student well-being and mentoring clubs.

Mid-term goals (2027–28 to 2028–29)

- Establish a Student Wellness Centre on each campus with counselling, health and recreation services.
- Implement a mentor–mentee system with one faculty mentor for a maximum of 15 students.

Long-term goals (2029–30 to 2030–31 and beyond)

- Partner with Graphic Era Hospital and mental-health professionals for specialist referral and crisis support.

5.7 Clubs, Culture, Sports and Values

Campus life in 2024 is rich: Grafest, Himpravah film festival, Shabdavali, National Youth Parliament, moot courts, inter-university sports success.

Short-term goals (2025–26 to 2026–27)

- Maintain a single central register of all club, cultural, sports and outreach events, with reports, geotagged photographs and signed attendance.
- Publish club details, with formation dates, in the University prospectus.

Mid-term goals (2027–28 to 2028–29)

- Raise the share of students taking part in state, national and international sports events organised by other institutions.
- Offer value-education courses and lectures in every programme, and host diversity events such as Ek Bharat Shreshtha Bharat each year.

Long-term goals (2029–30 to 2030–31 and beyond)

- Recognise student achievement in sports, culture and service at an annual awards ceremony.

5.8 Inclusion, Diversity and Accessibility

Short-term goals (2025–26 to 2026–27)

- Provide ramps, lifts, accessible washrooms and tactile signage in every academic building on all three campuses.
- Provide scribes, extra time, soft copies of reading material and screen-reading software for students with disabilities.
- Strengthen the Equal Opportunity Cell and SC/ST, OBC and minority cell.

Mid-term goals (2027–28 to 2028–29)

- Make the University website and LMS conform to accessibility standards.
- Increase the share of women among faculty and senior administrators.

Long-term goals (2029–30 to 2030–31 and beyond)

- Conduct a full accessibility audit every three years.

6. Networking and Collaboration Enablers

GEHU will turn its existing contacts into active, documented partnerships that shape curricula, fund research and serve the Himalayan region. Only collaborations with current validity and recorded activity will count; dormant MoUs will be renewed or closed.

In 2024 the University signed MoUs with NASSCOM, ISDC (for the ACCA qualification), MG Motor (connected and autonomous electric vehicles), Voco–IHG Hotels, the Indian Society for Training and Development, TMI e2E Academy, the Uttarakhand Council for Biotechnology, The Fern Brentwood Resort, The Tiger Camp and C# Corner, and partnered with the Bureau of Indian Standards, Mahindra Pride Classroom, Microsoft DigiSaksham and the ICT Academy. Most of these are training and placement partnerships; few involve joint research or international partners.

6.1 Industry–Academia Collaboration

Short-term goals (2025–26 to 2026–27)

- Maintain a central MoU register recording partner, scope, validity, activities and outcomes for every agreement.
- Sign discipline-specific MoUs in every School, such as craft-industry partnerships in fashion, imaging academies in media, cyber-security chapters in computing and industry partners in civil engineering.
- Hold expert lectures, joint workshops and industry visits in every department each semester.

Mid-term goals (2027–28 to 2028–29)

- Raise the number of active industry partnerships with documented activity.
- Set up industry-sponsored laboratories and Centres of Excellence in AI, electric mobility, pharmaceuticals and agri-tech.

Long-term goals (2029–30 to 2030–31 and beyond)

- Offer joint industry–university programmes and apprenticeship-embedded degrees.

6.2 Placement, Employability and Progression

Short-term goals (2025–26 to 2026–27)

- Run life-skills, personality, aptitude and communication programmes for every final- and pre-final-year student.
- Record every graduate’s progression with documentary proof, campus by campus and programme by programme.

Mid-term goals (2027–28 to 2028–29)

- Achieve graduate progression across all programmes, with particular attention to core engineering and non-engineering programmes.
- Organise pooled campus drives for all campuses of Graphic Era.

Long-term goals (2029–30 to 2030–31 and beyond)

- Survey graduates one and three years after graduation to track career progress.

6.3 International Collaboration

The University has an Office of International Affairs. It has international students from countries including Nepal, Lesotho, South Sudan, Liberia, Tanzania and Myanmar. Partnerships with foreign universities are not yet producing regular exchanges or joint research.

Short-term goals (2025–26 to 2026–27)

- Review all international MoUs and keep only those with documented activity.

Mid-term goals (2027–28 to 2028–29)

- Run semester exchange, summer school and global immersion programmes with partner universities.
- Launch dual-degree or twinning programmes.
- Increase international students on campus.

Long-term goals (2029–30 to 2030–31 and beyond)

- Pursue joint research programmes and host international conferences and visiting faculty every year.

6.4 Alumni Engagement

- The Alumni Inspire series of 2024 brought many alumni back to campus. Alumni engagement now needs a permanent structure. An Alumni Relations Office exists and maintains an alumni database with contact details. A registered alumni association also exists.

Short-term goals (2025–26 to 2026–27)

- Hold an annual alumni meet.
- Enhance alumni database management and digital engagement to maintain effective communication with alumni.
- Organise Guest Speaker Sessions.

Mid-term goals (2027–28 to 2028–29)

- Involve alumni in mentoring, curriculum feedback, placements and guest teaching, and launch alumni giving.
- Introduce Alumni Felicitations to recognize and honor distinguished alumni.
- Strengthen alumni engagement through professional networking platforms.

Long-term goals (2029–30 to 2030–31 and beyond)

- Strengthen global alumni chapters and promote sustained engagement with alumni across regions.
- Establish an annual Distinguished Alumni Recognition Program to honor alumni for their professional achievements and contributions to society and the university.

6.5 Community Engagement and Extension

GEHU's NSS and NCC units run plantation drives, forest-fire and electoral awareness campaigns, blood-donation drives and the H_2O water-conservation movement; agriculture students completed Rural Agricultural Work Experience; and the Legal Aid Committee ran awareness programmes. The University has not yet adopted villages under Unnat Bharat Abhiyan.

Short-term goals (2025–26 to 2026–27)

- Establish a University Unnat Bharat Abhiyan Cell with coordinators on all three campuses, and adopt at least eight villages around Dehradun, Bhimtal and Haldwani.

- Conduct baseline village and household surveys in adopted villages, followed by need-based programmes in organic farming, sanitation, health and literacy.
- Measure participation in community activities against total University enrolment.

Mid-term goals (2027–28 to 2028–29)

- Raise the share of students taking part in community activities.
- Institutionalise extension centres for agriculture, health, legal literacy, crafts and women's entrepreneurship, with NGOs, local bodies and self-help groups.

Long-term goals (2029–30 to 2030–31 and beyond)

- Publish an annual community impact report measuring change in adopted villages.

6.6 Quality Recognition, Rankings and Identity

Short-term goals (2025–26 to 2026–27)

- Prepare for NAAC accreditation under the binary framework, as required by Section 41 of the 2023 Act.
- Participate in NIRF in all eligible categories every year.

Mid-term goals (2027–28 to 2028–29)

- Achieve NAAC accreditation and seek NBA and professional-body accreditation for all eligible programmes.

Long-term goals (2029–30 to 2030–31 and beyond)

- Reach NAAC maturity level and seek international rankings and programme accreditations where relevant.

7. Physical Infrastructure and Green Campus Enablers

Each of GEHU's three campuses has an approved master plan, facilities that meet statutory norms for every program offered there, and a measured path towards net-zero operation by the end of the plan period. Under the 2023 Act the Planning Board is responsible for ensuring that infrastructure meets UGC and regulatory norms.

7.1 Campus Master Plans and Physical Facilities

Short-term goals (2025–26 to 2026–27)

- Constitute the Planning Board for each campus.
- Document facilities on each campus against the norms of the UGC, AICTE, PCI, INC, BCI and other regulators, with geotagged photographs and a campus video.

Mid-term goals (2027–28 to 2028–29)

- Expand classrooms, laboratories, studios, simulation centres and seminar halls in step with enrolment and faculty-ratio targets.
- Provide hostel accommodation for at least 60% of students, as suggested in the UGC guidelines.
- Upgrade health centres, sports facilities, gymnasiums, cafeterias and transport on all three campuses.

Long-term goals (2029–30 to 2030–31 and beyond)

- Develop an innovation and incubation complex, a Research Park and an international student centre, designed to green-building and Himalayan seismic standards.

7.2 Library and Learning Resources

Short-term goals (2025–26 to 2026–27)

- Record expenditure on books, e-books, journals and digital subscriptions under separate heads in the audited accounts.
- Provide remote access to e-resources for all students and faculty on all campuses.

Mid-term goals (2027–28 to 2028–29)

- Spend a substantial amount on learning resources, and subscribe to discipline-specific databases for every School.

Long-term goals (2029–30 to 2030–31 and beyond)

- Build an institutional repository of theses, publications and course materials.

7.3 Laboratories and Research Facilities

Short-term goals (2025–26 to 2026–27)

- Maintain a stock register and utilisation log for every laboratory and major instrument, and establish new specialist laboratories such as the weaving lab in fashion design.
- Provide licensed statistical, simulation and plagiarism-detection software across Schools.

Mid-term goals (2027–28 to 2028–29)

- Establish a GEHU Central Instrumentation Facility to complement the group facility, with shared access for all Schools.

Long-term goals (2029–30 to 2030–31 and beyond)

- Upgrade laboratories on a planned replacement cycle and seek accreditation of selected testing laboratories.

7.4 Water, Waste and Energy

The University celebrates Harela and Himalaya Diwas, runs plantation drives and the H_2O water-conservation movement, and has a Plastic Bank project. Systematic measurement of water, waste and energy has not yet begun.

Short-term goals (2025–26 to 2026–27)

- Keep records of rainwater harvesting, wastewater recycling, solid-waste segregation, biodegradable-waste and e-waste systems on every campus.
- Record installed solar capacity and annual generation for each campus, and complete the switch to LED lighting and sensor controls.

Mid-term goals (2027–28 to 2028–29)

- Raise renewable energy for campus consumption, and introduce electric vehicles for intra-campus transport.
- Introduce paper recycling and full bio-medical waste management on campuses running pharmacy and nursing programmes.

Long-term goals (2029–30 to 2030–31 and beyond)

- Publish a net-zero roadmap with a target year and annual carbon accounting.

7.5 Green Audits and Certification

Short-term goals (2025–26 to 2026–27)

- Adopt an Environment and Energy Policy, and commission energy, environment and green audits by accredited agencies for all three campuses.

Mid-term goals (2027–28 to 2028–29)

- Seek a GRIHA or IGBC rating for at least one campus, and monitor air quality and water budgets on every campus.

Long-term goals (2029–30 to 2030–31 and beyond)

- Extend green initiatives to adopted villages through programmes on waste, water and energy literacy.

8. Digital Infrastructure and Data Governance Enablers

By 2027–28 every academic and administrative process at GEHU will run on integrated digital systems, every reported number will come from a single verified source, and personal data will be handled in line with the Digital Personal Data Protection Act, 2023.

GEHU has a record of digital initiatives: it is cited among the top ten universities for digital initiatives and as one of the largest consumers of MOOCs. In 2024 it launched the Uni-Saaransh portal and a university dashboard initiative. However, figures are still compiled separately by different offices, LMS use is uneven, and policies on data protection are not yet in place.

8.1 IT Infrastructure

Short-term goals (2025–26 to 2026–27)

- Provide campus-wide Wi-Fi and at least two independent internet links on each campus, with good bandwidth.
- Maintain a stock register of all computers and devices available for student use.

Mid-term goals (2027–28 to 2028–29)

- Raise bandwidth, improve the student–computer ratio, and set up a disaster-recovery site or cloud backup for critical systems.

Long-term goals (2029–30 to 2030–31 and beyond)

- Provide high-performance computing and AR/VR laboratories for teaching and research.

8.2 e-Governance

Short-term goals (2025–26 to 2026–27)

- Set up an Information Cell for the ERP, and run admissions, fees, examinations, results, HR, payroll, finance, library and grievances on it.
- Complete registration of all students on the Academic Bank of Credits and upload all degrees and marksheets to the National Academic Depository (DigiLocker).
- Write and approve an e-Governance Policy for GEHU's own context.

Mid-term goals (2027–28 to 2028–29)

- Move to a paperless office with digital file movement and approvals, and integrate placement, alumni, research and IQAC systems with the ERP.

Long-term goals (2029–30 to 2030–31 and beyond)

- Use analytics on ERP data to predict student progression and support early intervention.

8.3 Digital Learning

Short-term goals (2025–26 to 2026–27)

- Use the LMS in every course for teaching materials, assignment submission, assessment results, and blended-learning resources, and train all faculty in its use.
- Continue the NPTEL local chapter and SPOC network on every campus.

Mid-term goals (2027–28 to 2028–29)

- Set up a studio for recording lectures and producing MOOCs, and provide accessible digital tools for students with disabilities.

Long-term goals (2029–30 to 2030–31 and beyond)

- Build a digital content library of GEHU courses available across all campuses.

8.4 Cyber Security and Data Privacy

Short-term goals (2025–26 to 2026–27)

- Adopt a Cyber Security Policy aligned with CERT-In guidelines and a Data Protection Policy aligned with the DPDP Act, 2023.
- Redact personal data (Aadhaar numbers, phone numbers, family details) from every document prepared for upload or public disclosure.

Mid-term goals (2027–28 to 2028–29)

- Appoint a data protection officer, obtain consent for processing personal data, and conduct an annual security audit.

Long-term goals (2029–30 to 2030–31 and beyond)

- Achieve recognized information-security certification for critical systems.

8.5 Institutional Data Governance

Short-term goals (2025–26 to 2026–27)

- Designate one owner and one authoritative source for each key figure: students, faculty, programmes, publications, projects, MoUs, events and finances.
- Create a central evidence repository, organised by accreditation and ranking requirements, where offices upload signed, dated and verified documents.
- Adopt common evidence standards: signed attendance, geotagged photographs, numbered and dated orders, and separate recording of GEHU-only and joint outputs.

Mid-term goals (2027–28 to 2028–29)

- Run an annual data audit by the IQAC that reconciles figures across offices before any external submission.
- Publish an internal dashboard of IDP indicators updated every year, building on the 2024 dashboard initiative.

Long-term goals (2029–30 to 2030–31 and beyond)

- Automate NAAC, NIRF and AISHE data submissions from the ERP and evidence repository.

9. Centres of Excellence

GEHU will establish interdisciplinary Centres of Excellence (CoEs) by 2030–31, each joining several Schools to work on a problem that matters to the Himalayan region and the nation, as the UGC guidelines recommend. Each CoE will have a director, an advisory board with external members, a five-year plan, and at least one national or international partner.

Each CoE will be reviewed every year against five measures: externally funded projects and grant value; publications in indexed journals; patents granted and technologies transferred; proofs of concept and field deployments; and documented community or industry impact.

10. Implementation, Monitoring and Review

The IDP will be implemented through annual action plans, monitored every year against the indicators in Annexure A, following the two-tier structure in the UGC guidelines: an in-house IDP strategy team, with external strategic advice.

Structure

- **IDP Implementation Committee:** chaired by the Vice-Chancellor, with the Pro-Vice-Chancellor, Registrar, Finance Officer, Campus Directors, Deans and the IQAC Director. It approves annual action plans, reviews progress every quarter and recommends course correction.
- **Statutory oversight:** progress is reported every year to the Academic Council and Board of Management, and through the Annual Report to the Board of Governors, the Visitor and the State Government.
- **Enabler leads:** one senior officer accountable for each enabler (table below), supported by a sub-committee.
- **School and Campus leads:** each Dean and Campus Director prepares the annual action plan for their unit, aligned to Annexure B.
- **IQAC:** collects and verifies indicator data, runs the Academic and Administrative Audit, and reports progress in the AQAR.
- **External advice:** School Advisory Boards and periodic inputs from industry, academic and government experts, in place of the state-level IDP Governing Council proposed in the UGC guidelines, until such a council is constituted.

Enabler	Accountable lead
1. Governance	Registrar, with Advisor Quality Assurance and IQAC Director
2. Financial	Finance Officer
3. Academic	Dean Academics, with Controller of Examinations
4. Research, Innovation and IP	Dean Research
5. Human Resource and Supportive–Facilitative	Registrar (HR), with Dean Student Welfare and Chief Proctor
6. Networking and Collaboration	Head Training and Placement, with Dean International Affairs
7. Physical Infrastructure and Green Campus	Director Infrastructure, with the Planning Board
8. Digital and Data Governance	Head, Computer and IT Infrastructure, with the Information Cell (ERP) and IQAC Director

Review cycle

When	What	Responsible
Start of each academic year	Annual action plans for each enabler, School and Campus, with budgets	Enabler leads, Deans, Campus Directors
Before each semester	Internal academic audit of workload, timetables, course files and laboratories	Dean Academics, IQAC
Every quarter	Progress review against Annexure A indicators; dashboard update	IDP Implementation Committee, IQAC
Every year	Academic and Administrative Audit; Action Taken Report; Annual Report to the Visitor and State Government.	IQAC, Vice-Chancellor, Registrar
2027–28	Mid-term review of the IDP, with revision of targets where needed	IDP Implementation Committee, external reviewer
2030–31	End-of-plan evaluation and preparation of the next IDP	IDP Implementation Committee

Course correction

Where an indicator falls behind its target for two consecutive quarters, the enabler lead will submit a recovery plan to the Implementation Committee. Changes to targets require approval of the Board of Management and will be recorded in the published version of the IDP.

Public disclosure

The approved IDP, the annual progress report and the Action Taken Reports will be hosted on the University website.

Concluding Notes

This IDP, prepared in December 2024, commits Graphic Era Hill University to four shifts over 2025–26 to 2030–31: from the old statutory framework to the Uttarakhand Private Universities Act, 2023; from departments to Schools; from research volume to research quality and impact; and from good practice to documented, verified and accredited practice. Its eight enablers cover governance, finance, academics, research, people, partnerships, physical infrastructure and digital systems, and each goal is tied to an owner, a horizon and an indicator.

The plan is deliberately phased. Short-term goals complete the statutory transition, create Schools, an innovation lab, an incubator, a Centre for IKS and a UBA Cell, and prepare the University for NAAC; mid-term goals raise faculty strength, research quality and student outcomes and secure accreditation; long-term goals consolidate GEHU's place as the leading multidisciplinary university of the Uttarakhand hills.

Through this IDP, GEHU renews the promise on which it was founded: affordable, excellent and responsible higher education for the young people of Uttarakhand and beyond, contributing to the national vision of Viksit Bharat@2047.

Annexure A: Key Performance Indicators, Baselines and Targets

This annexure is the measurement core of the IDP. Each indicator has a baseline as of December 2024 and targets for the end of each horizon, and many are aligned with national accreditation and ranking requirements. Baselines are drawn from University records for 2024; where a figure has not yet been compiled, a placeholder is shown. Numerical targets are proposed by the IDP Core Team on the basis of trends up to 2024; placeholders remain where a policy decision is required. All targets are subject to approval by the IDP Implementation Committee.

This annexure is intended for internal monitoring. The Implementation Committee may decide which indicators appear in the publicly hosted version of the IDP.

A.1 Governance

Indicator	Baseline (Dec 2024)	Target 2026–27	Target 2028–29	Target 2030–31
New Statutes under the 2023 Act submitted and approved	Statutes under the 2011 Act in force; new Statutes due January 2025	Approved and notified	In force	Reviewed
Schools with Deans	None (department structure)	12	12	12
IQAC composition compliant with NAAC guidelines, including a student member	Compliant	Compliant	Compliant	Compliant
Academic and Administrative Audit with Action Taken Report	-	Every year	Every year	Every year
Annual Report submitted to the Visitor and State Government.	-	Every year	Every year	Every year
Policies approved, signed and current in the Policy Register	-	100%	100%	100%
Grievances resolved within the prescribed time	100%	100%	100%	100%

A.2 Financial

Indicator	Baseline (April 2025)	Target 2026–27	Target 2028–29	Target 2030–31
Non-tuition income as a share of total income	3.97%	5%	5%	7%
Permanent Endowment Fund maintained and renewed as required by the Act	Maintained	Maintained	Maintained	Maintained
Accounts audited, signed and adopted within the statutory interval	Every year	Every year	Every year	Every year
Internal audit function with annual plan	Not in place	Operational	Operational	Operational
Spending on books and e-resources as % of non-salary expenditure	0.05%	1%	1%	1%
Consultancy and training income (₹ lakh per year)	55,30,843 Rs as on 31st March 2025	10% increase from baseline	15% increase from baseline	20% increase from baseline

A.3 Academic

Indicator	Baseline (Dec 2024)	Target 2026–27	Target 2028–29	Target 2030–31
Programmes with approved PO, PSO, PEO and CO, and CO–PO mapping	Partial	100%	100%	100%
Curriculum feedback analysed from students, teachers, alumni and employers	Employer feedback not systematic	All four, every year	All four, every year	All four, every year
Departments offering minors to other departments	None	10%	60%	80%
Courses with skill-based training, apprenticeship or field work	yes	yes	yes	yes
IKS taught as a value-added or core course	Not offered	All UG programmes (value-added)	All UG programmes (Value-added)	All UG programmes (Value-added)
Programmes with a Bharatiya Bhasha component or bilingual courses	None	5%	25%	50%
Courses credited through SWAYAM and other recognised platforms	4 credits	Minimum 16 credits	Minimum 16 credits	Minimum 16 credits
Courses introduced or revised over three years, without repeat count	20%	25%	30%	35%
Programmes using project-based learning in core courses	Limited	All Programmes	All Programmes	All Programmes
Departments using the LMS for materials, submissions, results and blended learning	60%	100%	100%	100%
Teaching days per year	About 180	About 180	About 180	About 180
Days from last examination to result declaration	15	15	15	15

A.4 Research, Innovation and IP

Indicator	Baseline (Dec 2024)	Target 2026–27	Target 2028–29	Target 2030–31
PhD scholars on roll (of whom full-time)	About 189 (37 full-time)	300 (65)	350 (100)	400 (150)
PhDs awarded per year	About 16	25	35	45
Scopus-indexed documents per year (GEHU affiliation, deduplicated)	About 1,250 (2024)	1,500	1,800	2,000
Share of Scopus documents in Q1–Q2 journals	16.95%	30%	40%	50%
Average h-index, Scopus and Web of Science	74	85	95	105
Externally funded projects and value sanctioned (three years)	12 projects; ₹164.54 lakh (2022–2024)	14 projects; ₹200 lakh	16 projects; ₹300 lakh	18 projects; ₹500 lakh
Patents granted per year	10 (2024)	12	20	30
Patent applications filed with GEHU as applicant (not only joint)	2 of 73 published applications listed for 2024	20	30	40
Technology licenses or transfers (cumulative)	0	0	2	4
Innovation Lab and Technology Business Incubator	None	Both operational	Both operational	Domain incubators added
Start-ups incubated (cumulative)	0	5	15	25
Centres of Excellence operational	0	0	1	2

A.5 Human Resource and Supportive–Facilitative

Indicator	Baseline (Dec 2024)	Target 2026–27	Target 2028–29	Target 2030–31
Faculty–student ratio	About 31:1	28:1	20:1	20:1
Cadre ratio, Professor: Associate: Assistant	1:2:10	1:2:10	1:2:6	1:2:4
Departments without a Professor	2	0	0	0
Full-time faculty with PhD or equivalent	31%	50%	70%	75–80%
Average teaching experience of full-time faculty (years)	2-5 years	5-10	10-15	15-20
Faculty retained over three years	14%	20%	25%	35%
Faculty development programmes or certifications per faculty member per year	1	2	2	2
Campuses with a trained counsellor and well-being club	0	3	3	3
Academic buildings fully accessible to persons with disabilities	70%	100%	100%	100%

A.6 Networking, Collaboration and Student Outcomes

Indicator	Baseline (Dec 2024)	Target 2026–27	Target 2028–29	Target 2030–31
MoUs with documented activity in the last three years	About 53 signed in 2024, mostly training and placement	60	65	70
International MoUs with student or faculty exchange activity	-	3	6	10
First-year admissions against sanctioned seats	107% of sanctioned seats	100-110%	100-110%	100-110%
Graduates progressing to placement, higher study or self-employment	>60%	>70%	>80%	>85%
Verified database of students and alumni for NAAC survey	Not compiled	Complete	Complete	Complete
International students on campus	80+	100+	120+	150+
Villages adopted under Unnat Bharat Abhiyan	0	8	8, with impact report	10
Students taking part in community activities, as % of total enrolment	5%	10%	20%	25%

A.7 Physical Infrastructure and Green Campus

Indicator	Baseline (Dec 2024)	Target 2026–27	Target 2028–29	Target 2030–31
Hostel capacity as % of students	14%	16%	16%	25%
Campuses with current energy, environment and green audits	1	3	3	3
Electricity from renewable sources	Exist	Exist	Exist	Exist
Campuses with GRIHA or IGBC rating	0	0	1	1

A.8 Digital and Data Governance

Indicator	Baseline (Dec 2024)	Target 2026–27	Target 2028–29	Target 2030–31
Internet bandwidth (Mbps)	1 Gbps	Continue as 1 Gbps	Continue as 1 Gbps	Continue as 1 Gbps
Student–computer ratio	10:1	Maintain the same	Maintain the same	Maintain the same
Students registered on ABC and degrees uploaded to NAD	Registered on ABC:6556 Uploaded on NAD:20759	100%	100%	100%
Key institutional figures drawn from a single verified source	Compiled separately by offices	All key figures	All key figures	Automated from ERP

Annexure B: School-wise Development Plans

The University will reorganise its departments into thirteen Schools during 2025–26 (Section 1.2). This annexure groups each department's goals under the School it will join. Departments will refine these plans into annual action plans once the schools are formed. Publication targets will be set after the University's publication baseline has been deduplicated (Section 4.4).

B.1 School of Engineering and Computer Applications

Departments: Computer Science and Engineering; Computing (BCA, MCA, B.Sc. IT); Mechanical; Civil; Electronics and Communication; Electrical and Electronics (Dehradun, Bhimtal and Haldwani). Focus: AI, Data Science, Cyber Security, Electric Mobility, Robotics, Structural and Environmental Engineering, VLSI.

Goal	Key actions	Horizon	Indicator
NEP-aligned, industry-ready curriculum	Project-based learning in core courses; industry courses such as Apple iOS; Generative AI and blockchain; Python in first semester; four-year BCA, and B.Sc. IT; minors such as Smart Materials and Advanced Manufacturing; SWAYAM-based electives in ECE	Short-term	25% of curricula revised; PBL in all B.Tech and computing programmes
New programmes	B.Tech Robotics & Artificial Intelligence, AI and Smart Communication; B.Tech Biotechnology (with sciences); AI and Data Science specializations;	Short- to mid-term	Programmes to be launched
Research and innovation	Centre for AI and Emerging Technologies; annual IEEE conferences such as AutoCom and CYBERCOM; full-time PhD scholars	Mid-term	Centre operational; funded projects from external agencies; full-time PhD scholars improved
Employability/Higher Education/Entuerpreneship	Internships; industry programmes such as Toyota T-TEP, MG Motor CAEV and ICT Academy; bridge courses for non-CS MCA entrants	Mid- to long-term	Over 85% placement in CSE and computing; 100% placement

B.2 School of Management and Commerce

Departments: Management; Commerce. Focus: Quality education in management and commerce through undergraduate, postgraduate and doctoral programmes, professional qualification pathways, industry collaboration and practical learning, with emphasis on employability, entrepreneurship and research.

Goal	Key actions	Horizon	Indicator
Academic quality and curriculum development	Periodic review of UG and PG curricula, including BBA, BBA (H), B.Com (H), MBA and M.Com., along with review of the Ph.D. programme, to ensure alignment with academic requirements and industry needs.	Short-term	Periodic curriculum review and implementation of approved revisions.
Professional qualifications and industry collaboration	Strengthen professional qualification pathways in response to increasing student enrolments. Promote industry-linked learning through guest lectures and training programmes.	Short- to mid-term	Increasing student enrolment in ACCA and CMA professional qualification pathways; strengthened industry collaboration through active MoUs.
Practical learning and employability	Promote internships, live projects, case studies, practical assignments and industry exposure, as appropriate to programme requirements, in alignment with NEP 2020.	Short- to mid-term	NEP 2020-aligned internships and practical learning activities across relevant programmes.
Research and faculty development	Encourage Ph.D. research, quality publications, Consultancy, Management Development Programmes (MDPs), and faculty development in relevant areas of management and commerce.	Short- to mid-term	Research publications, doctoral research progress and faculty development activities.

B.3 School of Law

Focus: BCI-compliant, multidisciplinary legal education integrating constitutional values, professional ethics, clinical training, Bharatiya Bhasha, technological innovation, access to justice and Himalayan environmental governance.

Goal	Key actions	Horizon	Indicator
Regulatory Compliance and Curriculum Excellence	Review and update curricula in accordance with applicable BCI regulations, NEP objectives and emerging legal developments, including new criminal laws, labour legislation and constitutional jurisprudence.	Short-term/ Annual review	All programmes reviewed for BCI compliance; curriculum revisions approved through prescribed processes.
Professional Competence and Experiential Learning	Strengthen moot courts, legal aid clinics, internships, advocacy, legal drafting, client counselling, mediation and legislative drafting through structured practical training.	Short-term-midterm	Applicable BCI clinical and internship requirements fulfilled; student participation and competency assessments documented.
Bharathiya Bhasha, Digital innovation and interdisciplinary Learning	Promote multilingual legal education, bilingual legal resources, legal translation, AI-assisted legal research, digital legal literacy and interdisciplinary engagement with humanities and social sciences.	Short- to mid-term	Legal-language and digital competency modules implemented; bilingual resources developed; student competencies assessed.

Goal	Key actions	Horizon	Indicator
Research Excellence and Access to Justice	Develop research in constitutional law, human rights, Himalayan environmental governance, emerging technologies and legal policy; strengthen doctoral research, community legal awareness and institutional collaborations.	Mid-term-long term	Document research outputs and funded projects; monitor doctoral milestones; conduct annual legal-awareness and community-engagement activities.

B.4 School of Pharmacy

Focus: pharmaceutical education integrated with research, ethics, clinical exposure and regulatory competence.

Goal	Key actions	Horizon	Indicator
Quality pharmaceutical education	PCI- aligned curriculum; simulation labs; internships at Graphic Era Hospital and in industry	Short-term	100% regulatory compliance; 90% internship completion
Research and industry collaboration	Drug Discovery and Formulation Research Lab; IKS-based herbal research; MoUs with partner universities and industry	Mid-term	5 industry projects; 200 indexed publications
Professional outcomes	Licensure and higher-study preparation; employer feedback	Mid- to long-term	100% placement and higher-study target

B.5 School of Health Sciences

Department: College of Nursing (Bhimtal). Focus: competent, ethical and community-oriented nursing education aligned with INC norms.

Goal	Key actions	Horizon	Indicator
Quality healthcare education	INC-aligned curriculum; simulation labs; digital health	Short-term	100% regulatory compliance
Clinical and community engagement	Clinical postings in multispecialty hospitals & community health centre, rural health camps in adopted villages, blood donation camps, and community-based health awareness programmes and camps.	Mid-term	2,000+ beneficiaries a year
Expansion	Postgraduate nursing and allied health programmes, subject to approval	Long-term	New post graduate programmes; Seats to be increased as per INC

B.6 School of Agriculture

Focus: sustainable, climate-resilient and technology-enabled agriculture and agri-business for the Himalayan region.

Goal	Key actions	Horizon	Indicator
ICAR-aligned education	VI Deans Committee curriculum; multiple exit with UG certificate and diploma; RAWE and KVK exposure	Short-term	100% of courses with experiential component
Postgraduate and doctoral growth	PhD in Agronomy, Genetics and Plant Breeding, and Horticulture, MBA Agri-Business	Short- to mid-term	Programmes launched; PG enrolment :30 and PhD enrolment target: 10
Portfolio review	Annual review of demand for B.Sc. (Hons.) Agriculture and reorientation towards PG, PhD and agri-business where needed	Short-term	Decision recorded by the Academic Council
Research and outreach	Centre for Sustainable Mountain Agriculture; ICISALT conference series; UCB partnership; farmer training in adopted villages	Mid- to long-term	10 funded projects; 1,000+ farmers trained

B.7 School of Allied Sciences

Departments: Physics; Chemistry; Mathematics; Environmental Science. Focus: strong foundational sciences supporting engineering, health, agriculture and sustainability research.

Goal	Key actions	Horizon	Indicator
NEP-aligned programmes	Four-year B.Sc. (Hons.) with research; minors for other Schools; electives such as Quantum Computing and LaTeX writing; disaster management in Environmental Science	Short-term	All programmes revised
New programmes and enrolment	M.Sc. Mathematics and Computations; B.Sc. (Hons.) Statistics; outreach to reverse falling enrolment in B.Sc. Physics	Mid-term	2 new programs in Maths
Research	Interdisciplinary projects with Engineering, Pharmacy and Agriculture; full-time PhD scholars; IAPT-APhO cell and Olympiad camps	Mid- to long-term	10 funded projects; 10% -20% increase in full-time PhD scholars

B.8 School of Design

Departments: Fashion Design; Fine Arts; Industrial and Visual Communication Design. Focus: design thinking, sustainability, Indian Knowledge Systems and digital technologies.

Goal	Key actions	Horizon	Indicator
Studio-based, industry-oriented education	Studio learning; minors in Textile Design and Fashion Retail; Generative AI in creative media; VR, AR and MR labs	Short-term	70–100% studio-based courses
Craft and cultural integration	craft cluster projects (6 weeks); Weaving lab; partnerships with craft clusters such as Bagru hand-block printing;, natural dyes; bilingual courses	Mid-term	20 design registrations, patents and research papers and projects; Design awards at National & International levels
Industry and global exposure	Fashion shows (Uttaragam, Tasva), studio and gaming-company collaborations	Mid- to long-term	50% to 60% for placement and freelance engagement
Curriculum Revision and Academic Quality Enhancement	Revise curricula across Fashion Design, Animation & Gaming, UX & Interaction Design, Product Design, and Interior Design.	Short-term	Revised curricula approved by BoS and Academic Council; curriculum mapped to COs, POs, PSOs, and PEOs.
Introduction and Consolidation of New Programmes	Establish the newly introduced B.Des Interior Design, MFM	Short-term	Programme implementation plans; approved course structures;
Faculty Recruitment and Specialisation Development	Recruit faculty in critical specialisations, particularly UX & Interaction Design, Product Design, and Animation & Gaming.	Short-term	In process.
Industry Collaboration and Live Projects	Establish partnerships with Fashion industries and brands,Professional bodies and institutes,design studios, animation and gaming companies, technology firms, product development organisations, and interior design practices. Integrate industry briefs, live projects, guest lectures, workshops, internships, and portfolio reviews into the curriculum.	Mid-term	Active industry partnerships; number of live projects, internships, industry sessions, and external portfolio reviews are in process
Studio and Infrastructure Development	Develop dedicated studios and specialised learning spaces for UX & Interaction Design, Product Design, Animation & Gaming, and Interior Design. Address classroom shortages, accommodate multiple sections, and ensure access to appropriate software, equipment, and practical learning facilities.	Short-term	In Process
Centre of Excellence in Design	Establish a Centre of Excellence focused on interdisciplinary design practice, emerging technologies, industry-oriented innovation, applied research, and advanced professional training. Build on the capabilities developed through the Design Research and Innovation Centre.	Long-term	In Process

B.9 School of Mass Media and Communication

Focus: ethical, digital-first media education with a strong social orientation.

Goal	Key actions	Horizon	Indicator
Digital-ready media professionals	Newsroom pedagogy; minors in Media Management, PR and Events, Fact-Checking, Mobile and Web Journalism; Hindi skills course	Short-term	100% of students with practical newsroom exposure
Industry partnerships	Imaging and film-making academies; Himpravah film festival; media-house internships	Mid-term	50% active media partnership
Community media and research	Community journalism in Uttarakhand; media research	Mid- to long-term	Community media lab operational; 60-70% placement or self-employment or higher studies

B.10 School of Humanities and Social Sciences

Departments: English; Economics; Personality Development. Focus: language, literature, social sciences and life skills for all Schools.

Goal	Key actions	Horizon	Indicator
Curriculum renewal	Introduce new courses such as Global South Literatures and Disability Studies; develop minors in Multimodal Communication, AI and Language Studies, Law and Literature, and Digital Humanities; integrate critical thinking, sustainability and interdisciplinary perspectives into curriculum development.	Short-term	All programmes reviewed and revised; interdisciplinary electives and minors introduced, subject to approval.
Life Skills for Employability of All	Implement communication, personality development and aptitude programmes for every School; strengthen academic and professional writing, critical thinking, digital and AI literacy, workplace readiness, and mentoring for defence aspirants.	Short- to mid-term	Coverage of all final-year students; annual assessment of communication, aptitude and employability competencies.
Research and Social Impact	Promote publications in peer-reviewed and UGC-CARE-listed journals, interdisciplinary research involving humanities, social sciences, law and technology, and research on regional development, sustainability and social inclusion; strengthen institutional collaborations and community engagement.	Mid-term	Annual publication targets established; interdisciplinary research projects undertaken; institutional collaborations and community-engagement outcomes documented.

B.11 School of Hospitality Management

Focus: experiential hospitality education aligned with Uttarakhand's tourism and wellness sectors (Haldwani).

Goal	Key actions	Horizon	Indicator
Industry-aligned education	Training kitchens; partnerships with IHG, The Fern, The Tiger Camp and other hotels; sustainability course in Bharatiya Bhasha	Short-term	100% practical-based courses
Sustainable and wellness tourism	Eco-tourism and wellness electives; appoint a Professor	Mid-term	New electives launched
Career readiness	Placement partnerships with hotels, resorts and tourism boards	Mid- to long-term	85% placement

B.12 School of Vocational Studies

Department: Vocational Studies (BFSI). Focus: Industry-oriented, internship-embedded vocational education in Banking, Financial Services and Insurance (BFSI), integrating practical learning, industry certifications in Accounting (Tally) and Finance (NISM), and employability-focused.

Goal	Key actions	Horizon	Indicator
Academic quality and curriculum development	Periodically review the curriculum to ensure alignment with evolving BFSI industry requirements, vocational competencies and relevant professional standards.	Short-term	Periodically review job-ready certifications and implement changes accordingly.
Industry certifications and collaboration	Strengthen industry-linked learning through Accounting (Tally) and Finance (NISM) certifications, industry interactions, and collaboration with Tally Education Pvt. Ltd. and NISM.	Short- to mid-term	Integrate industry certifications and student participation in study tours to strengthen collaboration.
Internship-embedded learning and employability	Strengthen the internship-embedded structure of the programme through supervised industry internships, workplace exposure aligned with BFSI sector requirements.	Short- to mid-term	Successful completion of internships, improved practical competencies and enhanced student employability.
Skill development and career progression	Facilitate career readiness through hands-on training in accounting, financial services, banking operations and other relevant BFSI functions, along with placement support and industry engagement.	Short- to mid-term	Improved industry readiness, placement opportunities and progression to relevant employment or higher education.

Annexure C: IDP Committee and Process Record

The IDP Core Team was constituted by notice of the Vice-Chancellor dated 3 June 2024 and held its first meeting in hybrid mode on 15 June 2024.

Member	Role in the Core Team
Prof. (Dr.) Sanjay Jasola, Vice-Chancellor	Chairperson
Prof. (Dr.) R. Gowri, Pro-Vice-Chancellor	Member
Col. Anil Nair, Campus Director, Bhimtal	Member
Prof. (Dr.) Manish Bisht, Campus Director, Haldwani	Member
Dr. Arvind Dhar, Registrar	Member
Prof. (Dr.) Subhash Gupta, Director, Infrastructure	Member
Prof. (Dr.) Nardev Singh, Director, School of Pharmacy	Member
Prof. (Dr.) M. C. Lohani, Campus Dean Academics, Haldwani	Member
CA Rahul Gupta, Finance Head	Member
Prof. (Dr.) Mahesh Manchanda, Director, IQAC	Member
Prof. (Dr.) Bordloi, Head, Department of Computer Science and Technology	Member
Prof. Vishal Sagar, Head, School of Management	Member
Prof. (Dr.) Rahul Raj, Head, Department of Commerce	Member
Dr. Arvind Negi, Head, School of Agriculture	Member
Dr. Taha Siddiqui, Head, Department of Mass Media and Journalism	Member
Dr. Susheela Dahiya, Associate Professor, Computer Science and Technology	Member
Prof. (Dr.) Rakesh Sharma, Pro Chancellor, Graphic Era (Deemed to be University)	Special Invitee
Prof. (Dr.) Narpinder Singh, Vice-Chancellor, Graphic Era (Deemed to be University)	Special Invitee
Prof. (Dr.) Jyoti Chhabra, Head, Department of Fashion Design	Convener

Record of meetings and consultations

Date	Meeting or consultation	Key decisions
15 June 2024	First meeting of the IDP Core Team	**Governance Enablers**: Retain the existing Vision and Mission; prepare the institutional context, university profile and SWOC analysis. Fix the next meeting for 15 July 2024 and target an interim draft by August 2024.
17 June – 31 July 2024	Baseline data collection and institutional consultations	**Governance Enablers; Financial Enablers and Funding Models**: Collect institutional profile, academic performance, faculty strength, research, financial and infrastructure data. Identify institutional strengths, gaps and development needs.
1–16 August 2024	2nd Meeting of the IDP Core Team	**Academic Enablers**: Review programme structure, curriculum, NEP alignment, OBE, multidisciplinary education, skills, student progression and academic quality priorities. Formulate draft academic development objectives.
19 August – 13 September 2024	3rd Meeting and stakeholder consultations	**Human Resource and Supportive–Facilitative Enablers; Networking and Collaboration Enablers**: Consult Deans, HODs and functional heads on faculty requirements, professional development, administrative support, partnerships and collaboration opportunities.
16–30 September 2024	4th Meeting of the IDP Core Team	**Research, Innovation and Intellectual Property Enablers; Centres of Excellence**: Identify research priorities, external funding opportunities, intellectual property support, incubation needs and potential Centres of Excellence.
1–18 October 2024	5th Meeting of the IDP Core Team	**Digital Infrastructure and Data Governance Enablers**: Identify digital infrastructure needs, institutional data systems, learning analytics, data ownership, reporting processes and monitoring requirements.
21 October – 8 November 2024	6th Meeting of the IDP Core Team	**Physical Infrastructure and Green Campus Enablers; Financial Enablers and Funding Models:** Consolidate infrastructure requirements, laboratory and technology needs, sustainability initiatives, estimated costs and possible funding sources.
15 November 2024	7th Meeting of the IDP Core Team	Review of the first consolidated draft: Examine all enabler areas, identify overlaps and gaps, and check alignment among strategic goals, objectives, initiatives, resources and KPIs.
23 November 2024	26th meeting of the Academic Council	Approval from Academic Council
3 March 2025	25th Meeting of the Board of Management	Approval from BOM
8 April 2025	19th Meeting of the Board of Governors	Formal Approval from BOG
May–June 2025		Implementation planning and communication
July 2025		IDP implementation begins

Sources

- UGC Guidelines for Institutional Development Plan for Higher Education Institutions (draft).
- NAAC Binary Accreditation Framework, metrics for universities (Technical Session 2, July 2024).
- The Uttarakhand Private Universities Act, 2023 (Uttarakhand Act No. 02 of 2024), notified 3 January 2024.
- Graphic Era Hill University Act, 2011, India Code.
- GEHU monthly activity reports, January to December 2024 (internal).
- GEHU patent records, 2019–2024 (internal).
- GEHU admissions brochures, 2024 and 2025.