**SRM University Delhi-NCR, Sonepat, Haryana**

# *Institutional Development Plan 2024-39*



# *Learn | Leap | Lead*

NO. 39, RAJIV GANDHI EDUCATION CITY, DELHI-NCR, SONEPAT 131029

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## INTRODUCTION

Across the globe, there is growing emphasis on the quality and standards of education, particularly higher education, in response to its rapid expansion and the substantial public and private investments it demands. In India, the imperative of nation-building, fostering an equitable and just society, and securing a prosperous future for coming generations hinges on our ability to become a leading knowledge-based economy. This calls for a bold reimagining of our higher education system, one that prioritizes excellence, innovation, accountability, and sustainability.

Our Hon'ble Prime Minister has aptly noted that India's emerging network of universities, IITs, IIMs, AIIMS, and other higher educational institutions are foundational pillars in building a "*New India*." With our rich educational legacy and demographic dividend, India's soft power is becoming a global success story through the talent of its youth. Preparing the next generation to be future-ready and resilient to global challenges is possible only through visionary institutions committed to high-quality, inclusive, and forward-looking education.

In this evolving context, driven by globalization and internationalization of higher education, the response must be transformative and holistic. The onus lies on all stakeholders, educators, researchers, administrators, and learners, to create, connect, and apply knowledge that shapes a uniquely Indian, yet globally competitive, ecosystem of higher education.

SRM University, Delhi-NCR, Sonepat, Haryana, a multidisciplinary NAAC A+ accredited institution and part of the prestigious SRM legacy, embraces this responsibility with a deep sense of purpose. Our Institutional Development Plan (IDP) is a strategic roadmap aligned with national priorities such as the National Education Policy (NEP) 2020, the Sustainable Development Goals (SDGs), the National Credit Framework (NCrF), and the integration with the Academic Bank of Credits (ABC).

At the heart of this IDP is the commitment to academic and professional excellence, fostering learners who are not only well-versed in their disciplines but also imbued with ethical values, critical thinking, creativity, scientific temper, and a spirit of service. True to the vision of NEP 2020, we seek to enable students to explore deep specialization while nurturing well-rounded personalities equipped for the 21st century. The UGC's guidelines for Institutional Development Plans empower Higher Educational Institutions to systematically pursue excellence through autonomy, innovation, and accountability. In line with these guidelines, this IDP reflects SRM University's resolve to lead by example and serve as a catalyst in India's higher education transformation. As a university, we want to be in the forefront of the *Viksit Bharat* 2047 journey.

*This Plan is a broader 15-year plan – SRMUH@2039. Detailed plan enabler wise shall be worked out by the IDP Implementation Committee*

**From the Desk of the Vice Chancellor**

"*An Institutional Development Plan is not just a blueprint for progress, but a shared vision for transformation — where every idea becomes a step, and every step leads toward excellence, equity, and impact.*"

It gives me immense pleasure to present the Institutional Development Plan (IDP) of SRM University, Delhi-NCR, Sonepat, Haryana – a roadmap that reflects our deep commitment to academic excellence, innovation, and nation-building in alignment with the goals of the National Education Policy (NEP) 2020.

As a multidisciplinary university accredited with NAAC A+, SRM University stands at the confluence of tradition and transformation. In a world marked by rapid change and emerging challenges, the role of higher education institutions has never been more vital. Our IDP is a conscious step towards embracing this responsibility by fostering a future-ready ecosystem that nurtures intellectual curiosity, ethical values, global competence, and social responsibility among students and faculty alike.

This document is not merely a strategic plan; it is a reflection of our institutional ethos and aspirations. Guided by the principles of academic autonomy, outcome-based education, interdisciplinary learning, and research-led innovation, the IDP lays down the foundation for sustainable growth and global relevance. It also aims to strengthen linkages with industry, government, and the community to ensure that the knowledge we create translates into real-world impact.

We recognize that the success of any institution lies in the collective vision and effort of its stakeholders. I take this opportunity to express my sincere appreciation to the faculty, staff, students, and academic leaders who have contributed to shaping this plan with thoughtful inputs and unwavering dedication.

Let us continue to work together, with passion, purpose, and perseverance, to make SRM University, Sonepat a benchmark for excellence and a true catalyst in India's higher education transformation.

**Prof. (Dr.) Pramajit S. Jaswal**
**Vice Chancellor**
**SRM University, Delhi-NCR, Sonepat, Haryana**

SRM University Delhi-NCR Haryana (SRMUH) carries forward the legacy of SRM Group of Institutions. SRM's initiative towards the cause of quality education began in 1969 with the establishment of a primary school and today after five decades of its existence it has 22 institutions and 4 Universities. SRMUH was established as a State Private University under the Haryana Private Universities Act, 2006 (as amended by Haryana Act No. 8 of 2013), in furtherance of the objective of the SRM group to reach out to a greater number of stakeholders in Northern India. The University aims to emerge as a leading world-class educational institution that disseminates knowledge upholding the highest standards of instruction in all fields of study. Along with academic excellence and skills, the University curriculum is developed in a manner to impart experiential learning & life-skills, and, ensures that learners are exposed to various activities, which instill in them social sensitivity, compassion, patriotism, moral, and ethical integrity. Accordingly, when the learners graduate, they emerge as citizens who are best suited to serve society and also undertake various leadership duties.

It is a multidisciplinary University with all the privileges and pride to exist and expand as a world-class educational institution. SRMUH is developed in sylvan surroundings amidst lush green fields. The University campus is spread over 47.38 acres of land and has a well-designed architectural layout. Students from over twenty-five different States and UTs of India and also various parts of the world study here. At present, the University is offering sixty-eight programmes. The campus is well-equipped with a state-of-the-art infrastructure, laboratories, sports, transport, healthcare, and other educational & recreational facilities. Hostel facility is provided inside the University campus for students (Boys and Girls) as well as staff.

The hostels with the state-of-the-art infrastructure provide an ambience of home away from home. The hostels are spacious, centrally air-conditioned, and well-furnished with attached bathrooms. The hostels are supported by spacious mess where staff and students dine together and it also has recreational amenities like a gymnasium, indoor sports, and cafés. Painted in white and yellow colours, twenty-two buses, which are fully air-conditioned, ply on the designated routes covering NCR area and adjoining cities covering parts of *Sonepat, Delhi, Ghaziabad, Panipat, Karnal, Baraut, Baghpath, Gohana and Rohtak*.

SRMUH is recognized under section 2 (f) of the UGC Act, 1956. It has the approval of all Regulatory Bodies, such as, Bar Council of India (BCI), National Council for Hotel Management and Catering Technology (NCHMCT). It is recognized by Department of Scientific and Industrial Research (DSIR) as Scientific and Industrial Research Organisation (SIRO). The University is approved by the Department of Science and Technology (DST), Govt. of India to conduct 'INSPIRE'- Internship Science Camp and Regional Innovation Science Hubs for Innovators (RISHI) programme and has a membership of Association of Indian Universities (AIU) and the Association of Commonwealth Universities (ACU). SRMUH is the first Indian University powered by National Association of Software and Services Companies (NASSCOM) Future Skill. It was ranked first for excellence in IT Enabled Learning by Education World India Higher Education Rankings 2021-22. It is also the first University to have academic affiliate with Institution of Engineering and Technology (IET),

Haryana. SRMUH is also the first University to be recognised by Special Olympics Bharat to impart training to intellectually challenged.

## VISION

SRM University Delhi-NCR, Sonepat, Haryana aims to emerge as a leading world-class university that creates and disseminates knowledge upholding the highest standards of instructions in Medicine & Health Sciences, Engineering & Technology, Management, Law, Science and Humanities. Along with academic excellence and skills, our curriculum imparts integrity and social sensitivity to mould our graduates who may be best suited to serve the nation and the world.

## MISSION

- To create a diverse community campus that inspires freedom and innovation.
- Promote excellence in educational and skill development processes.
- Continue to build productive international alliances.
- Explore optimal development opportunities available to students and faculty.
- Cultivate an exciting and rigorous research environment.

## CORE VALUES OF SRMUH

- *Academic Freedom and Integrity* - Upholding a culture where the pursuit of knowledge is free from bias, external influence, or censorship, and guided by honesty, transparency, and ethical conduct in teaching, learning, and research.
- *Inclusivity and Equity* - Fostering a diverse, welcoming, and non-discriminatory environment where all individuals, regardless of background, have equal access to opportunities and resources for academic and personal growth.
- *Student-Centric Learning* - Prioritizing the holistic development of students by engaging them through flexible, personalized, and experiential learning strategies that empower them to take ownership of their educational journey, while instilling the mindset and skills necessary for lifelong learning in a rapidly changing world.
- *Social Responsibility and Sustainability* - Encouraging ethical citizenship, community engagement, and environmental consciousness, aiming to create positive societal impact through academic and institutional practices aligned with sustainable development goals.
- *Innovation and Excellence* - Promoting a forward-thinking and quality-driven mindset across all levels of the institution by encouraging creativity, critical inquiry, and continuous improvement in every endeavour.

## SWOC Analysis – SRM University Delhi-NCR, Sonepat

## Institutional Strengths

- **Legacy and Reach**

- Strong legacy backed by SRM Group's national footprint and brand equity.
- **State-of-the-art Infrastructure**
  - Modern academic, laboratory, and research facilities.
  - Eco-friendly, gender-sensitive, and disability-inclusive campus.
- **Innovative Teaching and Learning**
  - Experiential pedagogy emphasizing industry-academia collaboration and real-world projects.
- **National and International Collaborations**
  - Active MoUs with global and Indian universities for research, dual degrees, internships, and faculty exchange.
- **Future-ready Programs**
  - Interdisciplinary and emerging-tech programs like:
    - Cloud Computing, AI, Robotics, Mechatronics
    - Big Data Analytics, IoT, Cyber Security, Business Analytics
- **Sustainability & Environment Commitment**
  - Renewable energy use
  - Rainwater harvesting
  - Waste management
  - No-smoking green campus
- **Social Responsibility and Community Engagement**
  - Involvement in health camps, legal awareness, school outreach, NSS, etc.
- **Well-being Focus**
  - Institutional support for **mental and physical health**, sports, and overall student welfare.

## Institutional Weaknesses
- **Location Constraint**
  - **Limited public transport connectivity** (e.g., metro), impacting accessibility and optimal student strength.
- **Low Internationalization in Some Areas**
  - Few international students across certain programs
  - Limited international visiting faculty and scholars

## Institutional Opportunities
- **Alumni Engagement**
  - Create an active alumni network, increase alumni-driven mentorship, funding, and internships.
- **Collaborative Growth**
  - Expand national and international research collaborations and student/faculty exchange programs.
- **MOOC Integration & Digital Learning**
  - Leverage platforms like SWAYAM, NPTEL, and Coursera for blended learning.

- **Skill Development & Entrepreneurship**
  - Align programs with Skill India, Make in India, Start-up India missions.
- **Curricular Expansion**
  - Launch more career-oriented UG/PG programs aligned with emerging sectors and job markets.

## Institutional Challenges

- **Keeping Pace with Global Trends**
  - Rapidly evolving landscape of higher education, research, and digital pedagogy.
- **Technology and Innovation Uptake**
  - Adapting to fast-changing technological disruptions and pedagogical innovations.
- **Residential Infrastructure**
  - Need to develop a fully residential campus for inclusive academic life.
- **Research Ecosystem and Revenue Generation**
  - Increase funded research projects, consultancies, patents, and innovation-based income.
- **Wider MOOC Adoption**
  - Motivate students to actively pursue online courses on SWAYAM and global platforms.

## The SRMUH Institutional Development Plan

In an era defined by rapid educational transformation, increasing global competition, and technological disruption, Higher Education Institutions (HEIs) in India are called upon to redefine their role not only as centres of academic excellence but as engines of innovation, inclusion, sustainability, and social impact. The Institutional Development Plan (IDP) of SRM University Delhi-NCR, Sonepat, Haryana (SRMUH) is a visionary document that aims to guide the University's growth and transformation over a 15-year period, aligned with the National Education Policy (NEP) 2020, the Sustainable Development Goals (SDGs), and the dynamic expectations of the 21st-century knowledge society.

As a multidisciplinary university with a strong foundation in innovation, academic diversity, and student-centric learning, SRMUH seeks to evolve as a world-class institution by building on its existing strengths and addressing key challenges in a structured, strategic manner. The IDP is both a blueprint and a commitment—to quality, equity, interdisciplinarity, financial sustainability, digital empowerment, and impactful research.

**Purpose of the IDP:** The Institutional Development Plan aims to:
- Align the university's vision and mission with national priorities and global benchmarks.

- Develop a phased roadmap for academic, administrative, infrastructural, and financial enhancement.
- Facilitate structured growth through clear goals

| short-term (0–2 years) | mid-term (3–5 years) | long-term (6–15 years) |
|---|---|---|
| | | |

- Promote stakeholder participation and responsiveness, ensuring that students, faculty, alumni, and industry partners co-own the institutional journey.

**Guiding Philosophy**

The IDP is rooted in the belief that higher education must:
- Serve the larger social good by ensuring equity, access, inclusion, and community engagement.
- Foster lifelong learning, creativity, and constitutional values in learners.
- Promote multidisciplinary knowledge, research innovation, and digital transformation.
- Support sustainable governance, financial autonomy, and global engagement.

**Institutional Context**

SRM University Delhi-NCR, Sonepat, part of the renowned SRM Group of Institutions, brings with it:
- A strong legacy of educational excellence.
- A modern, green campus that is inclusive and accessible.
- A growing portfolio of emerging-tech programs (AI, IoT, Data Science, Cybersecurity, etc.).
- National and international collaborations for research, internships, and academic exchanges.
- A strong commitment to community development, sustainability, and wellness.

At the same time, the university acknowledges challenges such as improving accessibility due to geographical constraints, deepening internationalization, and enhancing research output. The IDP is designed to systematically address these through well-defined strategic enablers including governance, finance, academics, research, human resource development, infrastructure, and partnerships.

## A.     GOVERNANCE ENABLERS

SRMUH has fostered a system of participatory management, decentralised, inclusive and effective governance. The various statutory bodies such as the Board of Studies, Academic Council, Board of Management, and the non-statutory bodies work together to achieve the vision and mission of the University. These bodies, comprising of faculty, students, and other internal and external stakeholders, drive the University policies and processes. The University has an Internal Quality Assurance Cell (IQAC) which works closely with all stakeholders and provide support on quality initiatives related to academics, research and administration. The

IQAC monitors and reviews the teaching-learning process regularly through academic audits and inputs from the departmental IQAC.

To achieve excellence in academic, research, administration, sports and extension activities SRMUH has adopted the 5Qs (Quality Intake, Quality Delivery, Quality Assessment & Evaluation, Quality Outcome, Quality Placement), by ensuring regular monitoring of feedback received from various stakeholders.

| short-term (0–2 years) | mid-term (3–5 years) | long-term (6–15 years) |
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## GOVERNANCE ENABLERS

| Fina | Types of Infrastructure | Details of its usage | Goal |
|---|---|---|---|
| 1. | BoG / Senate/ Syndicate | • Full Functional | |
| | | • fully/ Majorly staffed | |
| | | • defined roles and responsibilities and accountability | |
| | | • involvement of alumni as major stakeholder | |
| 2. | Quality Assurance | • Well defined Processes | |
| | | • Processes to capture various aspects of governance | |
| | | • Clearly defined deliverables and outcomes | |
| 3. | Financial autonomy | • Striving for self-sustainability | |
| | | • Generating external revenue sources | |
| | | • Creation of Chair for Research in specific areas | |
| 4. | Leadership | • Effective leadership | |
| | | • Strategic management | |
| | | • Laying down objectives and targets | |
| 5. | Vision, Mission and Roadmap for the HEI | • Prepare Vision and mission document. | |
| | | • Evolve Shared Vision through detailed discussions with stakeholders. | |
| | | • Short, medium and long-term (2, 5, and 10 years) Plan document | |
| | | • To reliable consultants of repute and or insource capability as needed. | |

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| | | • Templates designed and given to HODs/ Section In-charges for Roadmap preparation. | |
| 6. | Close monitoring by IT/ Web-based based Management Information System | • Parameters for performance to be finalized by appropriate Committee. Source of feedback, Also UGC, and AICTE guidelines to be kept in mind. | |
| | | • Academic system should be implemented on priority. | |
| 7. | Risk Management Analysis | • At least yearly meeting with insurance company representatives to discuss scenarios for mitigating risks (legal, safety, financial, natural disaster preparedness, environmental, hazards, etc.) | |
| 8. | External Advisory Boards | • Establish an external advisory board consisting of prominent industrialists, academics, and governmental officers to advise on the running and make-up of the School | |
| | | • Board to meet at least once per semester in conjunction with a student presentation or other function | |
| 9. | Student Feedback | • Evolve Regular 360 Degree feedback for all faculty and consistently monitor and act upon the observations. | |
| | | • Methodology to be proposed by Faculty members through HODs. | |
| | | • Feedback to be taken on a regular basis and faculty members to be motivated to improve their delivery | |

## B. FINANCIAL ENABLERS AND FUNDING MODELS (RESOURCE GENERATION)

The Financial Enablers and Funding Models for SRM University Delhi-NCR, Sonepat focus on achieving long-term financial sustainability through a diversified and strategic resource generation framework. This includes strengthening internal revenue sources such as tuition fees, executive education, and industry-sponsored programs, while expanding external funding avenues through research grants, consultancy projects, CSR partnerships, alumni endowments, and philanthropic contributions. The university aims to establish research chairs in priority areas, promote intellectual property commercialization, and explore Public-Private Partnership (PPP) models for infrastructure development. A robust financial governance system, including transparent budgeting, digital financial management tools, and periodic audits, ensures accountability and optimal resource utilization in line with its vision for inclusive, innovation-driven, and globally competitive higher education.

| short-term (0–2 years) | mid-term (3–5 years) | long-term (6–15 years) |
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# FINANCIAL ENABLERS AND FUNDING MODELS (RESOURCE GENERATION)

| S. No. | Types of Financial infrastructure | Details of financial infrastructure | |
|---|---|---|---|
| 1. | **Financial Policies** | • The policies shall outline the roles and responsibilities of various university/ institution officers and organizations in managing the university's financial assets. | |
| 2. | **Action Plan and Budgets** | • Finalize Action Plan based on the proposed IDP | |
| | | • Define budget line items (Income: fees, grants if any, research projects, endowments, CSR funds, donations, etc., Expenses: salaries, utilities, maintenance, etc.) | |
| | | • Budget granularity to be monthly for the first year, quarterly for the next 4 years | |
| | | • Indicate clear responsibility, milestones, and timelines for each activity | |
| | | • Finalize 1-year and 5-year budget forecast | |
| | | • Detail out one year Capital Budget, Recurring Budget | |
| | | • Allocate funds and put these in a separate account | |
| | | • Utilize funds and track spending against milestones per budget. | |
| | | • Revisions to the budget are to be approved only after a meeting and discussion with the budget committee. | |
| | | • Planning of recurring and non-recurring expenditures for each department. Consumables, etc. | |
| | | • Separate budget for Non-Recurring and Recurring expenditures. | |
| | | • HODs to prepare details for departments. | |
| 3. | **Main sources of revenue to be developed** | • tuition and other fees from the students | |
| | | • government grants and subsidies | |
| | | • consultancy fees and overheads earned on the sponsored research and development projects from the Government and private/ corporate sector | |

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| | | • endowments, philanthropic contributions, and other income like CSR, royalties on intellectual property (IP)/ patents etc. | |
| 4. | **Close liaison with GOI ministries/ agencies and others for funding and Access to external grants and funding** | • More than 20 ministries of the Government of India offer Projects/ Research Projects for HEIs. | |
| | | • Proforma for financial assistance is to be procured from the concerned Ministries. | |
| | | • Widening the responsibility for getting grants from all appropriate source | |
| | | • Standardized proforma/ template for new R& D / Modernization proposals for funding by the Government of India/ other external agencies. | |
| | | • Templates to be designed and prescribed in consultations with respective heads and deployment of SOPs. | |
| 5. | **IRG scheme in each department** | • Commercial Utilization of existing facilities: Collection of information indicating the strength of each department & the lab equipment/instruments available for use by external agencies | |
| | | • Consultancy by Each Department: The strength of each department May be circulated and advertised in Newspapers. | |
| | | • Funding from external funding agencies | |
| 6. | **Financial/ Investment Committee** | • A financial/investment committee is responsible for making decisions regarding the investment and reinvestment of funds, purchasing and selling securities belonging to the endowment, or other long-term university assets, as well as prescribing and approving investment policies for university investment agents. | |
| 7. | **Staff providing financial services** | • Finance team need some specific roles and incumbents like a chief financial officer, treasurer, assistant treasurer as dedicated resources; and /or access to capabilities like chief investment officer, accountants, clerks, Data Entry Clerks, CA, etc. | |

## C.    ACADEMIC ENABLERS

The Academic Enablers at SRM University Delhi-NCR, Sonepat are designed to promote a learner-centric, multidisciplinary, and future-ready academic ecosystem aligned with NEP 2020 and global standards. The University emphasizes outcome-based education, curriculum reform, and the integration of emerging disciplines such as Artificial Intelligence, Data Science, Cybersecurity, Legal-Tech, and Sustainable Development. Academic offerings are continuously updated to ensure relevance, employability, and alignment with industry demands. Focus is laid on academic flexibility through the Academic Bank of Credits (ABC), adoption of MOOCs and blended learning via SWAYAM and other platforms, and credit recognition of vocational and experiential learning. SRMUH fosters interdisciplinary collaboration across faculties and promotes holistic education that combines academic rigor with values, ethics, communication, problem-solving, and entrepreneurial skills. The faculty are empowered through capacity-building programs, exposure to global pedagogies, and integration of ICT tools in teaching. A strong mentoring system, academic audit processes, student support services, and the implementation of a robust academic MIS ensure quality assurance and continuous improvement in academic delivery and learning outcomes.

| short-term (0–2 years) | mid-term (3–5 years) | long-term (6–15 years) |
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## ACADEMIC ENABLERS

| S. No. | Types of Innovative academic infrastructure | Details of innovative academic infrastructure & its usage | |
|---|---|---|---|
| 1. | Courses catering to professional/future requirements | • The institutions need to provide for giving a varied choice of relevant programs. |  |
|  |  | • Courses to allow for in-depth learning of students as per their interest allowing for future growth of the student. |  |
|  |  | • Multidisciplinary and relevancy of programs |  |
| 2. | Curriculum- updated as per industry requirements | • The curriculum should be updates regularly to cater to the dynamic requirement of the changing employment landscape. |  |
|  |  | • programs to suit the industry requirements both in short term and for future readiness. |  |
|  |  | • Industry linked/ internship/ apprenticeship embedded programs. |  |
|  |  | • Modularization of curriculum to enable Multiple Entry- Multiple Exit options |  |

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| 3. | **Curriculum embedded with Employability Skill** | • The curriculum needs to focus on inculcating basic skills important for increasing the employment avenues and readiness. | |
| | | • Adding Employability Skills (ESs) across all disciplines like Constitutional values/ Citizenships, universal values; Career Development & Goal Setting; Becoming a professional in 21st Century; Communication Skills; English Skills; Inclusivity and Diversity including Gender sensitization, PwD etc.; Digital Literacy/ Skills/ digital fluency; Financial & Legal Literacy; Start-up management and Entrepreneurship; Customer Service orientation; and Job readiness and exam preparation | |
| | | • Curriculum to focus on competencies and skills like Critical thinking and problem solving; Creative thinking and innovation; Analytical Thinking; Adaptive Thinking; Design Thinking & Creativity; Computational thinking; Social intelligence; Cross cultural competency; New media literacy; Virtual collaboration; Decision Making; Conflict resolution and negotiations etc | |
| 4. | **Curriculum embedded with Skill Enhancement Courses** | • HEIs in education & skilling ecosystem need to bring the core skills that are used in the era of digitization and automation like AI, Block-Chain, IoT, drones, Industry 4.0 and beyond, etc. as also integrate 21st-century digital skills wherever required. | |
| 5. | **Curriculum embedded with emerging technologies to be integrated with future of work** | • The future skills would need to be developed in the emerging technology areas keeping in view the important foundational technologies fundamentally changing the nature of work. | |
| | | • Some of these technologies are Artificial Intelligence and machine learning; Robotic Process Automation/ hyper automation; Data Analytics; IoT/ IIoT; Blockchain; Cyber Security; Cloud Computing; Social & Mobile; 3D Printing; Augmented reality/ virtual reality/ extended reality (AR/VR/ XR); Digital content development: simulators, digital twins, Metaverses. etc | |
| | | • Development of centers that will continuously upgrade the curriculum and at the same time incorporate 21st century skills in the credit system – which includes communication, collaboration, creativity, problem solving, initiative, emotional stability, physical fitness, confidence to be best at the world stage etc. | |

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| 6. | **Center for Curricular & Life Skills Development (CCLSD)** | • Full strength as per sanctioned post | |
| 7. | **Faculty/ teaching Staff** | • Qualified, Experienced, and committed faculty is an asset of the organization. | |
| | | • Regular upgradation of knowledge | |
| | | • Focused on research activities and motivated students to involve in research to create new knowledge or to do innovations. | |
| | | • SMEs from the industry may be engaged as teaching staff/trainers/ instructors. | |
| | | • Be role models for students by providing appropriate guidance | |
| | | • Create new projects (aligned to COE), develop expertise and present it in peer conferences and create a platform for continuous improvement | |
| 8. | **Center for Faculty Development (CFD)** | • Exchange/internship programs with industry to cross pollinate skills | |
| | | • Facilities to learn from the best in the world, with appropriate tools for research as well as tools for imparting new age education such as videography, games, AI, robotics, metaverse, AR/VR as a means to deliver content | |
| | | • Appropriate non-teaching staff to support the organization. | |
| 9. | **Non-teaching staff** | • Must have requisite qualification, experience for the relevant post | |
| | | • Systematic planning in teaching and learning process is required which includes session wise teaching plan and following such teaching plan. | |
| 10. | **Session wise teaching plan** | • Relevant and updates course material and books | |
| 11. | **Learning material like Study books** | • To provide equal amount of essential information to all the students in a class | |
| | | • essential to provide study books prepared as per the syllabus of the subject. | |

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| | | • Question bank- to have a resource pool of all possible questions prepared as per the examination pattern. | |
| 12. | **Question bank** | • Such question bank eliminates the chance of asking questions out of the syllabus. | |
| | | • Question bank should be such that it enables evaluating the holistic learning of a student | |
| | | • Relevant assignment of varying types and nature to be conducted | |
| 13. | **Assignments** | • This could include term papers, practicums, or assigning students with task of preparing answers for question banks. | |
| | | • The students are encouraged to work more by answering all question bank questions in the form of assignments. | |
| | | • Periodic assignment submission with due date | |
| | | • Internal assessment for these assignments for doing work time bound manner. | |
| | | • Timely and relevant assessments. | |
| 14. | **Assessments** | • All kinds of assessment strategies to be used. | |
| | | • Mode of assessment could be online, offline or blended. | |
| | | • Opportunities like on demand assessments, make-up assessments etc to be given | |
| | | • The syllabus must not be restricted to core and elective subjects. | |
| 15. | **Value added skills enhancement Papers** | • Provision of providing modules on general skills for enhancing the employability of the students by improving their professional knowledge. | |
| | | • can be introduced as skill development-based value-added papers should be offered as separate papers and taught by industry or professional people in the field. | |
| | | • The teaching – learning pedagogy should contain substantial amount of experimental learning part related to their specialization trough either real environment or virtual environment | |
| 16. | **Pedagogy** | • The pedagogy should be an appropriate mix of traditional and modern methods | |
| | | • Usage of technology must be encouraged | |
| | | • enhanced usage of blended mode of learning | |

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| | | • Teaching learning material for PwDs to be made available | |
| | | • Must be learner centric | |
| | | • Activities to support the overall development of students like sports, music etc. must be integrated in the core curriculum. | |
| 17. | Other activities as part of learning | • Integration of these activities as core | |
| | | • Proper assessment and weightage of marks to be assigned | |
| | | • Develop additional skills with them by involving in inculcating cultural and traditional skills which enhances their design thinking ability | |
| | | • Activities in teams or groups related to social work and social contribution also moulds good character and team working skills of the students and incorporates collective responsibility in them. | |
| | | • These activities support all-round development of students and enhance their competency and confidence in facing any challenges. | |
| | | • To support students who are from financially weaker background | |
| 18. | Earn while learn facility & flexibility | • Earn while learn model has dual objectives: it gives working skills for a student with responsibility and it also supports financial needs of a student so that he need not depend on his parents for his pocket money. | |
| | | • The course design needs to be varied, multi-disciplinary in nature | |
| 19. | Flexibility and multidisciplinarity | • Universities can design and implement UG/PG programs to suit the requirement of students at various levels | |
| | | • Additional certificate programs across the field may be offered. | |
| | | • Universities can also offer certificate programs by having MoUs with industries, reputed international organisations, etc. | |
| | | • The UG & PG curriculum must allow students to explore and work independently on their projects/research under the guidance of their research guide | |
| 20. | Opportunities to | • students should be encouraged to work either individually | |

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| develop & utilize Research & innovative thinking skills. | or in a team. | | |
| | • Enhancing the innovative ability of students and increasing their competency and confidence. | | |
| | • Academic support to raise knowledge, skills, attitude, and experience-based competency to improve confidence in doing innovation. | | |
| | • Organizing Hackathons and other similar competitions | | |
| | • Overseas Exchange programs | | |
| 21 | International Exposure | • International Collaboration | |
| | | • Foreign Faculty (visiting) | |
| | | • International Scholarships | |
| | | • International Conferences | |

## D.    RESEARCH, AND INTELLECTUAL PROPERTY ENABLERS

The Research and Intellectual Property (IP) Enablers at SRM University Delhi-NCR, Sonepat aim to build a vibrant ecosystem of innovation, inquiry, and impact-driven scholarship. The University is committed to promoting interdisciplinary and applied research through the establishment of dedicated research centres, seed funding schemes, and faculty incentive policies. Emphasis is laid on securing national and international research grants, fostering industry-academia collaborations, and encouraging faculty and students to undertake socially relevant, scalable research projects. Mechanisms are in place for capacity building in research methodology, scientific writing, and proposal development. The University has also strengthening its Intellectual Property Rights (IPR) framework by establishing an IPR Cell for patent facilitation, awareness, and technology transfer. Faculty and students are supported throughout the lifecycle of innovation, from ideation to patenting, publication, and commercialization. By aligning research priorities with the Sustainable Development Goals (SDGs) and national missions such as *Atmanirbhar Bharat*, SRMUH seeks to emerge as a knowledge hub that contributes to national development, global competitiveness, and the advancement of society.

## RESEARCH AND IPR ENABLERS

| short-term (0–2 years) | mid-term (3–5 years) | long-term (6–15 years) |
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| | | |

| S. No. | Types of intellectual property infrastructure | Details of intellectual property infrastructure & its generation | |
|---|---|---|---|
| 1. | Quality Research | • increased intake of students in research-based curriculum | |

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| | | • undertaking quality research projects | |
| | | • establish a portfolio approach to research projects and quality research facilities and research labs | |
| 2. | **Research oriented experienced faculty members** | • self-sustaining model | |
| | | • undertake basic and applied research | |
| | | • enable development of disruptive and affordable technologies | |
| | | • Faculty members who are research oriented are usually research inclined. | |
| 3. | **API based faculty compensation** | • They encourage participation in research and innovation among academics, staff, and students, strengthening the university's framework for intellectual property. | |
| | | • The creation and implementation of a faculty compensation scheme based on Academic Performance Indicator (API) scores encourages faculty participation in research and publication activities. | |
| | | • API based compensation creates healthy competition among the faculty members for accelerated IP contribution. | |
| 4. | **Targeted research and collaborative research** | • The institution finds some new fields in several disciplines and helps the competent faculty members in such fields do research, publish papers, and file patents. | |
| | | • In the portfolio approach this is called targeted research and the university can create IPR as well as an international brand through such efforts based on a strategic approach. | |
| 5. | **More Ph.D. & post-doctoral research scholars** | • The university must admit more research scholars within its capacity of support. | |
| | | • The institution should exercise its autonomy to appoint more research professors, who may eventually retire from active employment, only for the purpose of supervising research scholars. | |
| | | • Universities should create post-doctoral research programmes as well to maintain the Ph.D. graduates' contributions to ongoing research. | |
| 6. | **More Faculty members with Ph.D.** | • The university ought to adopt a strategy to boost the proportion of Ph.D. holders among its faculty. | |

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| | | • The Ph.D. degree holders are ready to mentor the research scholars for Ph.D. programmes in addition to acting as teaching faculty. | |
| 7. | **Faculty encouragement for Book Publications, Research Publications and Patents** | • The university should have a policy to promote IPR contributors, who are none other than UG & PG Students, Research scholars, and Faculty members, in order to increase the intellectual property rights (IPR) of the institution. | |
| | | • The institution can improve its IPR infrastructure by setting up supportive policies that stimulate research and publications at all of the aforementioned levels. Such a task will be assisted by numerous incentives and funding plans. | |
| 8. | **More conferences (At least two conferences per year per college/Department** | • Research scientists, faculty members, and students are kept active through the periodic organisation of conferences for the presentation of research papers. | |
| | | • These conferences offer an opportunity for goal-setting and networking with other academics. | |
| 9. | **Student involvement in Research** | • The most valuable resource in the university system is its students, who, when properly supervised, can create innovations by creating patented inventions. Similarly, through systematic research, they can also come out with scholarly publishable results. | |
| | | • By involving students at the graduate and postgraduate levels, the university can boost its IPR infrastructure. | |
| 10. | **Industry and institutional collaboration & Consultation** | • Supports collaboration-based research so that the university can create IPR along with industry personnel. This also gives the opportunity to use industry research facilities by university personnel. | |
| | | • Further collaborative research leads to more patents & publications. | |
| | | • Industries' contribution to the research activities so as to do the research on live projects and quantify the output. | |
| 11. | **University Incubation** | • University business incubators assist students who want to establish their own companies after graduation. | |

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| | Centres | • Any ideas generated while working on a project or an internship might be fostered and encouraged as a business plan to initiate self-employment. | |
| 12. | **University Publication through its own press** | • To hasten scholarly publications, many colleges launch their own publishing houses. Additionally, this streamlines or lowers the cost of publishing and encourages academic members to use their press for the dissemination of newly developed knowledge. | |
| | | • Online and digital publications are prevailing and recognized as one of the most significant initiatives of top colleges. | |
| 13. | **University publications & Citation service** | • Universities have been offering citation services to their academic members, stakeholders, and the general public as a convenience to researchers that will aid researchers in improving the caliber of their articles. | |
| 14. | **Target patent claim for UG & PG projects in Professional subject areas** | • Setting goals for undergraduate and graduate students in terms of internships and regular mentoring and supervising them as they prepare and submit patent applications for their inventions enhances the outcome. | |
| 15. | **Faculty Ranking (Annual) system** | • Faculty members generate a winning spirit and constantly strive for excellence when their annual API rankings are announced and they are graded according to different levels. | |
| | | • Faculty oversight at every stage can be reduced in such scenarios. | |
| 16. | **Chief Technology Officer (CTO) Research Monetisation** | • A centralized office to operationalize and monitor research activities as planned | |
| | | • Technology transfer office (TTO) with experienced professionals to manage IP protection, licensing, and technology transfer activities | |
| | | • Training programs to educate researchers and staff about research monetization and IP protection | |
| | | • Clear processes and guidelines for licensing and technology transfer, including royalty structures and licensing fees | |
| | | • Internal & External funding mechanisms in place | |
| | | • Mode of assessment could be online, offline or blended. | |

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| | | • Opportunities like on demand assessments, make-up assessments etc. to be given | |
| | | • The syllabus must not be restricted to core and elective subjects. | |
| 17. | **Value added skills enhancement Papers** | • Provision of providing modules on general skills for enhancing the employability of the students by improving their professional knowledge. | |
| | | • can be introduced as skill development-based value-added papers should be offered as separate papers and taught by industry or professional people in the field. | |
| | | • The teaching – learning pedagogy should contain substantial amount of experimental learning part related to their specialization trough either real environment or virtual environment | |
| 18. | **Other activities as part of learning** | • Integration of these activities as core | |
| | | • Proper assessment and weightage of marks to be assigned | |
| | | • Develop additional skills with them by involving in inculcating cultural and traditional skills which enhances their design thinking ability | |
| | | • Activities in teams or groups related to social work and social contribution also moulds good character and team working skills of the students and incorporates collective responsibility in them. | |
| | | • These activities support all-round development of students and enhance their competency and confidence in facing any challenges. | |
| | | • To support students who are from financially weaker background | |
| 19. | **Earn while learn facility & flexibility** | • Earn while learn model has dual objectives: it gives working skills for a student with responsibility and it also supports financial needs of a student so that he need not depend on his parents for his pocket money. | |
| | | • The course design needs to be varied, multi-disciplinary in nature | |
| 20. | **Flexibility and multidisciplinarity** | • Universities can design and implement UG/PG programs to suit the requirement of students at various levels | |
| | | • Additional certificate programs across the field may be offered. | |

| 21. | **Opportunities to develop & utilize Research & innovative thinking skills.** | • Universities can also offer certificate programs by having MoUs with industries, reputed international organisations, etc. | |
| | | • The UG & PG curriculum must allow students to explore and work independently on their projects/research under the guidance of their research guide | |
| | | • students should be encouraged to work either individually or in a team. | |
| | | • Enhancing the innovative ability of students and increasing their competency and confidence. | |
| | | • Academic support to raise knowledge, skills, attitude, and experience-based competency to improve confidence in doing innovation. | |
| | | • Organising Hackathons and other similar competitions | |
| | | • Overseas Exchange programs | |

## E. HUMAN RESOURCES AND SUPPORTIVE- FACILITATIVE ENABLERS

The Human Resources and Supportive-Facilitative Enablers at SRM University Delhi-NCR, Sonepat are centered on building a high-performing, diverse, and motivated academic and administrative workforce to drive institutional excellence. The University prioritizes transparent and merit-based recruitment, faculty development, and retention strategies aligned with UGC norms and global best practices. Regular capacity-building programs, FDPs, and leadership training are conducted to enhance pedagogical, research, and digital competencies. A structured performance appraisal system is linked with career advancement, rewards, and recognitions. The University ensures a supportive work environment through mentoring systems, grievance redressal mechanisms, and wellness initiatives. Inclusivity is promoted by ensuring representation from diverse regions, genders, and backgrounds, along with support for Persons with Disabilities (PwDs). Staff and faculty are empowered through access to digital tools, academic autonomy, and opportunities for national and international collaboration. These enablers create a nurturing, ethically grounded, and forward-looking institutional culture that fosters personal and professional growth for all members of the university community.

### HUMAN RESOURCE AND SUPPORTIVE FACILITIES ENABLERS

| short-term (0–2 years) | mid-term (3–5 years) | long-term (6–15 years) |
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| **1.** | **Student and Learner Enablers:** | • *Holistic Admissions Framework***:** Streamline the student selection process with a holistic approach, assessing academic prowess alongside extracurricular talents, ensuring diversity and inclusion. |
| | | • *Merit and Equity-Based Financial Aid:* Deploy merit- based scholarships and financial aid for underrepresented groups to democratize access to education and attract a rich tapestry of student talent. |
| | | • *Academic Success Programs*: Institute robust academic advising, mentorship, and tutoring programs that provide tailored support from entry through graduation, ensuring learners can navigate their educational paths successfully. |
| **2.** | **Staff Empowerm ent Enablers:** | • *Competency-Based Recruitment*: Adopt a competency- based recruitment approach that aligns with institutional goals, promoting a culture of performance and shared values. |
| | | • *Professional Development and Growth*: Establish clear career pathways and continuous professional development opportunities that encourage staff growth, satisfaction, and retention. |
| | | *Inclusive Induction Protocols*: Ensure a seamless integration of new staff with comprehensive induction protocols, fostering a sense of belonging and commitment to the HEI's mission. |
| **3.** | **Faculty and Researcher Enablers:** | • *Transparent Recruitment and Appointment*: Implement transparent procedures for faculty recruitment and appointments that prioritize excellence and diversity in educational backgrounds, research expertise, and pedagogical skills. |
| | | • *Continuous Professional and Pedagogical Development*: Offer fellowships and development programs for faculty to advance their pedagogical skills, research methodologies, and leadership capabilities. |
| | | • *Tenure and Promotion Mechanisms*: Create equitable tenure and promotion mechanisms that recognize diverse achievements in research, teaching, service, and community engagement, motivating faculty to pursue long-term careers within the institution. |
| **4.** | **Cross-Functional Enablers:** | • *Recognition and Reward Systems*: Introduce comprehensive recognition systems that celebrate a wide array of achievements, such as research innovation, exceptional mentorship, community service, and transformative leadership. |
| | | • *Resilience and Well-Being Programs:* Incorporate resilience-building initiatives and mental health support services to foster an |

| S. No. | | Details | |
|---|---|---|---|
| | | environment of well-being for all members of the HEI community. | |
| | | • *Leadership and Collaborative Opportunities*: Develop leadership programs and collaborative platforms that allow staff and faculty to lead initiatives, drive change, and engage in cross-disciplinary projects. | |
| 5. | **Strategic Funding and Emotional Support Enablers:** | • *Innovative Funding Strategies*: Cultivate funding strategies and incubation grants that empower early- career researchers and attract pioneering projects, enhancing the institution's research profile. | |
| | | • *Emotional Intelligence and Support Networks*: Embed emotional intelligence training and establish support networks to aid students, staff, and faculty in managing the demands of academia with resilience. | |
| 6. | **Enablers for Pedagogical Innovation:** | • *Pedagogical Excellence Initiatives*: Promote teaching excellence through specialized fellowships and programs that encourage innovative curriculum design, leveraging the latest educational technologies. | |

## SUPPORTIVE- FACILITATIVE ENABLERS

| S. No. | Types of emotional strength enablers | Details | |
|---|---|---|---|
| 1 | **Accessibility/ Proximity** | leaders being readily available and approachable as a collective leadership style where leaders to make themselves available for support, creating a pull-based (by choice) interaction rather than a push-based (forced) one. | |
| 2 | **Rich Communication** | real-time, interactive communication. Messages are not only conveyed clearly but also understood as intended. Importance of immediate and interactive communication, promoting collaboration among engaged individuals. | |
| 3 | **Role Model** | developing leaders who share a vision for the university's planned growth who motivate and set targets for others, serving as examples for the entire community. | |
| 4 | **Institutional values (Core Values)** | The belief system foundation of the institution to guide the behaviour and decisions of all stakeholders. | |
| 5 | **Vision** | A well-articulated and ambitious vision.to encourage forward-thinking &  planning for future opportunities rather than reacting to constraints. | |
| 6 | **Trust among** | Building trust among all stakeholders, based on their | |

| | | | |
|---|---|---|---|
| | stakeholders and outsiders | commitment and contributions to the institution. Fosters a sense of unity and responsibility toward Institutional development. | |
| 7 | Institutional Tradition Rituals | traditions, established by the institution as emotional bonds among stakeholders and enhance commitment to the institution. | |
| 8 | Alternative strategy & Support | prepared with backup plans to ensure the delivery of commitments including includes facilities, faculty, exams, and timely result announcements, ensuring uninterrupted academic services. | |
| 9 | Goal setting in every student | Encouraging students to set and work towards their goals by creating awareness about opportunities. | |
| 10 | Safety & Security | safe and secure campus environment. Such that it contributes to the well- being of all stakeholders. | |
| 11 | Search for proximity (Local friends. Local food, local culture) | Students often seek a sense of belonging during their initial year. The institution needs to facilitate connections by encouraging friendships, providing local cuisine, and celebrating local culture. | |
| 12 | Legacy of the system | Maintaining and continuing the institution's traditions, cultures, and legacy through programs and festivals. It also involves maintaining organizational hierarchy respectfully. | |
| 13 | Respect & perception | Ensuring that every individual stakeholder has a positive perception of the institution and holds it in high regard as their alma mater. | |
| 14 | Openness in terms of information | The institution should maintain transparency in its operations, including admission, teaching, examinations, research, and financial matters. | |
| 15 | The Ability of the institution to deliver on promises | rectifying any failures promptly building a good reputation. Using the autonomy of the university to resolve issues effectively | |
| 16 | Accountability measures | systems to determine, evaluate accountability of all stakeholders and their consequence. | |
| 17 | Mental Health | Ensuring students mental health providing appropriate infrastructure and support | |

## F.    NETWORKING AND COLLABORATIONS ENABLERS

The Networking and Collaborations Enablers at SRM University Delhi-NCR, Sonepat are geared towards fostering strong academic, research, and industry linkages at national and international levels to enhance knowledge exchange, innovation, and global competitiveness. The University actively pursues Memoranda of Understanding (MoUs) and partnerships with reputed universities, research institutions, professional bodies, and industries to facilitate

student and faculty exchange, joint research, curriculum co-design, internships, and collaborative degree programs. It is committed to building a dynamic ecosystem of external engagement through participation in academic consortia, international conferences, and global mobility programs. The University's Office of International Affairs coordinates cross-border initiatives, while the office of CIIE/ IQAC/ Dean Academics/ Dean R&D / Faculty Deans drives industry-academia interface, placements, and start-up support. These collaborations are aligned with NEP 2020's vision of internationalization and multidisciplinary synergy, enabling SRMUH to deliver globally relevant education and research with local impact.

### NETWORKING AND COLLABORATIONS ENABLER

| short-term (0–2 years) | mid-term (3–5 years) | long-term (6–15 years) |
|---|---|---|
|  |  |  |

| | | | |
|---|---|---|---|
| 1. | **Strategic Collaborations** | • *Integrated Partnerships*: Forge partnerships across industry, academia, and communities through MoUs to encourage diverse collaboration for research, curriculum design, and community engagement initiatives. | |
| | | • *Alumni Networks*: Develop strong alumni networks that contribute to mentorship, funding, and domain expertise, supporting research and infrastructure development. | |
| | | • *Industry Integration*: Collaborate with industry for curriculum development, internships, apprenticeships, and joint projects that align with dynamic industry needs. | |
| 2. | **Academic and Research Excellence** | • *Cross-Institutional Synergy*: Pursue academic collaborations for co-research, shared curricula, and intermobility of students, enabling dual degree programs and joint use of facilities. | |
| | | • *Research Collaboration*: Create consortia for shared databases, library access, and co-authored research to drive innovative outcomes and participate in international research projects. | |
| 3. | **Practical Exposure and Experience** | • *Hands-On Learning*: Integrate practical skilling with theoretical learning through industry consultations, usage of shared workshops, and live project opportunities. | |
| | | • *Earn While Learn Initiatives*: Establish programs that allow students to engage in live projects and hybrid learning models to gain professional experience while studying. | |

| 4. | Community Engagement and Service | • *Social Integration*: Collaborate with NGOs and social service organizations for rural outreach and fieldwork, participating in government programs like Unnat Bharat Abhiyan for societal development. | |
| | | • *Civic Partnerships*: Engage with local bodies and communities to foster sustainable development and implement field-based educational programs. | |
| 5. | Professional Development and Employment | • *Placement Networks*: Build networks with various industry sectors for internships and job placements, leveraging placement cells for networking and employment opportunities. | |
| | | • *Faculty Consultancy*: Promote faculty-led consultancy to enhance industry-institute relationships and ensure faculty remain current with industry practices. | |
| 6. | Quality and Credibility | • *Accreditation and Certification*: Secure recognition from national and international accreditation bodies, enhancing the institution's brand value and ensuring a commitment to educational excellence. | |
| | | • *Quality Assurance*: Adopt quality assurance frameworks from recognized agencies to improve internal standards and learning outcomes. | |
| 7. | Innovation and Entrepreneurship | • *Startup Ecosystem*: Establish incubation centers, funding avenues, and ideation networks to support startup initiatives and foster a vibrant entrepreneurial ecosystem. | |
| | | • *Digital Infrastructure*: Provide a strong digital backbone to support startup activities, including access to digital resources and networks. | |

## G. PHYSICAL ENABLERS

The Physical Enablers at SRM University Delhi-NCR, Sonepat are built to support a vibrant, inclusive, and future-ready academic environment that caters to diverse disciplines, including engineering, law, management, sciences, humanities, and a proposed dedicated Medical College. The campus is equipped with smart classrooms, state-of-the-art laboratories, advanced simulation facilities, research centres, digital libraries, seminar halls, and innovation hubs. The Medical College will be supported by a fully functional teaching hospital, clinical labs, diagnostic facilities, and residential quarters for students and staff, ensuring an integrated ecosystem for education, research, and healthcare service. The university's physical infrastructure is designed to be eco-friendly and sustainable, with initiatives such as solar power generation, rainwater harvesting, green landscaping, waste segregation, and energy-efficient buildings. Accessibility and safety are prioritized through gender-sensitive spaces, barrier-free design for PwDs, 24x7 medical and wellness facilities, and modern security systems. Expansion plans include development of a fully residential campus with enhanced hostel capacity, sports complexes, and recreational areas to promote holistic development. These physical enablers position SRMUH as a self-contained, multidisciplinary, and health-

integrated academic township aligned with the goals of NEP 2020 and Sustainable Development.

## PHYSICAL ENABLERS

| short-term (0–2 years) | mid-term (3–5 years) | long-term (6–15 years) |
|---|---|---|
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| S. No. | Types of Physical digital | Details of physical infrastructure & its usage ESSENTIAL/ DESIRABLE / ASPIRATIONAL | |
|---|---|---|---|
| 1. | Smart Campus | • A Smart Campus creates the best balance of cost, comfort, risk and resilience. | |
|  |  | • When a campus is "smart," it detects and fixes small problems before they grow into big ones or cause distractions for students, staff, and visitors. | |
|  |  | • It creates a performance infrastructure where building systems "talk to each other" in order to coordinate common outcomes, such as lighting, security, and environmental controls. | |
|  |  | • It focuses on the uptime of facilities, performance of campus buildings on demand, greenhouse gas reduction targets, protection and mitigation against variable energy prices, and adopting new technologies. | |
| 2. | Green/ Sustainable building | • Constructing green buildings on university campuses involves using resources as efficiently as possible during the structural process and for future use of the building. (Basic requirements) | |
|  |  | • It is based on the principle of open environment by using optimum models of water & energy consumption. | |
|  |  | • Internally, the campus uses green energy, harvested water, renewable and recycled resources to produce and provide air, water, food, light, and electricity in a sustainable way. | (mid-term) |
|  |  | • Central Air-Conditioned High-Tech Buildings With modern clean-green environmental concept. (Aspirational requirements) | (mid-term) |
| 3. | Infrastructure to commute | • Better infrastructure along with signs on the streets and separate spaces for commute for differently-abled | (short-term) |
|  |  | • Students and staff should have access to high-quality motorways and bicycle paths so they can commute by bicycle or battery-powered vehicles. | (long-term) |

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|---|---|---|---|
| | | • Accessibility for PwD | |
| 4. | **Administrative Block (Admission & Counselling Area)** | • Having adequate space for administrative activities (such as admission and counseling activities) is essential. | |
| | | • Faculty Cubicles in adequate numbers as per the demands (Desirable Requirements) | |
| | | • Different departments may have their own buildings | |
| 5. | **Library/ Digital resource centre** | • Adequate in size with reading rooms, stock areas for books & Journals with online information access facility. | |
| 6. | **Lecture Complex, Classrooms** | • Students should have access to Lecture complexes, classrooms, tutorial rooms, discussion rooms of different sizes with comfortable seating arrangements and teaching-learning facilities. | |
| 7. | **Tutorial rooms** | • Video Recording Facilities | |
| 8. | **Examination branch** | • There should be a separate examination branch with strong room large enough to accommodate confidential documents and examination papers. | |
| 9. | **Facilities to Faculty and Staff** | • There should be an adequate number of well-equipped faculty chambers to accommodate all permanent faculty members, visiting faculty members, part-time faculty members, research scholars, etc. (Basic Requirements)<br>• The Campus shall have 2–3-bedroom facilities/ quarters for the resident faculties/ staffs. (Desirable Requirements) | |
| 10. | **Meeting rooms** | • Meeting rooms with enough space (as per standard norms), furniture, and electronic communication/presentation equipment. | |
| 11. | **Office Rooms** | • Suitable for meeting the needs of all staff members | |
| 12. | **Laboratories and Research Centres** | • Modern laboratories and advanced super specialty research centers in a wide variety of scientific and technological fields. (Basic Requirements)<br>• Departmental Libraries with reference books & online digital information resources. (Desirable Requirements) | |
| 13. | **Computer Centre/ Multimedia Studios** | • Computer Centre having appropriate Computer: Student Ratio as per standard norms. (Basic Requirements)<br>• Multimedia Studios for creation of digital contents with optimum sound control & recording facilities. (Aspirational requirements) | |

| 14. | Cafeteria/Dining Room/ Mess Facility | • Cafeteria/ Dining room/ Mess facility equipped with modern cooking apparatus/equipment to ensure quality, cleanliness, and hygiene. (Basic Requirements) | |
| --- | --- | --- | --- |
| 15. | Games & Sports facility | • Playground and indoor Stadium of sufficient size to accommodate variety of games. (Basic Requirements)<br>• Gymnasium and workout center, Swimming Pool, Stadium and High-Tech Playgrounds, Modern type indoor stadium with multi-purpose arena (Aspirational requirements) | |
| 16. | Auditorium add conference rooms | • One auditorium of sufficient size and or conference rooms of various capacities depending upon the size of the institution (Basic Requirements) | |
| 17. | Hostels | • Student Hostels: for at least 60 % students, especially for out stationed students. (Basic Requirements)<br>• Research Scholars Hostels with contemporary facilities (Desirable requirements) | |
| 18. | Parking | • Suitable for meeting the needs of all stakeholders<br>• International Student Hostels (Aspirational requirements | |
| 19. | Exhibition Hall | • In order to fulfill the requirements of all curricular activities (Academic/Vocational/Skilling), there should be an adequate number of exhibition halls/ space. | |
| 20. | Guest Accommodation | • Suitable guest house for meeting university requirement (Basic Requirements)<br>• Star hotel type guest hostels with accommodation, food, and recreation facility (Desirable requirements) | |
| 21. | Commercial Shops/ centers | • Convenience Shops for students and staff to purchase essential items (Basic Requirements).<br>• Shopping Complex/ Centers suitable for all kinds of shopping (Aspirational requirements) | |
| 22. | Health and well being | Modern Dispensary / hospital that offers inpatient and outpatient services 24 hours a day, 7 days a week. (Desirable requirements) | |
| 23. | Student recreation facilities | Student recreation facilities with appropriate blend of modernity and functionality (Desirable requirements) | |
| 24. | International student Centres | With contemporary student amenities whenever international students are large in number (Aspirational requirements) | |

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| 25. | **Incubation centre and Research Park** | With in-house industry R & D units & collaboration (Aspirational requirements) | |
| 26. | **Botanical Park/ Garden** | Natural type, with a documented collection of living plants that may be used for the purpose of scientific research, conservation, display, and education. (Aspirational requirements) | |
| 27. | **Vocational Education, Training and Skilling infrastructure** | Adequate well equipped building space with appropriate equipment, machinery and tools, including computer labs and technology labs for learning skill/ vocational education as part of course curriculum | |

## H.    DIGITAL ENABLERS

The Digital Enablers at SRM University Delhi-NCR, Sonepat are central to its vision of becoming a technologically empowered, learner-centric, and future-ready institution. The University has embraced digital transformation across all academic, research, administrative, and student support functions through robust IT infrastructure, ERP systems, and a Learning Management System (LMS). Smart classrooms, virtual labs, online assessment tools, and blended learning platforms such as SWAYAM, Coursera, and NPTEL are seamlessly integrated into teaching and learning. Faculty and students are encouraged to adopt emerging digital tools, AI-enabled teaching aids, and data analytics for personalized learning. The digital ecosystem also supports real-time monitoring of academic and administrative performance through dashboards and MIS. Plans are underway to develop virtual campuses, simulation centres, and AI-driven academic advising systems. The University's e-governance framework ensures transparency, efficiency, and stakeholder engagement. With strong cybersecurity protocols, cloud-based resources, and a commitment to digital literacy for all, SRMUH aims to evolve into a fully digitized campus that supports continuous innovation, collaboration, and global connectivity.

### DIGITAL ENABLERS

| short-term (0–2 years) | mid-term (3–5 years) | long-term (6–15 years) |
|---|---|---|
| | | |

| S. No. | Types of infrastructure digital | Details of digital infrastructure & its usage ESSENTIAL | |
|---|---|---|---|
| 1. | **Internet usage** | Connecting external world through an electronic device to the stakeholders | |
| 2. | **Website** | For providing institutional information to the public | |
| 3. | **Online Messaging stakeholders' groups** | For vertical and horizontal communication between Stakeholders | |

| | | | |
|---|---|---|---|
| 4. | **Online Blogs & sites for every course** | To provide course information and day to day progress of the students who enrolled in the course to stakeholders and publics. | |
| 5. | **Wi-Fi Campus** | To access online ubiquitous information in the campus and classes. | |
| 6. | **Online Study material** | Development of study materials both in audio, video, and text form as per the curriculum and providing them to concerned students online as additional support to classroom teaching – learning process. The study material in the form of a PDF book to be stored in a smartphone, tablet, or laptop computer will help provide a ubiquitous reference for the covered portion of the course subjects. | |
| 7. | **Digital Library** | Developing and updating digital library and providing digital library membership to every stakeholder of the university for ubiquitous access of books, periodicals, study materials, magazines, annual/year books of organizations, journals in digital form is the responsibility of University digital library. For this purpose, the University digital library can collaborate with national digital libraries and Global digital libraries. | |
| 8. | **Digital Publication** | The university should have its own publication for books, newsletters, magazines, journal proceedings, and printing question papers for examinations. Online digital publication as open access publication globally is the best practice., | |
| 9. | **Paperless office** | By developing academic administrative software the university should provide an online office environment to cater the services of stakeholders. | |
| 10. | **Paperless exams** | Adopting a digital examination system eliminates the wastage of papers in the examination process. | |
| 11. | **Online Evaluation** | Automated & digitized online evaluation system eliminates the wastage of time of evaluators & speeds up the evaluation process. | |
| 12. | **Website based result announcement** | Ubiquitous reachability. | |
| 13. | **NAD markscards Facility** | A convenient and completely secure digital academic depository solution. | |
| 14. | **Online admission test** | A ubiquitous facility for global admission | |
| 15. | **Education ERP** | To integrate various departments of the university for timely exchange & access of information. | |

| 16. | **Plagiarism software facility** | A software facility available to every stakeholder to check plagiarism content in the documents. | |
|-----|-----|-----|-----|
| 17. | **Online digital magazine & Student publication** | In online publication. Digital format through University | |
| 18. | **Online placement (Project, internship, & final)** | Online ubiquitous support. | |
| 19. | **Video documentation of each course & each College** | For open information access from globally | |
| 20. | **Video documentation on online public platforms** | For open information access from globally | |
| 21. | **Social Media based promotions** | Information access & Brand building promotions | |
| 22. | **Use of ICCT underlying technologies like AI, BA, CC, DS, MB, OC, VR & AR** | Adopting present technologies in automating the services | |
| 23. | **Studio for video online classes** | Studio for digitization of sound and scene | |
| 24. | **Video conference facility** | For global information exchange in digital format | |
| 25. | **Online open Publication system** | For exchange of new knowledge generated to everybody through open access system | |

**WAY FORWARD**

The Institutional Development Plan (IDP) of SRM University Delhi-NCR, Sonepat is not a static blueprint but a living, evolving framework that will be periodically reviewed, refined, and recalibrated to stay aligned with emerging trends in higher education, national priorities, and global standards. Anchored in the spirit of continuous improvement and dynamic responsiveness, this IDP emphasizes strategic monitoring, inclusive stakeholder participation, and evidence-based course corrections.

> *To be recognized among the top 200 global universities with a fully residential, multidisciplinary, AI-integrated campus that houses a world-class Multidisciplinary University and drives innovation-led, socially impactful research aligned with national and global priorities.*
>
> **Vision 2039**

*SRMUH 2039: Shaping Tomorrow Through Innovation and Inclusion*

To ensure seamless implementation and oversight, a dedicated IDP Implementation Committee will be constituted, comprising academic leaders, administrators, industry advisors, and student representatives. This committee will be responsible for translating the roadmap into actionable steps, setting performance benchmarks, and ensuring timely execution of short-, mid-, and long-term goals.

With this forward-looking vision and structured approach, SRMUH reaffirms its commitment to **Vision 2039**, to evolve as a globally recognized, socially responsible, and future-ready university that transforms individual lives and contributes meaningfully to the nation and the world through excellence in education, research, innovation, and service.

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