

SETH GYANIRAM BANSIDHAR PODAR COLLEGE, NAWALGARH



INSTITUTIONAL DEVELOPMENT PLAN (IDP)

2026 – 2035



Phase I : 2026–28 | Phase II : 2029–31 | Phase III : 2032–35

Sr. No.	Contents	Page No.
1	Introduction	1
2	Institutional Profile	1-2
3	Vision	2
4	Mission	2
5	Institutional Core Values	3
6	Situational Analysis	3-4
7	Strategic Goals and Objectives (2026–2035)	4
7.1	Academic Excellence and Curriculum Development	4
7.2	Research, Innovation, and Academic Advancement	4
7.3	Faculty Development and Human Resource Enhancement	5
7.4	Student Support, Progression, and Well-Being	5
7.5	Infrastructure Development and Digital Transformation	5
7.6	Governance, Leadership, and Quality Assurance	5
7.7	Community Engagement and Extension Activities	6
8	Implementation Framework	6
9	Monitoring, Review, and Continuous Improvement	6
10	Financial Planning and Resource Mobilization	6
11	Sustainability and Environmental Responsibility	7
12	Conclusion	7
15	Annexure – I: Institutional Development Plan Matrix (2026–2035)	8-9
16	Annexure – II Idp Kpi Dashboard Summary (2026–2035)	10

INSTITUTIONAL DEVELOPMENT PLAN (IDP)

Time Frame: 2026–2035

1. Introduction

The Institutional Development Plan (IDP) 2026–2035 of Seth Gyaniram Bansidhar Podar College, Nawalgarh, is a comprehensive and forward-looking strategic document that outlines the institution's long-term vision, priorities, and action plans for holistic development over a ten-year period. The IDP serves as a roadmap for academic excellence, institutional growth, effective governance, infrastructure development, research orientation, student progression, and community engagement.

Prepared in alignment with the University Grants Commission (UGC) guidelines and the National Education Policy (NEP) 2020, this plan emphasizes institutional autonomy, accountability, inclusiveness, flexibility, and continuous improvement. The IDP is designed to be realistic, measurable, and implementable through phased planning, annual action plans, and systematic monitoring mechanisms.

2. Institutional Profile

Seth Gyaniram Bansidhar Podar College (SGBPC) in Nawalgarh, Rajasthan, is a venerable co-educational institution established in 1921 under the profound influence of Mahatma Gandhi and Madan Mohan Malviya. Affiliated with Pandit Deendayal Upadhyaya Shekhawati University and recognized by the UGC, the college holds a prestigious 'A' Grade accreditation from NAAC, reflecting its long-standing commitment to academic quality. Guided by its motto, "Excellence & Growth," the institution's vision focuses on delivering student-centric, sustainable education and cultivating a research-driven learning environment. Its mission is to produce self-reliant, morally upright citizens by providing equal opportunities for all students to realize their full potential.

The college offers an extensive multidisciplinary curriculum that has been modernised through the full implementation of the National Education Policy (NEP) 2020 and Outcome-Based Education (OBE). By defining clear learning outcomes and registering students on the Academic Bank of Credits (ABC), SGBPC ensures a transparent and flexible academic journey. Beyond its regular degree programs, the institution serves as a long-standing IGNOU study center, widening access to distance learning. The academic experience is supported by a robust infrastructure featuring ICT-enabled classrooms, specialized laboratories for sciences and computing, and a comprehensive library equipped with digital resources.

SGBPC places equal emphasis on holistic development and physical well-being, boasting expansive sports facilities including a multi-purpose stadium, a swimming pool, and a modern gymnasium. The institution is dedicated to bridging the gap between classroom learning and professional success through skill-enhancement initiatives, partnerships with elite global platforms like Harvard Business School Online, and a vibrant entrepreneurship ecosystem that supports student startups. A tiered support system ensures that all learners, from those needing remedial help to those preparing for competitive national exams, receive tailored guidance.

The college is further distinguished by its commitment to social responsibility and community outreach. Through interactive scientific demonstrations for local schools, extensive mental health wellness programs, and environmental conservation projects such as large-scale tree plantations, SGBPC extends its impact far beyond the campus gates. Active wings of the NCC, NSS, and Unnat Bharat Abhiyan (UBA) further instill a sense of civic duty in students, making the college a cornerstone of educational and social development in the region.

3. Vision

To be the most trusted higher-education institution in Shekhawati—recognized for academic rigor, values-driven learning, cutting-edge skills, and meaningful contribution to society.

- Lifelong learning & global outlook
- Technology, entrepreneurship & creativity
- Inclusive, safe, and supportive campus
- Strong alumni & industry partnerships
- Sustainable and future-ready development

4. Mission

To deliver accessible, industry-aligned education that nurtures curiosity, builds strong character, and empowers students to lead with integrity and innovation.

- Academic excellence & continuous improvement
 - Values-based culture & responsible citizenship
 - Career readiness through projects & internships
 - Research, innovation, and problem-solving
 - Community engagement & social impact
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5. Institutional Core Values

- Academic Integrity and Excellence
 - Inclusivity and Equity
 - Ethical and Value based Education
 - Innovation and Adaptability
 - Transparency and Accountability
 - Environmental Responsibility
 - Student Centric Governance
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6. Situational Analysis

Strengths:-

- NAAC Grade A accreditation with a strong IQAC framework
 - Effective implementation of Outcome-Based Education (OBE)
 - Active adoption of NEP 2020 initiatives such as ABC, CBCS, and multidisciplinary courses.
 - Strong student mentoring system and remedial support mechanisms
 - Integration of ICT in teaching-learning processes.
 - Emphasis on Indian Knowledge System, values, and cultural education.
 - Collaboration with IGNOU for distance and open learning
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Areas for Improvement:-

- Limited research publications and funded research projects.
 - Need for enhanced digital governance and automation.
 - Expansion of industry interaction and internships.
 - Structured faculty research mentoring.
 - Strengthening placement and career guidance systems.
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Opportunities:-

- Expansion of certificate, skill, and value-added courses.
- Use of digital platforms and blended learning models.
- Research collaborations with universities and agencies.
- Community based experiential learning.
- Alumni engagement and resource mobilization

Challenges:-

- Rapid transformation in higher education policies and technologies.
 - Resource constraints in research and infrastructure expansion.
 - Sustaining quality with increasing academic diversification
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7. Strategic Goals and Objectives (2026–2035)

The strategic goals of Seth Gyaniram Bansidhar Podar College for the decade 2026–2035 are anchored in the transformative vision of NEP 2020 and the pursuit of global academic standards. These objectives focus on creating a resilient, technology-driven, and student-centric ecosystem that balances traditional values with modern innovation. By prioritizing research, faculty excellence, and sustainable infrastructure, the college aims to emerge as a leader in multidisciplinary education within the region. The roadmap emphasizes not only academic attainment but also the holistic well-being and employability of students through continuous quality enhancement. Ultimately, these goals serve as a commitment to fostering social responsibility and environmental sustainability in an ever-evolving educational landscape.

7.1 Academic Excellence and Curriculum Development

- **Objective:** To enhance academic quality, relevance, and flexibility in line with national priorities and outcome-based frameworks.
- **Actions:** Periodic curriculum enrichment; introduction of multidisciplinary, certificate, and value-added courses; adoption of innovative pedagogies and ICT-enabled teaching; and continuous internal evaluation reforms.
- **Timeline:** Phase I–III (2026–35).
- **Deliverables:** Improved learning outcomes; increased academic flexibility; higher student engagement and attainment levels.

7.2 Research, Innovation, and Academic Advancement

- **Objective:** To promote a robust research orientation and a thriving innovation ecosystem within the institution.
- **Actions:** Research methodology training; encouragement of high-impact publications; facilitation of student research initiatives and incubation projects.
- **Timeline:** Phase II (2029–31) & Phase III (2032–35).
- **Deliverables:** Measurable increase in faculty publications; enhanced student participation in research and innovation contests.

7.3 Faculty Development and Human Resource Enhancement

- **Objective:** To enhance the professional competence, pedagogical skills, and leadership capacity of faculty and staff.
- **Actions:** Organizing Faculty Development Programmes (FDPs); professional mentoring; intensive capacity building for NEP 2020 and digital tools.
- **Timeline:** Phase I–III (2026–35).
- **Deliverables:** Improved teaching effectiveness; strengthened academic leadership and administrative efficiency.

7.4 Student Support, Progression, and Well-Being

- **Objective:** To improve student access, equity, retention, and employability while ensuring holistic mental and physical health.
- **Actions:** Personalized mentoring; remedial and advanced learner support; career guidance; and comprehensive mental health and wellness initiatives.
- **Timeline:** Phase I–III (2026–35).
- **Deliverables:** Higher retention and graduation rates; improved student progression to higher education and successful job placements.

7.5 Infrastructure Development and Digital Transformation

- **Objective:** To strengthen physical and digital infrastructure for quality delivery and administrative transparency.
- **Actions:** Upgradation of classrooms and laboratories; enhancement of ICT facilities; automation of academic and administrative processes; and LMS implementation.
- **Timeline:** Phase I (2026–28) & Phase II (2029–31).
- **Deliverables:** A modern, inclusive, and tech-enabled learning environment; improved administrative transparency through e-governance.

7.6 Governance, Leadership, and Quality Assurance

- **Objective:** To strengthen participatory, transparent, and accountable governance and maintain high quality-assurance standards.
- **Actions:** Decentralization through statutory and non-statutory committees; regular internal and external audits; and continuous quality monitoring via IQAC.
- **Timeline:** Phase I–III (2026–35).
- **Deliverables:** Effective decision-making processes; full regulatory compliance; and sustained institutional excellence.

7.7 Community Engagement and Extension Activities

- **Objective:** To foster deep-rooted community engagement, institutional social responsibility, and environmental sustainability.
- **Actions:** NSS/NCC activities; awareness programs; collaborations with NGOs; energy conservation; waste management; and green campus initiatives.
- **Timeline:** Phase I–III (2026–35).
- **Deliverables:** Enhanced community impact; development of civic responsibility in students; and an environmentally sustainable campus.

The annexure (I) presents the Institutional Development Plan in an implementation-oriented matrix format, outlining strategic areas, objectives, action plans, timelines, responsible bodies, and expected outcomes.

8. Implementation Framework

- The IDP will be implemented through annual action plans prepared by IQAC and departments.
- Responsibilities will be clearly defined at institutional, departmental, and committee levels.
- Resource allocation will align with strategic priorities.
- Progress will be reviewed annually and documented systematically.

9. Monitoring, Review, and Continuous Improvement

- IQAC will act as the central monitoring body.
- Annual reviews based on measurable indicators and outcomes.
- Stakeholder feedback will guide corrective and preventive actions.
- Mid-term evaluation (2030) to realign goals if required.

10. Financial Planning and Resource Mobilization

- Optimal utilization of existing resources.
 - Mobilization of funds through government schemes, grants, and collaborations.
 - Encouragement of alumni support and institutional partnerships.
 - Transparent financial management and auditing practices.
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11. Sustainability and Environmental Responsibility

- Integration of environmental awareness into curriculum and activities.
 - Promotion of green campus initiatives and eco-friendly practices.
 - Energy efficiency, waste management, and water conservation measures
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12. Conclusion

The Institutional Development Plan (2026–2035) represents the long-term commitment of the college to academic excellence, inclusive education, ethical values, and social responsibility. Through systematic planning, participatory governance, and continuous quality enhancement, the institution aims to strengthen its academic ecosystem, empower students and faculty, and contribute effectively to regional and national development.

This IDP will remain a living document, subject to periodic review and refinement in response to emerging educational needs and societal challenges.

ANNEXURE – I

INSTITUTIONAL DEVELOPMENT PLAN (IDP) IMPLEMENTATION MATRIX

Strategic Focus Area	UGC-Oriented Objective	Proposed Interventions / Activities	Phase & Time Line	Implementing Authority	Measurable Outcomes / Deliverables
Academic Programmes & Curriculum Development	To enhance academic quality, relevance, and flexibility in line with national priorities	Periodic curriculum enrichment; introduction of multidisciplinary, certificate, and value-added courses; experiential and project-based learning	Phase I (2026–28) Phase II (2029–31)	Academic Council, IQAC, Departments	Improved learning outcomes; increased academic flexibility; student satisfaction
Teaching– Learning & Evaluation	To strengthen learner-centric, outcome-based teaching-learning processes	Adoption of innovative pedagogies; ICT-enabled teaching; continuous internal evaluation reforms	Phase I–III (2026–35)	Faculty, Heads of Departments	Enhanced student engagement and attainment levels
Research Promotion & Innovation	To promote research orientation and innovation ecosystem	Research methodology training; encouragement of publications; student research initiatives	Phase II (2029–31) Phase III (2032–35)	Research Committee, IQAC	Increase in publications; student research participation
Faculty Development & HR Strengthening	To enhance professional competence and leadership capacity of faculty and staff	Faculty Development Programmes (FDPs); mentoring; ICT and NEP capacity building	Phase I–III (2026–35)	Principal, IQAC	Improved teaching effectiveness; academic leadership

Student Support & Progression	To improve access, equity, retention, and employability of students	Mentoring; remedial and advanced learner support; career guidance; wellness initiatives	Phase I–III (2026–35)	Student Support Cells	Higher retention, progression, and employability
Infrastructure Augmentation	To strengthen academic and support infrastructure for quality delivery	Upgradation of classrooms, laboratories, ICT facilities, and accessibility infrastructure	Phase II (2029–31)	Management, Principal	Improved learning environment and inclusivity
Digital Governance & Transformation	To enhance efficiency and transparency through e-governance	Automation of academic and administrative processes; LMS implementation	Phase I (2026–28) Phase II (2029–31)	Administrative Office, IT Committee	Improved administrative efficiency and transparency
Governance & Institutional Management	To strengthen participatory, transparent, and accountable governance	Decentralization through statutory and non-statutory committees; internal audits	Phase I–III (2026–35)	Governing Body, IQAC	Effective decision-making and compliance
Extension, Outreach & Social Responsibility	To foster community engagement and institutional social responsibility	NSS activities; awareness programmes; collaboration with local bodies and NGOs	Phase I–III (2026–35)	Extension Committees	Enhanced community impact and civic responsibility
Sustainability & Environmental Responsibility	To integrate sustainability principles into institutional functioning	Energy conservation measures; waste management; green campus initiatives	Phase II (2029–31) Phase III (2032–35)	Eco Club, Administration	Environmentally responsible and sustainable campus

ANNEXURE – II IDP KPI DASHBOARD SUMMARY (2026–2035)

Strategic Goal	Phase I (2026–28) – Key Targets	Phase II (2029–31) – Key Targets	Phase III (2032–35) – Key Targets
Academic Excellence & Curriculum	5–7 certificate courses; 30% experiential learning; ≥70% feedback participation	40–50% interdisciplinary courses; 10–15% pass rate improvement	≥90% student satisfaction; ≥85% average pass rate
Research & Innovation	10–15 publications/presentations; 2 workshops/year; 10% students in research	20–30 publications; 2–3 interdisciplinary projects; 1 funded proposal/year	5–7 quality publications/year; 25% students in research
Faculty Development	2 FDPs/year; 100% faculty ICT trained; mentoring system operational	50% faculty in national FDPs; 20% leadership roles	≥80% faculty with advanced training; institutionalized mentoring
Student Support & Progression	Mentoring ratio 1:25; 3 career programs/year; remedial support for all identified students	15–20% increase in higher education progression; 10% employability gain	≥90% retention; ≥75% progression to employment/HE
Infrastructure & Digital Transformation	50% ICT classrooms; 30–40% processes digitized	75–80% smart classrooms; 60–70% e-governance coverage	100% academic & admin digitization; sustained infrastructure quality
Governance & Quality Assurance	All committees functional; 2 internal audits/year	100% ATRs prepared; 50% data-driven decisions	Zero major non-compliances; continuous quality systems
Community Engagement & Extension	5 programs/year; 30% student participation	8–10 programs/year; 50% student participation; 3 collaborations	≥70% student participation; sustained community partnerships