

INSTITUTIONAL DEVELOPMENT PLAN

2024-25 till 2039-40**Baseline Year: 2024-25**

This Plan sets out WUD's long-term institutional priorities. It is implemented through annual action plans and reviewed periodically. It does not replace the University's Act, Statutes, Ordinances or applicable regulations.

1. Institutional Profile and Development Context

World University of Design (WUD), established in 2018 at Rajiv Gandhi Education City, Sonipat, Haryana, is a State Private University offering education and research across design, architecture, communication, fashion, visual arts, performing arts and business. Its undergraduate, postgraduate and doctoral programmes are supported by studios, laboratories, workshops and practice-based learning.

WUD's "Campus without Walls" approach promotes learning across disciplines and beyond the campus through industry, community and academic engagement. Creativity, critical thinking, professional competence, research, entrepreneurship and social responsibility underpin its educational approach.

Having completed its initial establishment phase, the University's next priority is to consolidate academic quality, strengthen student outcomes, deepen research, build faculty and institutional capacity, and pursue planned, financially sustainable growth. This Institutional Development Plan (IDP) is aligned with NEP 2020 and UGC guidelines, while recognising WUD's distinctive character as a creative university.

2. Vision, Mission and Strategic Direction

Vision

To lead in creative education through transformative learning, impactful research, societal engagement, and a commitment to lasting excellence and sustainability.

Mission

1. To cultivate a passion for creative excellence through distinctive, student-centered education within an autonomous, empowering environment.
2. To foster a high-quality ecosystem for teaching, learning, and research that values creativity, interdisciplinarity, innovation, enterprise, industry relevance, professional excellence, and ethical social responsibility.

Four Pillars of Institutional Development

Pillar	Purpose
Education	Learner-centred, outcome-based, multidisciplinary and experiential education.
Research	Research, creative practice, innovation and application of knowledge.
People	Faculty and staff development, student support and an inclusive academic

	community.
Resources	Effective governance and sustainable development of physical, financial and digital resources.

Development Phases

Period	Direction
2024–25 to 2029–30	Consolidation of academic systems, research capacity, student outcomes, governance and financial sustainability.
2030–31 to 2034–35	Expansion of recognised academic strengths, funded research, partnerships and national visibility.
2035–36 to 2039–40	Institutional maturity, sustained academic excellence, international engagement and demonstrable societal impact.

3. Institutional SWOC

These considerations inform the four pillars and the first five-year implementation priorities.

Strengths	Areas for improvement
Focused identity in creative education; multidisciplinary and practice-based learning; industry links; research and doctoral activity; relevant campus facilities.	Research funding and postgraduate enrolment; evidence-based academic review; national visibility; diversified income and financial sustainability.
Opportunities	Challenges
AI and emerging technologies; NEP-enabled flexibility; industry-linked research, consultancy, entrepreneurship and international collaboration.	Competition for students, faculty and funding; rapid technological change; maintaining quality alongside growth; costs of infrastructure and operations.

4. Strategic Development Priorities

The following sixteen objectives translate the four institutional pillars into priorities for action. Implementation will follow approved academic and administrative procedures and available resources.

4.1 Education

Goal: To strengthen transformative, learner-centred education and graduate outcomes.

E1 Outcome-Based Education: Implement and review course and programme learning outcomes, curriculum mapping, assessment, attainment and continuous improvement.

E2 Teaching and curriculum: Strengthen experiential, studio, project and research-based teaching; use digital technologies and AI responsibly; review curricula with stakeholder input.

E3 Multidisciplinary learning: Enable electives, interdisciplinary pathways, skill development, credit mobility and flexibility as permitted under NEP 2020 and applicable regulations.

E4 Student progression: Strengthen mentoring, inclusion, retention, employability, entrepreneurship, higher studies and alumni engagement.

4.2 Research

Goal: To advance original research, creative practice, innovation and societal benefit.

R1 Research capacity: Develop faculty, student and doctoral research through training, infrastructure and interdisciplinary collaboration.

R2 Research outputs: Improve the quality and impact of publications, practice-based research, exhibitions, performances, prototypes, patents and other scholarly or creative outputs.

R3 Funding and partnerships: Increase sponsored research, grants, consultancy and active collaborations with academia, industry, government and communities.

R4 Innovation and impact: Support intellectual property, incubation, start-ups and research addressing sustainability, heritage, inclusion and other societal needs.

4.3 People

Goal: To build a capable, inclusive and professionally progressive university community.

P1 Faculty and staff strength: Recruit, retain and develop qualified academic and non-teaching staff through transparent processes and opportunities for progression.

P2 Professional development: Support faculty development programmes, research training, industry exposure, academic exchanges and leadership development.

P3 Student support: Strengthen mentoring, counselling, scholarships, accessibility, grievance redressal and student well-being.

P4 Institutional culture: Promote participation, collaboration across Schools, academic integrity, accountability and meaningful engagement with alumni and external experts.

4.4 Resources

Goal: To ensure responsible governance, efficient resource use and sustainable growth.

S1 Financial sustainability: Improve budgeting, internal controls, resource utilisation and diversification of income through research, consultancy, partnerships and other permitted sources.

S2 Campus and digital infrastructure: Upgrade studios, laboratories, libraries and performance facilities; strengthen digital systems, data management and cybersecurity.

S3 Quality assurance and governance: Strengthen IQAC-led quality processes, academic and administrative audits, statutory compliance, institutional information systems and accreditation readiness.

S4 Sustainability and collaboration: Improve environmental performance and develop purposeful national and international partnerships that support education, research and resource sharing.

5. Implementation, Monitoring and Review

The Schools, Centres and administrative units shall incorporate relevant IDP objectives into annual action plans, specifying activities, indicators, targets, responsibilities, timelines and resource requirements. The University shall prioritise implementation according to academic needs and available resources.

The IQAC shall coordinate annual monitoring using verified institutional records, including OBE attainment reviews, academic and administrative audits, stakeholder feedback, research and student-outcome data, AISHE returns and annual reports. An annual IDP progress report shall record achievements, shortfalls and action taken, and be placed before the appropriate University authorities.

The IDP shall undergo an annual implementation review and a comprehensive review every five years. Material changes shall be approved by the competent University authority. Overall oversight will be exercised through the University's statutory governance framework.

Annexure I. First Five-Year Implementation Framework (2025–2030)

Annual numerical targets will be approved against verified 2024–25 baseline indicators. The measures below identify what the University will monitor; they do not imply unapproved commitments.

Objective	Indicative performance measures
E1	Programmes completing attainment review and documented corrective action
E2	Curriculum reviews; experiential projects; stakeholder feedback; AI/digital teaching initiatives
E3	Interdisciplinary options, electives, credit transfer and skill-based offerings
E4	Retention, completion, placement, higher studies and entrepreneurship outcomes
R1	Faculty/student research participation; doctoral enrolment and completions
R2	Quality publications, exhibitions, performances, prototypes and patents
R3	Funded projects, research income, consultancy and active collaborations
R4	IPR, incubation activity, start-ups and applied community research
P1	Faculty/staff strength, qualifications, vacancies and retention
P2	FDP participation, research training, industry engagement and exchanges
P3	Mentoring, counselling, support services and grievance resolution
P4	Cross-School initiatives, stakeholder and alumni participation

S1	Audited financial performance, income sources and resource utilisation
S2	Facility upgrades, digital infrastructure and utilisation
S3	IQAC reviews, audits, action taken and compliance status
S4	Environmental performance and outcomes of active partnerships

Annexure II. Baseline and Evidence Records

AISHE 2024–25 (Code U-0948) shall be the principal base-year reference. Institutional records, audited financial statements, approved academic data, examination and placement records, research reports and IQAC documentation shall supplement AISHE where an indicator is not covered or requires a specific definition.

Future results shall be recorded against this baseline using consistent definitions. Initiatives introduced after 2024–25 shall be dated accurately in annual progress reports; the date of adoption of this IDP shall be the actual date of approval, not the base year.