IARE

INSTITUTE OF TECHNOLOGY

Institute Code: UNI-D-2025-7-031774

Detailed Project Report (DPR)

SUBMITTED TO:

University Grants Commission (UGC)
Deemed to be University Bureau, New Delhi

for

Grant of Deemed to be University Status
(General Category)

www.iare.ac.in

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DETAILED PROJECT REPORT

1. Executive Summary

Institute of Aeronautical Engineering (IARE), Dundigal, Hyderabad was established in the year 2000 and is run by the Maruthi Educational Society founded by a devoted group of eminent professionals and industrialists having a long and outstanding experience in the educational system with the noble objective of promoting quality technical education. With a mission **'Education for Liberation'**, it is paving path towards great achievements in the field of technology.

It was first founded in 1994 as Institute of Aircraft Maintenance Engineering approved by Directorate General of Civil Aviation, Government of India, New Delhi offering certification program in aircraft maintenance engineering. To cover the wide field of Aviation, in the year 2000 B.Tech program in Aeronautical Engineering was started and has gradually transformed itself into an integrated multi-disciplinary technological institute.

At present, IARE is offering nine B.Tech programs and five M.Tech programs in engineering and one management program – Master of Business Administration (MBA), with 25 years of rich standing in the educational sphere. The institute is approved by AICTE, New Delhi; recognized by Govt. of Telangana; affiliated to Jawaharlal Nehru Technological University Hyderabad (JNTUH); and accredited two times by National Assessment and Accreditation Council (NAAC) and recently with **'A++' Grade**. All seven eligible B.Tech programs, four M.Tech programs and MBA program are accredited by National Board of Accreditation (NBA), New Delhi. Two-thirds of the eligible programs offered by the Institution have been accredited three times. The institute is also included in Sections 2(f) and 12(B) of the University Grants Commission (UGC) Act, 1956. The institute has four research centers, recognized by JNTUH, Hyderabad, in the disciplines of Computer Science and Engineering, Electronics and Communication Engineering, Mechanical Engineering, and Aeronautical Engineering for conducting the doctoral programs and research fellowships. It is one of the most reputed colleges in engineering societies regionally and nationally.

The Institute is consistently finding its positions in Engineering and Innovation category rankings of National Institutional Ranking

Framework (NIRF), Ministry of Education, Govt. of India since 2017 and 2020 respectively. In the rankings of NIRF – 2024 under engineering category the institute is in the rank band **151-200** and under Innovation category in the rank band **11-50.** Besides, the institute has been ranked by different leading independent national agencies which include Careers 360 (AAAA), India Today (54), The Week (60), Times of India (64), Competition Success Review (16), Outlook (50), Data Quest (78), and Business World (60).

The Institute is well known for its innovative spirit, intensive research and hands-on approach to solve real world problems, producing skillful engineers who are well received by national and global industry as well as academia. Building on a strong foundation, the sustainability and high quality of the engineering and management programs have been assured. The institute currently in **golden jubilee celebrations** and continues to be one of the leaders in offering academic programs in the fields of engineering and management.

At present the total number of student strength on roll is 5709 and that of faculty is 351, out of which, 138 are Ph.D's (40%) ensuring healthy faculty student ratio and the quality of teaching learning process. The research activity on campus is woven in pursuance of its vision & mission statements around the philosophy of Inspire, Innovate and Implement to benefit the contemporary society. It unwinds itself into different fields such as environment, aerospace, PLC, CAD/CAM, CNC machining, tool design, welding, embedded systems, and low power VLSI digital system design. Emphasis is also being laid on manufacturing, automation, business analytics, Artificial Intelligence, Machine Learning, Big data, Cloud computing, Wireless technology, Image processing, and next generation emerging technologies.

Big placements greet our students with ample opportunities with around 62 core and software companies visiting the institute every year with 800+ Placements. Placement and training centre is instrumental in signing the Memorandum of Understanding (MOU) with many reputed organizations including Microsoft, Zscaler, JPMorgan Chase & Co, Autodesk, Amazon, Juspay, Amadeus, EPAM, ZeroCodeHR, DBS, Bounteous Accolite, ARCADIS, Capgemini, Lumen, IBM, Accenture, Virtusa, Cognizant, UST, Byteridge, JSW, LTIMindtree, Ernst & Young, Wiley Edge, TATA Consultancy Services, HCL Tech, DeltaX, TATA Technologies, Safran Aerospace, GMR Aerospace, TATA Advanced Systems, Infosys, Wipro, MPhasis, Quest Global, NTT Data, Hexaware, Optum, JBM, Tech Mahindra and so on.

IARE is on a strategic path to match the standards of academic excellence, research impact and Innovation. Dynamic governance, international collaborations, multidisciplinary curricula, and innovation ecosystems features that IARE is actively integrating into its long-term vision. As it moves towards Deemed university status, IARE is committed to expand its academic portfolio, enhancing global outreach, promoting advanced research centers, and aligning its institutional practices with national and global benchmarks. By adopting the best practices of premier Deemed universities while retaining its regional relevance and core strengths in engineering and management education, IARE aims to become a centre of excellence that nurtures socially responsible technocrats, innovators, and leaders of tomorrow.

IARE has fourteen sponsored research projects, and has received grants of worth Rs. 925.59 lakhs for research and other activities by different government agencies including DST, AICTE, and UGC etc. The institute has a record of intellectual property with 3100+ quality research publications by faculty as well as students with more than 23000 citations. The present *h*–index is 72; patents published are 720 out of which 45 are granted illustrates the quality of research. The Ministry of MSME, Government of India, has sanctioned the "A Scheme for Promotion of Innovation, Rural Industries and Entrepreneurship (ASPIRE)" on a 50:50 cost-sharing basis for the establishment of a Technology Business Incubation (TBI) Center to support incubation projects specific requirements of the `local needs. Additionally, the institute is recognized by the Department of Science and Technology (DST), Government of India, under the Scientific and Industrial Research Organization (SIRO) scheme for undertaking research activities. Internal revenue generation through faculty consultancy facilitates and promotes activities pertaining to energy audit, mobile apps, drones in agriculture, agricultural tools, software products, industry simulations, material testing etc. With a strategic focus on multidisciplinary research, IARE actively promotes a culture of inquiry through its dedicated research centers, faculty development initiatives, and collaborative projects with academia and industry. The institute has witnessed a significant rise in scholarly output, with a growing number of high-quality publications in Scopus and Web of Science indexed journals. IARE has introduced Choice Based Credit System (CBCS), value-added courses, MOOCs, industry linked certifications, and engineering capstone project framework to promote experiential learning.

In alignment with the Sustainable Development Goals (SDGs), the institute conducts community outreach programs, sustainability awareness drives, rural technology interventions, and skill development programs.

The Institution Innovation Council (IIC) of IARE has been rated with 4 stars by the Ministry of Education's Innovation Cell, recognizing its active role in creating a vibrant entrepreneurial ecosystem. The campus houses start-up, incubators, and regularly conducts boot camps, ideathons, and demo days to promote innovation and enterprise development.

1.1 Eligibility criteria for Deemed to be University

The institute is applying for Deemed to be University status under the NBA category. The details of the eligible and accredited programs are provided below.

Programs	I Cycle						II Cycle						III Cycle	
	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		2025-2028	
	Sanctioned Intake	NBA Accreditation	Sanctioned Intake	NBA Accreditation	Sanctioned Intake	NBA Accreditation	Sanctioned Intake	NBA Accreditation	Sanctioned Intake	NBA Accreditation	Sanctioned Intake	NBA Accreditation	Sanctioned Intake	NBA Accreditation
UG Programs														
Aeronautical Engineering	120	YES	120	YES	120	YES	60	YES	60	YES	60	YES	60	YES
Computer Science and Engineering	240	YES	240	YES	240	YES	240	YES	420	YES	900	YES	480	YES
Information Technology	120	YES	120	YES	120	YES	180	NO	180	YES	120	YES	120	YES
Electronics and Communication Engineering	240	YES	240	YES	240	YES	240	YES	240	YES	120	YES	120	YES
Electrical and Electronics Engineering	120	YES	60	YES	60	YES	60	YES	30	YES	30	YES	30	YES
Mechanical Engineering	120	YES	60	YES	60	YES	30	YES	30	YES	30	YES	30	YES
Civil Engineering	120	YES	60	YES	60	YES	30	NO	30	NO	30	NO	30	YES
Computer Science and Engineering (AI& ML)	**Nil**	-	60	Not Eligible	180	Not Eligible	180	Not Eligible	240	Not Eligible	240	Not Eligible	240	Not Eligible
Computer Science and Engineering (Data Science)	**Nil**	-	60	Not Eligible	180	Not Eligible	180	Not Eligible	180	Not Eligible	60	Not Eligible	60	Not Eligible
Computer Science and Engineering	**Nil**	-	60	Not Eligible	60	Not Eligible	120	Not Eligible	180	Not Eligible	**Closure**		**Closure**	

(Cyber Security)														
Computer Science and Information Technology	**Nil**	-	60	Not Eligible	60	Not Eligible	180	Not Eligible	**closure**				**Closure**	
PG Programs														
Aerospace	18	Not Eligible#	18	Not Eligible	18	Not Eligible	12	Eligible	12	YES	6	YES	6	YES
CAD/CAM	18	Eligible	18	Eligible	18	Eligible	12	Eligible	6	Eligible	**closure**		**closure**	
Computer Science and Engineering	18	YES	18	YES	18	YES	12	YES	6	YES	6	YES	6	YES
Embedded Systems	18	YES	18	YES	18	YES	12	YES	6	YES	6	YES	6	YES
Structural Engineering	18	Not Eligible	18	Not Eligible	18	Not Eligible	12	Eligible	12	Eligible	6	Eligible	6	Eligible
Electrical power systems	18	Not Eligible	18	Not Eligible	18	Not Eligible	12	Eligible	6	Eligible	6	Eligible	6	YES
MBA	60	YES	60	YES	60	YES	60	YES	60	YES	60	YES	60	YES
Total No. of Programs	18						18						15	
No of Eligible Programs	11						13						13	
Requirement -2/3 rd of Eligible Programs	8						9						9	
NBA Accredited Programs	**10**						**10**						**`12**	

2. Justification for the establishment of the proposed University

2.1 Introduction:

Education remains a cornerstone of a state's progress, and the Government of Telangana continues to prioritize the development of quality education as part of its broader agenda to build a knowledge-driven economy. Post the formation of the new state, Telangana has emerged as a hub for IT services, aerospace industry, agriculture, pharmaceuticals, infrastructure, healthcare, and manufacturing, particularly in and around Hyderabad. In alignment with this growth, the State Government has placed strong emphasis on promoting educational institutions that adhere to national and international standards set by statutory bodies. Each year, over four lakh students complete Intermediate or equivalent qualifications, and a significant number migrate out of the state to pursue higher education in reputed institutions such as IITs, NITs, IIITs and Deemed to be or private universities.

Given this scenario, there is an increasing need for high quality Deemed to be universities within the state that can offer world-class education and retain local talent. The Institute of Aeronautical Engineering (IARE), with its strong academic foundation, advanced infrastructure, and commitment to excellence, is well-positioned to bridge this gap. There is a pressing need to elevate IARE into a university that imparts holistic education by fostering knowledge, skills, innovation, and ethical values across undergraduate, postgraduate, and doctoral programs in engineering, technology, sciences, and management. Establishing IARE as a university will not only serve the educational aspirations of the youth in Telangana but also contribute significantly to the state's vision of becoming an educational and technological powerhouse.

2.2 National Education Policy (NEP - 2020)

In alignment with the National Education Policy (NEP) 2020, the higher education system in India is undergoing a transformative shift towards establishing large, multidisciplinary universities that promote flexible and holistic education. The policy emphasizes a dynamic undergraduate experience with integrated disciplines, revamped curricula, innovative pedagogy, outcome-based assessment, and comprehensive student support systems to ensure enriched learning outcomes. As India witnesses a growing demand for a skilled workforce in line with the Make in India initiative, there is an urgent need for universities to move beyond conventional teaching models. Institutions must embrace a balanced approach that integrates high-quality teaching, industry-relevant skilling, and high-impact research,

while simultaneously fostering entrepreneurship through start-up promotion and the development of incubation centers.

IARE, on its path to become a Deemed to be University, is strategically aligning with NEP 2020 by embracing multidisciplinary education, research-driven practices, and global academic standards. The institution is actively transforming into a center of excellence by strengthening its R&D capabilities, promoting innovation, and enhancing collaborations with industry and international academia.

NEP 2020 also highlights key systemic challenges such as the fragmented nature of higher education, inadequate emphasis on cognitive skill development, rigid disciplinary boundaries, restricted access in underrepresented regions, and insufficient research ecosystems due to limited peer-reviewed funding. IARE recognizes these gaps and is committed to address them through structural academic reforms, enhanced interdisciplinary programs, inclusive access, and a robust research ecosystem. With these objectives, IARE aspires to emerge as a model research-intensive university of national importance, contributing significantly to India's vision of becoming a global knowledge leader.

2.3 Role of NITI Aayog in Deemed to be Universities

The National Institution for Transforming India (NITI Aayog)**,** as the apex policy think tank of the Government of India, plays an indirect yet influential role in shaping the ecosystem in which Deemed to be Universities operate. While the University Grants Commission (UGC) is the statutory authority regulating Deemed to be Universities, NITI Aayog's strategies, reports, and initiatives provide the broader policy framework, developmental priorities, and performance monitoring mechanisms that influence higher education governance.

a) Strategic Policy Guidance

- **NEP 2020 Implementation Support**: NITI Aayog assists the Ministry of Education in translating the National Education Policy into actionable strategies, which include provisions for graded autonomy, multidisciplinary expansion, and research integration in Deemed to be Universities.
- **Vision & Strategy Documents**: Long-term national strategies like *"Strategy for New India @ 75"* and *"Vision India @ 2047"* highlight the role of universities (including deemed) in driving innovation, entrepreneurship, and skill development.

b) Promoting Research, Innovation, and Entrepreneurship

- **Atal Innovation Mission (AIM)**: Provides innovation labs, incubation centers, and mentorship networks that Deemed to be Universities can adopt to enhance student entrepreneurship and research output.
- **Public–Private Partnership (PPP) Models**: Encourages universities to collaborate with industry for research commercialization, technology transfer, and skill development.

c) Performance Monitoring and Benchmarking

- NITI Aayog promotes data-driven governance through initiatives like the India Innovation Index**,** SDG India Index, and Performance Monitoring Frameworks**.** Deemed to be Universities can align with these metrics to benchmark their research quality, innovation output, and societal impact.

d) Alignment with Sustainable Development Goals (SDGs)

- NITI Aayog is the nodal body for coordinating SDG implementation in India. It encourages universities to integrate SDG-related research, community engagement, and sustainability practices into their academic and governance models.
- Deemed to be Universities are increasingly aligning research themes, extension activities, and curriculum with SDGs such as Quality Education (SDG 4)**,** Industry, Innovation & Infrastructure (SDG 9)**,** and Climate Action (SDG 13)**.**

e) Encouraging Internationalization

- Through policy recommendations and strategic dialogues, NITI Aayog supports the internationalization of higher education by facilitating collaborations with global institutions, promoting student and faculty exchanges, and encouraging transnational education programs.

Conclusion

While NITI Aayog does not directly regulate Deemed to be Universities, it plays a pivotal enabling role by:

- Setting national development priorities that influence university strategies.
- Promoting innovation and entrepreneurship ecosystems.
- Encouraging SDG alignment and sustainability.
- Supporting policy frameworks that enable autonomy, quality enhancement, and global competitiveness.

By aligning with NITI Aayog's vision and initiatives, Deemed to be Universities can position themselves as centers of excellence contributing to India's knowledge economy and long-term developmental goals.

2.4 Higher Education Scenario in India – National Perspective

India has the third-largest higher education system in the world, with a network of premier institutes like IISc, IITs, NITs, IIITs, IISER, State Universities, Central Universities, Deemed to be Universities, and Private Universities catering to a rapidly growing student population. The system reflects a blend of public and private participation**,** diverse academic disciplines, and multiple modes of delivery.

a) Institutional Diversity

- **State Universities**: Form the backbone of the system, offering affordable and regionally relevant education.
- **Central Universities**: Funded by the Government of India, known for high academic standards, research focus, and national-level student diversity.
- **Deemed to be Universities**: Autonomous institutions recognized for excellence in specialized domains such as engineering, medicine, and management.
- **Private Universities**: Expanding rapidly, especially in states like Rajasthan, Gujarat, and Haryana, contributing to infrastructure growth and program diversification.

b) Regional Trends

- Southern states like Tamil Nadu and Karnataka lead in the number of Deemed to be Universities and professional education hubs.
- Western states such as Rajasthan and Gujarat are emerging as private university destinations.
- States like Telangana and Andhra Pradesh maintain strong public university networks while gradually expanding private sector participation.

c) Policy and Quality Frameworks

- Guided by NEP 2020, the focus is on multidisciplinary education, autonomy, research, and internationalization**.**
- Quality is regulated through NAAC accreditation**,** NBA program evaluation**,** and rankings such as NIRF**.**
- Emphasis on Outcome-Based Education (OBE)**,** skill integration, and technology-enabled learning.

d) Emerging Trends

- **Digital & Online Education**: Expansion of SWAYAM, MOOCs, and blended learning models.
- **International Collaborations**: Partnerships with foreign universities for joint degrees and research.
- **Research & Innovation Ecosystems**: Strengthened through R&D grants, innovation hubs, and incubation centers.

Conclusion

The Indian higher education system is transitioning from quantity-focused expansion to quality driven transformation. With robust policy support, increasing private sector participation, and the establishment of globally recognized universities with advanced technology integration, India is well positioned to emerge as a global hub for affordable, inclusive, and high quality higher education

2.5 Brief of Telangana Higher Education Scenario

Telangana is among the fastest-growing states in India, recording an average annual growth rate of nearly 13% over the past five years. The state has also emerged as a preferred destination for international students, attracting more than 3,500 learners from various countries.

In the state of Telangana, there are 3 Central Universities, 2 Institute of Eminence, 15 State Public Universities, 1 Technical University under State Legislature, 1 State Open University, 5 Deemed to be Universities and 10 State Private Universities.

The current scenario of the existing Universities in few states is depicted for the current Academic Year is as follows.

Table 1: Consolidated Number of Universities

State	State Universities	Deemed to be Universities	Central Universities	Private Universities	Total
Telangana	16	5	3	10	**34**
Andhra Pradesh	22	5	1	7	**35**
Gujarat	30	2	1	45	**78**
Rajasthan	21	8	2	55	**86**
Karnataka	34	15	1	20	**70**
TamilNadu	23	28	2	5	**58**

In the current academic year, Telangana reported 52 colleges per lakh population in the 18–23 years age group, reflecting a marginal increase from the earlier figure of 50 colleges per lakh. The average enrolment per college has also improved slightly to 569 students, up from the earlier 554. This growth highlights Telangana's continued efforts in expanding access to higher education and increasing student intake per institution.

In the current scenario, Telangana has recorded a significant Gross Enrolment Ratio (GER) of 40.0% in higher education for the 18–23 years age group, according to the latest AISHE report. This figure places Telangana well above the national average GER of 28.4%, reflecting the state's commitment to implement NEP 2020 and continued emphasis on expanding access to higher education. Notably, Telangana has also shown commendable progress in bridging the gender gap in higher education. The GER for female students stands at 41.6%, surpassing that of male students at 38.5%, highlighting the success of inclusive education policies and growing participation of women in higher learning. This robust enrolment performance underscores Telangana's commitment to educational advancement and aligns with the objectives of the National Education Policy (NEP) 2020.

In the current academic year, the service sector remains the largest contributor to Telangana's economy, accounting for approximately 60% of the Gross State Domestic Product (GSDP). This substantial share reflects the state's sustained growth in key service areas, particularly Information Technology (IT) and Information Technology Enabled Services (ITeS). Telangana, and especially Hyderabad, continues to hold a leading position at the national level in IT production and exports, with major global technology companies establishing or expanding operations in the state. The robust performance of the IT sector, supported by innovation, skilled manpower, and government-friendly policies, has been the primary driver of service sector growth, further solidifying Telangana's role as a digital and technological hub of India with improved digital literacy.

Further, Telangana continues to be a thriving hub for both manufacturing and service based industries, with the majority of industrial activity concentrated around Hyderabad. The state's industrial landscape is diverse, encompassing sectors such as aerospace, automobiles and auto components, pharmaceuticals, textiles and apparel, spices, mining and minerals, horticulture, and poultry farming. These industries form the backbone of Telangana's economy, contributing significantly to employment and exports.

In the services domain too, the state has solidified its position as a leading IT hub in India, housing major global and national software firms. The advanced infrastructure, skilled workforce, and proactive government policies establishing T-Hub have further attracted investments in Information Technology (IT) and Information Technology Enabled Services (ITeS), cementing Telangana's reputation as a digital innovation center.

To support industrial diversification and regional development, the Government of Telangana is actively developing specialized infrastructure including Industrial Parks, Export Promotion Parks, IT and Software Parks, Apparel Parks, and Biotechnology Parks across various districts. Additionally, the state serves as a strategic center for India's defence and aerospace sectors, hosting premier research and production facilities such as Bharat Dynamics Limited (BDL), Defence Metallurgical Research Laboratory (DMRL), Defence Research and Development Organisation (DRDO), and Defence Research and Development Laboratory (DRDL). These initiatives reinforce Telangana's status as a vital player in both national economic growth and strategic innovation.

Hence, the increase in demand for skilled work force necessitates establishing more universities in Telangana, particularly in and around Hyderabad, is increasingly critical in the current academic year. While cities like Bengaluru and Pune recognized as smart cities and thriving start-up hubs boast a large number of universities and higher education institutions that cater to their rapidly growing knowledge ecosystems, Hyderabad is yet to match this scale despite being a leading center for IT, innovation, and emerging technologies. The absence of a proportionate number of multidisciplinary and interdisciplinary universities in Hyderabad and its surrounding regions presents a significant gap in addressing the growing educational, research, and industry-aligned skill development needs. To sustain Telangana's momentum in economic and technological advancement, there is an urgent need to encourage establishment of high-quality, research-oriented universities to drive inclusive growth and prepare a future-ready workforce.

2.6 Initiatives of Telangana State:

In the recent past the Government of Telangana has taken significant initiatives to position the state as a leading start-up hub and a global center for higher education. With the rapid pace of globalization and the state's ambitious vision for economic development, there is an urgent need for a large pool of skilled professionals at both undergraduate and postgraduate levels. Recognizing this, the government has prioritized the strengthening of technical

education and professional training in fields such as Science, Technology, Management, and Research.

These efforts are aimed at creating a future-ready workforce and fostering a knowledge-driven economy. To meet the growing demand for highly competent manpower, a radical transformation in the higher education ecosystem is essential. The state's proactive measures reflect its commitment to nurture innovation, enhancing institutional capacity, and aligning education with industry needs for sustained growth and global competitiveness.

3. Sponsoring body Details

3.1 Introduction to its Genesis including its Registration Status:

The sponsoring body Maruthi Educational Society was officially registered as a private academic society in Telangana on 27 January, 1994, under the Registrar of Societies in Hyderabad (Registration No. 389/1994).

Founded by a dedicated group of professionals and industrialists with extensive experience in technical and academic training, the Society's overarching mission is **"Education for Liberation"**, emphasizing quality, accessible education and social up liftment.

Its purpose includes promoting technical and professional education, vocational training, and research, especially in engineering disciplines across Telangana.

3.2 Registration Details

Details of the Society	**Maruthi Educational Society** Sy No. 483, 484, 488, Dundigal Gandimaisamma mandal, Medchal–Malkajgiri district, Hyderabad – 500 043, Telangana
Unique Id of VO / NGO	TS/2017/0153114
Registered With	Registrar of Societies, Telangana
Type of NGO	Academic Institutions (Private) / Registered Society (Non-Government)
Registration No.	389/1994
Registration Certificate	Available
Pan Card	Available

Name of the Act	Societies Registration Act (State: Telangana), Act 1 of 1350
City of Registration	Hyderabad
State of Registration	Telangana
Date of Registration	27-Jan-1994
Key Issues	Higher education, Scientific & Industrial Research, Science & Technology, Information & Communication Technology
Operational State	Telangana

3.3 Details of Governing council including their Background

The key promoters and governing members of Maruthi Educational Society, along with their backgrounds and roles are as given below.

Name	Position	Background / Role
Sri M. Rajashekhar Reddy	Chairman	Educationalist; founder-promoter; strategic visionary for both Society & IARE.
Sri Ch. Sathi Reddy	Secretary & Correspondent	Industrialist, Administration lead, policy execution.
Sri B. Rajeshwar Rao	Executive Director & Treasurer	Industrialist, Financial oversight.
Smt. M. Mamatha Reddy	First Vice President	Governance support, executive decisions
Sri Vanam Yadaiah	Second Vice President	Governance support, executive decisions.
Sri Ch. Jayasimha Reddy	First Joint Secretary	CEO of MTE Industries; contributes industry alignment
Sri B Saketh	Second Joint Secretary	Industrialist
Sri M Laxman Reddy	Member	Educationalist
Sri M Arundhati	Member	Educationalist
Sri Ch Aditya Reddy	Member	Educationalist

4. Details of the proposed University

4.1 Location and headquarters of the proposed University:

The institute will be established in a lush green campus. The site for the University will be duly approved by the authorities and has sufficient facilities as per the norms.

Name	:	IARE Institute of Technology (Deemed to be University)
Location	:	Dundigal, Hyderabad - 500 043
Headquarters of the Proposed University	:	IARE Institute of Technology (Deemed to be University) Dundigal, Hyderabad - 500 043

4.2 Latitude & Longitude:

Latitude	17.600071^0
Longitude	78.416902^0

4.3 Site surroundings and features:

Airport	Rajiv Gandhi International Airport, at Hyderabad which is about 65 km
Railway Stations	Secunderabad Railway Station - 25 km; Hyderabad Railway Station - 30 km
State Highway-6	11 km
National Highway-765D	5 km
National Highway-63	6 km

5. Vision and Mission statements for the proposed University:

5.1 Vision Statement

To become a globally recognized Deemed to be University offering multidisciplinary education, promoting research and innovation, developing technically competent and entrepreneur, ethically responsible and socially conscious leaders.

5.2 Mission Statement

- To deliver high-quality, inclusive, and future-ready education across diverse disciplines, fostering intellectual growth, innovation, and lifelong learning.
- To promote interdisciplinary research, entrepreneurship, and industry collaboration that drives technological advancement and economic development.

- To instil values of ethics, empathy, and sustainability, nurturing graduates who are capable of solving real-world challenges and serving global communities.
- To create a learner-centric ecosystem enriched with digital innovation, community engagement, and global connectivity.

5.3 Goals of the University

- **Academic Excellence:** To provide multidisciplinary, student centered, and outcome-based education aligned with national and global standards, while integrating regional language proficiency and courses rooted in the Indian Knowledge System.
- **Innovative Research and Development:** To nurture a dynamic research culture that drives innovation, problem-solving, and knowledge creation addressing societal, industrial, and environmental challenges, in alignment with the United Nations Sustainable Development Goals (SDGs).
- **Industry Integration and Employability:** To strengthen collaborations with industry, design skill-based and entrepreneurial programs, and prepare graduates for emerging global, national and local job markets.
- **Inclusive and Sustainable Development:** To ensure equitable access to education for students from diverse socio-economic backgrounds, and to promote community engagement initiatives that support regional, national, and global sustainable development.
- **Global Engagement and Recognition:** To build strategic international partnerships, attract global talent, and achieve excellence in academics and research on par with world-class institutions.
- **Digital and Technological Advancement:** To leverage digital transformation in teaching, research, and governance for enhanced efficiency, accessibility, and innovation.
- **Ethical Leadership and Social Responsibility:** To cultivate graduates who demonstrate integrity, empathy, environmental stewardship, and a lifelong commitment to the betterment of society.

5.4 Objectives of the University:

The objectives of the proposed University are

- To design and offer multidisciplinary academic programs integrating engineering, management, sciences, and emerging technologies.
- To introduce flexible curriculum structures based on NEP 2020, with focus on research, innovation, internships, and experiential learning.

- To establish Centers of Excellence and incubation hubs that encourages innovation, start-ups, and patentable research.
- To implement faculty development programs that promote pedagogical innovation, subject expertise, and global teaching standards.
- To expand rural and urban outreach through extension programs, vocational training, and socially relevant research.
- To build smart infrastructure including digital classrooms, advanced laboratories, high-performance computing facilities, and green campuses.
- To forge partnerships with global universities, industries, and government bodies for collaborative teaching, research, and student exchange.
- To regularly evaluate learning outcomes and institutional performance through transparent quality assurance systems.
- To promote inclusive access to higher education through scholarships, mentoring, and support systems for disadvantaged groups.
- To instil leadership qualities, environmental responsibility, and ethical values among students and staff.

5.5 Features of the University:

The Board of Management / Governing body / Academic Leadership are liable for the good governance, academic and research objectives.

Key Institutional Strengths of IARE Deemed to be University

- **Visionary Leadership:** IARE is guided by a distinguished and diversified Board comprising eminent academician, industry experts, and thought leaders who provide strategic direction and uphold the university's mission.
- **Autonomy across Domains:** The University enjoys academic, administrative, and financial autonomy, empowering it to swiftly adapt to emerging global trends in higher education and research.
- **World-Class Infrastructure and Work Environment:** IARE offers a state-of-the-art campus with world-class laboratories, smart classrooms, research facilities, and a conducive academic ambiance that matches global standards.
- **Attracting and Retaining Talent:** The University places high priority on recruiting and nurturing top-tier faculty and researchers, offering them an enabling environment for academic and professional growth.

- **Institutional Synergy:** Strategic collaborations with nationally and internationally reputed institutions create a strong ecosystem for joint research, academic exchange, and innovation.
- **Uncompromising Focus on Quality:** IARE integrates quality assurance mechanisms, international benchmarking, peer reviews, and global publication of research outcomes to ensure continuous academic excellence.
- **Effective Communication Strategy:** A strong communication framework ensures that the University's vision, mission, and strategic goals are clearly conveyed to all stakeholders' students, faculty, industry, alumni, and society at large.
- **Robust Knowledge and Information Management Systems:** IARE leverages both internal capabilities and external knowledge networks to build comprehensive databases, methodologies, and shared resources that support informed decision-making and innovation.
- **Transparent and Accountable Governance:** The University is committed to good governance, supported by ethical leadership, participative decision-making and policy-driven administration.
- **Decentralized Administrative System:** Empowered departments and centers enable agile and effective management, fostering innovation and responsiveness at every level.
- **Comprehensive Student Services:** IARE ensures holistic student development through academic mentoring, career guidance, psychological counseling, international programs, and co-curricular support systems.
- **Centre for Teaching and Learning Excellence (CTLE):** A dedicated center that enhances pedagogical practices, promotes innovative teaching strategies, and supports continuous faculty development.
- **Internal Quality Assurance Centre (IQAC) and Academic Management Systems (AMS):** The IQAC and AMS drive systematic monitoring, evaluation, and improvement of academic standards, ensuring institutional accountability and excellence. The functions of IQAC are shown in figure 5.1.

Figure 5.1 Functions of IQAC

- **Research and Development Centre (R&D):** The center spearheads high-impact research, interdisciplinary projects, innovation initiatives, and patent facilitation, contributing to national development and global knowledge creation.
- **Industry Interaction Centre (IIC):** A proactive interface with industry that facilitates internships, live projects, consultancy, joint research, and curriculum co-design, enhancing the employability and relevance of IARE graduates.
- **Internal Complaints Committee (ICC):** IARE is constituted in accordance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, to ensure a safe, respectful, and inclusive campus environment. It addresses complaints related to sexual harassment and discrimination through a confidential, transparent, and time bound process, while also providing necessary support such as counselling and legal guidance. The ICC actively conducts awareness programs, sensitization workshops, and training sessions to promote gender equity, mutual respect, and zero tolerance for harassment, thereby fostering a culture of safety and dignity across the institution.
- **Student Counselling and Mentoring:** It aimed at promoting academic success, emotional well-being, and holistic development. The University offers professional counselling services to help students manage stress, anxiety, peer pressure, and personal challenges, while also guiding them in career planning, life skills, and

positive coping strategies. A structured Faculty-Student mentoring system pairs each student with a dedicated faculty mentor who monitors academic progress, provides personalised guidance, encourages participation in research, innovation, and co-curricular activities, and supports their overall personal and professional growth, fostering a nurturing and empowering learning environment.

5.6 Strength, Weakness, Opportunity and Challenges (SWOC)

Institutional Strength

Some of the most important strengths of the IARE are as follows:

- Participation and recognition in NIRF Ranking since 2017
- Active NBA accreditation of all eligible programs
- Quality of education at an affordable cost
- Dynamic leadership with great ambitions and strong management
- Good reputation in the local community, improving quality student admissions over the years
- Focused awareness of institutional outputs, especially increased employability in reputed companies since 2018
- Proactive collaboration with national and global universities for student and faculty exchange
- Well-established facility for start-up and innovations for product development
- Established center of excellences in emerging areas to pursue quality research
- Social outreach programs uphold the vision of the institution which is to serve society through technology

Institutional Weakness

Some of the weaknesses that the institute needs to deal with are identified as follows:

- Self-financing Institute with government fee regulations and reimbursements
- Lack of full-time research scholars
- Limited funded research projects
- Student diversity to attract students from different demography / international students
- Fewer opportunities through competitive examinations in civil services and Public Service Units

Institutional Opportunity

IARE has many opportunities that enable the Institute to move forward in achieving its various basic and nonbasic functions, such as the

following:

- To offer certificate programs and online degree courses based on NEP 2020
- The untapped potential of alumni networks for recruitment and funding
- Develop research capacity and innovation in emerging interdisciplinary areas to enhance international collaborations
- Collaboration with local industries for curriculum development, recruitment, and consultancy services
- Becoming a university

Institutional Challenge

IARE faces several risks that need to be overcome. These risks are as follows:

- Increasing deemed / private universities with a large number of intake in emerging areas and which are attracting the qualified faulty with high incentives.
- Declining enrolment due to changing demographics, increased competition, and some programs that lack clear career alignment
- Limited admission in PG Courses due to higher placements at the undergraduate level in IT and IT enabled services
- No scope to improve student diversity because of the norms of regulatory bodies
- Stringent regulations by statutory bodies for establishing research centers

6. Pre-Commencement activity Plan

a) Capacity building

The Maruthi Educational Society has been offering several identified academic programs for many years. This proposal aims to establish a dedicated "Technology Transfer University (TTU)" within the jurisdiction of the Government of Telangana. A built-up area of approximately 37,327 square meters is already available, accommodating the following facilities:

- Lecture Halls
- Laboratories
- Tutorials Rooms
- Common Facilities
- Administrative Area
- Amenities and Toilets
- Circulation Area

IARE Institute of Technology University will be a multidisciplinary University with a strong focus on advanced research in Applied Sciences and Technology. It is envisioned to meet the growing demand for high-level knowledge and specialized skills that align closely with the evolving needs of future Technology Parks in the state. The proposed academic structure offers a balanced and strategic foundation for future expansion, as infrastructure and sustained funding become available to support a broader range of academic and research initiatives. These programs are designed to address critical industry requirements and produce graduates equipped to contribute meaningfully to research and innovation across key thematic areas.

b) Infrastructural Facilities in the Campus

The infrastructure facilities will include well-equipped classrooms, tutorial rooms, laboratories, drawing halls, boardrooms for management meetings, staff rooms, workshops, a comprehensive library, girls' waiting rooms, indoor and outdoor sports facilities, canteen, and adequate restroom facilities. Reliable power backup will be ensured through solar energy systems and generators. Additionally, external services will comprise a fully functional canteen, transportation support for sports activities, and the appointment of a qualified health consultant, among other essential amenities.

c) Central Computing Facility

The Institute will offer comprehensive computing facilities for students, including a sufficient number of fully equipped computer laboratories. A centralized internet facility, accessible through both Wi-Fi and LAN, will be provided across the campus.

d) Central Library and Learning Resources Centre

The Central Library serves as the intellectual backbone of IARE. Housed in a modern, duplex facility, it is fully computerized and equipped with bar-coding and Wi-Fi for seamless access and user convenience. The library is capable of accommodating over 57,264 volumes, with first-floor stacks dedicated to circulation books, newspapers, and periodical back issues, while the second floor houses reference materials and current periodicals.

Key features include:

A state-of-the-art digital library offering access to over 10,000 e-resources and an automated library system for borrowing, returning, and renewing books efficiently.

Subscriptions to 180+ international journals (IEEE, ASME, ASCE) and 150+ Indian journals and magazines in print, alongside N-LIST e-resources via INFLIBNET, NPTEL video lectures, and DELNET membership.

Further enhancements for student support include:
A dedicated self-service kiosk for automated circulation allowing students to issue, returns, or renews books independently.

Faculty members may upload lecture notes, lab manuals, question banks, and research materials to the Intellect CMS repository, accessible to students via secure login.

The Central Library ensures an inclusive and research-enabling environment, providing comprehensive access to physical volumes, e-books, e-journals, video lectures, and a rich digital repository. It aligns with statutory norms for academic institutions and stands as a pivotal resource for learning, research, and intellectual growth across disciplines at IARE.

e) Technology Innovation and Incubation Center (TIIC)

TIIC aims to transform student and faculty ideas into viable, market-ready products. It provides essential infrastructure such as ~250 workstations, meeting rooms, fabrication technology access, high-speed internet, and printing resources.

TIIC monitors the entire innovation journey from ideation to execution under the mentorship of industry experts and faculty. It has supported over 55 business ideas, incubated 14+ start-ups, and engaged more than 400 students in entrepreneurial activities. TIIC also manages the incubation ecosystem including seed-funding, venture mentoring, and collaboration with bodies like NRDC and TASK for commercialization support.

f) Science & Technology Start-Up Park (STSP)

The Start-Up Park serves as a growth hub for early-stage ventures working on smart manufacturing, UAVs, and other emerging tech fields. It provides cubicles, networking, and high-speed internet access for start-ups. The STSP offers structured support in business planning, feasibility studies, market research, DPR preparation, and prototyping especially targeted toward student and early entrepreneur initiatives. It also facilitates legal documentation (e.g. copyright, patents), branding support,

and helps connect start-ups to funding channels and validation platforms.

g) Makerspace

Makerspace is equipped with advanced prototyping and fabrication tools (CNC machines, 3D printers, laser cutters, multimat rail systems, CAD/CAM) as well as electronics assembly and measurement systems. It supports product design and rapid prototyping workflows from concept design to functional models enabling students and incubatees to iterate and validate technical ideas efficiently.

h) Student Waiting Rooms

Spacious waiting rooms are provided for students on campus, enhancing the overall learning environment and ensuring comfort and convenience between academic sessions.

i) Centre for Teaching and Learning Excellence and Virtual Learning Centre

The new campus of IARE University has been thoughtfully planned and developed with a focus on theme-based research institutes and discipline-specific teaching departments.

The Institute is committed to recruit top-tier academicians from across India and abroad, bringing global expertise and industry experience to its academic ecosystem. Its core academic philosophy is centered on nurturing professional competence and capability in both students and faculty. The aim is to empower individuals to harness their intrinsic potential while inspiring students to take ownership of their learning journey and realize their responsibilities as future professionals and innovators.

j) Knowledge Transfer through Industry Tie-ups, Opportunities for Academic and Industry Partnerships

Our core mission is to evolve into a high-quality institution that produces graduates whose knowledge and skills are finely aligned with the dynamic needs of the economy, especially the growing demand for industry-ready professionals.

To achieve this vision, IARE fosters robust partnerships with industry leaders, enabling continuous dialogue and collaboration on emerging trends, required competencies, and future workforce needs. These engagements inform our academic programs and research initiatives, ensuring they are directly relevant and responsive to industry demands.

Moreover, IARE leverages its academic excellence and strategic location to attract co-funding from industry partners for research projects that drive innovation and economic development. These collaborative ventures are formalized through long-term Memorandums of Understanding (MoUs) and Agreements (MoAs), which strengthen academic-industry ties and support the translation of research into commercially viable solutions.

Through these synergistic efforts, IARE empowers students with future-ready skills, fosters industry-relevant innovation, and contributes meaningfully to national development.

k) To strengthen further, the IARE is initiated the activities like:

Continuous Industry Engagement

IARE maintains regular interaction with industry stakeholders and conducts periodic needs assessments to align its educational, training, and research services with the evolving requirements of the industrial sector.

l) Knowledge Exchange & Technology Transfer

The University actively promotes knowledge sharing and technology transfer, particularly through collaborations with MSMEs, NSIC, start-up incubators, software hubs, and industrial parks. These partnerships foster innovation and support enterprise growth.

m) Structured Internship Programs

IARE facilitates structured industry internship programs for undergraduate, postgraduate, and doctoral students, enabling hands-on experience, research collaboration, and exposure to real-world industrial practices.

n) Leveraging Legal Provisions for Innovation

The institution takes full advantage of existing legal frameworks that promote technology transfer and protect intellectual property rights, thereby incentivizing innovation and research commercialization.

o) Global Curriculum Standards

The course structure at IARE is designed to meet international academic benchmarks, making it globally competitive and attractive to students from diverse backgrounds.

p) Academic flexibility

It is core strength, designed to provide students with diverse learning pathways that align with their interests, career goals, and industry demands. The curriculum follows a choice-based credit system (CBCS)

offering a wide range of majors in core disciplines and minors that allow students to broaden their expertise across multidisciplinary domains. Students can opt for elective courses from various departments to explore emerging fields, interdisciplinary areas, or specialized skills. In addition, the University offers Honours programs, professional certification courses, and modules on ethics and values to instil professional integrity and social responsibility. Flexible credit transfer, cross-disciplinary learning opportunities, and industry-oriented electives ensure that graduates are not only academically strong but also future-ready, with the knowledge, skills, and ethical grounding required for leadership in a rapidly changing global environment.

7. Financial resources of the sponsoring body

The sponsoring body of IARE possesses strong and sustainable financial resources, ensuring the institution's long-term growth and stability. With a robust corpus fund, steady revenue streams from tuition, research grants, consultancy, and endowments, the body has consistently invested in academic infrastructure, laboratories, libraries, and digital learning resources. Its prudent financial management, coupled with transparent governance practices, enables effective allocation of resources to support teaching, research, innovation, and community outreach. This financial strength provides a solid foundation for IARE's vision of becoming a globally recognized center of excellence.

7.1 Summary of the Expenditure and Income for the last five years

	2023-24 (Rs.) in Lakhs	**2022-23 (Rs.) in Lakhs**	**2021-22 (Rs.) in Lakhs**	**2020-21 (Rs.) in Lakhs**	**2019-20 (Rs.) in Lakhs**
Total Income	6720.10	5527.21	4754.40	3677.19	4091.46
Total Expenditure	6347.39	5365.50	4245.50	3383.89	4020.74
Excess of Income over Expenditure	372.71	161.71	508.9	293.3	70.72

8. The fifteen Year strategic Plan

The 15-Year Strategic Vision Plan of IARE Deemed to be University is prepared to transform the institution into a globally recognized, multidisciplinary research intensive University that drives innovation, promotes academic excellence, and contributes significantly to nation development. This long term vision aligns with India's educational aspirations under NEP 2020 and the global benchmarks for higher education.

8.1 Strategic Goals and Pillars

a) Academic Excellence

- Launching new age interdisciplinary programs aligned with emerging technologies and global standards.
- Continuous curriculum enhancement through industry academia collaboration national and international benchmarking.
- Promoting a flexible academic system with credit transfer, digital and online learning, and global mobility.

b) Research and Innovation Leadership

- Establishing Centers of Excellence in key areas such as Artificial Intelligence, Aerospace, System on chip, Sustainable Engineering, manufacturing and Renewable Energy.
- Increasing research funding through government grants, industry collaborations, and international partnerships.
- Promoting entrepreneurial culture through translational research, patenting, product development, and technology commercialization.

c) Globalization and Internationalization

- Expanding partnerships with leading global Universities and research institutions.
- Attracting international students and faculty through world class infrastructure, global curricula, and exchange programs.
- Offering dual degree, twinning, and collaborative research programs.

d) Digital and Technological Transformation

- Creating a digitally enabled campus with smart classrooms, digital laboratories, AI-driven learning analytics, and ERP systems.
- Building a data driven academic governance model.
- Integrating AR/VR, IoT, and simulation tools in teaching and learning.

e) Sustainable and Inclusive Development

- Building a green and sustainable campus with smart utilities, waste management, and energy efficient practices.
- Promoting inclusive education with scholarships and support for socio-economically disadvantaged students.
- Fostering gender equity, differently-abled access, and rural outreach programs.

f) Faculty Development and Empowerment

- Recruiting and retaining globally competent faculty.
- Continuous faculty upskilling through national and international FDPs, postdoctoral programs, and sabbaticals.

- Encouraging academic leadership and entrepreneurial mindsets among faculty.

g) Entrepreneurship and Industry Integration

- Establishing pre incubation, incubation, and IP facilitation centers.
- Strengthening industry-institute partnerships for co-developing curriculum, internships, high impact projects, and industry consultancy.
- Creating a strong alumni and corporate connect for mentorship, funding, and employability.

h) Governance, Autonomy, and Quality Assurance

- Building a decentralized, transparent, and accountable governance structure.
- Implementing continuous internal quality assurance mechanisms through NAAC, NBA, and NIRF frameworks.
- Setting up a strategic planning and monitoring system to drive institutional growth with measurable Key Performance Indicators.

9. Academic Plan

The Academic Plan at the Institute is designed to promote excellence in teaching, learning, and research by aligning curriculum with emerging technologies, industry needs, and global standards. It emphasizes outcome-based education (OBE), interdisciplinary learning, continuous curriculum enhancement, and integration of innovative pedagogy. The plan also includes the introduction of new-age programs, flexible learning pathways such as minors and honors, academic autonomy, and credit transfer mechanisms to promote academic mobility and lifelong learning.

The structure and implementation plan for IARE Deemed to be University is thoughtfully crafted around three core pillars academic excellence and research innovation, governance, administration, and institutional integrity, infrastructure, digital enablement, and student development serving as the foundation for fostering academic excellence and upholding institutional integrity.

Firstly, the constitution of Academic Bodies focuses on building a robust governance framework through the establishment of the Board of Studies (BoS), Academic Council, and School Boards. These academic bodies will play a pivotal role in formulating academic policies, maintaining quality standards, and ensuring the relevance and rigor of curricula.

Secondly, the recruitment of High-Quality Faculty is prioritized to foster a strong teaching and research ecosystem. The university will recruit

Assistant Professors, Associate Professors, Professors, along with Adjunct Faculty, Visiting Professors, and Honorary Professors, with distinguished academic and industry backgrounds to promote excellence in education and innovation.

Lastly, Curriculum Design and Development will be undertaken in collaboration with academic experts, industry leaders, and international partners. This initiative aims to create dynamic, interdisciplinary, and future-ready curricula for both undergraduate (UG) and postgraduate (PG) programs that align with global standards and meet the evolving needs of society and industry.

9.1 Academic excellence through a strategic quality enhancement approach

The Institute envisions becoming a premier institution of higher education, globally recognized for its academic excellence, research contributions, and strong industry connect. To achieve and sustain the highest standards of quality, the university will focus on the following strategic areas:

a) Faculty Recruitment and Development

IARE Deemed to be University recognizes that faculty are the backbone of any academic institution. The University will adopt a multi-tiered recruitment strategy to attract accomplished academicians, researchers, and industry professionals from across the globe. Selection will be merit-based, ensuring the inclusion of faculty with doctoral qualifications, international exposure, and significant research credentials. Continuous faculty development will be promoted through sponsored participation in national and international conferences, advanced training programs, and sabbaticals. The University will also establish a Centre for Teaching Excellence to facilitate pedagogical training, curriculum innovation, and blended learning strategies. Faculty will be encouraged to pursue funded research, publish in high-impact journals, and file patents. A transparent performance-based appraisal system will ensure motivation and accountability among the faculty community.

b) Innovative Pedagogy

IARE will transform traditional teaching methods by embracing learner-centered and technology-integrated pedagogies. The adoption of experiential learning models such as simulation-based laboratories, live case studies, flipped classrooms, and industry-based projects will promote deeper understanding and practical application of concepts.

Problem-Based Learning and Project-Based Learning will be embedded across disciplines to cultivate analytical thinking, creativity, and teamwork. Digital tools, virtual labs, learning management systems (LMS), and AI-driven content delivery platforms will enrich the classroom experience. Pedagogical effectiveness will be continuously monitored through feedback mechanisms and outcome assessment. Faculty will be trained regularly to stay current with emerging teaching innovations and instructional design strategies.

c) Student-Centric Approach

IARE prioritize student well-being, academic success, and holistic development as central pillars of its mission. A robust mentoring and advising system will support students in academic planning, career progression, and personal development. Dedicated career services will facilitate internships, placements, and industry networking opportunities. Professional student clubs, innovation hubs, and entrepreneurship cells will be promoted to harness creativity and leadership potential. Mental health and wellness centers, peer support groups, and grievance redressal mechanisms will ensure emotional well-being and inclusivity. Co-curricular and extracurricular programs will promote values, communication skills, and civic responsibility. The institution will use student feedback as a critical input for continuous improvement of academic and support services.

d) Industry Partnerships

To bridge the gap between academia and industry, IARE will further strengthen establishing the deep-rooted partnerships with leading companies, research organizations, and industrial associations. Memoranda of Understanding (MoUs) will be expanded and signed to facilitate joint curriculum design, collaborative research, internships, and faculty-industry exchange programs. Industry experts will be inducted into advisory boards and curriculum committees to ensure relevance and applicability of programs. Centers of Excellence and incubation units will be created with industry support for innovation in emerging technologies such as AI, IoT, renewable energy, and advanced manufacturing. IARE will also host industry-sponsored hackathons, boot camps, and tech festivals to strengthen academia-industry interactions. Placement cells will be expanded and networked with recruiters to ensure excellent career outcomes for students.

e) Flexible Choice-Based Credit System (CBCS)

IARE will continue to implement a fully flexible CBCS framework that offers students the autonomy to shape their academic journey. Students

will have the option to choose from a wide array of electives, interdisciplinary minors, and skill-based courses to complement their core program. This system will facilitate lateral entry, dual degrees, credit transfer, and vertical mobility across academic levels. Course offerings will be mapped with graduate attributes, national qualifications frameworks, and employer expectations. Credit equivalence, workload balance, and assessment standards will be maintained through a centralized academic regulation system. Academic advisors will guide students in course selection to align with career interests and higher education goals. The CBCS model will promote academic diversity, lifelong learning, and individualized pathways to success.

f) Outcome-Based Education (OBE)

IARE's academic strategy will be anchored in the principles of Outcome-Based Education, focusing on the attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Each program will define learning outcomes aligned with national and international qualification frameworks such as QS ranking, NBA and Washington Accord standards. Teaching plans, assessments, and evaluations will be mapped to these outcomes to ensure coherence and effectiveness. Course files, rubrics, and attainment matrices will be systematically maintained to monitor progress. Continuous review and curriculum revision will be conducted based on outcome attainment data. OBE will ensure that graduates not only acquire knowledge but also develop essential skills, attitudes, and professional ethics necessary for societal impact and global employability.

g) Academic Bank of Credits (ABC)

In alignment with NEP 2020, IARE will fully adopt the Academic Bank of Credits (ABC) to offer students' academic flexibility and mobility. The University will create a digital infrastructure integrated with the National Academic Depository (NAD) to enable credit accumulation, transfer, and redemption. Students will be allowed to take courses across institutions, engage in multidisciplinary studies, and complete degrees at their own pace. Flexible exit and re-entry options will be provided at certificate, diploma, and degree levels. Credit equivalency, inter-institutional collaboration, and quality control mechanisms will be established to ensure academic integrity. ABC will facilitate lifelong learning, upskilling, and internationalization of higher education through modular learning pathways.

h) Online Programs and Digital Learning

IARE will further expand its digital learning ecosystem by offering high-quality online programs tailored to the needs of working professionals, distance learners, and lifelong learners. The University will develop MOOCs, hybrid courses, and professional certificate programs in emerging areas like AI&ML Data Science, Cyber Security, System on chip, FinTech, Robotics, and Sustainable Engineering. Investment in digital infrastructure, content studios, and Learning Management Systems (LMS) will be prioritized. Online learning will be complemented with discussion forums, mentoring sessions, and hands-on virtual labs. AI-driven analytics will be used to personalize learning experiences and monitor learner progress. Online courses will also serve as value-added certifications for on-campus students, enhancing their employability and global exposure.

i) Global Standards and Accreditations

IARE Deemed to be University aspires to achieve global recognition by aligning its academic and administrative practices with international benchmarks. The institution will actively pursue accreditations from bodies such as NAAC, NBA, ABET, and QS world rankings. Engineering programs will align with Washington Accord standards to facilitate international mobility of graduates. Institutional rankings and global benchmarking exercises will be regularly undertaken to assess performance and identify areas for improvement. International collaborations, joint degrees, and dual certifications will be initiated with global universities. Adherence to global standards will ensure competitiveness, recognition, and sustainability of the University's academic model.

j) Student Exchange Programs

IARE will internationalize its academic environment through bilateral student exchange programs with reputed global institutions. These programs will provide students opportunities for cultural exchange, global networking, and academic enrichment. Credit transfer mechanisms will be established to ensure academic continuity and recognition. Students will gain exposure to global best practices, diverse pedagogical approaches, and multidisciplinary learning environments. Exchange programs will be supported by scholarships, language training, and preparatory modules. These initiatives will cultivate global citizenship, adaptability, and cross-cultural competencies among students, preparing them for international careers and leadership roles.

k) Research-Centric Curriculum

To nurture innovation and inquiry, IARE will embed research components in all UG and PG programs. Research methodology, ethics, and data analysis will be part of the core curriculum. Students will be encouraged to undertake research projects, publish journal articles, and participate in national and international conferences. Capstone projects, dissertation work, and internships with research labs and industries will be integral to academic assessment. Research culture will be supported through specialized centers, research fellowship opportunities, and mentorship by faculty researchers. The university will promote interdisciplinary and applied research aimed at solving real-world, complex engineering problems and contributing to national development.

l) Curriculum and e-content Development

IARE will establish structured mechanisms for curriculum design and content development to ensure academic rigor and relevance. Curriculum frameworks will be developed in consultation with industry experts, alumni, and international partners. Emphasis will be placed on emerging disciplines, digital competencies, and sustainable development goals. Faculty members will author textbooks, course modules, lab manuals, and online content aligned with course objectives and industry trends. Innovative instructional materials will be developed to enrich learning experiences, bridge theory-practice gaps, and support blended and flipped classroom models.

m) Strengthening Industry-Academia Partnerships

IARE will establish institutionalized platforms for continuous engagement with industry stakeholders. Advisory councils, innovation consortia, and entrepreneurship center, start-up enclave will be further strengthen to co-create value through applied research, product development, and talent grooming. Collaborative degree programs, certificate courses, and executive education will be launched with industry co-certification. Students will undertake current industrial problems as part of their coursework and participate in company-led research initiatives. Regular industry visits, guest lectures, and workshops will further promote experiential learning. Strong partnerships will ensure curriculum relevance, skill alignment, and employment readiness of graduates.

n) Faculty and Student Development Programs

IARE will invest in capacity-building and professional growth through continuous faculty and student development programs. Training needs will be periodically assessed, and customized programs in pedagogy, technology, research, and leadership will be designed. National and international resource persons will be invited to conduct workshops,

seminars, and development courses. Students will be supported through bridge courses, soft skill training, competitive exam preparation, and research internships. Faculty will be encouraged to pursue global fellowships, postdoctoral research, and joint projects. These initiatives will foster a vibrant academic culture that values excellence, collaboration, and innovation.

9.2 The proposed Academic Schools

IARE deemed to be University offers the programs/courses in following detailed below:

i) School of Engineering: Offers B.Tech in Computer Science and Engineering, CSE (AI&ML), CSE (Data Science), Information Technology, Electronics and Communication Engineering, Aeronautical Engineering, Electrical and Electronics Engineering, Civil Engineering, Mechanical Engineering, CSE (Cyber Security), Biomedical Engineering, Quantum Science and Engineering, Robotics and Autonomous Systems, Electric Vehicle Technology, Computer Science and Engineering(Business Systems),Computer Science and Engineering(Cloud Computing and Virtualization Technology), Electronics & Communications Engineering + M.Tech. (Integrated Program), and Computer Science and Engineering + MBA (Integrated Program), M.Tech in Computer Science and Engineering, Embedded Systems, Electrical Power Systems, Aerospace Engineering, Structural Engineering, Artificial Intelligence, VLSI, Block Chain and Cyber Security, and Semiconductor Technology, Ph.D in Computer Science and Engineering, Electronics and Communication Engineering, Electrical and Electronics Engineering, Civil Engineering, Mechanical Engineering, and Aeronautical Engineering

ii) School of Management Studies: Offers Business Analytics (BBA), Master of Business Administration (MBA), MBA –Data Analytics, MBA – Finance, MBA – Logistics and Supply Chain Management, MBA- Global Supply Chain Management, MBA- Finance and Financial Analytics, MBA-Power BI, Ph.D in Business Administration

iii) School of Sciences: Offers B.Sc in Mathematics-Physics-Chemistry, Mathematics-Physics-Computers, Mathematics-Statistics-Computers, Mathematics-Electronics-Computers, Biotechnology-Biochemistry and Genetics, M.Sc in Physics, Mathematics, Chemistry, Data Science, Artificial Intelligence, Microbiology, Crisis and Disaster Management, Industrial Mathematics and Scientific computing and Big Data and Analytics, Ph.D in Physics, Chemistry, Mathematics and Microbiology.

iv) School of Computer Applications: Offers Bachelor of Computer Applications (BCA) and Master of Computer Applications (MCA).

v) School of Arts, Humanities and Performing Arts: Offers BA in Tourism- Journalism- History, Political Science-Economics-Journalism, Journalism- English- Psychology, Bachelor of Commerce (B.Com), B.A (Hons) in Economics, Commerce, English, Psychology, Master of Commerce (M. Com.), MA in Journalism and History, Political Science, Economics, English, Psychology, Ph.D in Journalism and History, Political Science, Economics, English, Psychology and Commerce.

vi) School of Forensic Sciences: Offers B.Sc. in Forensic Science, B.Sc. (Hons.), M.Sc. in Forensic Science and Criminology, Information Security and Cyber Forensics, Ph.D in Forensic Sciences.

vii) School of Architecture and Planning: Offers B.Tech-Architecture, M.Tech – Architecture and Ph.D – Architecture.

viii) School of Hospitality and Management: Offers BBA-Tourism and Hospitality, B.Sc in Hospitality and Hotel Administration, BHM- Hotel Management, BHMCT - Hotel Management & Catering Technology, MHM - Hotel Management, M.Sc -Tourism and Hospitality Management and Ph.D - Hospitality and Management.

ix) School of Journalism and Mass Communication: Offers BA-Journalism and Mass Communication, Convergent Journalism, Film Making and Mass Communication, BMM - Bachelor of Mass Media, M.A - Mass Communication, Journalism and Mass Communication and Ph.D – Journalism.

x) School of Pharmacy: Offers B.Pharma - Bachelor of Pharmacy, Pharm.D., M. Pharma – Pharmaceutics, Pharmacognosy, Pharmacology, Pharma chemistry and Ph.D – Pharmacy.

xi) School of Fashion Design and Technology: Offers B.Sc - Fashion Design, Fashion Styling and Image Designing, Leather Design, Jewellery Design, Communication Design and M.Sc - Fashion Designing

9.2 15 Years rolling implementation plan for academics

S.No	School / Program Name	Academic Year														
		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1. School of Engineering																
1	B.Tech - Computer Science and Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	B.Tech - CSE (AI&ML)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	B.Tech - CSE (Data Science)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	B.Tech - Information Technology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	B.Tech - Electronics and Communication Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	B.Tech - Aeronautical Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	B.Tech - Electrical and Electronics Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	B.Tech - Civil Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	B.Tech - Mechanical Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	B.Tech - CSE (Cyber Security)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	B.Tech - Biomedical Engineering	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	B.Tech - Quantum Science and Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	B.Tech - Robotics and Autonomous Systems	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	B.Tech - Electric Vehicle Technology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	B.Tech - Computer Science and Engineering (Business Systems)	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

17	B.Tech - Computer Science and Engineering (Cloud Computing and Virtualization Technology)	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	B.Tech. Electronics & Communications Engineering + M.Tech. (Integrated Program)	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	B.Tech. Computer Science and Engineering + MBA (Integrated Program)	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	M.Tech - Computer Science and Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21	M.Tech - Embedded Systems	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
22	M.Tech - Electrical Power Systems	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23	M.Tech - Aerospace Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24	M.Tech - Structural Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25	M.Tech - Artificial Intelligence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
26	M.Tech - VLSI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
27	M.Tech - Block Chain and Cyber Security	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
28	M.Tech - Semiconductor Technology	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
29	Ph.D - Computer Science and Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
30	Ph.D - Electronics and Communication Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
31	Ph.D - Electrical and Electronics Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
32	Ph.D - Civil Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
33	Ph.D - Mechanical Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

34	Ph.D - Aeronautical Engineering	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. School of Business Management																
1	BBA – Business Analytics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Master of Business Administration	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	MBA –Data Analytics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	MBA -Finance	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	MBA – Logistics and Supply Chain Management	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	MBA- Global Supply Chain Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	MBA- Finance and Financial Analytics	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	MBA- Power BI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Ph.D - Business Administration	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. School of Sciences																
1	B.Sc – Mathematics, Physics, Chemistry	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	B.Sc – Mathematics, Physics, Computers	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	B.Sc - Mathematics, Statistics, Computers	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	B.Sc - Mathematics, Electronics, Computers	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	B.Sc - Biotechnology, Biochemistry and Genetics	--	--	--	--	--	--	--	--	--	--	✓	✓	✓	✓	✓
6	M.Sc – Physics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	M.Sc – Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	M.Sc – Chemistry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

9	M.Sc – Data Science	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	M.Sc – Artificial Intelligence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	M.Sc – Microbiology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	M.Sc – Crisis and Disaster Management	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	M.Sc - Industrial Mathematics and Scientific computing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	M.Sc – Big Data and Analytics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	Ph.D - Physics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	Ph.D - Chemistry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	Ph.D - Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	Ph.D - Microbiology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. School of Computer Applications																
1	BCA – Bachelor of Computer Applications	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	MCA – Master of Computer Applications	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. School of Arts, Humanities and Performing Arts																
1	BA - Tourism, Journalism and History	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	BA - Political Science, Economics and Journalism	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	BA - Journalism, English and Psychology	--	--	--	--	--	--	--	--	--	--	✓	✓	✓	✓	✓
4	B.Com – Bachelor of Commerce	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	B.A (Hons) – Economics	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	B.A (Hons) – Commerce	--	--	--	--	--	--	--	--	--	--	✓	✓	✓	✓	✓

7	B.A (Hons) – English	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	B.A (Hons) – Psychology	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Master of Commerce (M. Com.)	--	--	--	--	--	--	--	--	--	--	✓	✓	✓	✓	✓	✓
10	MA - Journalism and History	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	MA - Political Science	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	MA - Economics	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	MA - English	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	MA - Psychology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	Ph.D - Journalism and History	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	Ph.D- Political Science	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	Ph.D - Economics	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	Ph.D - English	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	Ph.D - Psychology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	Ph.D - Commerce	--	--	--	--	--	--	--	--	--	--	✓	✓	✓	✓	✓	✓
6. School of Forensic Sciences																	
1	B.Sc. - Forensic Science	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	B.Sc. (Hons.)	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	M.Sc. - Forensic Science and Criminology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	M.Sc. - Information Security and Cyber Forensics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Ph.D - Forensic Sciences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7. School of Architecture and Planning																	

1	B.Tech - Architecture	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	M.Tech - Architecture	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Ph.D - Architecture	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8. School of Hospitality and Management																
1	BBA -Tourism and Hospitality	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	B.Sc - Hospitality and Hotel Administration	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	BHM - Hotel Management	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	BHMCT - Hotel Management & Catering Technology	--	--	--	--	--	--	--	--	--	--	✓	✓	✓	✓	✓
5	MHM - Hotel Management	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	M.Sc -Tourism and Hospitality Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Ph.D - Hospitality and Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9. School of Journalism and Mass Communication																
1	BA - Journalism and Mass Communication	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	B.A – Convergent Journalism	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	BMM - Bachelor of Mass Media	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	B.A - Film Making and Mass Communication	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	M.A - Mass Communication	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	M.A - in Journalism and Mass Communication	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Ph.D - Journalism	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10. School of Pharmacy																

1	B.Pharma - Bachelor of Pharmacy	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Pharm.D.	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	M. Pharma - Pharmaceutics	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	M. Pharma - Pharmacognosy	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	M. Pharma - Pharmacology	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	M. Pharma – Pharma chemistry	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Ph.D - Pharmacy	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11. School of Fashion Design and Technology																
1	B.Sc - Fashion Design	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	B.Sc - Fashion Styling and Image Designing	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	B.Sc - Leather Design	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	B.Sc - Jewellery Design	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	B.Sc - Communication Design	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	M.Sc - Fashion Designing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

9.3 Projected intakes of students for 15 Years

The projected student intakes over a 15-year period to support its academic expansion and institutional growth. This projection aligns with the introduction of new programs, enhancement of infrastructure, and evolving industry demands. It ensures a balanced, sustainable increase in student enrolment across all disciplines.

Program	Academic Year														
	Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**	**Y7**	**Y8**	**Y9**	**Y10**	**Y11**	**Y12**	**Y13**	**Y14**	**Y15**
UG	1770	2010	2330	2540	2810	3380	3500	3560	3620	3680	3960	3960	4080	4080	4140
PG	495	537	709	745	781	911	911	917	917	923	933	933	933	933	933
Ph.D	110	110	120	120	120	148	148	148	148	148	170	170	170	170	170
Total	**2375**	**2657**	**3159**	**3405**	**3711**	**4439**	**4559**	**4625**	**4685**	**4751**	**5063**	**5063**	**5183**	**5183**	**5243**

9.4 15 YEARS ROLLING IMPLEMENTATION PLAN FOR ADMISSION IN ALL SCHOOLS

IARE Deemed to be University has developed a 15-Year Rolling Implementation Plan for Admissions across all its academic schools. This long-term plan ensures a strategic, data-driven, and scalable approach to student intake, aligned with program expansion, infrastructure growth, and national education policies. It enables continuous improvement in outreach, diversity, and enrolment quality.

Program	Academic Year														
	Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**	**Y7**	**Y8**	**Y9**	**Y10**	**Y11**	**Y12**	**Y13**	**Y14**	**Y15**
School of Engineering	1840	2122	2344	2470	2746	2905	3025	3091	3151	3217	3343	3343	3463	3463	3523
School of Management	185	185	305	335	335	338	338	338	338	338	370	370	370	370	370
School of Sciences	155	155	155	155	155	321	321	321	321	321	360	360	360	360	360

School of Computer Applications	60	60	60	60	60	90	90	90	90	90	120	120	120	120	120
School of Arts, Humanities and Performing Arts	45	45	45	45	45	205	205	205	205	205	260	260	260	260	260
School of Forensic Sciences	40	40	40	40	40	80	80	80	80	80	80	80	80	80	80
School of Architecture and Planning	0	0	65	65	65	65	65	65	65	65	65	65	65	65	65
School of Hospitality and Management	20	20	20	50	50	125	125	125	125	125	155	155	155	155	155
School of Journalism and Mass Communication	20	20	20	20	20	115	115	115	115	115	115	115	115	115	115
School of Pharmacy	0	0	95	95	125	125	125	125	125	125	125	125	125	125	125
School of Fashion Design and Technology	10	10	10	70	70	70	70	70	70	70	70	70	70	70	70
Total	**2375**	**2657**	**3159**	**3405**	**3711**	**4439**	**4559**	**4625**	**4685**	**4751**	**5063**	**5063**	**5183**	**5183**	**5243**

10. Faculty Recruitment Plan

IARE is committed to maintaining a faculty-to-student ratio of 1:15, ensuring personalized attention and academic excellence. Within its academic staffing structure, the ratio of Professors, Associate Professors, and Assistant Professors will be maintained at 1:2:6, aligning with national benchmarks for quality teaching and mentorship.

Faculty members are the intellectual foundation of any academic institution. The quality and adequacy of faculty significantly influence the standards of education and institutional performance. At present, IARE boasts a rich blend of faculty members hailing from prestigious institutions such as IITs, NITs, and Central Universities**.** This tradition of academic excellence will continue with all future recruitment, especially as new courses and programs are introduced.

10.1 Faculty Recruitment Plan

To ensure the holistic development of students and the delivery of high-quality education, IARE will adopt the following faculty recruitment strategies:

- **National-Level Advertisements and Outreach**: Faculty positions will be widely advertised through print and digital media, academic portals, and professional networks to attract a diverse and qualified applicant pool.
- **Transparent and Rigorous Selection Process**: The recruitment process will involve multi-stage screening, including academic record evaluation, teaching demonstration, research presentation, and panel interviews by subject experts and institutional leaders.
- **Diversity and Inclusion**: Faculty from diverse academic, geographic, and professional backgrounds will be encouraged, ensuring inclusivity and broad-based perspectives within the teaching community.
- **Permanent, Visiting and Professor of practice:** While the core academic foundation will be based on permanent faculty, IARE will also invite visiting faculty from industry, research organizations, and international universities to deliver niche and advanced modules, thus enriching the curriculum with real-world insights.
- **Merit-Based Appointments**: Selections will be strictly merit-based, prioritizing academic excellence, research output, student-centric teaching practices, and the ability to contribute to institutional development.
- **Faculty Development**: Newly recruited faculty will undergo orientation and continuous professional development programs to

enhance pedagogical skills, research capabilities, and digital teaching proficiency.

10.2 Remuneration and Pay Scales

IARE will adhere to the 7th Central Pay Commission (CPC) norms for both teaching and non-teaching staff. The institution is fully committed to implementing the recommendations of the government and any further policy directions issued by the appropriate regulatory authorities, ensuring competitive and fair compensation for all employees.

10.3 Faculty Appointment and Recruitment Policy

High-quality faculty is central to IARE's institutional identity and long-term academic reputation. To promote a robust academic environment, IARE will emphasize the recruitment and retention of distinguished faculty with a proven record of academic, research, and teaching excellence.

Faculty competencies will be evaluated based on their pedagogical expertise, subject matter knowledge, contemporary teaching practices, and ability to deliver engaging and effective instruction. This focus ensures enhanced learning outcomes for students and reinforces stakeholder confidence in IARE’s academic standards.

While the institution’s academic foundation will be built upon a strong cadre of permanent faculty**,** IARE will also continue to appoint visiting faculty and professor practice to bring in interdisciplinary perspectives and with industry expertise. These faculty members will complement the efforts of the core faculty by contributing insights from the emerging technologies, research, and professional practices.

By thoughtfully balancing permanent and visiting faculty, IARE aims to foster a dynamic, multidisciplinary, and globally attuned academic ecosystem. This strategic approach will not only support the institution's academic vision but also contribute significantly to its evolution as a center of excellence in higher education.

a) Teaching Faculty

IARE shall continue to adopt three categories of teaching faculty:

I. Core Faculty

Core faculty members are full-time academic staff formally appointed by the Institute. This category includes Professors, Associate Professors and Assistant Professors. These faculty members play a central role in teaching, research, curriculum development, and academic governance.

II. Adjunct/Visiting Faculty

To promote academic excellence and enhance interdisciplinary learning, IARE Deemed to be University actively engages Adjunct and Visiting Faculty from reputed international Universities, research organizations, and industry. These faculty members bring specialized knowledge, cutting-edge research insights, and real-world experience that complement the expertise of the University's core faculty.

Adjunct Faculty are drawn from among eminent academicians, industry leaders**,** distinguished researchers. They contribute by offering specialized courses, mentoring students, guiding research projects, and supporting collaborative initiatives with external organizations.

Visiting Faculty are invited for short-duration teaching or research engagements, including delivering guest lectures, conducting workshops, participating in seminars, or collaborating on joint research and innovation projects. Their involvement enriches the academic environment by exposing students and faculty to diverse pedagogies, global trends, and best practices.

Appointments of Adjunct and Visiting Faculty are made through a rigorous selection and approval process, with recommendations forwarded to the Chancellor and the Academic Council. Their roles and responsibilities are clearly defined in line with the University's academic and research goals.

III. Professor of Practice

He is a distinguished industry professional or domain expert appointed to bridge the gap between academia and industry. Bringing years of hands-on experience, they enrich the learning environment by delivering practice-oriented courses, mentoring students on industry projects, guiding start-ups and innovation activities, and contributing to curriculum design aligned with current market and technological trends. Their presence ensures that students gain practical insights,

professional skills, and exposure to real-world challenges, preparing them for successful careers and entrepreneurial ventures.

b) Faculty Recruitment Policy

Institute is committed to attracting, selecting, and retaining highly qualified and motivated teachers who can contribute to academic excellence, research innovation, and societal development. The process is transparent, merit-based, and compliant with UGC, AICTE, and other statutory regulations. Faculty positions are widely advertised on national and regional platforms to ensure a diverse and competitive applicant pool.

For Assistant Professor Positions, the selection process includes a written test to assess subject knowledge, followed by a classroom or technical demonstration and a personal interview. For Associate Professor and Professor Positions, selection is interview-based, focusing on academic credentials, research achievements, leadership qualities, and contributions to the profession. Across all levels, the selection committees comprise external experts from reputed peer institutions, leading government universities, and relevant industries, along with senior IARE faculty members, ensuring objectivity, fairness, and unbiased evaluation. Final appointments are made after a comprehensive assessment of qualifications, teaching and research accomplishments, industry exposure, and alignment with the University's mission and values.

Key Policy Enablers to recruit faculty are

Area	**Action**
Recruitment Quality	PhD mandatory, global postdocs preferred; GATE/NET + industry experience preferred for Assistant Professor.
Research Incentives	Seed grants, publication rewards, sabbaticals, performance-based promotion and stake in the consultancy work.
Diversity Goals	• 15% foreign-trained or international faculty by 2041. • Minimum 50% women faculty.
Retention Measures	Mentorship, competitive salaries, career growth tracks, housing benefits.
Academic Leadership	10 Research Chairs, 5 Endowed Chairs, Global Faculty Network by 2041.

10.4 15 Years rolling implementation plan for faculty recruitment

The 15-Year Rolling Implementation plan for faculty recruitment at IARE deemed to be University is prepared to ensure a sustained, scalable, and quality-driven growth in academic staffing aligned with the institution's long-term vision. The plan emphasizes maintaining a consistent student -to- faculty ratio of 15:1 and adhering to the prescribed cadre ratio of 1:2:6 (Professors: Associate Professors: Assistant Professors). It outlines a progressive increase in faculty strength in response to the introduction of new academic programs, research centers, and student intake. The recruitment process will prioritize academic excellence, industry experience, and research contributions, ensuring a dynamic mix of core, adjunct, and visiting faculty to enrich the learning environment and uphold the institution's academic standards.

	Academic Year														
	Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**	**Y7**	**Y8**	**Y9**	**Y10**	**Y11**	**Y12**	**Y13**	**Y14**	**Y15**
Student Enrolment	2375	5032	8191	11596	12932	14714	16114	17334	18308	18620	19244	19748	20306	20804	21296
Faculty Recruitment	**158**	**336**	**546**	**773**	**862**	**981**	**1074**	**1156**	**1221**	**1241**	**1283**	**1317**	**1354**	**1387**	**1415**
Appointment of Faculty Members (Regular)															
(i) Professor	18	37	61	86	96	109	119	128	136	138	143	146	150	154	157
(ii) Associate Professor	35	75	121	172	192	218	239	257	271	276	285	293	301	308	314
(iii) Assistant Professor	105	224	364	516	574	654	717	771	814	827	855	878	903	925	944
Total	**158**	**336**	**546**	**773**	**862**	**981**	**1074**	**1156**	**1221**	**1241**	**1283**	**1317**	**1354**	**1387**	**1415**

11. Students Admission Plan

IARE deemed to be University will implement a rolling admissions policy to enhance the efficiency of the application process and ensure timely admission decisions. This approach will enable eligible candidates to secure admission early, with the added advantage of being considered for scholarships and other merit-based benefits.

A comprehensive Students Admission Plan is as follows

11.1 Vision and Objectives

IARE Deemed to be University aims to attract a diverse, meritorious, and motivated student body by adopting a transparent, inclusive, and technology-driven admission process. The objective is to admit students who demonstrate academic excellence, innovative thinking, and a strong commitment to their personal and professional development.

11.2 Admission Policy Framework

- **Merit-Based and Transparent**: Admissions will primarily be based on merit, adhering to guidelines issued by the UGC and other statutory bodies.
- **Diversity and Inclusion**: The University will ensure access to students from varied socio-economic, geographic, and cultural backgrounds, including rural, tribal, and underrepresented communities.
- **Equal Opportunity**: Reservations and relaxation in eligibility criteria will be provided in accordance with government norms for SC/ST/OBC/EWS/PwD and other categories.

11.3 Modes of Admission

a) Undergraduate Programs (UG)

- **Eligibility**: As per UGC norms and subject-specific requirements (e.g., performance in JEE Main, IARE Entrance Test, or equivalent).
- **Programs Offered**: B.Tech in CSE, CSE(AI&ML), CSE(Data Science), CSE(Cyber Security), ECE, EEE, Mechanical, Civil, Aeronautical, Biomedical, etc.
- **Admission Process**:
  - Through centralized counseling (e.g., IARE Counselling Process)
  - Direct admission under Management/NRI quota

b) Postgraduate Programs (PG)

- **Eligibility**: Relevant UG degree with qualifying GATE/ IAREPGET or equivalent.
- **Programs Offered**: M.Tech in AI, Data Science, Cyber Security, Structural Engineering, Embedded Systems, etc., and MBA programs.

- **Admission Process**:
  - Based on GATE/IAREPGET scores
  - Merit-based direct admissions for self-financing seats

c) Doctoral Programs (Ph.D.)

- **Eligibility**: Master's degree with minimum required marks and a valid entrance test score (UGC-NET/JRF or university-level test).
- **Disciplines**: Engineering, Technology, Management, and Interdisciplinary Areas
- **Admission Process**:
  - Written entrance test
  - Interview and research proposal evaluation

11.4 Rolling Admissions Policy

IARE will implement a **rolling admissions model**, particularly for PG and Ph.D. programs, allowing applicants to receive decisions on a rolling basis. This ensures:

- Early admission for eligible candidates
- Better planning of scholarships, mentorship, and academic advisement
- Smoother on boarding and orientation

11.5 Digital Admission Platform

- A robust online admission portal will be used for application submissions, document uploads, status tracking, and communication.
- Integration with digital payment gateways, admission helplines, and chat support for 24/7 assistance.

11.6 Outreach and Awareness Initiatives

- Conduct admission awareness campaigns in Tier II and Tier III cities, rural areas, and schools through:
  - Career guidance sessions
  - Participation in education fairs
  - School/university collaborations
- Dedicated admission helpdesk and counsellors

11.7 International Admissions

- Encourage enrolment of foreign nationals and NRIs through:
  - Dedicated International Admissions Cell
  - Programs aligned with global trends
  - Assistance with visa, housing, and cultural orientation

11.8 Scholarships and Financial Aid

- **Merit Scholarships**: Based on academic performance and entrance exam ranks
- **Need-Based Financial Aid**: For economically disadvantaged students, award winners in national and international sports and cultural activities
- **Special Incentives**: For single girl child, rural students, first generation students and children of defence personnel

11.9 Admission Monitoring and Grievance Redressal

- Admission Committee to oversee the fairness and compliance of the process
- Online grievance redressal system for resolving applicant issues

11.10 Outcome Expectations

- Increased enrolment of high-potential students from diverse regions
- Balanced intake across disciplines
- Improved student satisfaction and retention
- Strengthened institutional reputation

Admission Decision

- The final decision on admission will be based on the candidate's performance in the entrance examination or portfolio review, as well as their performance in the personal interview.
- Successful candidates will be notified of their admission, and will be required to complete all necessary admission formalities including payment of fees to confirm and secure their enrolment.
- IARE University will also implement the Multiple Entry and Multiple Exit framework as outlined in the National Education Policy (NEP), enabling lateral entry and exit options at both undergraduate and postgraduate levels, thereby promoting flexibility and lifelong learning.
- Any seats remaining vacant under any category will be filled in accordance with the Government of India’s guidelines, following the prescribed roster system.

11.11 Admission plan for school of engineering

The Admission Plan for the School of Engineering at IARE Deemed to be University is structured to attract meritorious and diverse students through a transparent, merit-based process aligned with national guidelines. Admissions will be conducted through a combination of entrance examinations, academic performance, and personal interviews, with provisions for lateral entry and multidisciplinary flexibility as per the NEP 2020. The plan supports a gradual increase in intake capacity over 15 years, matching the University's infrastructural growth and academic expansion. Special emphasis will be placed on encouraging innovation, inclusivity, and access to quality technical education.

S.No	Level	Program Name	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1	UG	B.Tech - Computer Science and Engineering (CSE)	480	540	600	660	720	780	840	900	960	1020	1080	1080	1140	1140	1200
2		B.Tech - CSE (AI&ML)	300	360	360	360	360	360	360	360	360	360	360	360	360	360	360
3		B.Tech - CSE (Data Science)	180	240	300	300	300	300	300	300	300	300	300	300	360	360	360
4		B.Tech - Information Technology	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
6		B.Tech - Electronics and Communication Engineering	120	120	120	120	180	180	180	180	180	180	180	180	180	180	180
7		B.Tech - Aeronautical Engineering	60	60	60	60	120	120	120	120	120	120	120	120	120	120	120
8		B.Tech - Electrical and Electronics Engineering	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
9		B.Tech - Civil Engineering	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
10		B.Tech - Mechanical Engineering	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
11		B.Tech - CSE (Cyber Security)	120	120	120	120	180	180	180	180	180	180	180	180	180	180	180
12		B.Tech - Biomedical Engineering	--	--	--	--	--	60	60	60	60	60	120	120	120	120	120

13		B.Tech - Quantum Science and Engineering	60	120	120	120	120	120	120	120	120	120	120	120	120	120	120
14		B.Tech - Robotics and Autonomous Systems	--	--	--	30	30	60	60	60	60	60	60	60	60	60	60
15		B.Tech - Electric Vehicle Technology	30	30	30	30	60	60	60	60	60	60	60	60	60	60	60
16		B.Tech - Computer Science and Engineering (Business Systems)	--	--	--	30	30	30	30	30	30	30	30	30	30	30	30
17		B.Tech - Computer Science and Engineering (Cloud Computing and Virtualization Technology)	--	--	30	30	30	30	30	30	30	30	30	30	30	30	30
18		B.Tech. Electronics & Communications Engineering + M.Tech. (Integrated Program)	--	--	30	30	30	30	60	60	60	60	60	60	60	60	60
19		B.Tech. Computer Science and Engineering + MBA (Integrated Program)	--	--	30	30	30	30	60	60	60	60	60	60	60	60	60
20	PG	M.Tech - Computer Science and Engineering	12	18	24	30	30	30	30	30	30	30	30	30	30	30	30
21		M.Tech - Embedded Systems	12	18	18	18	18	18	18	18	18	18	18	18	18	18	18
22		M.Tech - Electrical Power Systems	12	18	18	18	18	18	18	18	18	18	18	18	18	18	18
23		M.Tech - Aerospace Engineering	12	18	18	18	18	18	18	18	18	18	18	18	18	18	18
24		M.Tech - Structural Engineering	12	18	18	18	18	18	18	18	18	18	18	18	18	18	18
25		M.Tech - Artificial Intelligence	12	18	18	18	18	18	18	18	18	18	18	18	18	18	18
26		M.Tech - VLSI	06	06	06	06	12	12	12	12	12	12	12	12	12	12	12
27		M.Tech - Block Chain and Cyber Security	12	18	18	18	18	18	18	18	18	18	18	18	18	18	18
28		M.Tech - Semiconductor Technology	--	--	06	06	06	06	06	12	12	18	18	18	18	18	18

29	Ph.D	Ph.D - Computer Science and Engineering	10	10	10	10	10	10	10	10	10	10	10	10	10	10
30		Ph.D - Electronics and Communication Engineering	10	10	10	10	10	10	10	10	10	10	10	10	10	10
31		Ph.D - Electrical and Electronics Engineering	05	05	05	05	05	08	08	08	08	08	10	10	10	10
32		Ph.D - Civil Engineering	05	05	05	05	05	08	08	08	08	08	10	10	10	10
33		Ph.D - Mechanical Engineering	05	05	05	05	05	08	08	08	08	08	10	10	10	10
34		Ph.D - Aeronautical Engineering	05	05	05	05	05	05	05	05	05	05	05	05	05	05

11.12 Admission plan for school of Management

S.No	Level	Program Name	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1	UG	BBA - Business Analytics	30	30	30	30	30	30	30	30	30	30	60	60	60	60	60
2	PG	Master of Business Administration	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
3		MBA –Data Analytics	30	30	60	60	60	60	60	60	60	60	60	60	60	60	60
4		MBA -Finance	--	--	30	60	60	60	60	60	60	60	60	60	60	60	60
5		MBA- Power BI	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
6		MBA – Logistics and Supply Chain Management	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
7		MBA- Global Supply Chain Management	--	--	30	30	30	30	30	30	30	30	30	30	30	30	30
8		MBA- Finance and Financial Analytics	--	--	30	30	30	30	30	30	30	30	30	30	30	30	30
9	Ph.D	Ph.D - Business Administration	05	05	05	05	05	08	08	08	08	08	10	10	10	10	10

11.13 Admission plan for School of Sciences

S.No	Level	Program Name	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1	UG	B.Sc – Mathematics, Physics, Chemistry	--	--	--	--	--	30	30	30	30	30	30	30	30	30	30
2		B.Sc - Mathematics, Physics, Computers	--	--	--	--	--	30	30	30	30	30	30	30	30	30	30
3		B.Sc - Mathematics, Statistics, Computers	--	--	--	--	--	30	30	30	30	30	30	30	30	30	30
4		B.Sc - Mathematics, Electronics, Computers	--	--	--	--	--	20	20	20	20	20	30	30	30	30	30
5		B.Sc - Biotechnology, Biochemistry and Genetics	--	--	--	--	--	--	--	--	--	--	20	20	20	20	20
6	PG	M.Sc - Physics	15	15	15	15	15	20	20	20	20	20	20	20	20	20	20
7		M.Sc - Mathematics	15	15	15	15	15	20	20	20	20	20	20	20	20	20	20
8		M.Sc - Chemistry	15	15	15	15	15	20	20	20	20	20	20	20	20	20	20
9		M.Sc - Data Science	15	15	15	15	15	20	20	20	20	20	20	20	20	20	20
10		M.Sc – Artificial Intelligence	15	15	15	15	15	20	20	20	20	20	20	20	20	20	20
11		M.Sc - Microbiology	15	15	15	15	15	20	20	20	20	20	20	20	20	20	20
12		M.Sc - Industrial Mathematics and Scientific computing	15	15	15	15	15	20	20	20	20	20	20	20	20	20	20
13		M.Sc – Big Data and Analytics	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14		M.Sc - Crisis and Disaster Management	--	--	--	--	--	15	15	15	15	15	15	15	15	15	15
15	Ph.D	Ph.D - Physics	10	10	10	10	10	12	12	12	12	12	15	15	15	15	15
16		Ph.D - Chemistry	10	10	10	10	10	12	12	12	12	12	15	15	15	15	15

17		Ph.D - Mathematics	10	10	10	10	10	12	12	12	12	12	15	15	15	15	15
18		Ph.D - Microbiology	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05

11.14 Admission plan for School of Computer Applications

S.No	Level	Program Name	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1	UG	BCA – Bachelor of Computer Applications	30	30	30	30	30	30	30	30	30	30	60	60	60	60	60
2	PG	MCA – Master of Computer Applications	30	30	30	30	30	60	60	60	60	60	60	60	60	60	60

11.15 Admission plan for School of Arts, Humanities and Performing Arts

S.No	Level	Program Name	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1	UG	BA - Tourism, Journalism and History	--	--	--	--	--	30	30	30	30	30	30	30	30	30	30
2		BA - Political Science, Economics and Journalism	--	--	--	--	--	20	20	20	20	20	20	20	20	20	20
3		BA - Journalism, English and Psychology	--	--	--	--	--	--	--	--	--	--	20	20	20	20	20
4		B.Com – Bachelor of Commerce	--	--	--	--	--	20	20	20	20	20	20	20	20	20	20
5		B.A (Hons) – Economics	--	--	--	--	--	20	20	20	20	20	20	20	20	20	20
6		B.A (Hons) – Commerce	--	--	--	--	--	--	--	--	--	--	20	20	20	20	20
7		B.A (Hons) – English	--	--	--	--	--	20	20	20	20	20	20	20	20	20	20
8		B.A (Hons) – Psychology	--	--	--	--	--	20	20	20	20	20	20	20	20	20	20
9	PG	Master of Commerce (M. Com.)	--	--	--	--	--	--	--	--	--	--	10	10	10	10	10

10		MA - Journalism and History	--	--	--	--	--	10	10	10	10	10	10	10	10	10	10
11		MA - Political Science	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
12		MA - Economics	--	--	--	--	--	10	10	10	10	10	10	10	10	10	10
13		MA - English	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
14		MA - Psychology	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
15	Ph.D	Ph.D - Journalism and History	--	--	--	--	--	05	05	05	05	05	05	05	05	05	05
16		Ph.D - Political Science	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
17		Ph.D - Economics	--	--	--	--	--	05	05	05	05	05	05	05	05	05	05
18		Ph.D - English	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
19		Ph.D - Psychology	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
20		Ph.D - Commerce	--	--	--	--	--	--	--	--	--	--	05	05	05	05	05

11.16 Admission plan for School of Forensic Sciences

S.No	Level	Program Name	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1	UG	B.Sc. - Forensic Science	--	--	--	--	--	20	20	20	20	20	20	20	20	20	20
2		B.Sc. (Hons.)	--	--	--	--	--	20	20	20	20	20	20	20	20	20	20
3	PG	M.Sc. - Forensic Science and Criminology	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
4		M.Sc. - Information Security and Cyber Forensics	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
5	Ph.D	Ph.D - Forensic Sciences	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

11.17 Admission plan for School of Architecture and Planning

S.No	Level	Program Name	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1	UG	B.Tech - Architecture	--	--	30	30	30	30	30	30	30	30	30	30	30	30	30
2	PG	M.Tech - Architecture	--	--	30	30	30	30	30	30	30	30	30	30	30	30	30
3	Ph.D	Ph.D - Architecture	--	--	5	5	5	5	5	5	5	5	5	5	5	5	5

11.18 Admission plan for School of Hospitality and Management

S. No	Level	Program Name	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1	UG	BBA -Tourism and Hospitality	--	--	--	30	30	30	30	30	30	30	30	30	30	30	30
2		B.Sc - Hospitality and Hotel Administration	--	--	--	--	--	30	30	30	30	30	30	30	30	30	30
3		BHM - Hotel Management	--	--	--	--	--	30	30	30	30	30	30	30	30	30	30
4		BHMCT - Hotel Management & Catering Technology	--	--	--	--	--	--	--	--	--	--	30	30	30	30	30
5	PG	MHM - Hotel Management	--	--	--	--	--	15	15	15	15	15	15	15	15	15	15
6		M.Sc -Tourism and Hospitality Management	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
7	Ph.D	Ph.D- Hospitality and Management	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

11.19 Admission plan for School of Journalism and Mass Communication

S.No	Level	Program Name	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1	UG	BA - Journalism and Mass Communication	--	--	--	--	--	20	20	20	20	20	20	20	20	20	20
2		B.A – Convergent Journalism	--	--	--	--	--	20	20	20	20	20	20	20	20	20	20

3		BMM - Bachelor of Mass Media	--	--	--	--	--	20	20	20	20	20	20	20	20	20	20
4		B.A - Film Making and Mass Communication	--	--	--	--	--	20	20	20	20	20	20	20	20	20	20
5	PG	M.A - Mass Communication	--	--	--	--	--	15	15	15	15	15	15	15	15	15	15
6		M.A - Journalism and Mass Communication	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
7	Ph.D	Ph.D - Journalism	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

11.20 Admission plan for School of Pharmacy

S.No	Level	Program Name	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1	UG	B.Pharma - Bachelor of Pharmacy	--	--	50	50	50	50	50	50	50	50	50	50	50	50	50
2		Pharm.D.	--	--	30	30	30	30	30	30	30	30	30	30	30	30	30
3	PG	M. Pharma - Pharmaceutics	--	--	10	10	10	10	10	10	10	10	10	10	10	10	10
4		M. Pharma - Pharmacognosy	--	--	--	--	10	10	10	10	10	10	10	10	10	10	10
5		M. Pharma - Pharmacology	--	--	--	--	10	10	10	10	10	10	10	10	10	10	10
6		M. Pharma – Pharma chemistry	--	--	--	--	10	10	10	10	10	10	10	10	10	10	10
7	Ph.D	Ph.D - Pharmacy	--	--	5	5	5	5	5	5	5	5	5	5	5	5	5

11.21 Admission plan for School of Fashion Design and Technology

S.No	Level	Program Name	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
1	UG	B.Sc - Fashion Design	--	--	--	20	20	20	20	20	20	20	20	20	20	20	20
2		B.Sc - Fashion Styling and Image Designing	--	--	--	10	10	10	10	10	10	10	10	10	10	10	10

3		B.Sc - Leather Design	--	--	--	10	10	10	10	10	10	10	10	10	10	10	10
4		B.Sc - Jewellery Design	--	--	--	10	10	10	10	10	10	10	10	10	10	10	10
5		B.Sc - Communication Design	--	--	--	10	10	10	10	10	10	10	10	10	10	10	10
6	PG	M.Sc - Fashion Designing	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10

Strategic Admission Enablers

Focus Area	Action Plan
Technology & AI	Predictive analytics, AI chatbots, e-counseling, dynamic seat forecasting
Internationalization	MoUs with ASEAN, Africa, Middle East; NRI/PIO quotas
Social Inclusion	Reserved quotas, fee waivers, outreach to rural/tier-3 students
Gender & Diversity	Target 50:50 gender balance in STEM by 2041
NEP 2020 Alignment	Multiple entry/exit, credit bank, interdisciplinary admissions

12. Research Plan

IARE Deemed to be University will actively promotes a vibrant research and development ecosystem across its academic schools. These centers will explore emerging areas of science, technology, management and engineering, promoting innovation from theoretical frameworks to practical implementations. Through this integrated approach, institute aims to generate new knowledge, support sustainable development goals, and offer high-impact consultancy and extension services that address societal and industrial challenges.

The Centers for Research and Development at the University will be established with the following key objectives:

- **Advance Knowledge**: To conduct cutting-edge research in advanced technological domains, promoting scientific innovation and contributing meaningfully to global knowledge creation.
- **Promote Sustainable Development**: To engage in research and development initiatives that support the socio-economic and environmental sustainability goals of Telangana and the nation at large.
- **Provide Consultancy and Extension Services**: To offer expert consultancy and technical assistance to industry, government agencies, and local communities, bridging the gap between academia and real-world applications.

12.2 Research Policy

a) Objective & Vision

IARE is committed to promoting a sustainable culture of research and innovation that aligns with its strategic mission of graduating globally competent professionals. The primary objective is to promote high-quality, interdisciplinary and multidisciplinary research that contributes to overall technological advancement, social development, and enhanced institutional visibility.

b) Governance & Oversight

- A **Research Council**, chaired by the Vice-Chancellor and including Deans, Directors of Research Centres, faculty representatives, and external experts, will oversee research initiatives, funding allocation, and policy compliance.
- A **Research Ethics Committee** will ensure integrity, ethical conduct, and regulatory compliance in all human subject and sensitive research areas.

c) Research Infrastructure & Centres

- IARE will maintain its network of thematic research centres including Power Engineering, Alternative Energy, AI & Deep Learning, IoT & Sensors, VLSI, Big Data, Cloud Computing, AR/VR, Aerospace, advanced manufacturing and Robotics to drive domain-specific innovation and enterprise collaborations.
- Shared facilities such as makerspace, advanced labs, simulation platforms, and CAD/CAM infrastructure will support interdisciplinary synergy among faculty and student researchers.

d) Funding & Grants

- IARE will actively pursue internal and external research funding including sponsored projects, consultancy, technology incubation, and grants from agencies like DST, AICTE, UGC, Anusandhan National Research Foundation, and national laboratories following transparent funding and project-management practices.
- The University's research seed fund will support early stage and proof-of-concept innovations/work by students and faculty.

e) Research Output & Recognition

- Faculty and students will be encouraged to publish research articles in high-impact peer-reviewed journals, present papers at national and international conferences, and file intellectual property Rights (IPRs). Performance in publication, citations, and IPR generation and commercialization will be a key metric in the faculty appraisal and promotion system.
- IARE will facilitate incubation and technology transfer through collaborations and industry consultancy, serving as a bridge between academia and the marketplace.

f) Capacity Building & Collaboration

- Regular workshops, seminars, and conferences will be organized to build research capacity, disseminate knowledge, and encourage collaborations with industry and academic partners.
- The University will actively seek external collaborations with industry and R&D organizations (e.g. ADA, National Instruments, NAL, ISRO, DRDO, Tata Advanced Systems, HAL, and other leading industries), international institutions, and relevant government bodies to strengthen research networks.

g) Student Engagement

- Students at undergraduate and postgraduate levels will be integrated into research projects via structured internships, thesis work, and center-based offerings fostering early research aptitude and innovation.
- Annual student research fairs like, hackathons, product/project expos, ideathons, research paper presentations and poster sessions will provide platforms for showcasing student-led research and pilot projects.

h) Ethical Conduct & Sustainability

- Research involving human subjects, environmental impact, or proprietary systems will comply with ethical standards and regulatory frameworks as monitored by the University ethics committee.
- IARE encourages sustainable and socially responsible research that addresses national and global challenges, aligning with the Sustainable Development Goals (SDGs).

i) Performance Review & Continuous Improvement

- The Research Council will conduct annual reviews of research productivity, fund utilization, and overall achievements.
- Based on the conclusions, revised targets will be set, policies will be updated, and capacity will be strengthened through strategic measures such as hiring, infrastructure development, and the establishment of new centres.

12.3 Research Plan at IARE:

IARE, as a Deemed to be University, envisions establishing a robust and dynamic research ecosystem that fosters innovation, interdisciplinary collaboration, and societal impact. The research plan prioritizes both fundamental and applied research in emerging areas such as Artificial Intelligence, Renewable Energy, Advanced manufacturing and materials, Aerospace Technologies, Sustainable Infrastructure, and Biotechnology, while aligning with the United Nations Sustainable Development Goals (SDGs). Dedicated research centers of excellence will be strengthened with state-of-the-art laboratories, high-end computational facilities, and access to global research networks. Faculty will be encouraged to undertake high-impact projects funded by national and international agencies, file patents, publish papers in reputed journals, and engage in translational research that addresses real-world challenges.

The plan emphasizes the integration of research into teaching and learning, enabling students both undergraduate, postgraduate and fellowships to actively participate in cutting-edge projects. Collaborative research with industries, government organizations, and leading global Universities will be actively pursued to ensure innovation leads to scalable solutions. Seed funding, innovation grants, and incubation support will be provided to nurture start-ups and entrepreneurial ventures originating from campus research. A strong focus will be placed on ethical research practices, capacity-building programs, and periodic review of research outcomes to maintain excellence and relevance in the global academic landscape.

IARE has fourteen sponsored research projects, and has received grants of worth Rs. 925.59 lakhs for research and other schemes like DST-FIST, DST- Facilitation Center, AICTE-MODROBS, MSME-Technology Business Incubator (TBI), AICTE Idea Laboratory, ATAL FDP, and AICTE-Margadarshan by government agencies etc. The institute has a record of quality journal paper and conference publications with 3100+ by faculty as well as students with more than 23000 citations. The present h –index is 72; patents published are 752 out of which 45 are granted illustrates the quality of research. Internal revenue generation through consultancy facilitates and promotes activities pertaining to energy audit, mobile apps, drones in agriculture, agricultural tools, manufacturing and material testing. With a strategic focus on multidisciplinary research, IARE actively promotes a culture of inquiry through its dedicated research centers, faculty development initiatives, and collaborative projects with academia and industry.

12.4 Research Centers at IARE

Institute is not only dedicated to advancing core and emerging research areas but also actively promoting awareness of the Sustainable Development Goals (SDGs) among faculty and students, fostering a commitment to sustainability across the academic community. These facilities are provided for both students and research associates to implement research-based projects under the guidance of faculty. Facilities can be utilized by B.Tech, M.Tech and research scholars extensively for their project and research work.

a) Center for Artificial Intelligence and Deep Learning Solutions

The center is to develop comprehensive image processing and text understanding techniques that can be used in various applications such as quantitative analysis, medical imaging, gaming, and

visualizations. More recently, we are extending our research interests by employing text, speech, and vision processing techniques to develop various real-time applications.

b) Center for Alternative Energy Sources

The Center is focused on developing sustainable energy solutions. It aims to advance knowledge in renewable energy technologies such as solar, wind, bioenergy, and hydrogen power. The center fosters interdisciplinary collaboration, providing students and researchers with hands-on experience in cutting-edge energy systems, while promoting eco-friendly practices to address global energy challenges

c) Center for Automation and Robotics (CAR)

CAR develops autonomous systems, including robotic manipulators, UAVs, and swarm-robotics. Equipped with industrial-grade robotic arms, motion capture systems, and simulation tools, it serves research needs in smart-manufacturing, healthcare robotics, and aerospace applications.

d) Center for Aerospace Research and Development

The center focuses on aero modelling, UAVs, basic flight training. Apart from these, the center is also focused to make the building blocks of an aircraft such as, aerodynamics research, aircraft propulsion, new smart materials, automated manufacturing process. Center also promotes aero modelling and UAV through collegiate clubs, student clubs and also SAE aero design challenges.

e) Center for IoT, Sensor and Instrumentation Engineering

The center actively involved in theoretical and applied research in the broad areas of Wireless networks (Sensor, adhoc and cellular), Signal Processing, Virtual instrumentation and IoT. The center collaborates with NI Instrumentation and offers facilities for PCB routing and etching to support prototype design development.

f) Center for Advanced Power Engineering Research

The Center focuses on cutting-edge research in power systems and energy technologies. Its activities include exploring advanced power generation, transmission, and distribution methods, with an emphasis on smart grids, Renewable energy integration, and energy storage solutions. Researchers at the center work on enhancing grid stability, efficiency, and sustainability.

g) Center for Big Data Computing

Dedicated to data engineering, analytics, and scalable computing technologies using Apache Hadoop and Apache Spark for distributed

storage and processing. This center explores areas such as business intelligence, data mining, and machine learning on large datasets to support decision-making and research.

h) Center for Cloud Computing Development

The Center is focused on advancing research in cloud computing technologies. Its activities include optimizing cloud infrastructure, enhancing security and scalability, and developing innovative cloud-based solutions for data storage, processing, and management. The center explores areas such as distributed computing, virtualization, cloud-native applications, and edge computing.

i) Center for Developing AR/VR Solutions

The Center is dedicated to pioneering research in augmented reality (AR) and virtual reality (VR) technologies. Its research activities focus on creating immersive, interactive environments for applications in fields like education, healthcare, gaming, and industry training. The center explores innovative solutions for real-world problems using these technologies.

j). Center for Analysis and Design of Structures

The center focuses on structural analysis, design, and optimization. Key areas include earthquake resistant designs, structural health monitoring, and behaviour of structures under various loads. The center also explores innovative materials like high-performance concrete and composites to improve the safety, efficiency, and sustainability of buildings and infrastructure.

k). Center for Materials Testing and Characterization

The Center focuses on testing the strength and durability of various materials. It specializes in fatigue and tribological testing; ensuring materials meet high standards for safety and performance. The Center uses advanced equipment to evaluate metals, polymers, composites, and other materials used in industries like aerospace and automotive.

12.5 Rewards and recognition for research excellence

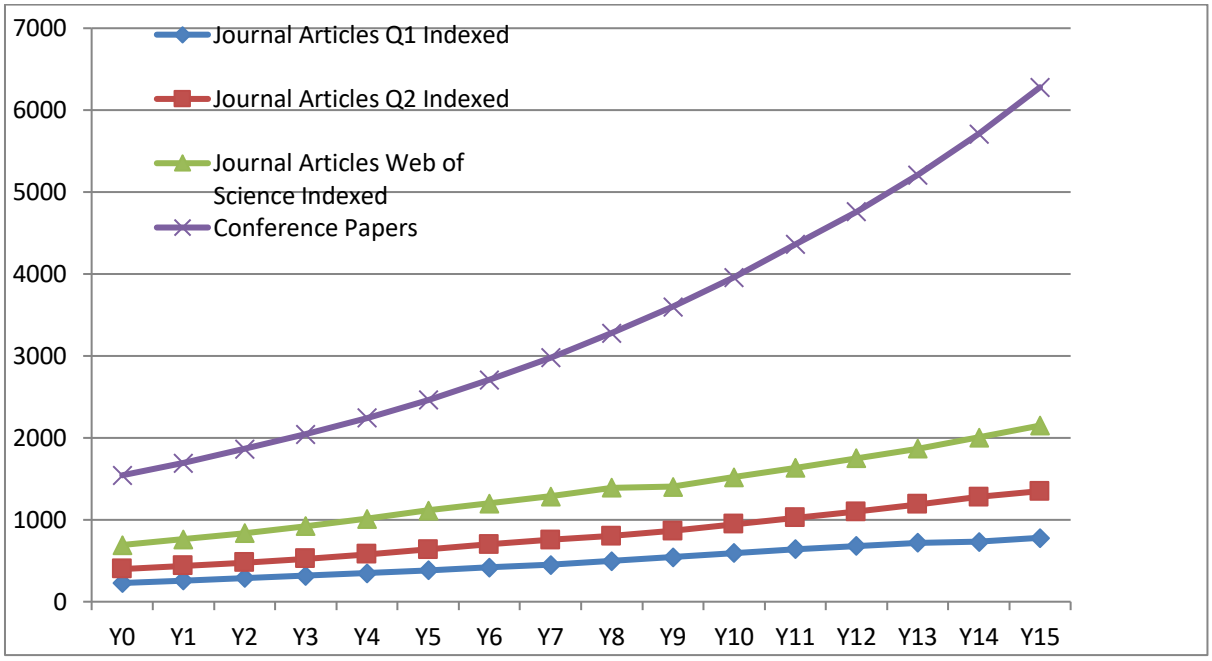
To promote a culture of research and innovation, IARE Deemed to be University will adopt the following strategic measures:

- **Financial Incentives**: Faculty and researchers will receive financial rewards for publishing high-quality research papers in reputed journals, sponsored research grants, for publishing and granting patents.
- **Promotion Linked to Research**: Research contributions such as peer-reviewed publications, patents, and successful technology

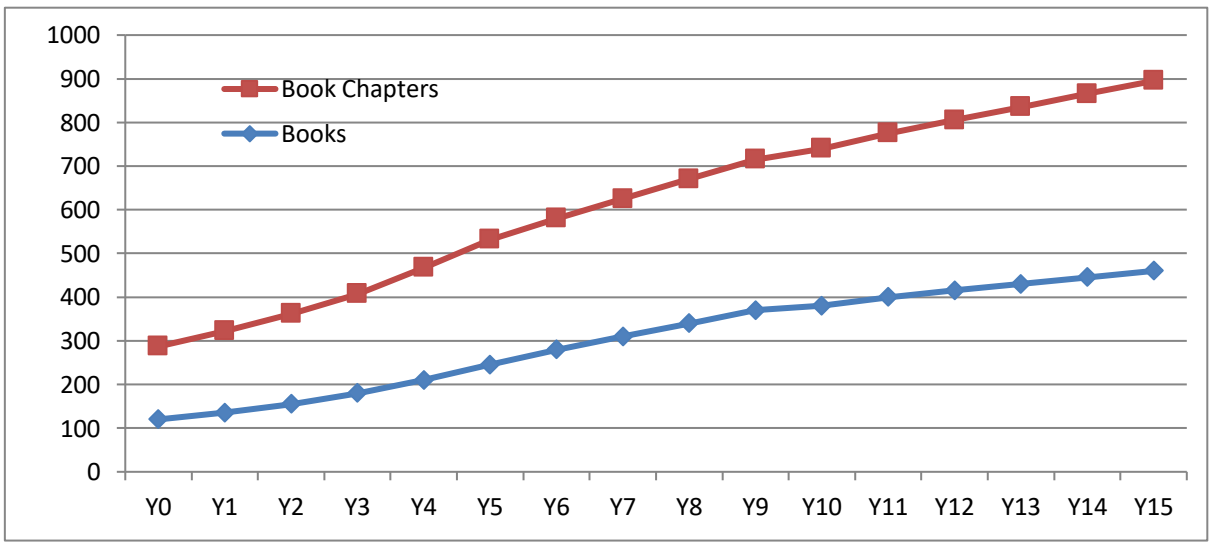
transfers will be integral to the faculty performance evaluation, annual research performance based increments and promotion process.

- **Enhanced Research Support**: High-performing researchers will be granted additional funding, infrastructure, and administrative support to further strengthen their research activities.
- **Royalty Sharing Mechanism**: A transparent royalty-sharing policy will be implemented to reward faculty and researchers involved in the commercialization of their inventions and technologies.

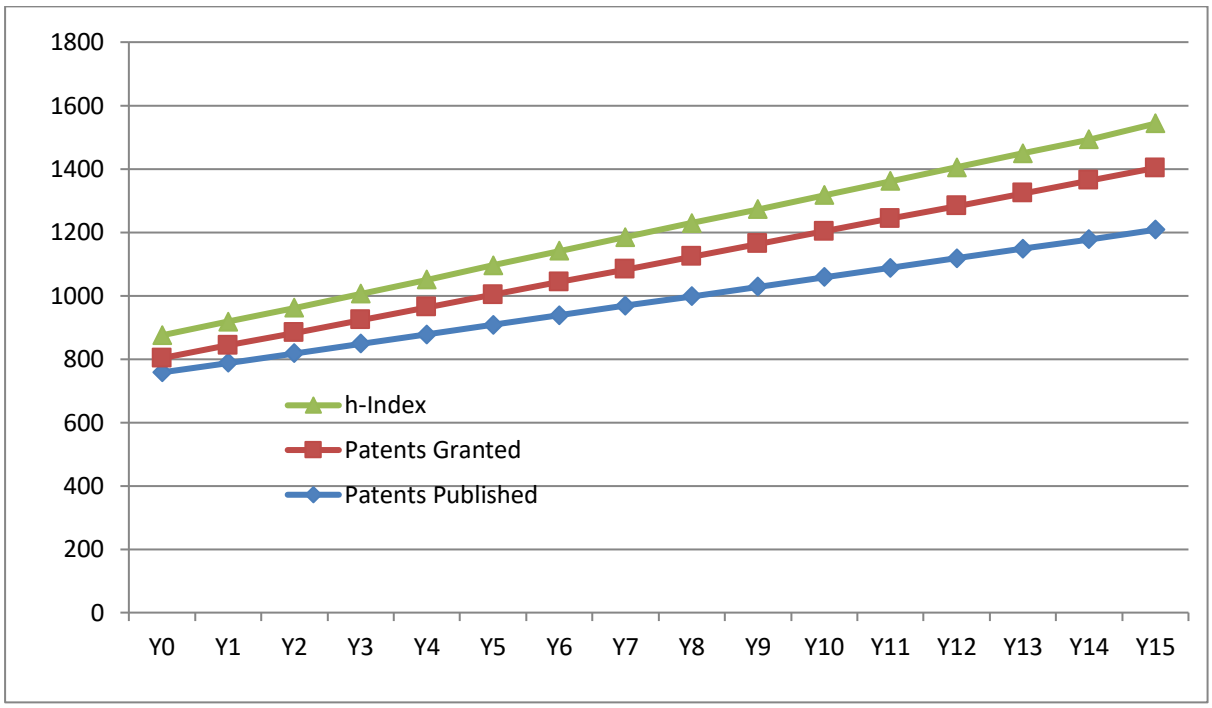
The fifteen year rolling plan of Journal Articles and Conference Papers are as below.



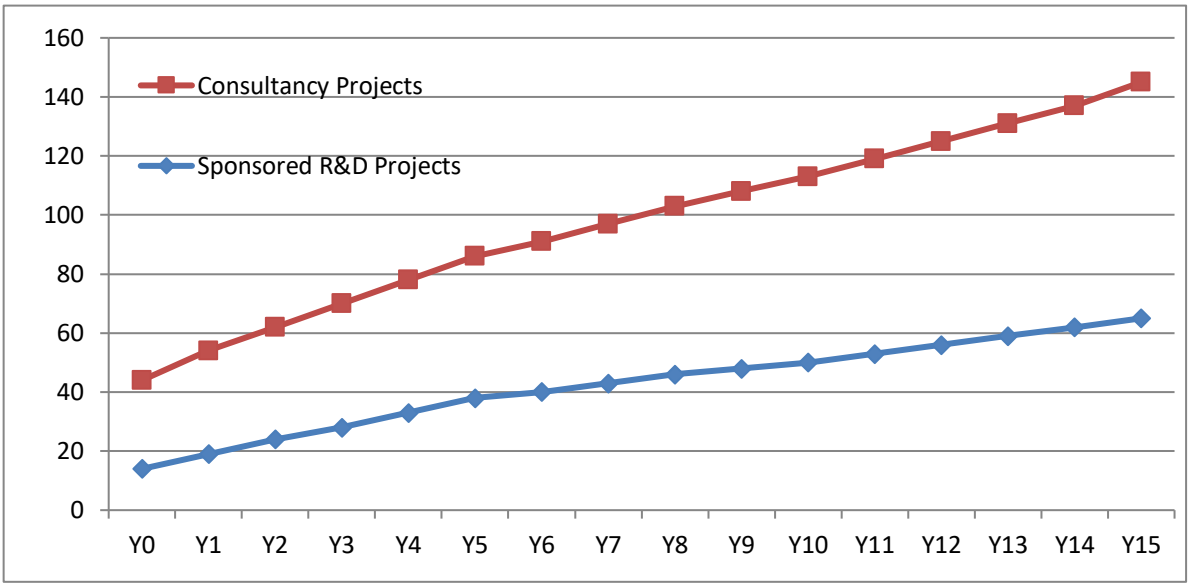
The fifteen year rolling plan of Books and Book chapters are as below



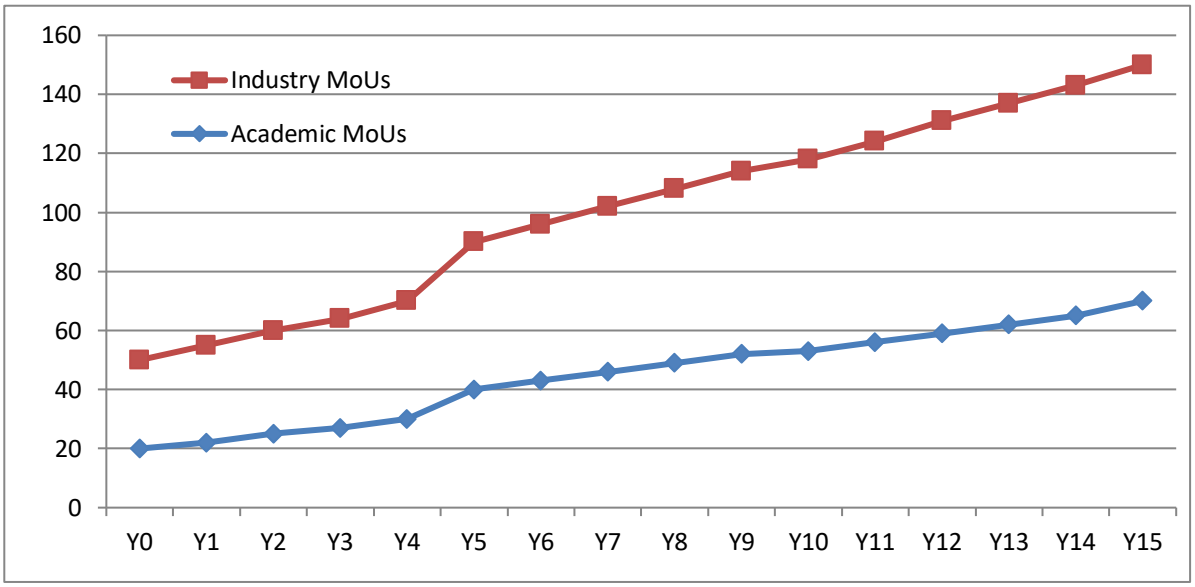
The fifteen year rolling plan of Patents Published, Patents Granted and h-Index are as below.



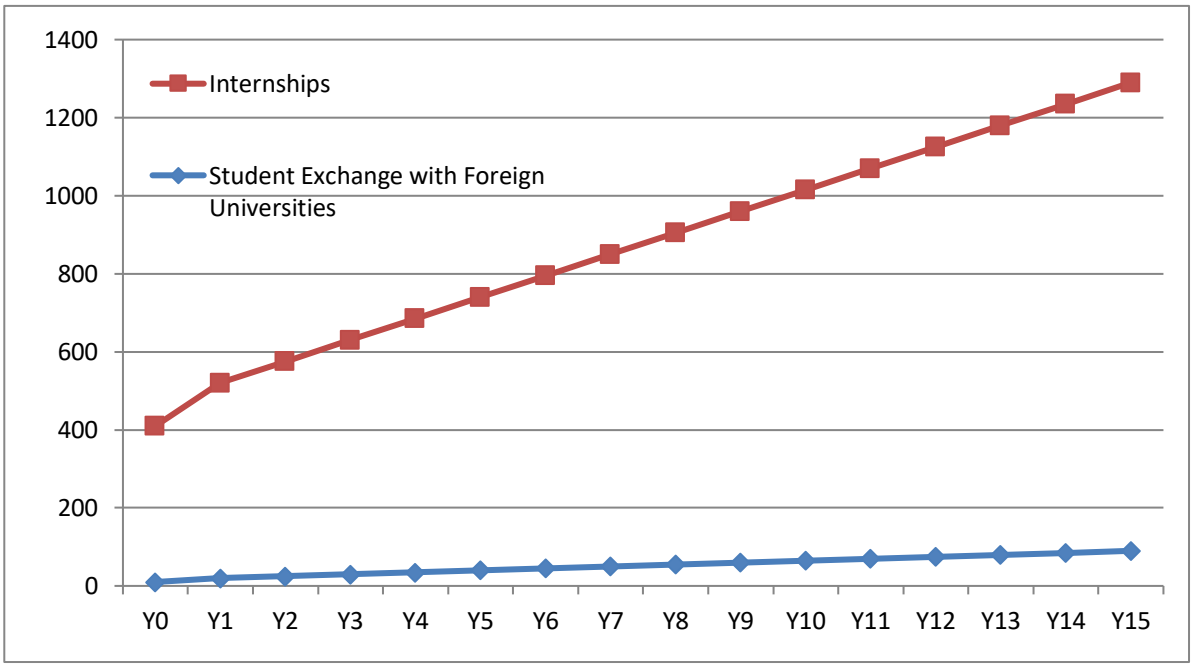
Sponsored R&D Projects and Consultancy Projects for the rolling period of five years is as below.



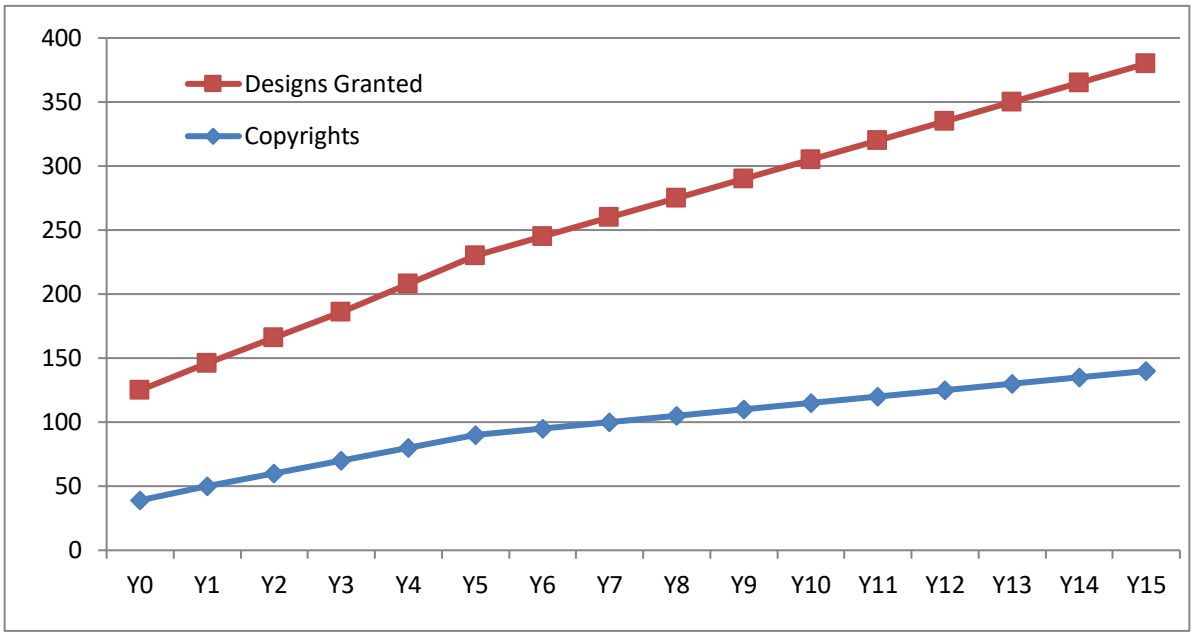
MoUs with Academics and industry for the rolling period of fifteen years is as below.



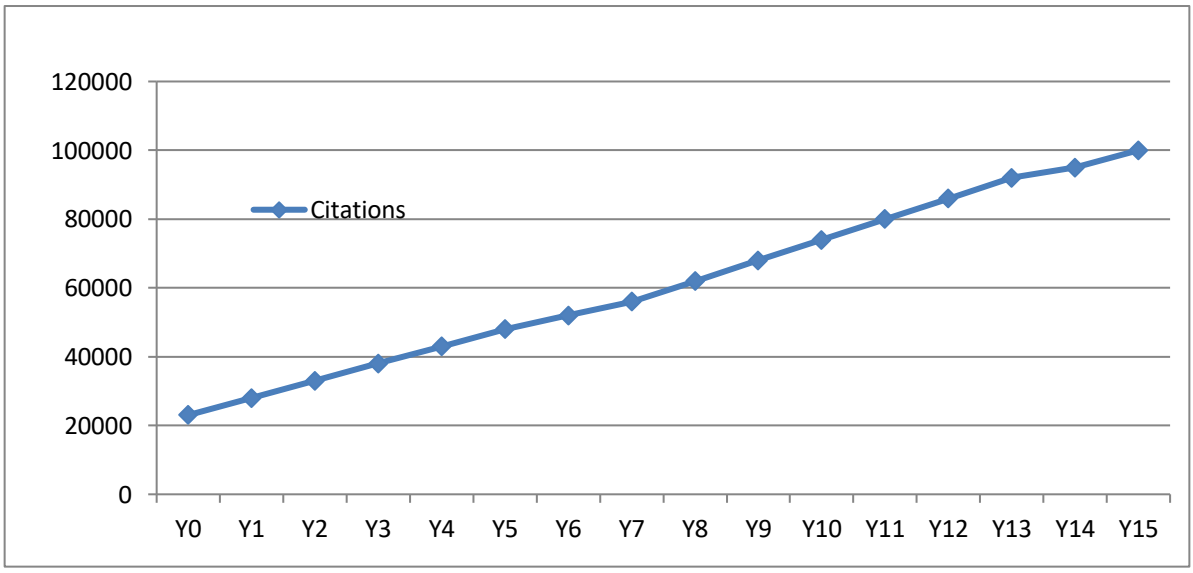
Student Exchange with foreign universities, Internships for the rolling period of fifteen years is as below.



Copyrights and Designs Granted for the rolling period of fifteen years is as follows



Citation Index for the rolling period of fifteen years is as below.



Cumulative R&D Growth Targets by 2041

Metric	2026 Baseline	2031 Target	2036 Target	2041 Target
Publications/year	2861	4599	7020	10560
Patents (filed/granted)	803	1003	1203	1403
Externally Funded Projects	34	86	113	145
R&D Grants	9 Cr	13 Cr	15 Cr	18 Cr
PhD Scholars	10	150	300	500+
Center of Excellence	0	5	8	10
Industry Research MoUs	30	50	65	80
Start-Ups	24	50	75	100

13. Campus Information and Communication Technology plan

13.1 Campus ICT Strategy

To support IARE's ongoing transition into the Sustainability & Initiatives Phase of its strategic roadmap, the institute requires a robust and flexible Campus ICT Plan**,** structured as a rolling document with scheduled updates every five years**.** This living framework ensures that technology remains aligned with evolving institutional goals in education, research, administration, and campus life.

a) Vision & Goals

- Establish a high-performance digital ecosystem supporting anytime-anywhere access to learning resources, administration, communication, and collaboration.
- Align with NEP 2020, Sustainable Development Goals (SDGs), and national priorities like *Start-up India*, and integrate with IARE's e-governance modernization efforts.

b) Core ICT Infrastructure & Services

- **Akanksha Portal & ELRV:** Expand the Learning Management Portal and Early Learning Readiness Videos (ELRV) infrastructure that now hosts 6,500+ video lectures across 100+ subjects.
- **Studio & Lecture Capture Facility:** Maintain and upgrade the two HD/6K-capable ICT studios and lecture capture platform established.

- **Campus-wide Connectivity:** Ensure 1 Gbps internet, comprehensive Wi-Fi access, and digital security protocols (e.g. CCTV, network management).

c) Applications & Educational Technology

- Support blended and flipped classroom models through smart classrooms, flipped classrooms, A/V centre, and simulation tools (e.g., MATLAB, Solid Works, or CAD).
- Advance MOOCs, discussion forums, and peer-interaction tools for richer student engagement.

d) Academic Integration & Governance

- Leverage ICT for curricular delivery and management across CBCS-based programs with biennial syllabus revisions.
- Strengthen ICT governance under the Office of the Dean-ICT, ensuring best practices in e-governance and digital audits.

e) Research, Administration & Operations

- Digitize administrative workflows (HR, admissions, finance), including automated reporting, analytics dashboards, and mobile access.
- Integrate research computing infrastructure to support faculty and student-led innovation projects and incubation activities.

f) Review & Update Cycle

- Conduct comprehensive reviews every five years to assess technology trends, user feedback, and gaps in infrastructure or delivery.
- Establish key performance metrics such as system uptime, e-learning uptake, student & faculty satisfaction, and research-output support to evaluate progress.
- Publish and communicate updates ahead of each cycle, with stakeholder input from faculty, ICT staff, students, administration, and industry advisors.

g) Future Focus Areas

- **Mobile-first & hybrid delivery**: Optimize all platforms for mobile access and blended learning.
- **Advanced digital labs**: Enhance simulation labs for AI, Cyber Security, data analytics, 3D printing, digital fabrication and IoT.
- **AI-driven tools**: Explore adaptive learning, digital proctoring, and analytics for academic support.
- **Sustainability & open platforms**: Promote open-source tools, energy-efficient infrastructure, and cloud-based scalability.

13.2 IARE — ICT Policy

a) Purpose & Scope

This policy aims to ensure lawful, secure, and effective use of all ICT resources at institute covering e-learning platforms, campus network infrastructure, software, hardware, and digital services. This policy applies to all users: students, faculty, administrative staff, visitors, and third-party contractors accessing or utilizing IARE's ICT resources.

b) Governance & Responsibilities

- **Office of the Dean – ICT** oversees ICT governance, e-learning systems, support services, and policy compliance.
- Institution-level oversight is provided by the IT Planning & Monitoring Committee, which ensures alignment with strategic objectives and reviews infrastructure and policy every 5 years as part of the rolling ICT plan.

c) ICT Resources & Usage Principles

- Key platforms include AKANKSHA (Learning Management Portal), the e-Learning/ELRV content repository, studio and lecture capture systems, smart classrooms, labs, and campus-wide Wi-Fi and internet access (~1000 Mbps)
- ICT resources are provided for academic (teaching, learning, research) and administrative purposes only. Limited personal use is permitted if it does not interfere with institutional operations and complies with policy criteria.
- IARE ICT YouTube educational channel is getting national popularity with a ranking grade of **C** while benchmarking with NPTEL.

d) Access, Accounts & Authentication

- Each user is assigned an IARE-controlled login; sharing credentials is prohibited. Accounts may be revoked for violations or upon disengagement from IARE (e.g. student graduation or staff exit)
- All network access including personal devices connected via Wi-Fi is subject to institutional terms and monitoring protocols.

e) Acceptable Use

- Users must refrain from:
  i. Unauthorized or unlawful content distribution,
  ii. Harassment, defamation, discrimination,
  iii. Unauthorized commercial use of resources,
  iv. Circumventing security or attempting system exploitations,

v. Downloading unlicensed software or violating copyright.

- Proper etiquette and professionalism are expected in all digital communications and interactions on institutional platforms.

f) Security & Privacy

- Users must maintain confidentiality of sensitive institutional and personal data. Passwords and identity credentials must not be shared.
- IARE reserves the right to monitor usage, inspect emails, access log files, and review data storage when necessary for security, compliance, or system integrity investigations.

g) Software, Equipment & Support

- Only authorized and licensed software may be installed on IARE infrastructure. Personal hardware must not interfere with institutional operations and is not supported by ICT staff.
- ICT support for learning technologies including AKANKSHA, lecture capture studios, and online exams is provided by the digital education team via the Office of Dean-ICT.

h) Data Management, Backup & Audit

- Institutional data, research records, and user-generated content must be regularly backed up, classified, and handled according to guidelines provided by ICT governance bodies.
- Periodic audits including data integrity, system backups, e-governance processes must be enforced to ensure compliance with policy and regulatory requirements.

i) Non-Compliance & Enforcement

- Violation of this policy including inappropriate use, security breach, or misuse of accounts may result in disciplinary action, account suspension/termination, or legal recourse.

j) Review & Continuous Improvement

- This policy is part of a rolling 5-year ICT strategy that incorporates feedback from stakeholders, assesses emerging technologies, and identifies infrastructure gaps.
- The IT Planning & Monitoring Committee reviews policy effectiveness periodically and recommends updates to higher authorities as needed.

k) Key Principles Summary

- ICT is employed to enhance learning, research, administration, and innovation across campus.

- All ICT usage must be ethical, lawful, secure, and aligned with institutional values such as transparency, accountability, and user privacy.
- Governance structures are in place to ensure robust oversight, stakeholder collaboration, and adaptive renewal**.**

13.3 Objectives 0f ICT:

a) Digital Transformation & Innovation Leadership

- Champion IARE's digital transformation by expanding and modernizing platforms like **AKANKSHA** and ELRV, underpinned by robust ICT studio and lecture-capture facilities.
- Foster adoption of emerging technologies such as IoT, AI, Big Data, and cloud computing across campus particularly through centers like the Artificial Intelligence & Machine Learning Center (AIDC), Big Data Analytics lab, and Virtual Learning Environment.

b) Academic Excellence via ICT-Enriched Learning

- Integrate ICT tools simulation software (e.g. MATLAB, Or CAD, Solid Works), mind-mapping tools, and multimedia learning in smart classrooms and labs to enhance instructional quality and student engagement
- Support blended, flipped, and hybrid learning models by leveraging MOOCs, peer discussion forums, and mobile-enabled e-learning to personalize education and increase access

c) Research Enablement & Collaboration

- Provide cutting-edge ICT infrastructure including high-performance computing, data analytics platforms and cloud-enabled research facilities to support inter-disciplinary research, faculty-student innovation, and external collaborations.
- Strengthen global research partnerships and digital collaboration through MOUs with international Universities.

d) Administrative Efficiency & Digital Governance

- Automate and streamline operational workflows from admissions to HR, finance, and academic records via integrated systems and e-governance practices aligned with institutional strategic framing
- Ensure rigorous ICT governance through the Office of the Dean ICT and related committees tasked with periodic review, audit and policy updates.

e) Student-Centric Technology Ecosystem

- Cultivate a technology-enabled campus environment with responsive platforms for registration, grades, library access (e.g.

OPAC), bus tracking, and more that empower students in academic and extracurricular life.

- Enable student innovation and entrepreneurship through access to maker spaces, incubation labs, faculty mentorship, and seed funding via the Science & Technology Start-Up Park (STSP) and Innovation Centre.

f) Security, Privacy & Responsible Usage

- Maintain the highest standards of Cyber Security, data protection, and privacy across all institutional ICT services, including monitoring, secure access controls, and compliance protocols.
- Promote responsible use of ICT resources, enforce user account policies, and ensure ethical usage aligned with academic and regulatory norms.

By 2041 Outcomes:

- 1000+ IoT devices with real-time sync
- Fully autonomous digital operations
- Digital twin for academic and infrastructure simulation
- Certified green and net-zero smart campus
- Ranked among top 100 globally connected educational rankings.

Summary of Quantifiable ICT Growth

Metric	2026 Baseline	2031 Target	2036 Target	2041 Target
Internet Bandwidth	1 Gbps	5 Gbps	10 Gbps	15 Gbps (redundant)
Wi-Fi Coverage	60%	100% (Wi-Fi 6/7)	Wi-Fi 7 + Edge AI	Wi-Fi 7 + 6G-ready
Uptime	96%	99.9%	≥99.95%	99.99%
Smart Services	10	50+	100+	150+
IoT Devices	Limited	5,000	15,000	25,000
Network Zones (VLANs)	4	12	20	30
Cloud Integration	None	Hybrid ERP/LMS	Full migration	Federated multi-cloud with edge computing

Cyber security Evolution

Phase	Security Layers
Phase I (2026–2031)	AI Firewall, NAC, VPN, SIEM, endpoint protection
Phase II (2031-2036)	Zero Trust Architecture, behavior analytics, secure micro services
Phase III (2036–2041)	Quantum-safe encryption, Blockchain access logs, self-healing networks

Support for Academic & Administrative Excellence

- **Teaching**: Virtual labs, AI-tutors, high-speed access to LMS.
- **Research**: GPU clusters, global data access (e.g., NKN/EDUROAM).
- **Students**: Anywhere-access to services, smart ID, mobile dashboards.
- **Admin**: e-Office, digital HR/Finance, RPA-driven workflows.

14. Infrastructure Development Plan

The Institute of Aeronautical Engineering (IARE), Hyderabad, is well equipped with world-class infrastructure that supports its academic excellence, research aspirations, and innovation culture laying a robust foundation for its transformation into a Deemed to be University. Spread across 10 acres with a total built-up area of 37,327 square metres, the campus reflects a forward-looking academic environment. IARE houses Twelve academic buildings with 82 smart classrooms, each equipped with digital display panels and interactive multimedia teaching tools. Central facilities include a state-of-the-art central library that accommodates over 57,276 books, e-resources, and 500 reading spaces, along with a digital library equipped with 20 systems for e-journals, multimedia, and learning tools. Lecture capture platform, two ICT studios, and a media center facilitate the creation of high-quality digital educational content.

The institute also boasts over 94 academic laboratories, 10 advanced research labs, and 4 industry-sponsored labs that encourage practical, hands-on learning and collaborative research. Entrepreneurship and innovation are actively promoted through a Science and Technology Start-up Park, Technology Innovation and Incubation Center, Makerspace, and a Start-up Enclave.

IARE recognizes the crucial role of infrastructure development in supporting its institutional growth and long-term sustainability. As the University continues to expand its academic programs and research initiatives, it has adopted a comprehensive infrastructure development

strategy aimed at creating a vibrant and future-ready campus. This plan outlines the essential components required to build and maintain robust, inclusive, and technology-enabled physical infrastructure, thereby fostering an environment that supports high-quality education, cutting-edge research, and meaningful community engagement.

UGC has encouraged HEIs to adopt a model where up to 40% of content delivery can occur online, with the remaining 60% in physical mode. To fulfil this objective, IARE promotes a blended mode of teaching for theory courses and a virtual mode for laboratory sessions. All laboratories will remain open 24 hours a day, enabling students to access them at any time. Additionally, the library will operate from 6:00 AM to 4:00 AM, providing extended hours to support academic and research activities.

14.1 Total Built-up Area available at various locations

S.No	Building Number	Building Name	Dimensions (M)	Area (Sqm)
1	Building - 1	Bharadvaja	77.9 X 28.3	9724
2	Building - 2	APJ Abdhul Kalam	51 X 24.9	6375
3	Building - 3	Aryabhatta	77.9 X 28.3	10,064
4	Building - 4	IT Park	33.1 X 22	927
5	Building - 5	CSE Block	42 X 23	5544
6	Building - 6	Workshops	66.37 X 10	652
7	Building - 7	Canteen	40.50 X 24.3	949
8	Building - 8	Indoor Games	18 X 20	341.88
9	Building - 9	Aerospace Hub	24 X 18	407
10	Building - 10	Innovation Center	30 X 24.2	695
11	Building - 11	Research Center	20 X 14.5	1404
12	Building - 12	Indoor Badmenton	21 X 12.5	244.86
			Total (Sqm)	**37,327**

14.2 Area to be built year wise

S.No	Name of the Area	Area to be Built in (Sqm)				
1		**2026-29**	**2029-32**	**2032-35**	**2035-38**	**2038-41**
	Instructional Area					
	Laboratories	1320	990	990	990	990
	Laboratories for 1st B.Tech	660	462	462	462	462

	Common Facilities	1500	1050	1050	1050	1050
	Lecture Halls	1980	1320	1980	1980	1320
	PG Class Rooms	330	231	150	150	150
	Tutorials Rooms	396	297	150	150	150
2	Administrative Area	1600	1280	1000	1000	1280
3	Amenities and Toilets	900	300	300	200	200
4	Circulation Area	2172	1483	1521	1496	1401
	Total Area	**10858**	**7413**	**7603**	**7478**	**7003**

14.3 List of Library books and Journals

Department Wise Books List

S.No	Program Name	Titles	Volumes
1	B.Tech - Aeronautical Engineering	597	4658
2	B.Tech - Mechanical Engineering	961	6962
3	B.Tech - Electronics and Communication Engineering	1001	9130
4	B.Tech – Electrical and Electronics Engineering	627	4852
5	B.Tech – Computer Science and Engineering (CSE)	767	7662
6	B.Tech – Information Technology (IT)	754	4880
7	B.Tech - CSE (AI&ML)	130	738
8	B.Tech – CSE (Data Science)	120	620
9	B.Tech – Civil	603	3510
10	M.Tech - Computer Science Engineering	289	1640
11	M.Tech - Aerospace Engineering.	182	984
12	M.Tech - Structural Engineering.	199	997
13	M.Tech - Embedded systems	163	817
14	M.Tech - Electrical Power Systems	159	325
15	Humanities & Basic Sciences	912	6363
16	Master of Business Administration	632	3126
	TOTAL	**8096**	**57,264**

Program Wise Volumes/Titles

S.No	Course	Volumes	Titles
1	B.Tech	48409	6206
2	M.Tech	5729	1258
3	MBA	3126	632
	TOTAL	**57264**	**8096**

National and International Journals (Offline)

S.No	Course Name	National	International
1	B.Tech - Aeronautical Engineering	05	01
2	B.Tech - Mechanical Engineering	04	02
3	B.Tech - Electronics and Communication Engineering	06	02
4	B.Tech – Electrical and Electronics Engineering	04	02
5	B.Tech – Computer Science and Engineering (CSE)	06	02
6	B.Tech – Information Technology (IT)	06	02
7	B.Tech – CSE (AI&ML)	04	02
8	B.Tech – Cyber Security	05	01
9	B.Tech – Data Science	04	02
10	B.Tech – CSIT	04	02
11	B.Tech – Civil	04	02
12	Master of Business Administration	06	06
13	M.Tech. Computer Science Engineering	06	06
14	M.Tech. Aerospace Engineering.	06	06
15	M.Tech. Structural Engineering.	06	06
16	M.Tech., CAD/CAM	06	06
17	M.Tech, Embedded systems	06	06
18	M.Tech, Electrical Power Systems	06	06
	TOTAL		**94+62=156**

14.4 Implementation Plan for infrastructure Development

The Implementation Plan for Infrastructure Development at IARE Deemed to be University is a strategic, phased, and inclusive approach aimed at transforming the campus into a future-ready academic and research

environment. Grounded in the principles of sustainability, digital integration, and universal accessibility, the plan supports the university's vision to provide world-class education and innovation infrastructure. It encompasses the development of smart classrooms, centralized laboratories, green buildings, digital governance systems, and inclusive student amenities, aligned with national educational policies and Sustainable Development Goals (SDGs). The plan emphasizes stakeholder participation, financial sustainability, and continuous monitoring to ensure timely and quality execution, thereby creating a resilient and student-centric campus ecosystem.

S.No	Infrastructure Measure	Current Status	Strategy for Implementation
1	Smart Classrooms and Lecture Halls	Available	Need to create new Phased upgradation using smart boards, lecture capture, high-speed Wi-Fi; faculty training provided.
2	Research and Innovation Centers	Available	Need to establish centers in emerging areas; procure advanced equipment; promote funded R&D projects.
3	Central Library Modernization	Available	Need to digitize resources, expand e-journals, integrate RFID, and create 24x7 digital knowledge zones.
4	ICT Infrastructure Enhancement	Available	Need to upgrade the cloud and internet bandwidth; implement cloud-based ERP; secure data storage and e-governance tools.
5	Residential and Hostel Facilities	Hostels Available	Need to construct smart hostels and staff quarters with digital access, solar heating, green landscaping, and study spaces.
6	Center for Skill Development and Incubation	Available	Need to create skill labs, start-up incubation zones; involve industry mentors and entrepreneurship cells.
7	Energy-Efficient Campus	Available	Install solar panels, energy meters, rainwater harvesting; follow green building certification norms.

8	Campus Expansion and Vertical Zoning	Available	Prepare master plan; vertical zoning for academic/admin/residential blocks; integrate green spaces.
9	Centralized Laboratories	Available	Need to create interdisciplinary labs, Build shared labs for interdisciplinary work; equip with simulation tools and high-end instruments.
10	Digital Examination and Evaluation Center	Available	Need to deploy AI proctoring tools, Set up secure exam rooms; deploy AI proctoring tools; automate evaluation and result systems.
11	Physical Education and Sports Complex	Available	Need to create some sports facilities, Build indoor/outdoor courts, tracks, gymnasiums; hire professional trainers for holistic fitness.
12	Transport and Parking Infrastructure	Available	Need to increase some buses and parking place, GPS-enabled buses, EV charging stations, multi-tiered parking zones, and green commuting options.
13	Student Amenities and Community Spaces	Available	Develop student centers, cafés, clubs, lounges, innovation cafés, and cultural spaces.
14	Campus Safety and Surveillance	Available	Install CCTVs, emergency alert systems, campus-wide monitoring centers, and crisis-response teams.
15	Inclusive and Barrier-Free Infrastructure	Available	Adopt universal design with ramps, lifts, tactile paths, and assistive learning tools for all.

Infrastructure Expansion Targets by 2041

Parameter	2026 Baseline	2031 Target	2041 Vision
Total Built-up Area	37,000 sq.m	≥55,000 sq.m	≥75,000 sq.m
Smart Classrooms	82	100	125+

Hostel Capacity	800	1,500	2,500
R&D Labs	10	12	20
Centers of Excellence	0	5	10+
Faculty Quarters	0	60	150
Renewable Energy Coverage	30%	40%	50%
Innovation Hubs	1 small	Full-fledged hub	Innovation Park + Start-up Village

Governance and Implementation Mechanisms:

- **Infrastructure Development Committee (IDC):** Drives planning, budgeting, and phasing.
- **Internal Works Committee (IWC):** Monitors progress, quality, and compliance.
- **UGC, GFR, and NAAC Standards:** Adhered to for procurement, contracts, and approvals.
- **Annual Review Cycle:** Via IQAC, NIRF, Internal and External academic audits and Institutional Strategic Planning Board.

Estimated Cumulative Investment (2026–2041)

Category	Estimated Cost (Crores)
Academic Blocks & Learning Spaces	40
Research & CoE Infrastructure	40
Hostels & Faculty Residences	60
Innovation Hub, Auditorium, Sports	30
Green & Digital Campus Initiatives	30
Total (15 Years)	~200 Crores

Expected Outcomes by 2041

- Fully residential and green campus with smart classrooms, innovation spaces, and research parks.
- Globally benchmarked infrastructure in line with top 200 Asian institutions.
- Enabler of multi-disciplinary, socially impactful, and globally relevant education and research.

15. Finance Plan

To achieve its vision to become a premier Deemed to be University, IARE will adopt a comprehensive and sustainable finance plan that aligns with best practices followed by top Deemed to be Universities across India. The plan focuses on diversified revenue generation, prudent financial management, and reinvestment into academic and infrastructure development. Core funding sources will include tuition and examination fees, sponsored research and consultancy projects, government and non-government grants, alumni contributions, and endowments. To strengthen financial independence, institute will actively pursue industry collaborations, incubation centers, patent commercialization, continuing education programs, and online certification courses, thereby creating multiple income streams. In line with other deemed to be Universities; a strategic approach will adopt to optimize operational costs while ensuring quality and competitiveness.

In addition, IARE will establish a robust financial governance framework by implementing transparent budgeting systems, outcome-based financial planning, and periodic audits. Funds will be allocated with a focus on enhancing academic excellence, faculty development, research output, infrastructure expansion, and digital transformation. The finance office will operate under a decentralized model with performance-based funding for departments and research units. Financial reserves will be built to support long-term goals, including scholarships, internationalization, and social outreach. By adopting fiscal strategies benchmarked against India's top Deemed to be Universities, IARE aims to ensure long-term financial sustainability while promoting innovation, equity, and academic distinction.

The Institute's primary sources of income will continue to be tuition fees generated through various degree-awarding programs, complemented by additional avenues such as bank loans, consultancy services, externally funded research projects, paid training programs, and user charges for institutional services. Given the escalating expenses associated with enhancing and maintaining infrastructure for teaching, research, innovation and amenities, alongside the need to provide attractive and competitive remuneration for staff, the Institution will adopt the following strategies to effectively meet its financial requirements:

Objectives

- Enhance institutional engagement in government and non-government funding schemes to mobilize additional financial resources for academic and research advancement.
- Strengthen institutional research capacity by progressively increasing the budget allocation for intramural research funding.

Action Plan

The institution shall establish a dedicated team to identify the funding schemes from Govt. and Non-Govt. sources for support of academic and research projects as well as infrastructure development. The team shall do the needful to meet the requirements of the funding projects and ensure the participation of the institution as a potential candidate.

- Financial Income of the institute is planned to be enhanced by offering various degree awarding programs.
- Concentrating on ways to commercialize some of its patented technologies so that revenue is generated though royalties.
- Providing consultancy services to industries and other user agencies.
- Enhancing the number of industry and premier institutes fellowships.
- More sponsored projects and International collaborative projects.
- Engaging more students under various Govt. schemes.
- Create endowments from Alumni and Philanthropist.

Funds generated by the Institute will be used for infrastructure and amenities development and used to cover the expenditure on the 'Operation and Maintenance' of the Institute. This will reduce the dependence on tuition fees and provide operational comfort, infrastructure augmentation, etc., thereby providing greater thrust to shape the university's future and to leverage on our strengths for continued excellence.

Boosting Intramural Funding for Research

Objective: Amplify the budget allocated for intramural research funding.

Increase Seed Budget: Dedicate more funds for the research and start-up projects initiated by students and faculty.

Streamline Funding Access:

- Simplify policies and procedures related to intramural grant applications.
- Organize awareness sessions and training programs to educate students and faculty on how to easily obtain intramural funding.

Initial Investment and Cost Allocation:

Capital and Recurring Costs: The financial projections for infrastructure construction and development have been bifurcated into:

- **Capital Cost of the New Infrastructure**: This encompasses one-time expenses related to constructing new buildings, purchasing equipment, setting up labs, etc.
- **Recurring Cost of the New Infrastructure**: These are ongoing costs, including maintenance, utility bills, staff salaries, and other operational expenses.

Financial Audit

Implementation of a transparent financial management system with quarterly audits.

This Finance Plan aims to ensure that the institution not only meets its current financial needs but also establishes a stable foundation for future growth. Regular financial assessments will be crucial to adapt to changing circumstances and to ensure the Institution remains on track with its strategic vision.

Summary of the Expenditure and Income for the last five years

	2023-24 (Rs.) in Lakhs	**2022-23 (Rs.) in Lakhs**	**2021-22 (Rs.) in Lakhs**	**2020-21 (Rs.) in Lakhs**	**2019-20 (Rs.) in Lakhs**
Total Income	6720.10	5527.21	4754.40	3677.19	4091.46
Total Expenditure	6347.39	5365.50	4245.50	3383.89	4020.74
Excess of Income over Expenditure	372.71	161.71	508.9	293.3	70.72

Cost estimation for infrastructure, facilities, and development

Academic Year	**Intake at the beginning of the A.Y**	**Additional intake in Academic Year**	**Total intake**	**Investment Required for Infrastructure (Lakhs)**	**Hostel requirement (Lakhs)**
2026-27	1110	1205	2315	1200	500
2027-28	2315	282	2597	600	200
2028-29	2597	502	3099	600	200
2029-30	3099	246	3345	380	200
2030-31	3345	306	3651	480	200

Proposed Fee Structure

The proposed fee structure is based on the line of the current fee being charged by IARE and nearby Private Universities and Deemed to be Universities**.**

Program wise Intake and Fee: 2026-27

School	Program	Intake	Fee per student in (Rs.)	Total Fee in (Rs.)
School of Engineering and Technology	UG	1710	1,60,000	27,36,00,000
	PG	90	1,00,000	90,00,000
	Ph.D	40	80,000	32,00,000
School of Business Management	PG	150	1,10,000	1,65,00,000
	Ph.D	5	1,00,000	5,00,000
School of Sciences	PG	120	50,000	60,00,000
	Ph.D	35	55,000	19,25,000
School of Computer applications	PG	30	1,00,000	30,00,000
School of Arts, Humanities and Performing Arts	PG	30	80,000	24,00,000
	Ph.D	15	90,000	13,50,000
School of Forensic Sciences	PG	35	60,000	21,00,000
	Ph.D	5	80,000	4,00,000
School of Hospitality and Management	PG	15	75,000	11,25,000
	Ph.D	5	80,000	4,00,000
School of Journalism and Mass Communication	PG	15	75,000	11,25,000
	Ph.D	5	80,000	4,00,000
School of Fashion Design and Technology	PG	10	60,000	6,00,000
	Total	**2315**	**--**	**32,36,00,000**

The average fee per student for the year 2026-27 works out to Rs.84,412

Program wise Intake and Fee: 2027-28

School	Program	Intake	Fee per student in (Rs.)	Total Fee in (Rs.)
School of Engineering and Technology	UG	1950	1,76,000	34,32,00,000
	PG	132	1,10,000	1,45,20,000
	Ph.D	40	88,000	35,20,000

School of Business Management	PG	150	1,21,000	1,81,50,000
	Ph.D	5	1,10,000	5,50,000
School of Sciences	PG	120	55,000	66,00,000
	Ph.D	35	60,500	21,17,500
School of Computer applications	PG	30	1,10,000	33,00,000
School of Arts, Humanities and Performing Arts	PG	30	88,000	26,40,000
	Ph.D	15	99,000	14,85,000
School of Forensic Sciences	PG	35	66,000	23,10,000
	Ph.D	5	88,000	4,40,000
School of Hospitality and Management	PG	15	82,500	12,37,500
	Ph.D	5	88,000	4,40,000
School of Journalism and Mass Communication	PG	15	82,500	12,37,500
	Ph.D	5	88,000	4,40,000
School of Fashion Design and Technology	PG	10	66,000	6,60,000
	Total	**2597**	**--**	**40,28,47,500**

The average fee per student for the year 2027-28 works out to Rs.92,853

Program wise Intake and Fee: 2028-29

School	Program	Intake	Fee per student in (Rs.)	Total Fee in (Rs.)
School of Engineering and Technology	UG	2160	1,93,600	41,81,76,000
	PG	144	1,21,000	1,74,24,000
	Ph.D	40	97,000	38,80,000
School of Business Management	PG	270	1,33,100	3,59,37,000
	Ph.D	5	1,21,000	6,05,000
School of Sciences	PG	120	60,500	72,60,000
	Ph.D	35	66,550	23,29,250
School of Computer applications	PG	30	1,21,000	36,30,000
School of Arts,	PG	30	96,800	29,04,000

Humanities And Performing Arts	Ph.D	15	1,08,900	16,33,500
School of Forensic Sciences	PG	35	72,600	25,41,000
	Ph.D	5	96,800	4,84,000
School of Architecture and Planning	UG	30	1,21,000	36,30,000
	PG	30	1,45,200	43,56,000
	Ph.D	5	1,45,200	7,26,000
School of Hospitality and Management	PG	15	90,750	13,61,250
	Ph.D	5	96,800	4,84,000
School of Journalism and Mass Communication	PG	15	90,750	13,61,250
	Ph.D	5	96,800	4,84,000
School of Pharmacy	UG	80	72,600	58,08,000
	PG	10	84,700	8,47,000
	Ph.D	5	96,800	4,84,000
School of Fashion Design and Technology	PG	10	72,600	7,26,000
Total		**3099**		**51,70,71,250**

The average fee per student for the year 2028-29 works out to Rs.1,04,437

Program wise Intake and Fee: 2029-30

School	Program	Intake	Fee per student in (Rs.)	Total Fee in (Rs.)
School of Engineering and Technology	UG	2,280	2,13,000	48,56,40,000
	PG	150	1,33,000	1,99,50,000
	Ph.D	40	1,06,000	42,40,000
School of Business Management	PG	300	1,46,000	4,38,00,000
	Ph.D	5	1,33,000	6,65,000
School of Sciences	PG	120	67,000	80,40,000
	Ph.D	35	73,000	25,55,000
School of Computer applications	PG	30	1,33,000	39,90,000
School of Arts, Humanities And Performing Arts	PG	30	1,06,000	31,80,000
	Ph.D	15	1,20,000	18,00,000
School of Forensic Sciences	PG	35	80,000	28,00,000
	Ph.D	5	1,06,000	5,30,000

School of Architecture and Planning	UG	30	1,33,000	39,90,000
	PG	30	1,60,000	48,00,000
	Ph.D	5	1,60,000	8,00,000
School of Hospitality and Management	UG	30	87,000	26,10,000
	PG	15	1,00,000	15,00,000
	Ph.D	5	1,06,000	5,30,000
School of Journalism and Mass Communication	PG	15	1,00,000	15,00,000
	Ph.D	5	1,06,000	5,30,000
School of Pharmacy	UG	80	80,000	64,00,000
	PG	10	93,000	9,30,000
	Ph.D	5	1,06,000	5,30,000
School of Fashion Design and Technology	UG	60	53,000	31,80,000
	PG	10	80,000	8,00,000
Total		**3,345**	**27,80,000**	**60,53,00,000**

The average fee per student for the year 2029-30 works out to Rs.1,11,200/-

Program wise Intake and Fee: 2030-31

School	**Program**	**Intake**	**Fee per student in (Rs.)**	**Total Fee in (Rs.)**
School of Engineering and Technology	UG	2550	2,34,000	59,67,00,000
	PG	156	1,46,000	2,27,76,000
	Ph.D	40	1,17,000	46,80,000
School of Business Management	PG	300	1,61,000	4,83,00,000
	Ph.D	5	1,46,000	7,30,000
School of Sciences	PG	120	73,000	87,60,000
	Ph.D	35	81,000	28,35,000
School of Computer applications	PG	30	1,46,000	43,80,000
School of Arts, Humanities And Performing Arts	PG	30	1,17,000	35,10,000
	Ph.D	15	1,32,000	19,80,000
School of Forensic Sciences	PG	35	88,000	30,80,000
	Ph.D	5	1,17,000	5,85,000
School of Architecture and Planning	UG	30	1,46,000	43,80,000
	PG	30	1,76,000	52,80,000

	Ph.D	5	1,76,000	8,80,000
School of Hospitality and Management	UG	30	95,000	28,50,000
	PG	15	1,10,000	16,50,000
	Ph.D	5	1,17,000	5,85,000
School of Journalism and Mass Communication	PG	15	1,10,000	16,50,000
	Ph.D	5	1,17,000	5,85,000
School of Pharmacy	UG	80	88,000	70,40,000
	PG	40	1,02,000	40,80,000
	Ph.D	5	1,17,000	5,85,000
School of Fashion Design and Technology	UG	60	59,000	35,40,000
	PG	10	88,000	8,80,000
	Total	**3651**	**--**	**73,23,01,000**

The average fee per student for the year 2030-31 works out to Rs.1,22,360/-

Five Years Finance Plan

Income

Income	**2026-27 (Rs.in Lakhs)**	**2027-28 (Rs.in Lakhs)**	**2028-29 (Rs.in Lakhs)**	**2029-30 (Rs.in Lakhs)**	**2030-31 (Rs.in Lakhs)**
Tuition fee collected					
I year	3236	4028	5171	6053	7330
II year	1179*	3236	4028	5152	6033
III year	1121*	1121*	3236	4028	5152
IV year	1606*	1121*	1121*	3236	4028
Admission fee	400	450	500	550	600
Donation	25	28	30	33	37
Exam Fee	450	495	545	599	659
Training and Placements	250	275	303	333	366
Consultancy Income	50	55	61	67	73
Alumni contribution	10	11	12	13	15
Research Grants	100	120	132	145	160
Transportation fee	400	480	528	581	639
Hostel fee	700	800	900	990	1100
Miscellaneous Income	98	98	98	98	98
Total Income	**9,625**	**12,318**	**16,664**	**21,878**	**26,289**
*** Fee from existing students**					

Revenue model (tuition fees, grants, donations, etc.)

Revenue model

Expenditure	2026-27 (Rs.in Lakhs)	2027-28 (Rs.in Lakhs)	2028-29 (Rs.in Lakhs)	2029-30 (Rs.in Lakhs)	2030-31 (Rs.in Lakhs)
Teaching and Nonteaching Staff Salaries	4,623	6162	9753	13683	15360
Printing & Stationery	61	71	78	94	137
Electricity Charges	94	109	119	144	210
Lab Maintenance (including Consumables / stores)	43	49	54	65	95
Internet Charges	27	31	34	42	60
Seminars & Workshops	51	59	65	79	114
Functions and Celebrations	100	120	132	160	232
Gardening	10	12	13	15	22
Repairs and Maintenance (Buildings, Vehicles etc)	108	124	136	165	240
Staff welfare/Medical Aid	35	40	44	53	78
Library Recurring expenses	51	59	65	78	114
Examination expenses	147	176	194	235	341
Bank Charges	6	7	7	9	13
Sports and Games expenses	23	27	30	36	52
Faculty development	32	37	40	49	71
Syllabus Books & Teaching Aids	21	24	27	32	47
Training & Placements	62	72	79	96	139
Advertisement	85	98	108	131	190
Lab Equipment	150	180	198	240	348
Computers	150	175	240	291	422
Library	150	173	190	230	333
Furniture & Fixtures	100	115	127	153	222
Office equipment	25	29	32	38	56
Air Conditioners	100	115	127	153	222

Vehicles for Office	150	173	190	230	333
Interest on loans	160	184	212	256	372
Bus Hire Charges	350	403	463	560	813
Travelling and conveyance	75	86	99	120	174
Depreciation (Approx.)	783	900	990	1,198	1,739
Seed money	100	100	150	182	264
R&D Incentives Expenses for Center of Excellence	150	150	150	182	264
M.Tech Stipend /Ph.D Fellowship	100	120	130	157	228
NSS and Societal activities	30	70	80	90	130
Miscellaneous and Other Expenditure	600	800	800	800	800
Hostel Expenditure	700	800	900	990	1100
Total Expenditure	**9,454**	**11,847**	**16,054**	**21,034**	**25,333**

Total Income & Expenditure

	2026-27 (Rs.in Lakhs)	**2027-28 (Rs.in Lakhs)**	**2028-29 (Rs.in Lakhs)**	**2029-30 (Rs.in Lakhs)**	**2030-31 (Rs.in Lakhs)**
Total Income	9,625	12,318	16,664	21,878	26,289
Total Expenditure	9,454	11,847	16,054	21,034	25,333
Excess of Income over Expenditure	171	471	610	844	956

Fifteen Years Rolling Implementation Plan for Finance

S.No	**Item**	**Present Status**	**2026-2031**	**2031-2036**	**2036-2041**
1	Internal Revenue generation through addition of various new programs in multidisciplinary areas in addition to existing programs	Rs. 54.00 Crores	Increases by 35 to 40 %	Increases by 35 to 40 %	Increases by 35 to 40 %
2	Research & Development grants from Central & State Government	Rs.1.00 Crores	Increases by 30%	Increases by 50%	Increases by 70%

4	Internal revenues via consultancy and industry	Rs. 0.40 Crores	Rs. 0.75 Crores	Rs. 1.0 Crores	Rs. 1.25 Crores
5	Financial support from alumni	Rs 0.10 Crores	To be Continued		
6	Cultivating Industry linkages to attract corporate social responsibility (CSR) funding	Initiative Taken	Development of Effective System		

Projected Tuition Fee for 15 years

School	Program	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
		Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs
School of Engineering and Technology	UG	2736	3432	4182	4855	5974	6957	7993	8980	10,083	11,318	12,948	14,243	16,270	17,897	20,051
	PG	90	145	174	200	228	251	276	316	347	396	436	479	527	580	638
	Ph.D	32	35	39	43	47	63	69	76	84	92	114	126	138	152	167
School of Business Management	UG	0	0	0	0	0	48	53	58	64	71	156	171	188	207	228
	PG	165	182	359	439	483	531	585	643	707	778	856	942	1036	1139	1253
	Ph.D	5	6	6	7	7	13	14	16	17	19	26	29	31	35	38
School of Sciences	UG	0	0	0	0	0	80	88	96	106	117	163	180	198	217	239
	PG	60	66	73	80	88	137	151	166	182	200	220	243	267	293	323
	Ph.D	19	21	23	26	28	36	40	44	48	53	71	78	86	95	104
School of Computer applications	UG	0	0	0	0	0	19	21	23	26	28	62	68	75	83	91
	PG	30	33	36	40	44	97	106	117	129	141	156	171	188	207	228
	Ph.D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School of Arts, Humanities and Performing Arts	UG	0	0	0	0	0	126	138	152	167	184	265	291	320	352	387
	PG	24	26	29	32	35	64	71	78	86	94	124	137	151	166	182
	Ph.D	14	15	16	18	20	36	40	44	48	53	70	77	85	93	103
School of Forensic Sciences	UG	0	0	0	0	0	39	43	47	51	57	62	68	75	83	91
	PG	21	23	25	28	31	34	37	41	45	50	54	60	66	72	80
	Ph.D	4	4	5	5	6	6	7	8	9	9	10	11	13	14	15

School of Architecture and Planning	UG	0	0	36	40	44	48	53	58	64	71	78	86	94	104	114
	PG	0	0	44	48	53	58	64	70	77	85	93	103	113	124	137
	Ph.D	0	0	7	8	9	10	11	12	13	14	16	17	19	21	23
School of Hospitality and Management	UG	0	0	0	26	29	94	104	114	125	138	202	223	245	269	296
	PG	11	12	14	15	16	36	40	44	48	53	58	64	71	78	85
	Ph.D	4	4	5	5	6	6	7	8	9	9	10	11	13	14	15
School of Journalism and Mass Communication	UG	0	0	0	0	0	84	92	101	111	123	135	148	163	180	197
	PG	11	12	14	15	16	36	40	44	48	53	58	64	71	78	85
	Ph.D	4	4	5	5	6	6	7	8	9	9	10	11	13	14	15
School of Pharmacy	UG	0	0	58	64	70	77	85	94	103	113	124	137	151	166	182
	PG	0	0	8	9	41	45	50	55	60	66	73	80	88	97	106
	Ph.D	0	0	5	5	6	6	7	8	9	9	10	11	13	14	15
School of Fashion Design and Technology	UG	0	0	0	32	35	39	43	47	51	57	62	68	75	83	91
	PG	6	7	7	8	9	10	11	12	13	14	16	17	19	21	23
Total		3236	4028	5171	6053	7330	9095	10345	11578	12941	14476	16741	18415	20860	22946	23360

Projected Income for 15 years

Income	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs
Tuition fee collected															
I year	3236	4028	5171	6053	7330	9095	10345	11578	12941	14476	16741	18415	20860	22946	23360
II year	1179	3236	4028	5152	6033	7308	9047	10291	11519	12877	14405	16663	18330	20765	22842
III year	1121	1121	3236	4028	5152	6033	7308	9047	10291	11519	12877	14405	16663	18330	20765
IV year	1606	1121	1121	3236	4028	5152	6033	7308	9047	10291	11519	12877	14405	16663	18330
Admission fee	400	450	500	550	600	650	700	750	800	900	1000	1100	1200	1400	1500
Donation	25	28	30	33	37	40	44	49	54	59	65	71	78	86	95
Exam Fee	450	495	545	599	659	725	797	877	965	1061	1167	1284	1412	1554	1709
Training and Placements	250	275	303	333	366	403	443	487	536	589	648	713	785	863	949
Consultancy Income	50	55	61	67	73	81	89	97	107	118	130	143	157	173	190
Alumni contribution	10	11	12	13	15	16	18	19	21	24	26	29	31	35	38
Research Grants	100	120	132	145	160	176	193	213	234	257	283	311	342	377	414
Transportation fee	400	480	528	581	639	703	773	850	935	1029	1132	1245	1369	1506	1657
Miscellaneous Income	98	98	98	98	98	90	90	90	90	90	90	90	90	90	90
Hostel fee	700	800	900	990	1100	1210	1350	1500	1650	1800	2000	2200	2420	2700	3000
Total Income	**9,625**	**12,318**	**16,664**	**21,878**	**26,289**	**31,681**	**37,230**	**43,157**	**49,190**	**55,090**	**62,083**	**69,546**	**78,144**	**87,487**	**94,939**

Projected Expenditure for 15 years

PARTICULARS	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
Teaching and Nonteaching Staff Salaries	4,623	6162	9753	13683	15360	17571	19322	20914	23731	26483	29435	33276	37518	41711	45620
Printing & Stationery	61	71	78	94	137	192	249	312	360	408	467	519	582	646	711
Electricity Charges	94	109	119	144	210	294	382	479	553	627	717	797	894	993	1,092
Lab Maintenance (including Consumables / stores)	43	49	54	65	95	133	172	216	250	283	324	360	404	448	493
Internet Charges	27	31	34	42	60	85	110	138	159	180	206	229	257	286	314
Seminars & Workshops	51	59	65	79	114	160	208	261	301	341	391	434	487	541	595
Functions and Celebrations	100	120	132	160	232	325	422	530	612	693	793	881	988	1,098	1,208
Gardening	10	12	13	15	22	31	40	51	59	66	76	84	95	105	116
Repairs and Maintenance (Buildings, Vehicles etc)	108	124	136	165	240	336	436	547	632	716	819	910	1,021	1,134	1,248
Staff welfare/Medical Aid	35	40	44	53	78	109	141	177	205	232	266	295	331	368	404
Library Recurring expenses	51	59	65	78	114	160	207	260	300	340	389	433	485	539	593
Examination expenses	147	176	194	235	341	478	631	792	914	1,036	1,185	1,316	1,477	1,641	1,805
Bank Charges	6	7	7	9	13	18	24	30	35	40	45	50	57	63	69
Sports and Games expenses	23	27	30	36	52	73	95	119	138	156	178	198	222	247	272
Faculty development	32	37	40	49	71	100	129	162	187	212	243	270	302	336	370
Syllabus Books & Teaching Aids	21	24	27	32	47	66	86	107	124	141	161	179	201	223	245
Training & Placements	62	72	79	96	139	195	259	325	375	425	487	541	607	674	741
Advertisement	85	98	108	131	190	266	345	433	500	567	648	720	808	898	987
Lab Equipment	150	180	198	240	348	488	634	794	918	1,040	1,189	1,321	1,482	1,647	1,812

Computers	150	175	240	291	422	592	768	963	1,113	1,261	1,442	1,602	1,798	1,997	2,197
Library	150	173	190	230	333	468	607	761	879	996	1,140	1,266	1,421	1,578	1,736
Furniture & Fixtures	100	115	127	153	222	312	412	516	596	675	773	858	963	1,070	1,177
Office equipment	25	29	32	38	56	78	101	127	147	166	190	211	237	263	289
Air Conditioners	100	115	127	153	222	312	405	508	586	664	760	844	947	1,052	1,158
Vehicles for Office	150	173	190	230	333	468	607	761	879	996	1,140	1,266	1,421	1,578	1,736
Interest on loans	160	184	212	256	372	522	688	863	997	1,130	1,293	1,436	1,611	1,790	1,969
Bus Hire Charges	350	403	463	560	813	1,141	1,531	2,190	2,529	2,865	3,278	3,642	4,086	4,540	4,994
Travelling and conveyance	75	86	99	120	174	244	328	448	517	586	670	744	835	928	1,021
Depreciation (Approx.)	783	900	990	1,198	1,739	2,440	3,167	3,972	5,243	5,940	6,795	7,550	8,471	9,411	10,352
Seed money	100	100	150	182	264	370	492	650	750	850	973	1,080	1,212	1,347	1,482
R&D Incentives Expenses for Center of Excellence	150	150	150	182	264	370	488	612	707	801	916	1,018	1,142	1,269	1,396
M.Tech Stipend /Ph.D Fellowship	100	120	130	157	228	320	416	522	602	683	781	868	973	1,081	1,190
NSS and Societal activities	30	70	80	90	130	182	120	150	173	196	225	249	280	311	342
Miscellaneous and other Expenditure	600	800	800	800	800	800	900	900	1,000	1,000	1,200	1,200	1,300	1,300	1,400
Hostel Expenditure	700	800	900	990	1100	1210	1350	1600	1760	1800	2000	2200	2420	2,689	2,957
Total Expenditure	9,454	11,847	16,054	21,034	25,333	30,908	36,276	42,190	48,833	54,596	61,593	68,848	77,335	86,770	94,092

Total Income & Expenditure

Particulars	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs	Lakhs
Total Income	9,625	12,318	16,664	21,878	26,289	31,681	37,230	43,157	49,190	55,090	62,083	69,546	78,144	87,487	94,939
Total Expenditure	9,454	11,847	16,054	21,034	25,333	30,908	36,276	42,190	48,833	54,596	61,593	68,848	77,335	86,770	94,092
Excess of Income over Expenditure	171	471	610	844	956	773	954	967	357	494	490	698	809	717	848

16. Administrative Plan

This administrative plan outlines the organizational structure, roles and responsibilities for the effective administration of a Deemed to be University. The Deemed Universities in India have been adhering to the University Grants Commission (UGC) regulations while managing academic programs, student affairs, finances, and various administrative functions. In the light of this, a clear delineation of roles and responsibilities is crucial for the success of the institution.

16.1 Administrative Setup

Administrative excellence is pivotal for the smooth operation of a Deemed to be University. This plan defines the key roles and responsibilities of administrative personnel to ensure compliance with regulatory requirements and the delivery of a quality education.

Officers of the Institution Deemed to be University

The following shall be the officers of the institution Deemed to be University:

- Chancellor
- Vice-Chancellor
- Pro Vice-Chancellor / Rector
- Registrar
- Finance Officer
- Controller of Examinations
- Dean of Faculties
- Head of Department
- Such other officers as may be prescribed in the Rules of the institution Deemed to be University

a) Chancellor

- The Institution Deemed to be University shall have a Chancellor who shall, when present, preside over the convocations of the Institution Deemed to be University but shall not be the Chief Executive Officer. He/She shall be appointed by the Institution Deemed to be University Society or Trust and shall hold office for a period of 5 years.

- Where power is conferred upon the Chancellor to nominate persons to authorities, he/she shall, to the extent necessary, nominate persons to represent the various interests for the furtherance of the objectives of the institution Deemed to be University.

b) Vice-Chancellor

- The Vice-Chancellor shall be a salaried officer of the Institution Deemed to be University and shall be appointed in accordance with the UGC Regulations.

- The Vice-Chancellor shall hold office for a term of 5 years and in no case shall he/she hold office beyond the age of 70 years.

  Provided that notwithstanding the expiry of the period of 5 years, he/she may continue in office for not more than six months or till his/her successor is appointed and the latter assumes office, whichever, is earlier.

- In case of the office of the Vice-Chancellor becoming vacant due to death, resignation or otherwise and in case of his/her absence due to illness or any other cause, the Pro Vice-Chancellor / Rector, and in his/her absence, the senior most Professor shall perform the duties of the Vice-Chancellor until a new Vice-Chancellor is appointed, or the existing Vice-Chancellor resumes duties, as the case may be.

i) Powers of the Vice-Chancellor

- The Vice-Chancellor shall be the Principal Executive Officer of the institution Deemed to be University and shall exercise general supervision and control over the affairs of the institution Deemed to be University and shall be mainly responsible for implementation of the decisions of all the authorities of the Institution Deemed to be University.

- The Vice-Chancellor shall be the Ex-officio Chairman of the Executive Council, the Academic Council, the Finance Committee, the Planning & Monitoring Board and Selection Committees.

- The Vice-Chancellor shall have the power to convene or cause to be convened meeting of the various authorities of the institution Deemed to be University.

- The Vice-Chancellor may, if he/she is of the opinion that immediate action is called for on any matter, he/she shall exercise any power conferred upon any authority of the institution Deemed to be University under its Regulations and Rules, and take such action or proceed to take such action and shall report to the authority concerned on the action taken by him/her on such matters.

- It shall be the duty of the Vice-Chancellor to ensure that Regulations and Rules of the institution Deemed to be University

are duly observed and implemented; and, he/she shall have all the necessary powers in this regard.

- All powers relating to the proper maintenance and discipline of the institution Deemed to be University shall be vested in the Vice-Chancellor.

- The Vice-Chancellor shall have the power to re-delegate some of his powers to any of his/her subordinate officers with the concurrence and approval of the Executive Council.

- The Vice-Chancellor shall exercise all other powers as may be delegated to him/her by the Executive Council.

- The Vice-Chancellor shall exercise such other powers and perform such other functions as may be prescribed by the Regulations, Rules and Bye-Laws.

c) Pro Vice-Chancellor

- The post of the Pro Vice-Chancellor may be created with the approval of the Executive Council (EC) and with the concurrence of the competent authority.

- The Pro Vice-Chancellor shall be appointed by the EC on the recommendation of the Vice-Chancellor.

- The Pro Vice-Chancellor shall hold office co-terminus with the office of the Vice-Chancellor and at the pleasure of Vice-Chancellor.

- The Pro Vice-chancellor shall have the powers and duties as prescribed by Rules of the Institution Deemed to be University.

d) Registrar

- The Registrar shall be a whole-time salaried officer of the institution Deemed to be University and shall be appointed by the Executive Council on the recommendations of the Selection Committee consisting of the following:
  1. Vice Chancellor - Chairperson
  2. One nominee of the Chancellor.
  3. Two members of the Executive Council
  4. One expert not in the service of the University to be nominated by the Executive Council.

The Registrar shall hold the office for a period not exceeding 5 years (from the date of assuming the office) or till attaining the age of 62 years whichever is earlier.

- The minimum qualifications for the direct recruitment to the post of Registrar is:
  - A Master degree with at least First Class (60%) or its equivalent grade
  - At least 15 years of teaching experience with Five years in the cadre Professor's grade along with experience in educational administration

- The Registrar shall be directly responsible to the Vice-Chancellor in the exercise of the powers and duties prescribed to him in the statutes.

- The Registrar, subject to the immediate direction and control of the Vice- Chancellor, shall carry out his orders and render such assistance as may be required by the Vice-• Chancellor in performance of his official duties.

- The Registrar shall be in overall charge of the administration of the University Office, subject to the immediate direction and control of the Vice-Chancellor, and shall have power to fix and define the functions and duties of the officers and employees, of the University, other than those working under direct supervision of the Controller of Examinations and Finance Officer, or those working in Vice-Chancellor's Secretariat, with the approval of the Vice- Chancellor. He/she shall take all steps for the efficient working of the University Office, subject to the approval of the Vice-Chancellor.

- The Registrar shall be ex-officio Secretary of the Executive Council, the Academic Council, Planning and Monitoring Board and Advisory Board but shall not deemed to be a member of any of these authorities.

- When the office of the Registrar is vacant, or when the Registrar is, by reason of illness, absence or for any other cause, unable to perform the duties of his office, the duties of the office of the Registrar shall be performed by such person as the Vice - Chancellor may appoint for the purpose with a concurrence from Chancellor.

- Registrar shall not be eligible for nomination or election or for appointment as a member of any of the authorities of the University.

i) Powers of the Registrar

1. The Registrar shall have power to take disciplinary action against such employees, excluding teachers of the University and academic staff as may be specified in the orders the Executive Council and to suspend them pending enquiry, to administer warnings to them, or to impose on them the penalty of censure or with holding increments:

   Provided that no such penalty shall be imposed unless the person concerned has been given a reasonable opportunity of showing cause against the action proposed to be taken against him.

2. An appeal shall lie to the Vice-Chancellor against any order of the Registrar imposing any of the penalties specified in clause (1).

3. In any case where the enquiry discloses that the punishment beyond the powers of the Registrar is called for, the Registrar shall, upon conclusion of the enquiry, make a report to the Vice-Chancellor along with his recommendations and the Vice - Chancellor shall pass such order as he deems fit:

Provided that an appeal shall lie to the Executive Council against an order of the Vice Chancellor imposing any penalty.
No appeal under clause (b) or clause (c) shall be preferred after the expiry of sixty days from the date on which the order appealed against was received by the appellant.

ii) Duties of the Registrar

I. The following shall be the duties of the Registrar:

1. To be custodian of the records, the common seal and such other property of the University as the Executive Council shall commit to his charge.

2. To conduct the official correspondence on behalf of the authorities of the University.

3. To issue notices convening meetings of the authorities of the University and all committees and sub-committees appointed by any of these authorities of the University.

4. To keep minutes of all the proceedings of the meeting of all the authorities of the University and of all the committees and sub-committees appointed by any of these authorities of the University.

5. To hold in special custody books and documents of the University.

6. To supply to the Chancellor, copies of the agenda of the meeting of the authorities of the University as soon as they are issued and the minutes of the proceedings of such meetings.

7. In all suits and other legal proceedings by or against the University, the pleading shall be signed and verified by the Registrar and all processes in such suits and proceedings shall be issued to. and served on the Registrar.

8. To enter into the agreement, sign documents and authenticate records on behalf of the University under the direction of the Executive Council or Vice- Chancellor as the case may be.

9. To safeguard and maintain the buildings, gardens, office, canteen, cars and other vehicles, laboratories, libraries, reading rooms, equipment and other properties of the University.

10. To exercise such other powers and perform such duties as may be specified in the statutes, ordinances or the regulations or may be specified by the Executive Council or the Vice-Chancellor, from time to time.

II. The Registrar may, by writing. inform the Vice-Chancellor his intention to resign and it shall be competent for the Executive Council, on the recommendation of the Vice- Chancellor, to accept his resignation.

III. The Executive Council shall have power to dispense with the services of the Registrar at any time or it may at any time discharge him from his services without notice in the event of misconduct on his part or of a breach by him of any of the conditions on which he was engaged.

e) Finance Officer

1. The Finance Officer shall be a whole-time salaried officer of the institution Deemed to be University and shall be appointed by the Executive Council.

2. The Finance Officer shall be preferably a Chartered Accountant with at least 5 years' experience in an educational institution.

3. He/she would be an Ex-Officio Secretary of the Finance Committee but shall not be deemed to be a member of such committee. He would be an advisor to the Vice-Chancellor on financial matters.

4. The Finance Officer shall work under the direction of the Vice-Chancellor and shall be responsible to the Executive Council through the Vice- Chancellor.

5. He/she shall be responsible for the preparation of annual budget, estimates and statements of account for submission to the Finance Committee and the Executive Council.

6. He/she shall be responsible for the management of funds and investments of institution Deemed to be University, subject to the control of Executive Council.

f) Controller of Examinations

1. The Controller of Examinations shall be appointed by Vice Chancellor with the approval of the Executive Council.

2. (The Controller of Examinations shall ensure that all the specific directions of the Executive Council, Academic Council and Vice-Chancellor in respect of examination and evaluation are complied with.

3. The Controller of Examinations shall be a permanent invitee to the Academic Council.

g) Dean

1. The Departments dealing with allied subjects could be grouped into Faculties/Schools, etc., and every faculty shall be headed by a Dean.
2. The Dean of each Faculty shall be appointed by the Vice Chancellor from among the Professors in the Faculty for a period of three years and he/she shall be eligible for reappointment provided that the Dean, on attaining the age of 65, shall cease to hold office as such.
3. Provided further that, if at any time, there is no Professor in a Faculty, the Vice Chancellor shall authorize one of the members in the faculty to exercise the powers of the Dean of the Faculty.
4. When the office of the Dean is vacant or when the Dean is, by reason of illness, absence of any other cause, unable to perform the duties of his office, the duties of the office shall be performed by such person as the Vice-Chancellor may appoint for the purpose.
5. The Dean shall be the Head of the Faculty and shall be responsible for the conduct and maintenance of the standards of teaching and research in the faculty/school and shall have such other functions as may be prescribed by the rules of the institution Deemed to be University.
6. The Dean shall have the right to present and to speak at any meeting of the Boards of Studies or Committees of the Faculty, as the case may be, but shall not have the right to vote there at unless he/she is a member thereof.

h) Head of the Department

I. Each Department shall have a Head,
   There shall be a Head of the Department for each of the Departments in the institution Deemed to be University who shall be appointed by the Vice-Chancellor from amongst the Professors of the Department.

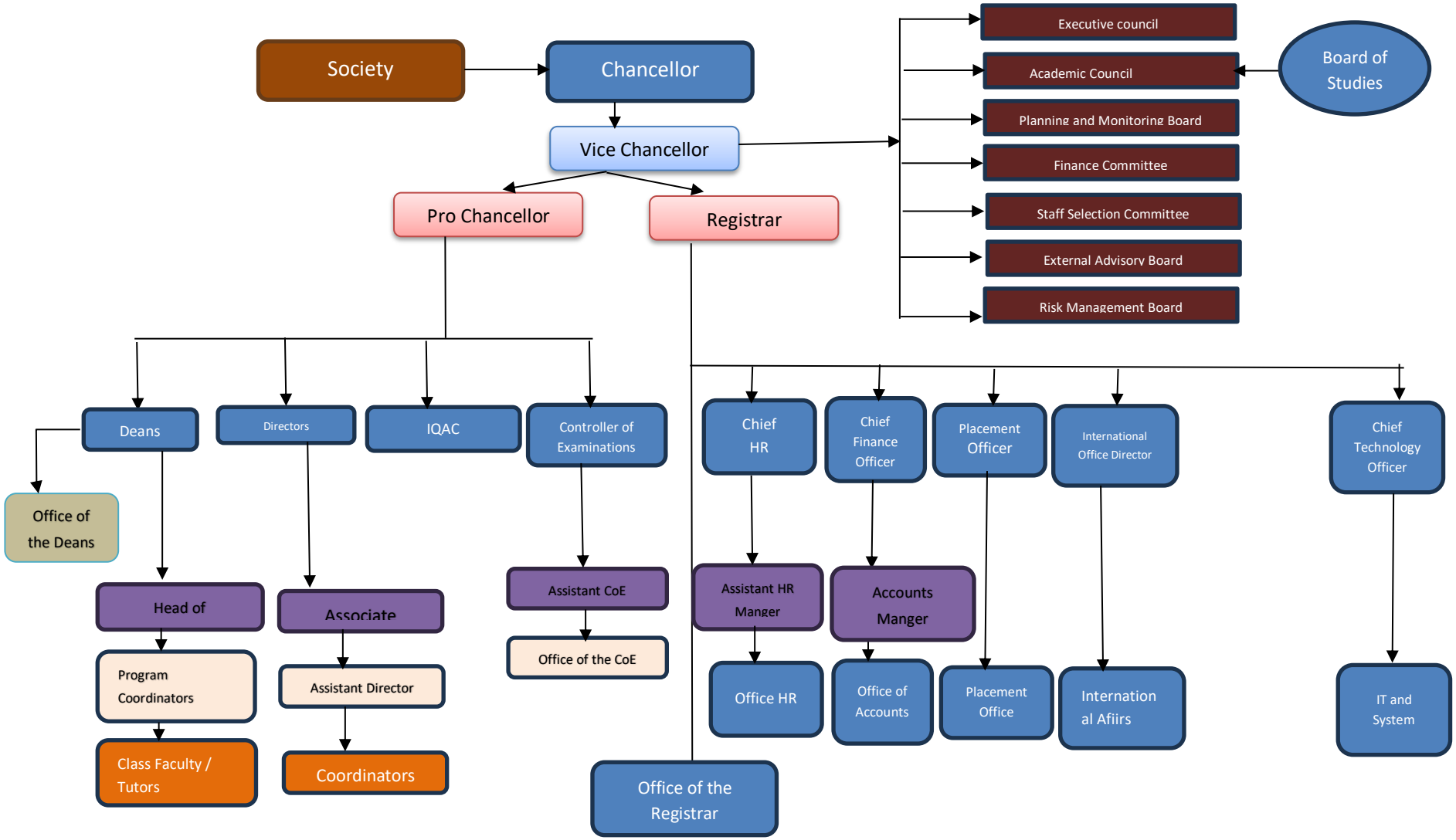
Provided that if there is no Professor in the Department or there is only one Professor in the Department whose term as Head of the Department is ending, the Vice-Chancellor may appoint an Associate Professor/Assistant Professor who has minimum of 5 years of experience, as Head of the Department.

II. The term of the Head of the Department shall normally be 3 years.

j) Delegation of Powers

Subject to the provisions of these Regulations and Rules, any authority or officer of the institution Deemed to be University, with the approval of Executive Council, may delegate its power to any other authority or officer or person under their respective control and subject to the conditions that the

Overall responsibility for exercising the powers so delegated shall continue to rest in the authority or officer delegating such powers. The organization chart is shown in figure 16.1.



16.2 Administrative Policy

a) Governance and Leadership

A sound governance structure is a pre-requisite for effective administration as it takes care of the formation of Executive Council which plays a vital role in strategic decision-making and policy formulation.

b) Composition of the Executive Council

The administration shall work with diverse stakeholders, including academic experts, industry leaders, and community representatives, to shape the composition of the Executive Council. Such a body ensures a broad spectrum of perspectives that contribute to well-thought-out decisions.

c) Strategic Vision:

Another important function of the administration is to work with the Executive Council to develop a comprehensive strategic vision which will be in tune with the institution's goals, academic strengths, and societal requirements.

d) Policy Framework:

The executive council formulates policies that guide various aspects of the institution's functioning. This involves clear definition of roles, responsibilities, and decision-making procedures.

The administration deliberates with stakeholders to create and implement policies governing admissions, examinations, faculty recruitment, and other operational aspects. Wherever needed the administration adhere to the rule book of regulatory authorities. Clear policies ensure transparency and uniformity among multifarious activities that the institution takes up.

f) Academic Affairs and Faculty Policies:

All Policies related to curriculum design, evaluation processes, and academic research will be as per the decisions taken in the Academic Council and Board of Studies which in turn devise and design in tune with the highest regulatory bodies as such a measure ensures academic excellence and uniformity in standards.

g) Accreditation and Quality Assurance:

The administration through periodical reviews and in house assessments works diligently to meet accreditation requirements set by recognized bodies. This involves continuous assessment, data collection, and quality enhancement initiatives.

h) Financial Management and Resource Allocation:

Effective financial management is crucial for the institution's sustainability. The administration prepares budgets, allocates resources judiciously, and monitors expenditures. It explores ways and means for revenue generation, including partnerships, research projects, and consultancy services. The support of Alumni is also of great importance in mobilisation of resources in terms of industry requirements, infrastructure, equipment updation and so on.

i) Business Development and Marketing

As the need for revenue generation has gained prominence within higher education and as institutional competitiveness has grown, members of business development and marketing teams have become essential to the success of educational units. Indeed, it is common to see business development and marketing staff embedded within postsecondary universities and faculties so that they can be intimately familiar with program design, understand target audience, and promote the unique contributions of particular programs.

Higher education administrators and leaders understand that the digital presence of every instructional department within the institution now is a major determinant of its competitiveness and longitudinal success. How programs and the people deliver them are portrayed on institutional websites and in social media affects the choices that learners make in an era when they have worldwide choices. Moreover, the digital profiling of institutions is a far greater factor in students' decision to register than the factors affecting those decisions in the past, such as print calendars, magazine and newspaper advertising, recruitment fairs, and open houses.

j) Academic Entrepreneurship

Academic entrepreneurship is associated with the effective application of university teaching and research to generate revenue streams for post-secondary institutions. Academic entrepreneurship is a practice performed with the intention to transfer knowledge between the University and the external environment in order to produce economic and social value both for external actors and for members of the academia, and in which at least a member of academia plays a key role.

The final element of academic entrepreneurship was an integrated face-to-face and internet based learning framework that facilitated

successful participation in strategic alliances in competitive local, national, and international settings with profit.

Business development and marketing staff can contribute in a host of other ways to program success. For instance, they serve as liaisons to representatives of government international trade departments. They schedule video and audio conferences with personnel in the offices of international trade commissioners and consulates in order to assess international revenue generating instructional and training initiatives. They design the programming units' websites and use their communication knowledge to attract and direct potential learners to online registration sites. They design, gather, and analyse data, described earlier in this article, so others within their universities and faculties can make well-informed decisions. They also use those data to prepare colleagues for meetings within the institution and the external community, including national and international meetings.

In addition, business development and marketing team members monitor their units' digital presence in order to discern response patterns to their marketing and to those of competitors. They advise in cases of cyber bullying and ensure compliance of all digital and print communications with privacy legislation. In short, business development personnel have become as essential to the success of postsecondary institutions and their individual units as the faculty members, instructional designers, financial staff, librarians, and support services members.

k) Budget Planning and Resource Allocation

The administration plans budget that aligns with the institution's priorities. It allocates resources to various departments and initiatives based on a clear understanding of their needs and goals. The administration in tandem with industry partners and research organizations explores ways and means for revenue generation, including sponsored research projects, consultancies, and other such funding agencies.

l) Infrastructure Development

The administration is responsible for creating a conducive learning environment by overseeing the planning, construction, and maintenance of facilities such as classrooms, laboratories, libraries, and technology infrastructure.

m) Technological Advancements

The administration ensures the integration of cutting-edge technology into the University's infrastructure, fostering innovative teaching methods and research capabilities.

n) Stakeholder Engagement

Engaging stakeholders is a vital aspect of the administration. Regular communication fosters collaboration, support, and shared ownership among faculty, students, alumni and industry partners.

o) Alumni and Community Engagement

The administration nurtures relationships with alumni, involving them in mentoring, networking, and contributing to the institution's growth and development.

p) Industry Partnerships

Collaboration with industries is essential to make learners Industry-ready immediately after course completion. The administration, therefore, establishes partnerships with industries that enhance experiential learning opportunities, research collaborations, and employment prospects for students.

q) Human Resources Management

A qualified faculty and staff are integral to academic excellence. The administration implements transparent recruitment processes, equitable compensation policies, and professional development opportunities to attract and retain talent.

r) Faculty Recruitment and Development

The administration ensures transparent faculty recruitment processes with focus on attracting accomplished scholars, researchers, and educators. It also provides platforms for faculty development, ensuring a culture of continuous learning.

s) Staff Engagement and Development

The administration provides opportunities for skill enhancement, training, and career advancement for non-academic staff, contributing to the institutions overall efficiency and productivity.

t) Pedagogic Innovations by Digitisation

Providing direction to teachers and other staff members is one of the core functions of an educational administrator. They help get the work done by providing guidance, instructions and orders. The primary aim of the

educational administration is to accomplish and execute work in accordance with policies and programmes. Accountability to academic audit shall be mandated to teachers in their area of Teaching-learning-evaluation process. Industry collaboration in establishing product-oriented labs will be a priority.

u) Assessing Students

Prime motive of an educational administration helps in planning the continuous assessment that measures the success and growth of students. It helps them understand and improve the assessment score and determines the students' levels of learning. They also monitor the student's classroom and ensure students learn in a healthy environment. Mentor Mentee ratio will be kept on ideal numbers as provisioned by regulatory authorities. Digital Tools will be pressed into teaching-learning-evaluation process steadily to enable OBE process more smoothly.

v) Data Management and Privacy

Smart data management is absolutely vital for attaining accuracy in learning and objectivity in decision making. With analytics tools and higher education ERP, meaningful patterns can be found out and one can take effective and smart decisions. As the data is stored on a single platform and can be accessed in real-time, with proper data management one can use it to bring about changes and even to find out what works best for them. All measures are to be taken to safeguard the data in every aspect. For instance, keeping all the crucial data on a single platform may make it vulnerable; hence efforts must be put to safeguard the data from both external and internal threats. The university management system should provide role-based access to the key data.

w) Understanding and Supporting Digital Equity

A future-ready university shall have to provide access to useful devices. The technology and the use of devices must ensure student friendly application.

x) Data-Driven Decision Making

Another important aspect is Data-Driven Decision Making. It helps Universities in bridging the gap between industry and Academic institutions. It also helps in sustaining interest among all stakeholders.

Fine-tuned data can be garnered through a multitude of sources, including student evaluations of instructors, learner profiles, enrolment preferences, graduate surveys, fee payment patterns, learner referrals, learner satisfaction surveys, employer satisfaction surveys, public and private sector affiliations of students, and detailed tracking of revenues-

expenses-net returns. Additional data can be derived from careful risk-management analyses, documentation of strategic alliances, longitudinal productivity of partnerships with professional and corporate organizations, utility of legal templates for employee contracts and institutional partnerships, and response patterns to requests for proposals.

y) Curriculum Development

Higher education curriculum development can take several forms. Programs may be undergraduate or graduate degrees in any discipline where curricular authority confines in the first instance with faculty members, chairs, deans and industry experts subject to approval by a university-wide academic program committee and ratification by an institutional senate or general faculty council. Consultation is expected throughout the curriculum approval process with relevant institutional groups such as the budget committee, library, other teaching units offering feeder courses and more. In the case of professional courses such as nursing, education, social work, and engineering, external accrediting associations also must approve program proposals. There are institutional variances in the approval process, the planning and approval process can last as long as one to four years before new or significantly redesigned programs can be delivered.

The curriculum should have its orientation to industry requirements. Course progression and program development must be in sync and move rapidly.

***z)* Student Services and Welfare**

While academic matters fall within, another function the administration ensures is, comprehensive student support. It establishes counseling services, career guidance, entrepreneur guidance, placement assistance, and extracurricular activities to facilitate holistic student development. Apart from these, the institution takes extra care to ensure learning transfer mechanism through Innovative projects. Constitution of a separate Innovation cell will be one of the basic functions of administration.

i) Counselling and Wellness Programs

The administration offers counselling and mental health services to support students' emotional well-being, creating an environment conducive to learning and growth.

ii) Career Development and Placement

Collaborating with industry partners, the administration facilitates career development workshops, internships, and placement opportunities to enhance students' employability.

iii) Change Management and Communication

The administration function leads change management efforts by transparently communicating institutional developments, policy changes, and other crucial information. Effective communication fosters understanding and engagement among stakeholders.

iv) Change Implementation Strategies

The administration devises strategies for introducing changes, such as new policies, programs, or technological advancements, ensuring a smooth transition with minimal disruption.

v) Transparent Communication Channels

The administration establishes clear and open channels of communication to disseminate information, foster dialogue, and address concerns effectively duly following the guidelines of the regulatory authorities.

17. Governance Plan

a) Executive Council

The highest governing body of IARE shall be the Executive Council consisting of not less than ten and not more than thirteen members headed by the Vice-Chancellor. The Executive Council shall be the principal executive body of IARE.

b) The composition of the Executive Council shall be as under

I. Vice-Chancellor-Chairperson
II. Pro-Vice-Chancellor/Rector
III. Two members from amongst the Deans of Schools of studies, by rotation, to be appointed by the Vice-Chancellor
IV. One Professor, who is not a Dean, by rotation, to be appointed by the Vice-Chancellor
V. One Associate Professor, by rotation, to be appointed by the Vice-Chancellor
VI. One Assistant Professor, by rotation, to be appointed by the Vice-Chancellor
VII. Four nominees of the Sponsoring body and
VIII. Registrar, who shall be the ex-officio Secretary of the Executive Council.

c) Tenure of the members of Executive Council

All the members of the Executive Council, other than the Vice-Chancellor and Pro-Vice-Chancellor/Rector, shall hold office for a term of three years and in the case of Deans, the term shall be three years or until they cease to hold their original post (superannuation) whichever is earlier.

Members of the Executive Council appointed by the Vice-Chancellor from Professor, Associate Professor and Assistant Professor category shall hold office for a period of one year or till such time they cease to be teachers of the University, whichever is earlier.

d) Powers and limitations of Executive Council

The Executive Council shall be the final decision-making body of the institution in respect of every matter of IARE, including Academic, Administrative, personnel, financial, and developmental matters. Subject to the provisions of these regulations and the rules of the institution, the Executive Council shall, in addition to all other powers vested in it, have the following powers to –

- Establish Academic Departments, Schools, Divisions or Centers on the advice of the Academic Council
- Create, appoint and fix remuneration for teaching, non-teaching and other academic / research positions on full time, part-time or adhoc basis in accordance with the applicable guidelines of the Commission or Statutory Councils
- Frame the Employment Regulations in respect of all the employees of the Institution setting the terms of appointment and termination, promotions, leave entitlements, code of conduct, disciplinary procedures, superannuation, grievance redressal and such other related matters.
- Constitute and approve Social Security Schemes for the benefit of the employees of the Institution such as Provident Fund, Gratuity, Pension and Schemes of beneficial remuneration plans.
- Grant leave of absence to the Vice Chancellor and to make necessary arrangements for carrying on his functions during the period of absence
- To prescribe and approve Policies, Regulation/s and Guidelines in respect of the academic and administrative matters in accordance with the Regulations/ Guidelines that may be notified by the UGC and /or by the Statutory Body from time to time in the conduct of the affairs of the Institution.

- Constitute a Standing Committee of the Council headed by the Vice Chancellor with such number of members of the Council as may be approved to exercise the powers of the Council on any matter that needs to be attended to expeditiously or at short notice provided that all the acts done or decisions taken by the Standing Committee is brought to the notice of the Council in its immediate next meeting for its ratification.
- Appoint or authorize attorneys or lawyers or other professionals or officers of the Institution in order to execute any instrument or to transact any business of the Institution and for the purpose to execute general or specific power of attorney, with such powers as it may deem fit.
- Accept, select or modify an emblem with distinctive features as may be required for the Institution or Campuses and to have a common seal for the Institution and to provide for the custody and use of such seal
- Delegate all or any of its powers to any committee or sub-committee constituted by it or to the Vice Chancellor of the Institution, or any other person.
- Manage and administer the revenues and properties of the Institution and to conduct administrative affairs of the Institution not otherwise specifically provided for and for the purpose, to constitute authorities, committees and/or to provide Rules, Regulations and Bye-laws.
- Prescribe, amend and receive payment of fees for various programmes /Courses and of other charges like fines, documentation fee etc.
- Initiate legal proceedings including but not limited to instituting lawsuits against any person, firm, judicial or quasi-judicial bodies etc. to legitimately protect the interests of the Institution and to defend any lawsuits filed or legal proceedings made against the Institution and for the purpose to engage lawyers, solicitors or consultants and to execute necessary documents there to.
- Do any other act necessary for the smooth and efficient functioning of the Institution including but not limited to managerial and executive decisions.
- Make such provisions, as may enable colleges and institutions to undertake specialized studies and courses, and where necessary or desirable, organize and make provision for common laboratories, libraries, museums and equipment for teaching and research;
- Create immovable assets in the form of land, building and other infrastructure out of reserve funds, for its campus and sub-campuses;

- Provide buildings, premises, furniture, equipment and other resources needed for the conduct of the work of the university;
- Recommend the conferment of honorary degrees and academic distinctions;
- Institute and confer such degrees, diplomas, certificates and other academic distinctions as recommended by the Academic Council and arrange for convocation for conferment of the same, as provided by the Ordinances;
- Institute fellowship, travelling fellowship, scholarship, studentship, exhibitions, awards, medals and prizes, and prescribe Regulations for their award;
- To make Regulations for collaborations with other universities, institutions and organizations for mutually beneficial academic programmes recommended by the Board of Deans;
- To create posts of university teachers and non-vacation academic staff from the funds of the university and from the funds received from other funding agencies, on the recommendation of the Academic Council, as and when required, and prescribe their qualifications, experience and pay-scales;
- To create posts of officers, non-teaching skilled, administrative, ministerial staff and other posts from the funds of the university and from the funds received from other funding agencies, as and when required, and prescribe their qualifications, experience and pay-scales;
- Recommend to the Academic Council the comprehensive perspective plan and annual plan for the location of colleges and institutions of higher learning, as prepared by the Board of Deans;
- Consider and approve proposals for change or transfer of management and shifting of locations of colleges and institutions, as prescribed in the Statutes;
- Receive and consider report of the development activities of the university received from the Registrar every six months;
- Consider and adopt the annual report, annual accounts and audit report in respect of State Government funds, university funds and funds received from other agencies separately;
- Accept donations, gifts and other forms of financial support from alumni, philanthropists, industries and other stakeholders and prescribe the procedure to be followed by the university for accepting such donations, gifts etc.

e) Meetings of Executive Council

The Executive Council shall meet at least four times a year (minimum two in one semester), with not less than seven days' prior notice given before every meeting of the Executive Council and emergency meetings may be convened at a shorter notice, for reasons to be recorded in writing for such emergency meeting.

One-third of the total number of members of the Executive Council shall form the quorum for the meeting.
In the absence of the Vice-Chancellor, the Pro-Vice Chancellor/Rector shall preside over the meeting;

Every member of the Executive Council including the Chairperson, shall have one vote and the decisions at the meetings of the Executive Council shall be taken by simple majority; and in case of a tie, the Chairperson shall have a casting vote.

Any business, which may be urgent in nature, may be carried out by circulation amongst its members.
A copy of the minutes of each meeting shall be furnished to the Chancellor, as soon as possible after the convening of the meeting.

f) Termination of membership

If a member other than the Vice-Chancellor and those representing the teachers, accepts a full- time appointment in the institution or fails to attend three consecutive meetings of the Executive Council, without proper leave of absence, such member shall cease to be a member of the Executive Council.

g) Delegation of powers of Executive Council

The Executive Council may, by a resolution, delegate to the Vice-Chancellor or any other officer or faculty or to a Committee of officers or faculties of the institution, such powers as it may deem fit, subject to the condition that the action taken by the Vice-Chancellor or the officer or faculty or the Committee in the exercise of the powers so delegated, shall be reported at the next meeting of the Executive Council.

17.1 Academic Council

a) Effective Governance and Administration

Governance at IARE is guided by transparency, inclusivity, and data-driven decision-making. The institution will establish a decentralized and participative governance model with clearly defined roles for academic bodies such as the Board of Management, Academic Council, Finance Committee, and Internal Quality Assurance Cell (IQAC). Strategic

planning units will drive institutional development by aligning academic, financial, and infrastructural priorities with long-term goals. Administrative efficiency will be enhanced through digital ERP systems, e-office platforms, and workflow automation. Key Performance Indicators (KPIs) will be used to monitor institutional performance and implement timely corrective measures. Stakeholder participation, including student and alumni representation, will be encouraged to create a responsive and accountable governance ecosystem.

The Academic Council shall be the principal academic body of IARE and shall, subject to the provision of the rules of the institution, co-ordinate and exercise general supervision over the academic policy of the institution. The composition of the Academic Council shall be as under

- Vice Chancellor – Chairperson
- Pro Vice Chancellor /Rector
- Deans of Faculties of the Schools and Heads of the Departments or Centres
- Up to ten Professors (excluding those who are Deans of Schools and Heads of Departments or Centers) by rotation, to be nominated by the Vice-Chancellor giving due regard to the representation of different Schools or Departments or Centers;
- Up to five Associate Professors from departments or Centres other than the heads of the departments or Centres, by rotation, to be appointed by the Vice-Chancellor;
- Up to five Assistant Professors from the departments or Centres other than the heads of the departments or Centres, by rotation, to be appointed by the Vice-Chancellor;
- Six persons of repute from amongst the educationists or experts for their specialized knowledge, who are not in the service of the institution Deemed to be University, nominated by the Vice Chancellor; and
- Registrar, who shall be the ex-officio Secretary of the Academic Council.
- The representation of different categories shall be through rotation and not through an election and the term of members, other than the ex-officio members, shall be three years and the Controller of Examination shall be the permanent invitee to the meetings of the Academic Council.

b) Powers and Functions of Academic Council:

Subject to the provisions of these regulations and rules of the IARE, the Academic Council shall, in addition to all other powers vested in it, have the following powers, namely

- To exercise general supervision over the academic policies of the institution Deemed to be University and to give directions regarding methods of instruction, co-ordination of teaching among departments or faculties or schools or centers, evaluation of research and improvement of academic standards;
- To bring about and promote inter-departmental, inter-faculty, inter-school, inter-center co-ordination and to establish or appoint such committees or boards, as may be deemed necessary for the purpose;
- To consider matters of general academic interest either on its own initiative, or on a reference by a department or faculty or school or Centre or the Executive Council, and to take appropriate action thereon;
- To prescribe courses or programmes of study leading to degree and diploma of the institution Deemed to be University;
- To make arrangements for the conduct of examinations in conformity with the rules and bye-laws of the institution Deemed to be University;
- To maintain proper standards of the examination;
- To recognize diplomas and degrees of universities and other Institutions and to determine equivalence with the diplomas and degrees of the institution Deemed to be University
- To institute Fellowships, Scholarships, Medals, Prizes, etc. to frame rules covering the academic functioning of the institution Deemed to be University, admissions, examinations, award of fellowships and studentships, free-ships, concessions, attendance, discipline, residence, etc.;
- To take a periodical review of the activities of the departments or Centres and to take
- Appropriate action to maintain and improve the standards of instruction;
- To recommend the institution of teaching posts (Professors, Associate Professors, and Assistant Professors) to the Executive Council;
- To make recommendations to the Executive Council for the establishment or abolition of departments or Centres or Schools or Faculties, etc.
- To exercise such other powers and to perform such other duties, as may be conferred or imposed upon it by the rules of the institution.

c) Meeting of Academic Council

The Academic Council shall meet as often as necessary but not less than four times (at least two times in a semester) during an academic year with not less than seven days prior notice being given before every meeting of the Academic Council and emergency meetings may be convened at a shorter notice, for reasons to be recorded in writing for such emergency meeting.

One-third of the total number of members of the Academic Council shall constitute the quorum for the meeting of the Academic Council. Each member, including its Chairperson, shall have one vote, and decisions at the meetings of the Academic Council shall be taken by simple majority; and in case of a tie, the Chairperson shall have a casting vote. Any business that may be necessary for the Academic Council to perform, which is urgent in nature, shall be carried out by circulation amongst its members.

d) Board of Studies

There shall be one Board of Studies for each Department or School in IARE.

Subject to the overall control and supervision of the Academic Council, the functions of the Board of Studies shall be to approve subjects for various degrees and other requirements of research degrees and to recommend to the concerned School Board in such manner as may be prescribed by the rules of the institution regarding-

- Courses of studies
- Measures for the improvement of the standards of teaching and research.
- Appointment of supervisors for research

The powers and functions of the Board of Studies shall be prescribed by the rules of the institution.

The composition of the Board of Studies shall be

1) Dean of School or Head of the department - Chairperson
2) All Professors of the school or department
3) Two Associate Professors of the school or department, by rotation
4) Two Assistant Professors of the school or department, by rotation
5) Two external experts to be co-opted for their specialized knowledge

The composition of Board of Studies is shown in figure 17.1.

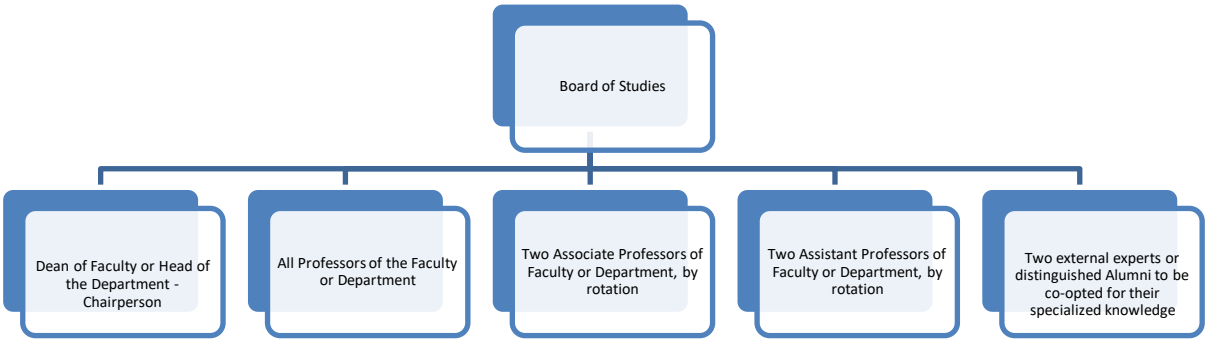


Figure 17.1 Board of Studies

e) Finance Committee

The composition of the Finance Committee shall be

1. Vice Chancellor - Chairperson
2. Pro Vice-Chancellor / Rector
3. One person nominated by the society
4. Three persons nominated by the Executive Council, out of whom at least one shall be a member of the Executive Council
5. Three persons nominated by the Chancellor;
6. Finance Officer-Secretary (ex-officio)

All members of the Finance Committee other than ex-officio members shall hold office for a term of three years.

The Finance Committee shall meet at least four times in an academic year (at least twice each semester) to examine the accounts and scrutinize the proposals for expenditure and one-third of the total number of members of the Finance Committee shall form the quorum for a meeting. All proposals relating to the creation of posts and those items which have not been included in the Budget, shall be examined by the Finance Committee before the Executive Council considers them and to decide waiver in fees, the establishment of scholarships, free ships and any other financial benefits. The annual accounts and financial estimates of the institution Deemed to be University prepared by the Finance Officer shall be laid before the Finance Committee for consideration and comments and thereafter the same shall be submitted to the Executive Council for approval. The Finance Committee shall recommend limits for the total recurring and non-recurring

expenditures for the year, based on the income and resources of the institution.

Key Governance Bodies & Roles

Body	**Responsibility**
BoG	Apex decision-making and strategic oversight
Academic Council	Curriculum, policy, and academic governance
Finance Committee	Budgeting, financial planning, and auditing
IQAC	Quality assurance, internal benchmarking
Administrative Reforms Cell	Operational efficiency and grievance redressal
Policy & Strategic Affairs Unit	Drafts institutional policy & tracks national education trends

Technology-Driven Governance Tools

- Campus-wide ERP Platform (Academics, Finance, HR, Admissions, Exams)
- Governance KPIs Dashboard linked to NIRF, NAAC, NBA metrics
- Biometric-integrated HRMS
- Automated MIS Reports for statutory submissions
- Cloud-based document management and workflow automation
- 360-Degree Feedback and stakeholder satisfaction analytics

Measurable Governance KPIs

Area	**Performance Metrics**
Efficiency	Time to decision, file disposal rate
Autonomy Index	Budget delegation, policy creation at department level
Digital Governance	% of transactions done paperless
Stakeholder Satisfaction	Annual feedback scores from students, faculty, industry
Compliance & Ranking	NIRF, NAAC, NBA, QS scores, number of governance reforms

Expected Outcomes by 2041

- Fully autonomous, digitized, and benchmarked governance structure
- Global recognition for transparent and responsive administrative systems
- Recognition as a Deemed to be University of national importance
- A role model for institutional governance across India and Asia

18. Indian Knowledge System (IKS) at IARE Deemed to be University

IARE Deemed to be University envisions integrating the Indian Knowledge System (IKS) as a core element of its academic, research, and community engagement framework. The IKS represents India's vast repository of indigenous wisdom, philosophical traditions, scientific advancements, and cultural heritage developed over thousands of years. This encompasses fields as diverse as mathematics, astronomy, metallurgy, architecture, medicine (Ayurveda, Siddha, Unani, Yoga), arts, music, literature, governance, agriculture, and environmental stewardship.

a) Academic Integration

The University shall embed IKS into its curriculum through multidisciplinary courses, project-based learning, and elective subjects. Students will explore ancient Indian contributions to science and technology, such as the Sulbasutras in geometry, Panini's grammar as a precursor to computational linguistics, and sustainable agricultural practices from Vedic and post-Vedic eras. This approach fosters a sense of pride in indigenous heritage while enhancing critical thinking through comparative studies with modern knowledge systems.

b) Research and Innovation

IARE will establish a Centre for Indian Knowledge Systems dedicated to scholarly research, documentation, and innovation inspired by traditional knowledge. Research projects will focus on integrating ancient wisdom with modern science for example, biomimicry in engineering inspired by temple architecture, herbal bioengineering based on Ayurveda, and eco-design principles from ancient water management systems. Collaborative research with national and international institutions will promote global recognition of IKS-based innovations.

c) Cultural Preservation and Promotion

Through cultural festivals, guest lectures, and workshops, IARE will create platforms to engage students and the community with classical arts, Sanskrit literature, Indian philosophical schools, and folk traditions. The University will host annual IKS Conclaves where scholars, artisans, and innovators converge to share knowledge and best practices.

d) Sustainable Development and Global Relevance

IARE will align its IKS initiatives with the United Nations Sustainable Development Goals (SDGs) by drawing on indigenous approaches to sustainability such as organic farming, renewable energy concepts found in ancient treatises, and traditional water harvesting methods. This strengthens India's global contribution to climate resilience and sustainable growth.

e) Skill Development and Entrepreneurship

IARE will promote skill-based training rooted in IKS ranging from traditional craft-making to herbal product development bridging ancient craftsmanship with modern entrepreneurial models. This will create employment opportunities and encourage social entrepreneurship grounded in cultural identity.

f) Digital Preservation and Outreach

A dedicated Digital IKS Repository will archive manuscripts, oral histories, and multimedia resources, ensuring that traditional knowledge is preserved, indexed, and made accessible to researchers worldwide. AI-based translation and annotation tools will be employed for greater reach.

Vision Statement:

"To integrate India's timeless wisdom with modern education and research, fostering innovation, sustainability, and global leadership rooted in cultural heritage."

Through this strategic focus, IARE Deemed to be University will not only contribute to the national mission of revitalizing Indian Knowledge Systems but also empower its students to become knowledge leaders with deep cultural roots and forward-looking perspectives.

19. Sustainable Growth

Sustainable growth at IARE is envisioned as a balanced and inclusive development strategy that integrates environmental responsibility, social equity, and economic viability into the academic and operational framework of the institution. It aligns with India's National Education Policy (NEP) 2020, the United Nations Sustainable Development Goals (SDGs), and the vision of creating a globally reputed, future-ready university.

Key Pillars of Sustainable Growth at IARE:

a) Environmental Sustainability

IARE has embedded eco-conscious practices into its campus infrastructure and daily operations:

- **Green Campus** initiative with solar power systems, rainwater harvesting, green landscaping, and efficient waste management.
- **Energy-efficient buildings** certified for environmental standards (LED lighting, natural ventilation).
- Promotion of **paperless governance** through digital ERP and LMS systems.

- **Sustainability-focused courses** integrated into engineering and management curricula to instill environmental ethics.

b) Academic and Programmatic Sustainability

- Introduction of interdisciplinary and industry-relevant programs (AI-ML, Robotics, Environmental Engineering, Smart Mobility).
- Emphasis on experiential learning, research-based education, and lifelong learning opportunities.
- Strengthening online learning and micro-credentials to extend academic reach.

c) Social and Community Responsibility

- Launch of structured Institutional Social Responsibility (ISR) programs in health, digital literacy, rural development, and youth empowerment.
- Active NSS, NCC, and Unnat Bharat Abhiyan cells driving grassroots impact.
- Collaboration with NGOs and local bodies for sustainable community engagement.

d) Economic Sustainability

- Strategic diversification of revenue through consultancy, industry-funded research, online education, patents, and alumni contributions.
- Implementation of robust financial planning, budgeting, and auditing to ensure long-term viability.

Sustainability Goals and Roadmap (2026–2031):

Focus Area	Target	Timeline
Carbon-Neutral Campus	Achieve 50% solar energy use and reduce carbon emissions by 30%	By 2027
Green Building Expansion	Add two new green-certified academic blocks and one hostel	By 2028
Curriculum Integration	Introduce SDG-aligned courses and 3 interdisciplinary programs	2026–2027
Digital Transformation	90% paperless processes and automation of academic operations	By 2027
Research Sustainability	Increase funding from sustainable technology projects by 40%	By 2030

IARE's vision of sustainable growth is deeply rooted in its academic mission and societal responsibility. By embedding sustainability across operations,

research, infrastructure, and student engagement, IARE strives to emerge as a national model for future-ready and responsible higher education.

20. Adaptability and Innovation

In an era of rapid technological evolution, shifting workforce demands, and global uncertainty, adaptability and innovation stand as foundational pillars of IARE's long-term vision. The institute has consistently demonstrated its commitment to remaining agile, forward-thinking, and resilient to change both in academic and administrative ecosystems.

a) Responsive Curriculum Design

IARE practices a dynamic curriculum development model that evolves based on:

- Regular inputs from industry advisory boards, alumni, and academic councils
- Integration of emerging technologies such as AI, IoT, Blockchain, and Quantum Computing
- Incorporation of interdisciplinary electives, value-added certifications, and skill-based modules

This ensures that programs remain relevant, futuristic, and employment-oriented, addressing the ever-changing needs of the economy.

b) Institutional Agility

IARE has exhibited significant agility in:

- Quickly shifting to online and blended modes of education during the COVID-19 pandemic
- Adopting digital governance tools including e-governance which include campus management system, learning management system, e-Exam desk, AKAKSHA, IARE YouTube channel, cloud-based learning platforms, and e-office systems.
- Enabling remote laboratory access and virtual internships for students

This flexibility empowers the institution to maintain continuity and effectiveness during disruptions.

c) Innovation Ecosystem

To foster a culture of creativity and applied innovation, IARE has established:

- Innovation and Entrepreneurship Development Centers (IEDC) and Incubation Centers.
- Regular conduct of Hackathons, Ideathons, Start-up Boot camps, Competency Building Certifications and short term training programs and Design thinking workshops

- Funding support and mentoring for student startups, research prototypes, and patent filings

These initiatives nurture innovative problem-solving mindsets among students and faculty alike.

d) Data-Driven Decision Making

IARE embraces data analytics for:

- Student learning analytics to personalize pedagogy and track performance
- Predictive analytics for admissions, placement forecasting, and resource allocation
- Strategic planning based on AI-powered dashboards and real-time feedback mechanisms

This empowers timely interventions, optimized resource use, and evidence-based policy formulation.

e) Faculty Empowerment and R&D Culture

- Faculty are incentivized for innovation through seed grants, sabbaticals, and recognition programs
- Training in emerging pedagogies, tools, and research methods through FDPs and global certifications
- Active encouragement of interdisciplinary and translational research

IARE's commitment to adaptability and innovation ensures it remains future-ready and student-centered. By aligning institutional policies, academic structures, and cultural values with a mindset of continuous improvement and experimentation, the institute not only withstands external shifts but thrives through them positioning itself as a model for new-age education and innovation leadership.

21. Teaching and Learning

At the Institute of Aeronautical Engineering (IARE), Teaching and Learning is the cornerstone of academic excellence, driven by a learner-centric, outcomes-based approach that aligns with NEP 2020, accreditation standards (NBA, NAAC), and global best practices. The pedagogy emphasizes not only knowledge delivery but also skill development, critical thinking, creativity, and innovation.

The teaching–learning process is designed to be student-centric, outcome-based, and aligned with global academic practices. The University emphasizes holistic education by blending theory with practical applications, fostering innovation, creativity, and lifelong learning.

- **Outcome-Based Education (OBE)**
  The curriculum is structured on the principles of OBE, ensuring that every course and program has clearly defined learning outcomes. These outcomes are mapped to graduate attributes such as critical thinking, problem-solving, ethical reasoning, and professional competence.

- **Innovative Pedagogies**
  Faculty adopt a mix of traditional and modern pedagogical practices, including case-based learning, project-based learning, flipped classrooms, problem-solving sessions, and ICT-enabled teaching. The use of digital platforms, e-learning resources, and virtual laboratories ensures flexibility and accessibility in learning.

- **Research and Innovation Integration**
  The teaching process is closely integrated with research activities, encouraging students to engage in mini-projects, internships, and industry-based research. This nurtures an inquiry-driven learning culture and promotes innovation, patents, and entrepreneurship.

- **Experiential and Practical Learning**
  Laboratories, industry visits, internships, and live projects are embedded in the curriculum to provide experiential learning opportunities. Collaboration with industries, research institutions, and international universities ensures that students gain real-world exposure and global perspectives.

- **Continuous Assessment and Feedback**
  A balanced approach to continuous assessments is implemented to ensure comprehensive evaluation. Continuous internal assessment methods include quizzes, online evaluations, complex engineering problem-solving, case studies, real-world challenges, codeathons, and project reviews to effectively monitor student progress. Constructive feedback provided by faculty is systematically integrated to support and enhance students' academic performance.

- **Faculty Development and Mentoring**
  Faculty are regularly trained in pedagogy, digital teaching tools, and research methodologies to keep pace with global standards. A strong mentoring system is in place, where faculty mentors guide students in academics, research, career planning, and personal growth.

- **Blended and Lifelong Learning**
  The University promotes blended learning through MOOC platforms (SWAYAM, Coursera, edX) and encourages students to pursue self-directed learning. This equips them with the skills for continuous professional development and adaptability in a rapidly changing world.

- **Inclusive and Value-Based Education**
  The teaching–learning process emphasizes inclusivity, ensuring that diverse learners are supported through remedial classes, bridge courses, and skill enhancement programs. Courses on ethics, sustainability, and Indian Knowledge Systems instil values and cultural grounding.

- **Feedback-Driven Improvements**
  Regular feedback from students, alumni, employers, and industry experts is collected and analysed to improve pedagogy, curriculum, and overall teaching learning effectiveness.

The data collection and analysis in teaching and learning is as shown in figure 21.1

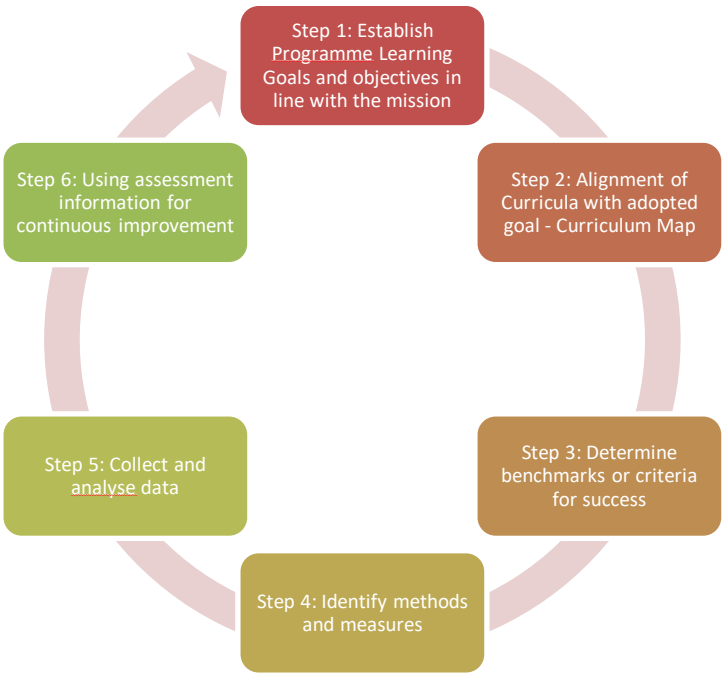


Figure 21.1 Teaching Learning Process

21.1 Academic Evaluation

- **Course-Level Evaluations**: Continuous Internal Evaluation (CIE) through quizzes, assignments, mid-term exams, and class participation; end-semester assessments evaluate attainment of Course Outcomes (COs).

- **Program Outcome Attainment**: Mapping and analysis of COs to Program Outcomes (POs) and Program Specific Outcomes (PSOs) for every program, supported by Bloom's taxonomy.
- **Student Feedback**: Collected each semester via online tools; reviewed by the Academic Council for curriculum, pedagogy and infrastructure enhancement.
- **Faculty Performance Appraisal**: Based on teaching effectiveness, student feedback, research output, mentoring quality, and course innovation.

a) Administrative and Institutional Performance

- **Strategic Plan Review**: Annual assessment of goals, KPIs, and deliverables outlined in the Institutional Development Plan, with mid-course corrections as needed.
- **Internal Quality Assurance Cell (IQAC)**: Conducts annual academic and administrative audits to ensure adherence to NAAC/NBA/UGC norms and institutional policies.
- **Departmental Reviews**: Departments undergo annual performance reviews including teaching, research, industry interaction, and extension activities.

b) Curriculum Delivery and Innovation

- **Choice-Based Credit System (CBCS)** aligned with NEP 2020, allowing students to choose courses across disciplines, including regional language electives and Indian Knowledge System courses. A three-pronged approach is adopted to ensure student success in achieving their goals, encompassing the Academic Track, the Career Development and Counseling Track, and the Competency-Building Track.
- **Active Learning Strategies:** Use of flipped classrooms, peer instruction, case studies, high impact projects, industry internships and group discussions to promote critical thinking and collaboration.
- **Skill Integration:** Embedding 21st-century skills such as problem-solving, creativity, communication, value added courses, competency building skill certifications, training programs and digital literacy into the curriculum.

c) Research and Innovation in Teaching

- Faculty integrate cutting-edge research findings into teaching content, ensuring students stay updated with industry and scientific advancements.
- Professors of Practice and industry experts co-teach curriculum specialized courses, bringing practical insights and contemporary perspectives to the classroom.

- Encouragement of undergraduate research and high impact projects, hackathons, and innovation challenges to foster creativity and entrepreneurship.
- Regular tracking of publications, patents, consultancy, and funded research projects through a centralized research dashboard.

d) Student Learning Outcomes and Graduate Attributes

- **Graduate Surveys**: Conducted within one year of graduation to assess the relevance and effectiveness of academic programs.
- **Alumni Tracking**: Outcomes such as employment, higher studies, or entrepreneurship are monitored to evaluate long-term program impact.

e) Institutional Benchmarking

- **External Evaluation**: Participation in NIRF, ARIIA, ATAL Ranking, and other national/international assessments.
- **Peer Institution Comparison**: IARE benchmarks performance data with leading institutions regionally and nationally.

f) Faculty Development and Support

- Regular ATAL Faculty Development Programs (FDPs)**,** workshops, and training in outcome based education (OBE) pedagogical innovations, ICT tools, and research methodology**.**
- Peer mentoring and cross-departmental teaching collaborations to exchange best practices.

g) Student-Centric Support

- **Mentoring and Counselling:** Each student is assigned a faculty mentor for academic and personal guidance.
- Special counselling sessions are conducted to assess the SWOT analysis of students based on the special programs such as **Jaanpehachan,** and **Darpan** during first year and third year respectively.
- **Remedial and Bridge Courses:** The institute has developed a roadmap in place for the student success titled as employability success index for advanced, active and slow learners. Additional sessions for slow learners and advanced modules for high achievers are part of the curriculum.
- **Open Labs and Extended Library Hours:** 24/7 access to laboratories and extended library timings (6 AM to 4 AM) to support continuous learning

h) Continuous Improvement

- **Corrective Action Plan**: Formulated based on evaluation results, audits, and stakeholder feedback.
- **Action Taken Reports**: Prepared annually and reviewed by the Board of Management and Academic Council.

This robust and data-driven evaluation framework ensures that IARE remains aligned with its vision of academic excellence, accountability, and innovation while adhering to regulatory expectations and meeting the evolving needs of all stakeholders.

i) Continuous Quality Improvement (CQI)

Based on feedback and recommendations from external agencies, a Continuous Quality Improvement cycle is implemented. The Internal Quality Assurance Cell (IQAC) integrates these suggestions into strategic planning, faculty development, infrastructure upgradation, and student-centric practices.

This rigorous external review and accreditation strategy ensures that IARE remains compliant with national regulations, attains global benchmarks, and fosters a culture of excellence, transparency, and innovation.

22. Data Analysis

Data analysis is a cornerstone for informed decision-making at the Institute of Aeronautical Engineering (IARE). The institution adopts a data-driven approach across all academic, administrative, financial, and research activities to enhance institutional effectiveness, transparency, and strategic planning.

a) Data Collection Mechanisms

IARE has institutionalized robust data collection practices through digital platforms and through e-Governance systems. Sources include:

- Student academic performance data from Learning Management Systems (LMS), campus management system (CMS), and examination portals (e-Exam desk).
- Faculty workload, research output, and teaching effectiveness via Faculty Information Systems.
- Feedback from stakeholders including students, parents, alumni, and employers.
- Library usage, laboratory efficiency, placement statistics, and attendance tracking tools.

b) Data Analysis and Reporting Framework

- **Descriptive Analysis:**
  Trends in admissions pass percentages, placement rates, student progression, and faculty research publications are periodically analyzed to identify strengths and gaps.

- **Predictive Analysis:**
  Advanced analytics are used to forecast enrollment trends, predict student dropouts, and assess program demand using historical data and AI-powered tools.
- **Diagnostic Analysis:**
  Root cause analysis is performed for underperformance in courses, low placement conversion, or student attrition to aid in targeted intervention.
- **Prescriptive Analysis:**
  Actionable strategies are generated from data trends to improve curriculum delivery, enhance support services, and optimize resource utilization.

c) Decision Support System

A centralized Decision Support System integrates data from academics, finance, research, and HR, supporting top management in evidence-based planning. Key performance dashboards are accessible to stakeholders for transparency and governance.

d) Integration with IQAC

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in collecting and analyzing data for:

- Curriculum feedback and course outcomes
- Research and consultancy metrics
- NAAC/NBA/NIRF documentation
- Institutional benchmarking and improvement tracking

e) Outcome-based Improvements

Insights drawn from data analysis have directly led to:

- Curriculum revisions aligned with industry needs
- Targeted training and placement interventions
- Faculty development programs based on teaching effectiveness data
- Resource allocation for high-demand labs and programs

Through a mature and evolving data analytics culture, IARE ensures continuous improvement, strategic alignment, and regulatory compliance. Data is not just a compliance tool but a strategic asset for transformation and excellence in higher education.

23. Continuous Improvement

Continuous improvement at IARE is embedded as a core institutional philosophy to ensure sustained excellence, relevance, and competitiveness in higher education. The institute fosters a culture of iterative enhancement through data-driven strategies, stakeholder engagement, and alignment with national and international benchmarks.

a) Action Plans

IARE formulates strategic and tactical action plans annually based on the outcomes of internal audits, feedback mechanisms, and performance reviews. These plans are:

- **Goal-Oriented:** Each department defines SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals aligned with the overall strategic objectives.
- **Departmental and Institutional Levels:** Plans span across academic, research, administrative, and student services domains.
- **Monitored Regularly:** Action plan progress is reviewed quarterly by the IQAC and reported to the Governing Body for mid-course corrections.

Examples of recent action plans include:

- Introducing industry-aligned electives based on placement trends.
- Expanding digital learning infrastructure based on student learning analytics.
- Enhancing alumni engagement based on graduate feedback.

b) Benchmarking

IARE systematically benchmarks its performance against:

- **National Standards:** NAAC, NBA, NIRF, and AISHE metrics.
- **Peer Institutions:** Regular comparison with top-performing engineering colleges in the region and deemed universities across India.
- **Global Practices:** Incorporation of best practices from international partner institutions and global ranking frameworks.

Benchmarking data is used to set targets, identify gaps, and emulate best-in-class practices across all functional areas.

c) Iterative Process

The improvement model followed by IARE is a continuous Plan-Do-Check-Act (PDCA) cycle:

- **Plan:** Define goals based on performance metrics and stakeholder needs.
- **Do:** Implement changes through structured interventions, training, or resource allocation.
- **Check:** Evaluate the effectiveness through KPIs, surveys, and audits.
- **Act:** Institutionalize successful changes and revise strategies as needed.

This cyclical approach ensures that the institution evolves responsively to internal insights and external dynamics, fostering a proactive learning environment.

Through well-defined action plans, effective benchmarking, and a systematic iterative process, IARE ensures that every aspect of institutional functioning is continuously assessed and improved. This commitment to ongoing

enhancement enables IARE to uphold high standards of quality and remain agile in a rapidly changing educational landscape.

24. Strategies

Strategies to Adopt for the Growth of IARE as a Deemed to be University

To evolve as a nationally and internationally recognized institution of excellence, the Institute of Aeronautical Engineering (IARE) proposes a comprehensive strategy encompassing academic quality, research advancement, community engagement, fiscal responsibility, and organizational resilience.

a) SWOC Analysis

Strengths:

- Strong NAAC/NBA accreditations, NIRF rankings
- Experienced faculty and robust student support services
- Industry collaboration and placement track record

Weaknesses:

- Limited global presence and research funding
- Need for stronger alumni engagement and IP commercialization

Opportunities:

- Expansion into interdisciplinary programs and online education
- Government initiatives supporting innovation and entrepreneurship

Challenges:

- Talent retention in competitive academic markets
- Funding sustainability in changing policy environments

b) Curriculum Alignment for Academic Excellence

- Revise curriculum regularly with industry input and global academic standards
- Integrate emerging areas: AI, Data Science, advanced manufacturing and materials, additive manufacturing, Quantum Computing, Robotics, Green Tech, Cyber Security.
- Promote interdisciplinary and experiential learning

c) Create a Learning Environment Conducive to Student Success

- Establish Academic Success Centers and Learning Resource Hubs
- Foster peer mentoring, flipped classrooms, and personalized learning
- Introduce life-skills training and mental health support services

d) Recruit and Retain a Nationally/Internationally Recognized Diverse, Learning-Centered Faculty and Staff

- Attract faculty with strong academic and research portfolios

- Offer sabbaticals, research grants, and wellness incentives
- Facilitate international faculty exchange and adjunct collaborations

e) Research and Innovation
- Establish research clusters in AI, Aerospace, Renewable Energy, etc.
- Foster a culture of innovation, design thinking, and grant writing
- Incentivize publications in Scopus/SCI-indexed journals and patents

f) Proposed Research Centres
- Centre for Smart Mobility & Aerospace Technologies
- Centre for Quantum Computing
- Centre for Sustainable Energy and Climate Action
- Centre for Industry 4.0 & Digital Manufacturing

g) Build a National and International Research Reputation
- Collaborate with IITs, IISc, foreign universities, and R&D labs
- Host international conferences and faculty development programs
- Encourage joint publications and cross-border research projects

h) Foster Discovery at All Levels in the Educational Pipeline
- Integrate undergraduate research programs
- Promote project-based learning, innovation clubs, hackathons
- Establish internal research seed funding for students and faculty

i) Translate Research and Development Efforts into Jobs, New Products and Economic Development
- Incubate startups under the IARE Innovation & Entrepreneurship Cell
- Collaborate with industry for problem-driven research
- Facilitate IP creation, technology transfer, and industry placements

j) Community Engagement
- Implement community-based projects, digital literacy programs
- Adopt nearby villages and schools for social development
- Promote civic responsibility and environmental stewardship

k) Infuse Community Engagement into the Curriculum
- Integrate service-learning and social innovation modules
- Offer credit-based courses on sustainability and ethics
- Collaborate with NGOs, government bodies, and social enterprises

l) Organizational Excellence
- Implement ERP for academic and administrative transparency
- Strengthen IQAC and institutional audit processes
- Promote decentralization and agile decision-making

m) Establishment of Online Technology Platform

- Launch the IARE Online Academy for MOOCs, certifications
- Partner with NPTEL, Coursera, SWAYAM, and private providers
- Offer hybrid and flexible learning options to students and professionals

n) Encourage and Support Faculty and Staff Professional Development and Wellness Programs

- Regular FDPs, wellness retreats, and leadership training
- Access to online learning portals and international fellowships
- Wellness initiatives including yoga, fitness, and counseling

o) Enhance Fiscal and Operational Effectiveness

- Implement zero-based budgeting and performance-based allocation
- Streamline procurement, maintenance, and resource utilization
- Leverage analytics for decision-making and cost savings

p) Generate Increased Revenue

- Increase intake through high-demand and international programs
- Commercialize research and IP assets
- Establish continuing education and executive training units

q) Infrastructure Relevance

- Expand academic blocks, hostels, innovation centers
- Upgrade digital classrooms, studios, and virtual labs
- Enhance sustainability through solar, green, and smart infrastructure

r) Enhance the Effectiveness of Facilities/Technology Investments

- Align infrastructure with academic and research goals
- Regularly audit lab utilization and IT assets
- Provide 24/7 cloud-based LMS and digital library access

s) Establish and Enhance Strong Fiscal Oversight

- Constitute a Finance Oversight Committee
- Quarterly audits and compliance reporting
- Monitor long-term investment and capital projects

t) Establish a System of Shared Governance

- Engage faculty, staff, and students in institutional decision-making
- Form cross-functional committees for planning and evaluation
- Promote transparency and inclusiveness in governance

u) Expected Outcomes and Benefits

- Recognition as a top-tier Deemed University with national/global acclaim
- High employability and entrepreneurial capability among graduates
- Significant contributions to research, innovation, and community welfare

- Robust internal systems ensuring institutional agility and sustainability

By adopting a comprehensive and integrated strategic approach encompassing curriculum reform, research excellence, community engagement, financial sustainability, and organizational transformation, IARE is well-positioned to evolve into a Deemed University of national eminence. The vision is not only to educate but also to innovate, engage, and impact society meaningfully.

25. Outreach

Community Engagement Initiatives: Education and Outreach Programs
Community engagement is a vital pillar for institutions striving to integrate societal impact with academic excellence. For IARE Deemed to be University, structured community outreach programs not only fulfill social responsibility but also enhance experiential learning, promote inclusivity, and strengthen institutional visibility and trust.

a) Education and Outreach Programs

1. School and Rural Education Initiatives
- **Adopt-a-School Program**: Faculty and students regularly engage with government schools in nearby rural areas to provide teaching assistance, STEM demonstrations, digital literacy, and infrastructural support.
- **Poverty alleviation** of tribal women through technology interventions to enhance the income through Mechanized practices to improve the quality of products their by quality of life.
- **Mobile Science and Computer Labs**: Deployment of mobile labs to provide hands-on science and computer training in underserved communities.
- **Scholarships and Bridge Courses**: For meritorious but economically disadvantaged students from local areas.

2. Digital Inclusion
- **Digital Literacy Drives**: Targeting homemakers, farmers, and rural youth to promote use of smartphones, UPI, e-governance portals, and online learning.

3. Skill Development and Vocational Training
- Collaboration with NSDC, APSSDC, and local industries to:
  - Offer certificate courses in plumbing, welding, tailoring, coding, data entry, solar panel installation, etc.
  - Encourage entrepreneurship through startup mentoring and microfinance facilitation.

4. Health and Wellbeing Campaigns

- **Medical and Eye Camps**: Conducted in partnership with NGOs and hospitals.
- **Mental Health Awareness Drives**: With psychology departments and student volunteers.
- **Menstrual Hygiene Awareness**: Programs conducted for adolescent girls in nearby villages.

5. Environmental Sustainability Drives

- Tree Plantation Drives, Lake Cleaning Campaigns, and Plastic-Free Campus Outreach led by NSS/NCC.
- Workshops on Sustainable Farming and Water Conservation in partnership with agricultural universities.

6. Citizen Science and Innovation Fairs

- Organize Innovation Melas and Science Fairs in collaboration with schools and panchayats to spark curiosity and showcase low-cost, real-world solutions designed by students.

7. Awareness and Legal Literacy Programs

- **Cyber Awareness Workshops** for villagers on fraud prevention, safe digital practices.
- **Legal Aid Clinics** in association with legal institutions to promote awareness of rights and government schemes.

8. Community-Integrated Curriculum

- Embed service-learning modules into degree programs where students work on real-life problems of adopted villages (e.g., solar street lights, e-health kiosks, agri sensors).

9. Alumni and CSR Engagement

- Involve alumni working in social sectors or CSR roles to:
  - Fund projects, mentor student volunteers
  - Create community labs and innovation hubs

Expected Outcomes

- Improved institutional social credibility and visibility
- Experiential learning for students through real-world societal challenges
- Better outreach metrics for NAAC, NIRF, and ARIIA
- Long-term sustainable partnerships with government and NGOs

26. Health and Wellness Initiatives

Health and wellness are foundational to student success, faculty productivity, and a vibrant academic community. IARE Deemed to be University is committed to fostering a holistic health ecosystem that

prioritizes physical, mental, emotional, and social well-being of its students, faculty, and staff through structured wellness initiatives, support services, and awareness programs.

a) Objectives

- Promote a healthy campus culture through preventive, curative, and promotive health services.
- Address the physical and mental health needs of all stakeholders.
- Encourage lifestyle practices that improve overall wellness and work-life balance.
- Integrate well-being as a strategic component in academic and administrative planning.

b) Physical Health Initiatives

1. **On-Campus Health Centre**
    - Fully equipped with medical officers, nurses, and paramedics.
    - Availability of general outpatient services and emergency care.
    - Tie-ups with local hospitals for referrals and diagnostics.
2. **Annual Health Check-ups**
    - Regular medical screening for students, faculty, and staff.
    - Special drives for eye, dental, gynecological, and ENT care.
3. **Vaccination Drives**
    - Immunization programs for Hepatitis, COVID-19, and seasonal influenza.
4. **Fitness Infrastructure**
    - Gymnasium, yoga center, indoor sports arena, and walking tracks.
    - Weekly fitness and aerobic sessions.

c) Mental Health and Emotional Well-being

1. **Counseling and Psychological Support Services**
    - Trained professional counselors available on campus.
    - Confidential sessions for stress, anxiety, depression, and exam pressure.
2. **Workshops and Awareness Campaigns**
    - Seminars on mental health literacy, suicide prevention, and stress management.
    - Campaigns during Mental Health Week and International Yoga Day.

3. **Peer Support Network**
   - Student-led wellness clubs and peer listener programs to create a safe space for dialogue.

d) Wellness Education and Lifestyle Programs

- **Yoga and Meditation Classes**: Daily and weekly sessions for all age groups.
- **Nutrition and Diet Guidance**: Seminars on healthy eating, hydration, and sleep hygiene.
- **Substance Abuse Prevention**: Awareness programs on tobacco, alcohol, and drug risks.

e) Faculty and Staff Wellness

- **Wellness Leave and Flexible Work Hours**: For stress mitigation and caregiving support.
- Annual Retreats and Recreational Activities
- Professional Development on Work-Life Balance and Burnout Prevention

f) Digital Wellness Initiatives

- Webinars on digital detox, posture correction, and screen-time management.
- Health monitoring through university apps and wearable integrations for fitness tracking.

g) Monitoring and Feedback

- Regular wellness surveys for needs assessment.
- Health dashboards for tracking participation and outcomes.
- Integration with institutional NAAC and NIRF indicators for stakeholder well-being.

Expected Outcomes

- Enhanced academic productivity, attendance, and retention.
- Reduced stress and improved emotional resilience.
- A safe, inclusive, and empathetic learning environment.
- Improved institutional image as a well-being-focused university.

27. Environmental Sustainability

Environmental sustainability at IARE Deemed to be University is embedded in its core vision to be a green, responsible, and future-ready campus. The institution is committed to reducing its ecological footprint, promoting environmental consciousness among students and staff, and integrating sustainability into academics, infrastructure, and operations. The university adopts a “whole-

institution approach", addressing energy, water, waste, transportation, and biodiversity while contributing to national goals such as the UN Sustainable Development Goals (SDGs) and India's Climate Action Plan.

a) Strategic Objectives

- Reduce campus carbon emissions through energy efficiency and green practices.
- Integrate environmental sustainability in curriculum, research, and outreach.
- Promote sustainable resource use (water, energy, paper, etc.).
- Foster a culture of environmental responsibility among all stakeholders.

b) Key Initiatives

1. Green Campus Development:

- Adoption of green building standards (IGBC compliant) for all new constructions.
- Implementation of solar energy systems generating a significant portion of campus electricity.
- Expansion of green cover through extensive tree plantation drives and medicinal gardens.

2. Energy and Resource Efficiency:

- Installation of LED lighting, energy-efficient HVAC systems, and smart metering.
- Solar-powered street lights and motion-sensor lights in academic blocks.
- Implementation of Energy Management Systems (EMS) to monitor usage and optimize savings.

3. Water Conservation and Management

- Rainwater harvesting structures across the campus.
- Reuse of treated water from Sewage Treatment Plant (STP) for gardening and sanitation.
- Smart water flow meters and drip irrigation systems to prevent wastage.

4. Waste Management and Recycling

- Segregation of waste at source – biodegradable, plastic, electronic, and hazardous.
- Campus-wide zero plastic initiative and paperless administration efforts.
- Organic waste composting units and e-waste tie-up with authorized recyclers.

5. Eco-Conscious Curriculum and Research

- Introduction of Environmental Studies and Sustainability courses in all programs.

- Student projects and faculty research focused on climate change, renewable energy, and sustainable materials.
- Participation in Swachh Campus Rankings, Unnat Bharat Abhiyan, and Green Metric Rankings.

6. Mobility and Carbon Footprint Reduction
- Encouragement of bicycle use, carpooling, and EVs on campus.
- Dedicated parking for electric vehicles (EVs) and planning for EV charging stations.
- Adoption of hybrid/virtual meeting formats to reduce travel-related emissions.

c) Awareness and Engagement Programs
- Green Ambassador Program – Students and faculty volunteers lead awareness campaigns.
- Annual Eco-Fest and Sustainability Week with events, competitions, and workshops.
- Collaborations with NGOs and government bodies for environmental awareness and field work.

d) Policy and Governance
- Formation of a Sustainability Committee for monitoring and decision-making.
- Integration of environmental goals in the Strategic Institutional Development Plan.
- Adherence to AICTE Environmental Guidelines, NAAC Green Campus norms, and ISO 14001:2015.

e) Metrics and Monitoring
- Carbon footprint assessments (Scope 1 and 2 emissions).
- Annual green audit reports (external and internal).
- Energy/water consumption per capita, % recycled waste, % solar energy usage.
- Participation in Green Rankings and Environment Scorecards.

Expected Outcomes
- Transition towards a net-zero emission campus over time.
- Enhanced environmental literacy and responsibility among students.
- Recognition as a model green university nationally and globally.
- Contributions to regional and national environmental resilience.

28. Clean-Up Campaigns

Clean-Up Campaigns at IARE Deemed to be University form an integral part of its environmental and civic responsibility initiatives. These campaigns are

designed to instill environmental consciousness, promote community engagement, and demonstrate institutional leadership in promoting sustainable practices both on and off campus. The campaigns reflect IARE's commitment to cleanliness, hygiene, and community welfare, aligned with national missions such as Swatch Bharat Abhiyan, Smart Campus Initiatives, and SDG Goal 11 (Sustainable Cities and Communities).

a) Objectives

- Promote cleanliness and hygiene awareness among students, staff, and surrounding communities.
- Inculcate civic responsibility and participatory leadership in students.
- Build sustainable partnerships with local government bodies, NGOs, and residents.
- Serve as a platform for service learning and community-based outreach.

b) Key Features

1. On-Campus Clean-Up Drives

- Regularly scheduled clean-up campaigns in academic buildings, hostels, canteens, parking areas, and green zones.
- Special focus on plastic waste elimination, poster and sticker removal, and proper disposal of electronic waste (e-waste).
- Student-led audits of cleanliness levels, followed by action-based remediation plans.

2. Adoption of Nearby Areas

- IARE has adopted local villages and urban neighborhoods under Unnat Bharat Abhiyan (UBA) and NSS initiatives.
- Clean-up campaigns conducted in public parks, roadsides, lakes, school compounds, and marketplaces.
- Awareness rallies, wall painting on sanitation themes, and street plays to sensitize the local population.

3. Participation in National Initiatives

- Active participation in the Swachhata Pakhwada, Swachh Campus Rankings, and Fit India Campaign.
- Recognition and awards received from local municipal authorities for community involvement.

4. Technological Integration

- Use of digital tools for documenting campaigns (before-after photos, geotagging).
- Students build mobile apps and dashboards to track cleanliness metrics as part of experiential learning.

- Integration of clean-up projects into project-based learning (PBL) and environmental courses.

c) Stakeholder Engagement
- Student participation via NSS, NCC, Rotaract Club, Eco Club, and Department Associations.
- Involvement of faculty mentors, support staff, and administrative leadership.
- Collaboration with Municipal Corporations, Swachh Bharat Committees, and CSR units of corporates.

d) Sustainability and Follow-Up
- Establishment of Campus Cleanliness Monitoring Cells for each department.
- **Feedback system** for reporting cleanliness issues via mobile platforms.
- **Reward and Recognition** system for volunteers and best-performing teams.

e) Outcomes and Benefits
- Improved campus hygiene and aesthetics, contributing to a conducive learning environment.
- Stronger community relations and institutional visibility.
- Increased student engagement in civic leadership and social accountability.
- Enhanced NAAC, NIRF, and AICTE scores under best practices and societal contributions.

29. Community Engagement Processes & Social Welfare

Community engagement at IARE Deemed to be University is a core strategic pillar aimed at creating mutually beneficial partnerships with local, regional, and national communities. The goal is to integrate civic responsibility with education, research, and outreach, making the university a catalyst for sustainable development and social transformation. The following outlines the institutional framework for community engagement processes:

a) Partnership and Collaboration & Needs Assessment Partnership and Collaboration:

IARE has established collaborative frameworks with:
- Local municipalities, schools, and rural panchayats.
- NGOs, self-help groups (SHGs), and CSR wings of industries.
- Government programs like *Unnat Bharat Abhiyan*, *Swachh Bharat Abhiyan*, and *Skill India*.

These partnerships aim to:

- Co-create outreach initiatives aligned with community development goals.
- Offer students and faculty real-world learning through social immersion.
- Facilitate internships, social audits, and service-learning modules.

Needs Assessment:

Before initiating any community project, a systematic needs analysis is conducted:

- Surveys and focus group discussions (FGDs) with community stakeholders.
- NSS and UBA volunteers engage in baseline studies to identify gaps in education, digital literacy, health, water, sanitation, and infrastructure.
- Data is mapped and shared with academic departments to design relevant interventions.

b) Engagement Events

IARE organizes regular events to strengthen campus-community ties:

- Health Camps, blood donation drives, and eye screening for rural populations.
- Legal awareness seminars, financial literacy workshops, and cyber hygiene sessions.
- STEM workshops, career guidance, and digital skilling programs for school children.
- Annual "IARE Gramotsav" to celebrate rural culture, innovation, and entrepreneurship.
- Cultural exchange events where communities are invited to share their heritage, cuisine, and art.

These events are coordinated by NSS, IQAC, Community Engagement Cell, and Department Clubs, with faculty guidance and institutional support.

c) Impact Assessment

To ensure accountability and continuous improvement, IARE implements:

- Pre- and post-assessment surveys to measure change in knowledge, behavior, and access.
- Feedback systems from community partners, local leaders, and beneficiaries.
- Use of impact scorecards and outcome metrics, integrated into NAAC Criterion III & VII reporting.
- Student reflection journals and faculty reports to analyze learning outcomes and community value.
- Tracking of longitudinal changes such as school retention, health indicators, or livelihood creation.

Impact insights inform future planning, enhance grant proposals, and reinforce institutional accreditation narratives.

d) Key Processes

- **Needs Assessment:** Periodic surveys, stakeholder consultations, and collaborations with local governance bodies (Panchayats, Municipalities) help identify pressing community needs ranging from digital literacy to environmental sustainability.
- **Planning & Program Design:** Engagement plans are aligned with academic programs and research expertise of IARE, ensuring relevance and impact.
- **Partnership Building:** Long-term collaborations are established with NGOs, industry partners, schools, hospitals, and self-help groups to ensure effective implementation.
- **Student & Faculty Participation:** All students are encouraged to participate in NSS, NCC, Unnat Bharat Abhiyan (UBA)**,** and other institutional outreach programs. Faculty act as mentors, integrating engagement projects into course work and research.
- **Sustainable Practices:** Programs are designed for continuity—emphasizing capacity building, skill development, and resource sharing rather than one-time interventions.

e) Major Focus Areas

- **Education & Digital Empowerment:** Conducting free digital literacy classes, coding workshops, and career counseling in rural and semi-urban areas.
- **Health & Well-being:** Organizing medical camps, mental health awareness sessions, and sanitation drives in collaboration with local health departments.
- **Environment & Sustainability:** Tree plantation drives, waste management awareness, water conservation projects, and promotion of renewable energy solutions.
- **Skill Development & Entrepreneurship:** Offering vocational training, women empowerment workshops, and incubation support for rural entrepreneurs.
- **Preservation of Culture & Language:** Promoting **regional languages** and integrating **Indian Knowledge Systems** into outreach programs to preserve cultural heritage.

IARE's community engagement processes reflect a commitment to inclusive, participatory development where the campus becomes an agent of social change. By aligning with national missions and SDGs, the university ensures that its educational mission is not just about knowledge dissemination, but about building socially responsible, empathetic leaders of tomorrow.

f) Corporate Social Responsibility (CSR) at IARE

Corporate Social Responsibility (CSR) at IARE Deemed to be University is envisioned as an integral part of its institutional ethos, reflecting the

University's commitment to social, economic, and environmental well-being. The University firmly believes that higher education institutions have a responsibility beyond academics and research, extending to nurturing communities, promoting sustainability, and creating inclusive opportunities for societal development.

As part of its CSR initiatives, IARE actively engages in community outreach programs such as rural education, digital literacy campaigns, health awareness drives, and environmental conservation activities. By collaborating with local schools, NGOs, and government agencies, the University ensures that its knowledge resources and technical expertise benefit the larger community.
Environmental sustainability forms a core aspect of CSR at IARE. The University promotes green campus initiatives, renewable energy adoption, water conservation, waste management, and biodiversity preservation, aligning its practices with the United Nations Sustainable Development Goals (SDGs).

In addition, CSR at IARE also emphasizes skill development, entrepreneurship promotion, and capacity-building programs for underprivileged sections of society, thereby contributing to inclusive growth and employability. Student participation in these activities is strongly encouraged, fostering values of empathy, ethics, and social responsibility.

Through its CSR philosophy, IARE Deemed to be University aspires to create a positive impact not only in the immediate neighbourhood but also at regional and national levels, positioning itself as a socially responsible higher education institution dedicated to nation-building.

30. Outputs and Outcomes

The Institute of Aeronautical Engineering (IARE), committed to excellence in higher education, research, and innovation, envisions attaining the status of a Deemed to be University recognized nationally and globally. Over the next 15 years (2026–2041), IARE will systematically transform its academic, administrative, and physical infrastructure to align with the mandates of UGC, AICTE, NAAC, NBA, and NIRF frameworks. This transformation focuses on autonomous governance, industry-integrated academics, research innovation, faculty empowerment, and student-centric development, underpinned by robust digital and physical infrastructure.

Justification for Deemed to be University Status

1. **Academic Excellence:** Introduction of interdisciplinary, industry-relevant UG/PG/PhD programs with CBCS, OBE, and AI integration.
2. **Governance Reforms:** A digitized, transparent, and autonomous governance ecosystem.
3. **Infrastructure Readiness:** Smart classrooms, advanced labs, Centers of Excellence, residential and innovation hubs.
4. **Financial Sustainability:** Diversified revenue from tuition, research, consultancy, and endowment.
5. **Quality Assurance:** Continuous internal and external evaluation under NAAC, NBA, NIRF frameworks.
6. **Stakeholder Engagement:** Active collaboration with alumni, industry, international institutions, and funding agencies.

By 2041, IARE will have:

- A globally competitive Deemed to be University.
- A smart, green, and digitally transformed campus.
- NAAC A++, NBA Tier-1, and QS/NIRF top 100 rankings.
- An ecosystem of research, innovation, and entrepreneurship.
- A participative and technology-enabled governance structure.
- A thriving student-centric and inclusive academic culture.

31. Risk Management

Risk management at IARE Deemed to be University is a structured and proactive process aimed at identifying, assessing, and mitigating potential risks that may impact the institution's academic, administrative, financial, and operational functions. The University recognizes that risks are inherent in higher education governance, research activities, infrastructure development, student engagement, and external collaborations. Effective risk management ensures that the institution remains resilient, responsive, and prepared to achieve its strategic objectives while maintaining compliance with regulatory frameworks.

The University adopts an enterprise-wide risk management framework that focuses on both preventive and corrective measures. Risks are systematically categorized into academic risks (curriculum quality, student outcomes, accreditation), financial risks (funding, resource utilization, investment), operational risks (infrastructure, technology, safety, data security), compliance risks (statutory and regulatory adherence), and reputational risks (public perception, community relations).

Through risk identification, analysis, prioritization, and monitoring, the University ensures that risks are addressed through appropriate controls and mitigation strategies. Periodic risk assessments are carried out by dedicated committees under the supervision of the Governing Body to align with national and international quality benchmarks.

The risk management policy at IARE emphasizes:

- **Preventive action** through early detection of potential risks.
- **Mitigation strategies** such as contingency planning, financial prudence, and technological safeguards.
- **Continuous monitoring** of academic and administrative processes.
- **Capacity building** of faculty, staff, and students to handle uncertainties.
- **Integration of risk management into decision-making**, ensuring sustainable institutional growth.

By embedding risk management into its governance and operations, IARE Deemed to be University ensures institutional stability, promotes stakeholder confidence, and safeguards its long-term vision of achieving excellence in teaching, research, innovation, and societal contribution.

IARE

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