MAR BASELIOS INSTITUTE OF TECHNOLOGY AND SCIENCE

INSTITUTIONAL DEVELOPMENT PLAN

UGC-Guideline-Based Institutional Framework

1. PREAMBLE AND INSTITUTIONAL CONTEXT

Higher Education Institutions have a central role in knowledge creation, professional education, research, innovation, social development and the preparation of learners for a changing world. The UGC Guidelines position the Institutional Development Plan as an integrated and consultative roadmap through which an institution defines its direction, identifies its developmental needs, mobilises its capacities and resources, and pursues continuous improvement.

For MBITS, the IDP shall provide a structured institutional framework for aligning academic, administrative, financial, research, human-resource, partnership, physical and digital development. As an engineering and technology institution, the planning process shall give appropriate attention to quality technical education, practical and experiential learning, emerging technologies, professional skills, research and innovation, employability, ethical responsibility and societal contribution.

1.1 Planning Horizon

Planning level	Purpose	Planning emphasis
Long-term perspective – 15 years	Define the institution's desired future direction	Institutional excellence, academic and research capability, social contribution, sustainability and future readiness
Medium-term strategic cycles	Build institutional capacity in stages	Governance systems, academic quality, research capability, partnerships, people and infrastructure
Annual activity / capacity-building plan	Convert objectives into executable activities	Tasks, responsibilities, resources, measurable indicators, timelines and evidence
Periodic review	Evaluate progress and adapt the plan	Performance against targets, stakeholder feedback, risks and corrective action

2. SOCIAL AND ACADEMIC MISSION

2.1 Social Mission

The social mission of MBITS, as articulated through this IDP, shall be pursued through the following guideline-derived directions:

- Promote equitable access to quality and affordable higher education, including access and participation for Persons with Disabilities (PwD).
- Contribute to societal growth and well-being through knowledge creation, research and technical and non-technical solutions to societal problems.
- Integrate vocational education, training and skilling into higher education, with appropriate recognition and credit integration in accordance with applicable frameworks.
- Develop industry-fit and entrepreneurial human resources who can contribute to quality of life, well-being and social good.
- Reduce inequalities, enhance gender parity, respect diversity and inclusion, and strengthen environmental awareness in support of Sustainable Development Goals.
- Encourage internationalisation, skilling and mobility opportunities for students, learners and the workforce, as appropriate to institutional capacity.

2.2 Academic Mission

The academic mission shall focus on helping learners achieve the intended learning outcomes of their programmes while developing intellectual, physical, ethical and human capabilities. The institution shall:

- Promote holistic education, multidisciplinarity, cross-disciplinarity and interdisciplinary learning.
- Facilitate achievement of core learning outcomes within each discipline and programme.
- Develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity and a spirit of service.

- Strengthen critical thinking, problem-solving, creative thinking, innovation, analytical and adaptive thinking, design thinking and computational thinking.
- Develop communication, collaboration, social intelligence, cross-cultural competence, digital and new-media literacy, decision-making and conflict-resolution capabilities.
- Build the foundation for continuous and lifelong learning.

2.3 Institutional Alignment

The IDP shall be aligned, as applicable, with the National Education Policy (NEP) 2020, National Credit Framework (NCrF), National Higher Education Qualifications Framework (NHEQF), National Skills Qualifications Framework (NSQF), Academic Bank of Credits (ABC), Sustainable Development Goals (SDGs), and the statutory and regulatory requirements applicable to the institution. Applicability and implementation status shall be assessed by the institution rather than assumed.

3. BASIC PRINCIPLES GUIDING THE IDP

- Academic, research and teaching excellence.
- Learner-centric teaching, knowledge creation, innovation and knowledge application.
- Multidisciplinary integration across technical, scientific, vocational, social, cultural, sports and other learning domains.
- Integration of vocational education, training and skilling with holistic education, in line with applicable national frameworks.
- Responsible institutional autonomy balanced with accountability, transparency and regulatory compliance.
- Participation, inclusivity, adaptability, openness, collaboration, research, innovation and community engagement.
- Good governance and clear institutional responsibility for implementation.
- Trust and meaningful engagement among students, faculty, staff, alumni, employers, parents, communities and other stakeholders.
- An enabling environment for research, innovation and start-up development.
- Institutional ownership of the IDP and flexibility to adapt it to MBITS's context.
- A future-ready perspective extending to 15 years.
- Linkage between internal quality assurance and applicable external quality assurance and accreditation processes.

4. MAIN OBJECTIVES AND GOALS OF THE IDP

The MBITS IDP shall adopt an integrated and holistic approach. Its objectives shall be translated into measurable indicators, time-bound targets and implementation plans after the institution establishes verified baselines.

1. Articulate the institution's vision and mission and align academic, research and social objectives with applicable national education frameworks.
2. Assess institutional developmental needs through wide and meaningful consultation.
3. Identify human, material, financial and organisational capacities and gaps in relation to institutional goals.
4. Prepare annual activity and capacity-building plans to build capacity and address identified gaps.
5. Establish transparent systems for holistic and inclusive institutional growth and optimal use of relevant tools, technologies and opportunities, particularly digital technologies.
6. Promote lifelong learning, employability and entrepreneurship through the integration of skilling into higher education.
7. Develop an operational framework for internationalisation, international equivalence and exchange of faculty and students, where feasible.
8. Ensure meaningful stakeholder engagement in IDP development and implementation.
9. Quantify institutional goals through indicators, time-bound targets and implementation plans.
10. Undertake periodic reviews and corrective measures for continuous improvement.

5. STRATEGY FORMULATION AND PLANNING PROCESS

MBITS shall follow the strategy-formulation sequence set out in the UGC Guidelines. The process shall be consultative, evidence-based and led by institutional leadership.

Step	Required planning activity
Identify strategic goals	Define the institution's purpose, vision, mission and desired outcomes.
Conduct SWOC analysis	Assess strengths, weaknesses, opportunities and challenges using institutional evidence and stakeholder input.
Use suitable strategic analysis tools	Where useful, apply S-Curve Analysis, portfolio analysis and other suitable methods to understand institutional growth, capability streams and potential bottlenecks.
Undertake stakeholder analysis	Identify stakeholder needs, expectations and the institution's long-term sustainability and viability proposition.
Analyse interlinkages	Align academic programmes, pedagogy, research, industry and community engagement, student support and faculty development.
Define objectives	Convert strategic goals into specific, measurable, attainable, relevant and time-bound objectives.
Identify tactics and resources	Select initiatives, partnerships, resource requirements, sequencing and appropriate incentives.
Prioritise initiatives	Rank initiatives by institutional importance, urgency, impact, feasibility and resource availability.
Develop the plan	Specify actions, timelines, milestones, responsible units, resources and performance measures.
Implement and monitor	Execute approved activities and monitor progress through suitable management and reporting systems.
Review, evaluate and report	Compare progress with objectives, analyse interlinkages, collect feedback and make necessary changes.

5.1 SWOC Analysis Framework

A formal MBITS SWOC analysis shall be conducted and periodically updated. The following is a recording framework.

SWOC area	Questions for institutional assessment	Evidence to be examined
Strengths	What institutional capabilities, academic practices, people, facilities or relationships are performing well?	Verified academic, staffing, research, infrastructure, governance and stakeholder evidence
Weaknesses	Which institutional processes, capabilities or resources require improvement?	Gap analysis, performance trends, audits, feedback and compliance reviews
Opportunities	Which external developments, partnerships, technologies or policy opportunities can be used?	Industry and community needs, research opportunities, policy frameworks and stakeholder inputs
Challenges	Which external or internal factors may constrain institutional goals?	Regulatory changes, resource limitations, technology changes, competition and risk assessments

6. STRATEGIC GOALS FOR MBITS

The following strategic goals are adapted from the indicative strategic goals in the UGC Guidelines. They are presented as institutional planning directions and shall be prioritised through MBITS's SWOC analysis and stakeholder consultation.

Strategic goal	Direction
G1. Accessible and equitable student access	Ensure accessible, affordable and transparent admissions, with equality, diversity and inclusion.
G2. Student-centred academic quality	Strengthen student-focused teaching, learning, assessment and educational outcomes.
G3. Faculty and staff capability	Recruit, develop, motivate and retain qualified and skilled faculty and staff through fair and transparent processes.
G4. Holistic learner development	Support academic, professional, physical, ethical, cultural and personal development.
G5. Experiential learning and entrepreneurship	Promote experiential learning, innovation, entrepreneurship and start-up orientation among students and faculty.
G6. Research and innovation	Develop a sustainable research and innovation environment aligned with institutional aims.
G7. Employability and lifelong learning	Integrate quality skill education and improve employability through professional, technical, soft and life skills.
G8. Emerging-domain learning	Provide opportunities to gain knowledge and capabilities in emerging domains of global significance.
G9. Digital learning and institutional processes	Encourage digital and blended teaching, learning, administration and institutional information systems.

G10. Financial sustainability	Identify suitable revenue streams and strengthen financial planning, accountability and sustainability.
G11. Institutional stature and quality	Strengthen institutional quality, credibility, visibility and regional, national and international engagement.
G12. Stakeholder partnerships	Build productive relationships with alumni, communities, industry, academic and research institutions and other stakeholders.
G13. Internationalisation and mobility	Promote appropriate international collaboration, equivalence and exchange opportunities.
G14. Flexible learning and credit integration	Progressively address NCrF and ABC-related opportunities in accordance with applicable requirements and institutional readiness.

7. DEVELOPMENT OBJECTIVES

The UGC Guidelines identify integrated development-objective dimensions. MBITS shall organise its objectives under the following categories:

Academic and fiduciary governance: Strengthen institutional management, academic oversight, financial governance, accountability and decision-making.

Curriculum and pedagogy: Improve curriculum relevance, programme design, teaching-learning practices, assessment and pedagogical excellence.

Integration of skills into academics: Integrate vocational education, training and skilling into general and technical education in accordance with applicable NCrF, NHEQF and NSQF provisions.

Faculty and staff: Improve recruitment, development, retention, performance support, well-being and professional growth.

Governance and compliance: Maintain transparent administrative and financial governance and compliance with applicable legal, statutory and regulatory requirements.

Research and development: Develop research goals and portfolios, funding, infrastructure, mentoring, collaborations, research integrity, dissemination, intellectual property and research management.

8. INSTITUTIONAL DEVELOPMENT FRAMEWORK: NINE ENABLER PARAMETERS

The UGC framework identifies nine interrelated enabler parameters. MBITS shall plan and implement them as an integrated whole. Physical and digital enablers shall be treated as foundational, purpose-driven elements supporting the institution's academic and research goals.

Enabler	MBITS planning focus
A. Governance enablers	Institutional structures, leadership, decision-making, accountability, quality assurance, stakeholder inclusion and responsible autonomy.
B. Financial enablers and funding models	Compliant accounting, management accounting, resource mobilisation, diversified income, transparent budgeting and financial sustainability.
C. Academic enablers	Curriculum, pedagogy, student-centred learning, skill integration, assessment, faculty capability, blended learning and holistic learner development.
D. Research, intellectual property and supportive enablers	Research strategy, projects, publications, innovation, IP protection and deployment, commercialisation where appropriate, start-up support, trust and inclusion.
E. Human resources management enablers	Recruitment, induction, faculty and staff development, performance management, workforce planning, diversity, well-being and recognition.
F. Networking and collaborations enablers	Structured partnerships with industry, alumni, academic and research institutions, government and civil society.
G. Physical enablers	Safe, accessible, functional, compliant and sustainable campus facilities that support teaching, learning, research and student life.
H. Digital enablers	Internet, website, Wi-Fi, digital learning resources, digital library, academic and administrative systems, online services and technology-enabled processes.

I. Supportive and facilitative enablers	A culture of belonging, trust, respect, transparent communication, safety, well-being, accessibility and institutional responsiveness.

8.1 A. Governance Enablers

Governance shall provide the systems through which the institution is directed, controlled and held accountable. It shall balance institutional autonomy with responsibility and compliance.

- Ensure that the governing and academic bodies required by applicable rules are constituted and functional, with clear terms of reference and meeting schedules.
- Define decision-making authority, reporting relationships, delegation, accountability and mechanisms for risk monitoring.
- Strengthen academic oversight and internal quality assurance through appropriate councils, committees and review processes.
- Ensure transparent policies and procedures for admissions, academic delivery, assessment, finance, recruitment and institutional administration.
- Provide meaningful stakeholder participation, including appropriate alumni involvement, in institutional planning and review.
- Define financial autonomy and accountability arrangements within applicable legal and regulatory boundaries.
- Preserve academic integrity and institutional values while maintaining effective control systems.

8.2 B. Financial Enablers and Funding Models

- Maintain compliant accounting and strengthen management accounting and data-based financial decision support.
- Identify existing and additional funding sources, including eligible grants, sponsored research, project overheads, consultancy, alumni contributions, philanthropy, CSR support, private-sector partnerships and permitted IP-related income.
- Prepare a sustainable revenue model appropriate to the institution's strategy, size and regulatory context.
- Develop transparent annual budgets and allocate resources among development enablers, salaries, student services, research and institutional operations.
- Ensure that financial transactions are transparent, accountable, auditable and supported by appropriate records.
- Develop long-term financial planning that considers income diversification, cost control, efficiency and risk.
- Engage students, faculty, staff, alumni, government, industry and local communities to understand development priorities and resource opportunities.

8.3 C. Academic Enablers

- Develop and periodically review a robust academic strategy aligned with the approved institutional vision and mission.
- Strengthen faculty recruitment, performance review and regular professional development.
- Review curriculum flexibility and promote multidisciplinary learning and appropriate integration of vocational education, training and skilling.
- Engage suitable industry experts in curriculum design, delivery, training and evaluation, where appropriate.
- Promote student-centred teaching, learning and assessment, combining theory with practical and experiential learning.
- Use appropriate blended and digital learning methods and develop accessible digital learning content.
- Embed employability, soft skills, life skills, foundational technology skills and professional competencies in learning.
- Use relevant emerging technologies, including AI/ML, AR and VR, where educationally appropriate and feasible.
- Promote practice-oriented and industry-relevant research and pedagogy, including themes associated with evolving industrial technologies.
- Provide appropriate learning resources and accessible teaching-learning materials for learners with disabilities.
- Promote open online and digital learning resources, including suitable MOOCs and open course resources.
- Support student innovation, project work, hackathons, mentoring and entrepreneurship.

8.4 D. Research, Intellectual Property and Supportive Enablers

- Prepare an institutional research strategy and portfolio aligned with the institution's aims and available capacity.
- Encourage faculty, students and other stakeholders to participate in research, innovation and scholarly publication.
- Develop research mentoring, proposal preparation, project management and access to external funding opportunities.
- Strengthen research infrastructure and support systems, including research management and industry liaison mechanisms where justified.
- Promote research integrity, ethical practices, responsible authorship and appropriate dissemination of research findings.
- Identify research outcomes with potential intellectual property value and provide guidance on IP protection, licensing and technology transfer.
- Support innovation, start-up mentoring and feasible pathways for translation or commercialisation of research outcomes.
- Establish processes for monitoring and evaluating research outputs, impact and resource utilisation.
- Foster a working environment based on trust, respect, transparency, inclusion and social responsibility.

8.5 E. Human Resources Management Enablers

- Develop HR policies within the applicable regulatory framework and the institution's approved requirements.
- Use transparent, fair and competency-based recruitment and selection processes.
- Provide induction and orientation for newly appointed faculty and staff, including institutional policies, academic programmes, research opportunities and ethical requirements.
- Provide continuous faculty development in pedagogy, research methods, academic technology, leadership and applicable national frameworks.
- Provide professional development and growth opportunities for administrative and technical staff.
- Establish fair performance evaluation based on relevant teaching, research, service and administrative responsibilities.
- Promote equitable career development, recognition, retention, succession planning and workforce planning.
- Encourage diversity, inclusion, employee communication, grievance handling and a respectful work environment.
- Support student career development, skill workshops, mentoring, financial assistance where available, exchange opportunities and safeguarding.
- Promote well-being, resilience and appropriate support services for students, faculty and staff.

8.6 F. Networking and Collaborations Enablers

- Develop structured engagement with industry in curriculum planning, teaching-learning, training, evaluation, internships, employment, continuing learning and research.
- Build mutually beneficial relationships with other higher education institutions, research centres and centres of excellence.
- Strengthen alumni networks for mentoring, knowledge sharing, governance inputs, projects, endowments and other appropriate support.
- Engage government bodies, professional organisations, civil society and local communities in areas of shared interest.
- Use formal collaboration arrangements where appropriate, with clear objectives, responsibilities, review mechanisms and outcomes.
- Review collaborations for actual academic, research, student-development or societal value.

8.7 G. Physical Enablers

Physical infrastructure shall be planned according to institutional requirements, statutory norms, available resources and academic purpose. The UGC Guidelines distinguish essential, desirable and aspirational facilities; MBITS shall use this distinction when prioritising development.

- Prepare an integrated campus and facilities plan that considers safety, accessibility, functionality, compliance and environmental principles.
- Assess classrooms, lecture and tutorial rooms, discussion spaces, laboratories, research facilities, library and digital resource centre.
- Review administrative and admission/counselling spaces, faculty and staff facilities, meeting rooms and examination-related facilities.
- Assess computer facilities and student access to appropriate computing resources in accordance with applicable norms.
- Review student amenities such as cafeteria, sports and recreation facilities, auditorium/conference spaces, hostels and health and well-being support, as relevant to the institution.
- Provide access and reasonable facilities for Persons with Disabilities and differently-abled users.
- Adopt green campus practices, including efficient energy and water use, renewable energy and recycled resources where feasible, and appropriate waste management.
- Consider smart-campus measures that improve facility performance, safety, resilience and resource efficiency.

8.8 H. Digital Enablers

- Maintain reliable internet connectivity, an informative institutional website, stakeholder communication channels and campus Wi-Fi access.
- Provide online course information and learning resources in appropriate text, audio and video formats.
- Develop and update digital library access and explore collaboration with national and global digital library resources.
- Progressively strengthen academic and administrative software / ERP systems for reliable information exchange and service delivery.
- Use digital systems, where appropriate, for admissions, examinations, evaluation, result communication, academic records and placement-related information.
- Provide appropriate plagiarism-checking facilities and promote academic integrity.
- Use digital publication and open-access dissemination practices where appropriate and consistent with institutional policy.
- Maintain suitable digital platforms for online and blended learning, video conferencing and digital content creation.
- Adopt relevant information and communication technologies, including AI, data analytics, cloud, mobile, virtual and augmented reality technologies, where appropriate.
- Ensure that digital systems are accessible, secure, reliable and supported by suitable data governance and user support.

8.9 I. Supportive and Facilitative Enablers

- Promote approachable leadership and accessible institutional support.
- Maintain clear, timely, interactive communication across institutional levels.
- Build trust, respect, institutional values and a shared sense of ownership.
- Ensure openness of information and transparent processes in academic, administrative and financial matters.
- Provide clear accountability mechanisms and respond promptly to commitments and concerns.
- Promote student goal-setting, mentoring, belonging and positive connections within the campus community.
- Maintain a safe and secure campus and provide appropriate student well-being and mental-health support arrangements.
- Encourage inclusion, diversity, accessibility, cultural understanding and support for under-represented learners.
- Recognise contributions and achievements of students, faculty, staff and researchers.
- Maintain suitable continuity arrangements to minimise disruption to teaching, examinations and essential academic services.

9. OPERATIONALISATION AND RESPONSIBILITY FRAMEWORK

The IDP shall be operationalised while preserving institutional autonomy and ensuring coherence among departments, administrative units and institutional activities. Each strategic goal shall be translated into actionable tasks with clearly assigned responsibility.

9.1 Implementation Requirements

- Clear objectives aligned with the institutional mission.
- Breakdown of each goal into specific tasks, initiatives and deliverables.
- Overall stewardship and allocation of responsibility to a department, team or individual.
- Collaboration and knowledge sharing across departments and functional units.
- Metrics and Key Performance Indicators (KPIs) to evaluate progress and effectiveness.
- Appropriate technological tools for tracking, reporting and communication.
- Transparent communication channels for all relevant stakeholders.
- Training and development to equip staff with the required skills.
- Allocation of financial, technological and human resources.
- Feedback mechanisms, regular reviews and timely corrective action.
- Agility and flexibility to respond to changing conditions.
- Stakeholder engagement throughout development and implementation.
- Continuous review of the strategy and its relevance.

9.2 Proposed Institutional Coordination Structure

The following is a functional allocation framework. MBITS shall map these functions to its existing approved bodies and designations; the plan does not require creation of a new post or committee unless approved by the competent authority.

Institutional function	Responsibility under the IDP
Governing Body / competent management authority	Provide strategic direction; consider and approve the IDP, priorities, major resource commitments and review recommendations.
Principal / Head of Institution	Provide institutional leadership, coordinate implementation and ensure accountability.
IDP coordination mechanism	Coordinate the IDP, consolidate annual plans, track KPIs, identify interdependencies and prepare progress reports.
IQAC / quality assurance function	Support quality processes, feedback, audits, evidence management, evaluation and corrective action.
Academic leadership and departments	Prepare academic action plans, review curriculum and pedagogy, monitor learning outcomes and implement student-development activities.
Research coordination function	Coordinate research priorities, proposals, projects, publications, IP awareness and research collaborations.
Student support and career services	Coordinate mentoring, student support, career development, internships and employability-related activities.
Administration / HR function	Coordinate recruitment processes, induction, staff development, facilities, safety and policy administration.
Finance function	Prepare budgets, monitor expenditure, support financial reporting and assess resource mobilisation.
IT / digital systems function	Support digital infrastructure, systems, data management, security and technical assistance.
Students, alumni and external stakeholders	Provide feedback, participate in consultations and contribute to relevant approved initiatives.

9.3 Departmental Annual Plans

Every department and relevant functional unit shall prepare an annual action plan linked to the approved IDP goals. Each activity shall identify the objective, baseline, annual target, tasks, coordinator, supporting units, timeline, budget/resource requirement, KPI, evidence, review frequency, status and corrective action.

9.4 Communication and Stakeholder Participation

- Communicate the approved IDP and relevant annual priorities to faculty, staff, students and other stakeholders.
- Conduct structured consultations and obtain feedback from students, faculty, staff, parents, alumni, employers, community representatives and other relevant groups.
- Use surveys, meetings, focus-group discussions and committee processes, as appropriate.
- Share progress summaries through appropriate institutional communication channels.

- Document stakeholder suggestions and the institutional response.

10. FINANCIAL ENABLERS AND RESOURCE GENERATION

The financial plan shall support the strategic priorities and shall remain within applicable statutory, regulatory and institutional requirements. The institution shall prepare realistic cost estimates only after activities are prioritised and resource needs are assessed.

10.1 Resource Sources to be Examined

- Tuition fees and other permitted institutional receipts.
- Government grants, subsidies and eligible development schemes.
- Overheads and support associated with sponsored research and development projects.
- Research consultancy, testing, training and continuing education, where permitted and feasible.
- Endowments, philanthropic contributions, alumni support and CSR contributions.
- Private-sector and industry partnerships.
- Royalties or other income from intellectual property and patents, where applicable.
- Efficient use or sharing of institutional facilities and services, where consistent with the academic mission.

10.2 Budgeting and Financial Control

- Prepare annual budgets linked to strategic objectives and approved activities.
- Distinguish recurring, capital, compliance-related and development expenditure.
- Prioritise expenditure according to academic need, impact, urgency, feasibility and sustainability.
- Record approvals, expenditure, outcomes and supporting evidence.
- Review budget utilisation and financial performance periodically.
- Use transparent, accountable and auditable financial processes.
- Assess financial risks and maintain appropriate controls.

11. PERFORMANCE INDICATORS, MONITORING AND REVIEW

Development area	Illustrative indicators	Evidence sources
Student access and admissions	Applications, admissions, eligible-seat utilisation, access and inclusion indicators	Admission records; verified institutional data
Student progression and completion	Progression, retention, graduation and completion indicators	Academic records and student information systems
Academic performance and learning	Course/programme learning outcomes, assessment performance and examination results	Assessment records; programme reviews
Curriculum and skills	Curriculum review, skill integration, experiential learning and value-added learning activities	Approved curricula; course files; activity records
Faculty and staff development	Recruitment gaps, induction, professional development participation and performance review	HR records; training reports; review records
Research and innovation	Research proposals, funded projects, publications, IP disclosures/applications, prototypes and start-up support	Research records; project files; IP records
Employability and career development	Internships, industry projects, career preparation, placement and progression indicators	Career services and employer records
Networking and collaboration	Active partnerships, collaborative activities and documented outcomes	Agreements; activity reports; outcome reviews
Governance and quality	Functionality of governance bodies, policy reviews, audits, action closure and quality reviews	Minutes; audit reports; compliance records
Financial sustainability	Budget performance, resource mobilisation, expenditure control and income diversification	Audited accounts; budget and finance reports
Physical infrastructure	Facility availability, utilisation, safety, accessibility and maintenance	Facility audits; maintenance and safety records
Digital enablement	System availability, digital resource access, process digitisation and user support	IT reports; system usage and service records

Student and stakeholder well-being	Mentoring, support services, feedback, grievance handling and well-being initiatives	Feedback reports; service records; action logs
Environmental sustainability	Energy and water use, waste management and green-campus initiatives	Utility records; environmental audits

12. ANNUAL ACTIVITY AND CAPACITY-BUILDING PLAN

The annual activity and capacity-building plan is the operational instrument through which MBITS shall address identified developmental gaps.

Planning component	Required content
Goal / objective	Relevant IDP strategic goal and measurable objective
Gap / need	Verified developmental need identified through SWOC, review or stakeholder consultation
Activity / task	Specific action and expected deliverable
Baseline and target	Current verified position and approved annual target
Responsibility	Lead coordinator, responsible department and supporting units
Timeline	Start date, completion date and milestones
Resources	Budget, personnel, facilities, equipment, software and external support
KPI and evidence	Measurement method and documentary evidence
Capacity-building	Training, orientation or capability development required
Review and corrective action	Progress, deviation, reason, action and closure status

13. RISK, FEEDBACK AND CORRECTIVE-ACTION FRAMEWORK

Consistent with the UGC emphasis on risk monitoring, accountability, stakeholder engagement and continuous improvement, MBITS shall maintain a practical risk and feedback process.

- Identify risks that may affect strategic objectives, implementation schedules, regulatory compliance, finance, staffing, infrastructure, digital systems and student services.
- Assess the likelihood and impact of each risk using an institutionally approved method.
- Assign a risk owner and define preventive or corrective measures.
- Record implementation delays, resource gaps, performance deviations and stakeholder concerns.
- Provide a mechanism for students, faculty, staff and external stakeholders to submit feedback.
- Review feedback and complaints through the appropriate institutional process and document action taken.
- Escalate significant risks and unresolved issues to the competent institutional authority.
- Use review findings to revise annual plans and, where justified, the strategic plan.

14. EXPECTED INSTITUTIONAL OUTCOMES

Subject to institutional approval, implementation capacity and periodic review, the IDP is intended to support the following outcomes:

- A clear institutional direction aligned with the approved vision and mission and relevant national higher education frameworks.
- Stronger governance, accountability, transparency and stakeholder confidence.
- Improved academic quality, learner-centred education, curriculum relevance and learning outcomes.
- Better integration of vocational education, training, skilling and employability capabilities into higher education.
- Enhanced faculty and staff capability, professional development, well-being and institutional engagement.
- A more structured research, innovation, intellectual property and start-up support environment.
- Stronger partnerships with industry, alumni, academic and research institutions and communities.
- Purpose-driven improvement of physical infrastructure, accessibility, safety and environmental sustainability.
- Improved digital learning, communication, academic administration and institutional information systems.

- More systematic financial planning, resource mobilisation and sustainable utilisation of resources.
- An institutional culture of consultation, evidence-based review, feedback and continuous improvement.

15. APPROVAL, COMMUNICATION AND PERIODIC REVISION

The institution shall ensure that annual plans, budgets and responsibilities are aligned with the approved IDP. Any major change to strategic priorities, targets or resource commitments shall be recorded and approved through the established governance process.

The IDP shall be communicated to relevant internal and external stakeholders in an appropriate manner. Periodic reviews shall assess progress, relevance, institutional capacity, stakeholder feedback and changes in the regulatory or higher education environment.