




Rayat Shikshan Sanstha's
Mahatma Phule Mahavidyalaya, Pimpri, Pune - 411 017
Reaccredited in 4th Cycle at 'A++' Grade with CGPA: 3.61 by NAAC, Bengaluru
DST-FIST funded /An ISO 9001:2015 Certified College
Affiliated to Savitribai Phule Pune University, Pune (PU/PN/ACS/053)


Internal Quality Assurance Cell
5th CAP (Cycle Assessment Phase)

INSTITUTIONAL DEVELOPMENT PLAN

(2025-26 to 2039-40)


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1. Foreword:

Institutional Development Plan (IDP) has been prepared to align the vision and mission of Rayat Shikshan Sanstha's Mahatma Phule Mahavidyalaya, Pimpri, Pune (MPMP) with National Education Policy 2020, National Curriculum Framework, Sustainable Development Goals of Union Government. Stakeholders, especially teaching fraternity were actively engaged to prepare the plan for its effective implementation.

2. Vision, Mission and Quality Policy Statement:

Vision

To be the platform in its limitation to motivate the students and work in coordination with fellow faculty members to realize the objectives of the agencies of the Department of Education, Government of India with the objectives of the Rayat Shikshan Sanstha, Satara, the parent institute and the college in periodical and phased manner.

Mission

To extend and share intellectual resource with fellow faculty members for changing mindset towards self-evaluation, developing sense of belongingness, accountability and innovations in their being teachers and a part of the college and to initiate on facilitating students to realize academic outcomes and impact through participation in different academic activities.

Objectives

- a. To create suitable ambience among the fellow faculty members and students through dialogical manner for the student-centric activities and execution of all the IQAC policies,
- b. To encourage and help the fellow faculty members for using advanced teaching aids and ICT tools in their TLP and research endeavour,
- c. To motivate fellow staff for introduction and institutionalization of the value-added/ skill development courses and development of students' employability skills,
- d. To initiate MoUs, collaborations/ agreements with the external agencies, industry and local stakeholders for qualitative improvement of the college,



- e. To suggest the management of the college to undertake adequate infrastructural development, qualitative improvement of library and support staff as per the changing scenario of higher education,
- f. To play a catalyst towards stakeholders for internalization of quality culture in college and to motivate them for development of social and environmental consciousness,
- g. To encourage and prepare the fellow faculty for periodic assessment and accreditation of the college by internal as well as external agencies.

Quality Policy Statement

MPMP strives continuously to improve quality of education to nurture the intellect of our students to enable them to embark upon a successful career. We endeavour to achieve this objective through a proper blend of high conceptual and practical skills supported by cumulative teaching-learning methodologies and commitment to Quality Management.

3. Preface:

MPMP shall have an IDP which shall be aligned while visualizing the institutional outcomes for the next three, seven and fifteen years in phased manner wherein the following aspects have been considered in the development of its policies and strategies:

1. Curricular aspects and Teaching-learning quality,
2. Research, Innovation and Incubation,
3. Skill development, Employability and Placements,
4. Student Support and Progression,
5. ICT Integration (Digitization) and Infrastructural development,
6. Institutional Social Responsibility,
7. Quest for Excellence: Accreditation and Recognition,
8. Alumni Connect,
9. Environmental Consciousness and Ecosystem,
10. Institutionalization and Internationalization of all activities

MPMP has further plans of development which are directly aligned to its Vision and Mission. The following aspects are covered under the development plan:



a. MPMP proposes to launch skill-based and innovative courses as per NEP2020 which are currently in demand by the industry. Future strategies visualize field-based and student-centric learning through role-playing, case studies, live demos and workshops. The spirit of innovation shall be regularly emphasized in class-room activities.

b. MPMP plans to further strengthen its Innovation and Incubation Committee to promote a culture of innovation and research among students. In future, we aim at obtaining funded projects in various disciplines. Also, we have plans to develop collaboration with industry for developing entrepreneurship skills among students to train them in setting up their own enterprises. On the same line, the plan will be undertaken to enrich English language laboratory further.

c. MPMP plans to launch faculty and staff development programmes in accordance with the NEP 2020 policy. In fact, the IQAC and teaching fraternity conduct review or assessing interactions on starting skill-based courses in such areas as personality development, fashion designing, psychological counselling, marketing, communication skills in English and like. There are further plans to develop the existing faculty skills in such areas to fill the industry academia gaps.

e. MPMP visualizes a strategy for larger industry interaction through meetings with industry professionals from various sectors, pre-placement drives, etc. We are already connected with various industry associations and plans to further expand and strengthen these relationships.

f. MPMP plans, in long term sense, to give global orientation to the various courses taught in different faculties. It plans to encourage student and faculty exchange programmes with reputed foreign educational institutions. Faculty would be supported for participating in foreign seminars and conferences for their value addition. We plan to enhance interaction with multinational institutions and arrange guest lectures from industry experts working with such institutions. There are plans to attract more foreign students to the different 'would be' courses of ours. We plan to hold more international conferences on the campus and be part of more international events.

g. There is thrust on skill development (under NEP 2020 Policy) which is a major part of the mission, to increase employability. Our institutional future vision is to bring in a larger measure of globalization in the orientation of curricula and bring about continuous improvement in the moral and ethical standards of the students' segments that we believe in and serve.

Considering above broad points, IDP has been framed to achieve it within the period of 15 years ahead in phased manner with short term as well as long term goals divided into 10 attributes formula as follows. The four-fold structure of the *Plan* corresponds with the forthcoming benchmarks of the binary accreditation framework of the NAAC, Bengaluru:

4. 15 Year Institutional Development Plan:

4.1. Curriculum

Input	Process	Outcome	Impact
<ul style="list-style-type: none"> Details in course options, With online admission option through institutional website, Through link at a fingertip 	<ul style="list-style-type: none"> Students' Feedback, Teachers' Feedback, Stakeholders' involvement Method of periodic upgrading, Review mechanism, Transparent responsible and inclusive methods of functioning, Expanding access to high-quality Technical and Vocational Education and Training (TVET), Emphasizing the importance of enabling life-long learning focused on skilling, re-skilling, and up-skilling especially for 	<ul style="list-style-type: none"> Successful completion of Course (Passing), Updated knowledge, Time management catering to the needs of the semester system, Innovative ideas/ ways of exercising policies/ patents/ high impact publications, books, Teaching content contextualised leading to real-world skilling in 	<ul style="list-style-type: none"> Progression towards higher level of education (educatedness in the society), Increased possibilities skilled workforce leading to placement or self-generated jobs, Rise of/ involvement in entrepreneurs hip /innovations, Awards/ recognitions/

Input	Process	Outcome	Impact
	vulnerable groups, • Encourage mobility of students, scholars	the learners, • Enable personal accomplishment, constructive public engagement, and productive contribution to the society, • Multidisciplinary and holistic education	Inventions/ Wealth generation, • Prepare students for more meaningful and satisfying lives and work roles and enable economic independence

4.2. Faculty Resources

Input	Process	Outcome	Impact
• Faculty assessment/ appreciation-based Motivation/ Incentive Policy	• Shortlisting procedure, • Personality aspects, • Pedagogy, • R and D aptitude, • Constitution of Selection Committee, • Integrated Score with appropriate weightage, • Continuous professional development of teachers through the Malviya Mission Programme and other similar programmes approved by UGC with appropriate weightages, • Appropriate consideration of faculty selection parameters (e.g.	• Merit-based selection with due importance to equity and diversity, • Reflection in career path of students	• Student progression towards higher level of education in good institutions/ professional life/ social acceptance and moulding them to be responsible citizens of the nation, • High quality faculty that contribute towards the implementation of NEP 2020

	Professional skills like performing arts, visual arts; writing case studies, etc.) and practical based selection, <ul style="list-style-type: none"> • Consideration of parameters for ensuring social inclusivity measures in the HEIs (gender parity/ disabled/ trans-person/ SDGs) with appropriate weightages 		
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4.3. Learning and Teaching

Input	Process	Outcome	Impact
<ul style="list-style-type: none"> • Diversity of content & contemporary issues in content delivery 	<ul style="list-style-type: none"> • Normal classroom practice (Top-down approach), • Interactive method/ collaborative/ contextual learning, • Field work and evaluation, • Experiential learning, • Critical, <i>ab initio</i> thinking and problem-solving methods, • Inculcating research-oriented study, • Cultivating deeper interest in the subject to spur learning by self-efforts, • Harnessing digital technologies to overcome the digital divides for all 	<ul style="list-style-type: none"> • Holistic and contextual understanding of the subject and impact of learning in life, • Need to have a benchmark of learning outcome, • Promotion of research activity and new areas of thoughts, • Developing the aptitude of connecting insights across domains 	<ul style="list-style-type: none"> • Attainment of learning outcome, progression in studies and profession, • Contribution towards different areas of learning/ research through new and innovative critical ideas and thoughts, • Promotion of self-sufficiency, • Creating confident

	learners, • Promoting open, equitable and secure scientific collaboration across research and higher education institutions		citizens
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4.4. Research and Innovation

Input	Process	Outcome	Impact
<ul style="list-style-type: none"> • New imagination, • New problems in research, • Proper policy for promotion of research and research facilitation 	<ul style="list-style-type: none"> • Interdisciplinary approach, • Collaborative approach, • Research addressing local and regional issues of societal concern and global issues like climate change and world economy, • Out of the box and fearless thinking that reduces the 'fear-of-failure' barrier to develop sensitivity towards diversity in the society, • Promoting open, equitable and secure scientific collaboration and encouraging mobility of researchers and scientists across research and higher education institutions 	<ul style="list-style-type: none"> • Publications to high quality publications, • Patents, • Participation of collaborative institutions in research, • Translational work 	<ul style="list-style-type: none"> • Increase in Citations, • Peer group recognition, • Stake-holder impact, • Better funding of research by industry and other agencies

4.5. Extracurricular (EC) and Co-Curricular (CC) Activities

Input	Process	Outcome	Impact
<ul style="list-style-type: none"> • Credit for EC/ CC activities 	<ul style="list-style-type: none"> • Providing incentive (financial, etc.) and special focus to marginal sections, • Logistic, connecting to the syllabus 	<ul style="list-style-type: none"> • Holistic concepts of institutional learning, • More complete realization of human potential 	<ul style="list-style-type: none"> • Representation of students in national/ larger bodies, • Creates an eco-system that uncovers innate talents in the society

4.6. Community Engagement

Input	Process	Outcome	Impact
<ul style="list-style-type: none"> • Curriculum and engagement with society, • Outreach activities, • Projects/ internships executed on real-world problems 	<ul style="list-style-type: none"> • Social outreach and Community Engagement, • Involvement of students to connect with society in the context of curriculum, • Social research in collaboration with concerned bodies, • Adoption of nearby institutions, bodies or villages, • Exchange programmes 	<ul style="list-style-type: none"> • Understanding the relevance of curriculum for effective social and community engagement, • Increased involvement of the students in the societal level and realizing their sense of responsibility as a social being 	<ul style="list-style-type: none"> • Better acceptability of the institutions by society, • Community improvement in terms of health, education and economic uplift

4.7. Green Initiatives

Input	Process	Outcome	Impact
<ul style="list-style-type: none"> Efforts to start earning credit for Green Initiatives 	<ul style="list-style-type: none"> Use of renewable energy, Waste Management, Environment friendly initiatives, e.g. Green building, Eco restoration, Spreading awareness among stakeholders, Rain water harvesting and water recycling, Appreciation towards the importance of achieving SDGs rapidly 	<ul style="list-style-type: none"> Orientation towards environmental friendly actions, Shift towards renewable energy 	<ul style="list-style-type: none"> Reduction of carbon footprint

4.8. Governance and Administration

Input	Process	Outcome	Impact
<ul style="list-style-type: none"> Act, Statutes, Regulations, Policies 	<ul style="list-style-type: none"> Implementation conforming to Act, Statutes, Regulations, Policies, Amendment procedures 	<ul style="list-style-type: none"> Prior humane understanding and clarity in policy execution, Better conflict resolution 	<ul style="list-style-type: none"> Transparency in Governance, Reflection of humane understanding and clarity in decision making, etc.
<ul style="list-style-type: none"> Mission to achieve the vision 	<ul style="list-style-type: none"> Innovation in Governance to be evaluated based on Implementation of e-Governance, Decentralisation, Participative Management strategies, 	<ul style="list-style-type: none"> Increased level of implementation with examples in different area, Increased GER 	<ul style="list-style-type: none"> Timeline of execution of administrative tasks, Helps in better management of the institution



Input	Process	Outcome	Impact
	<ul style="list-style-type: none"> • Implementation of the G20 High-Level Principles on Lifestyles for Sustainable Development (LiFE) with appropriate weightage, • Appropriate weightage for availability of an effective Grievance Redressal Mechanism and resolution of complaints, • Appropriate weightages for performance related statistics like increase in enrolment, gender parity ratio, SC/ ST/ OBC/ EWS Student enrolment, • Appropriate weightage for strategies adopted for promotion of internationalization of education (e.g. UGC (Academic Collaboration between Indian and Foreign Higher Education Institutions to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations, 2022, Study in India programme) 		<p>and its administration,</p> <ul style="list-style-type: none"> • Restoration of India's role as a <i>Vishwaguru</i>

4.9. Infrastructure Development

Input	Process	Outcome	Impact
<ul style="list-style-type: none"> • Infrastructural development initiatives 	<ul style="list-style-type: none"> • Details of land, classroom, research laboratory, computer centre, science laboratories, canteen, theatre, dining hall, library, administrative office, faculty rooms, central store, security, housekeeping, examination control office, placement office, common rooms, first-aid-cum-sick room, guest house, sports club/ Gymnasium, auditorium, hostel (boys and girls), • Logistics for infrastructure for connecting to the students, faculty and staff 	<ul style="list-style-type: none"> • Holistic view of the existing capabilities of the institution, • Judgement of capabilities for expansion 	<ul style="list-style-type: none"> • Better outcomes from students and their academic courses, • Creates an eco-system that ensures that a healthy development of courses, students, faculty, and staff takes place

4.10. Financial Resources and Management

Input	Process	Outcome	Impact
<ul style="list-style-type: none"> • Financial Resources and Management 	<ul style="list-style-type: none"> • Seed money for teachers, students and researchers, • Support for conferences, workshops, equipment, research etc. to students, teachers and 	<ul style="list-style-type: none"> • Detailed overview of the financial health and existing capabilities of the institution, • Judgement for expansion of the institutes 	<ul style="list-style-type: none"> • Better judgment about the outcomes from student, faculty and researchers, • Creates an



Input	Process	Outcome	Impact
	<p>researchers,</p> <ul style="list-style-type: none"> • Amount spent on developing facilities, library, e-resources, labs, training teachers and staff for undertaking outreach activities, • Amount spent on salary of teaching and non-teaching staff, • Amount spent on Seminars/ Workshops/ Conferences, • Expenditure on infrastructure augmentation, • Amount received in donation and CSR funds, • Revenue generated from outreach activities, • Total amount spent on developing facilities, training teachers and staff for undertaking outreach activities, • Utilized amount on library, laboratories, workshops, other expenditure, salary of teaching and non-teaching staff, maintenance of infrastructure, consumables, Seminars/ workshops/ conferences, each value given separately for each of the last 3 financial years 		<p>eco-system that ensures that a healthy development of student, and faculty can be correlated</p>



5. Epilogue:

- I. Now, it has been a part of the MPMP Mission and that we are proud of is our alumni. The following *Plan* will be executed under the IDP:
- To improve the application-based connection with a full database of all alumni,
 - To further strengthen the alumni engagement in the institutional activities including training and placement of existing students,
 - To design lifelong learning programmes for alumni,
 - To continuously enhance the region-wise and global alumni network for regular and frequent interactions and effective utilization of social media platforms for global branding,
 - To further strengthen the alumni engagement in the institutional activities like setting-up centre of excellence and overall institutional development
- II. Additionally, it will be a part of the IDP:
- To enrol more students under different programmes from foreign countries, developed one especially,
 - To have more effective collaborations with foreign HEIs involving students and faculty exchange programmes and collaborative research,
 - To involve more foreign faculty for teaching online under 'would be' MoUs signed, and
 - To prepare and equip the faculty and students to switch over to the AI applications useful for educational purpose in future.

References:

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- *TRANSFORMATIVE REFORMS FOR STRENGTHENING ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS IN INDIA*, Report of The Overarching Committee (Constituted by Ministry of Education), Department of Higher Education, Ministry of Education, Government of India (November 2023)

