

INSTITUTIONAL DEVELOPMENT PLAN (2025-30)

INSTITUTE OF ARCHITECTURE & PLANNING

**Nirma University, Ahmedabad,
Gujarat, INDIA**

FEBRUARY 2025

INSTITUTE OF ARCHITECTURE AND PLANNING

Executive Summary

IAPNU, a constituent institution of Nirma University, was founded in 2014. The 5-year B. Arch program, inspired by the vision of the great industrialist and philanthropist Padma Shri Dr. Karsanbhai K. Patel and led by the renowned architect, planner, and academician Dr. Utpal Sharma, was inaugurated by the President of CoA, Ar. Uday Gadkari, and Pritzker Laureate and Padma Bhushan Dr. B.V. Doshi. In 2016, the Doctoral (PhD) program in Architecture was also introduced.

The undergraduate B. Arch program is duly recognized by the CoA, New Delhi; the Govt. of Gujarat; and the UGC. Since 2014, the institution has undergone periodic reviews and evaluations to ensure compliance with prescribed statutory and regulatory norms for offering professional and technical programs and courses. The institute launched a 2-year integrated M. Plan program in June 2025, which follows UGC and AICTE guidelines and is approved by ITPI. IAPNU is approved, affiliated with IIA-Mumbai, and registered with the Institute Innovation Council (IIC-MoE-MIC). Currently, IAPNU is registered with MSME and is seeking PMAC funding for innovations and start-ups. IAPNU's student body is an active member of NASA and has won many awards. The institute aims to impart high-quality education in the A&P disciplines covering “Sustainable Planning, Design of Built Environment and Human Settlements”.

In a decade, IAPNU has emerged as a leading institution in India, earning an A+ in NAAC accreditation; ranking 29th in the All-India NIRF rankings and 10th in IIRF; securing 2nd place in the GSIRF Regional Ranking with a 5-Star rating in Gujarat in 2024; ranking 10th in the "Super Excellence" category; and ranking 2nd in the West Region, according to the Global HRD Ctr. Globally, IAPNU ranks 668th on Edu-Rank, based on factors such as research output, non-academic reputation, and alumni impact. The Government of Gujarat conferred on NU (an IAPNU constituent institution) the status of “Center of Excellence”.

The IAPNU echoes NU’s vision of “Shaping a better future for mankind by developing effective and socially responsible individuals and organizations.” The unique nature of A&P education in the Built Environment at UD/UP requires IAPNU to continually incorporate

feedback from institute and university stakeholders, industry experts, and academic and student peers to develop IAPNU into a knowledge center. This involves positioning the Institute at the interface of profession and society, with concern for the environment and a commitment to sustainable solutions.

Need for the Institutional Development Plan

IAPNU emphasizes NU's core values (a) Student Centricity, (b) Contribution to Society, and (c) 'Quest for Academic & Research Excellence' to foster an ambiance and conducive environment for all higher academic and research pursuits within the NU campus through its Teaching-Learning pedagogy, professional practice, and academic research across UG, PG, and PhD programs.

IAP-NU needs to develop an Institutional Development Plan (IDP) as a strategic document that outlines the NU vision, institutional mission, philosophies, target values and goals, and an actionable roadmap for growth and transformation into a global institution, in the context of national educational reforms and global competition. As an architectural educational institution in India, IAP-NU shall use this IDP as a focused strategic roadmap to lead IAP-NU with distinction.

- ❖ **IAPNU-IDP** shall align with 'National Policies & Global Education Reforms,' including NEP 2020, the NBA accreditation standards for Architecture 2025, and global and national best practices. NEP 2020 mandates holistic, flexible, multidisciplinary education that emphasizes design thinking, research, and internationalization. This IDP shall compare leading global schools and strategically identify pathways for the institution to adopt best practices.
- ❖ **IAPNU-IDP** shall improve the quality and competitiveness of the institute by identifying gaps in the curriculum, faculty development, research output, international collaboration, and infrastructure, and by strategically planning how to address these gaps to raise the academic and research profile, while benchmarking against world-class institutions.
- ❖ **IAPNU-IDP** Shall Be a Vision-Driven Growth, proactive and strategic development plan for a 5-year vision & long-term goals for the next 5-10 years, with phases devised for implementation of strategies for curriculum upgradation, research thrust areas, and faculty capacity building.

- ❖ **IAPNU-IDP** Shall Enhance Institutional Identity and Branding by attracting high-quality faculty and students, securing industry partnerships, remaining the 1st choice for students, and implementing a strong, clearly articulated development plan to position IAPNU as a think tank and its students and faculty as thought leaders.
- ❖ **IAPNU-IDP** Shall Support Accreditation & Rankings. NBA, NAAC, and international accreditations increasingly assess institutional planning, governance, research culture, and sustainability. This IDP shall systematically and effectively improve performance across all parameters to secure NBA accreditation by 2028.
- ❖ **IAPNU-IDP** shall guide technological and infrastructure development, including smart classrooms, digital labs, material museums, R&D, innovation hubs, and sustainability labs.
- ❖ **IAPNU-IDP** shall promote research and innovation, set clear targets and incentives for research publications, design innovations, patent filings, and funded projects, and remain an established Center of Excellence.
- ❖ **IAPNU-IDP** shall foster regional, national, and global collaborations, build academic alliances with leading architecture and planning schools, and engage with regional planning bodies, municipalities, and industry to support live projects and internships. This IDP is designed to prepare professionals to meet the growing demands and challenges of urban development.
- ❖ **IAPNU** Shall Continue to Enforce Student-Centric Development by enhancing the curriculum to integrate emerging areas such as parametric design, AI in architecture, AR/VR/XR/ER, climate action planning, and heritage conservation, and by strengthening career support, startup incubation, and alumni networks.

Process of Development of Institutional Development Plan

2025 marks the eleventh year since inception. The IDP has completed 2 academic planning cycles. Through this IDP for 2025, the institute aims to set the direction for the next 5 years, until 2030. The IAPNU-IDP was developed through discussions, deliberations, and feedback from various stakeholders, including faculty members, alumni, field experts, visiting faculty, academic peers, core and allied full-time faculty, students, parents, IQAC team members, and members of the BOS & AC. A holistic approach brought all stakeholders together to identify key strategic goals, targets, and an implementation plan. We conducted an in-depth assessment and analysis of the educational environment at IAPNU and the NU campus. The study

examined global, national, and regional trends in A&P education and their implications for the Institute's growth. It also reviewed applicable policy documents and reports published by the government and non-governmental organizations. Accordingly, a few relevant documents (as listed in the Reference section of this document) were consulted in preparing the IAPNU IDP 2025-30.

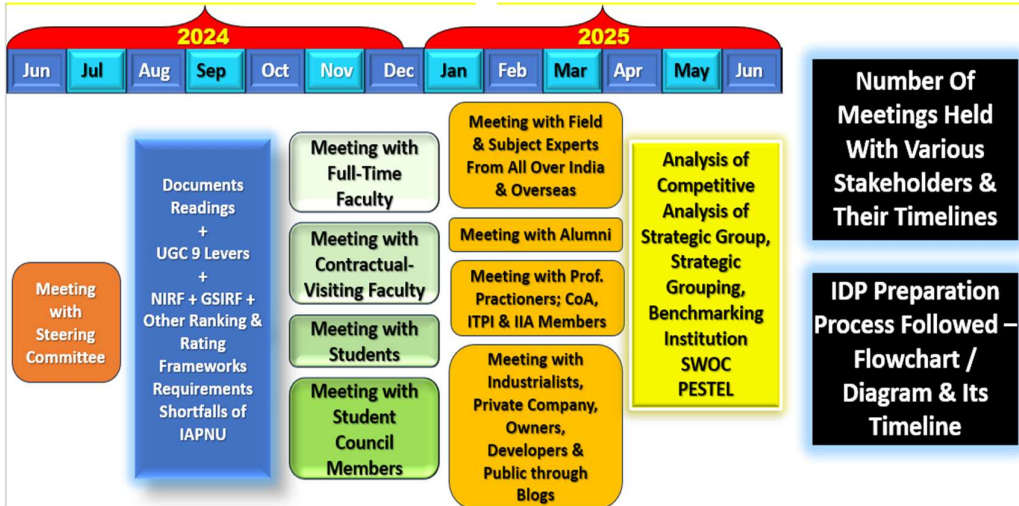


Figure 1: Process Chart in Drafting IDP for IAPNU

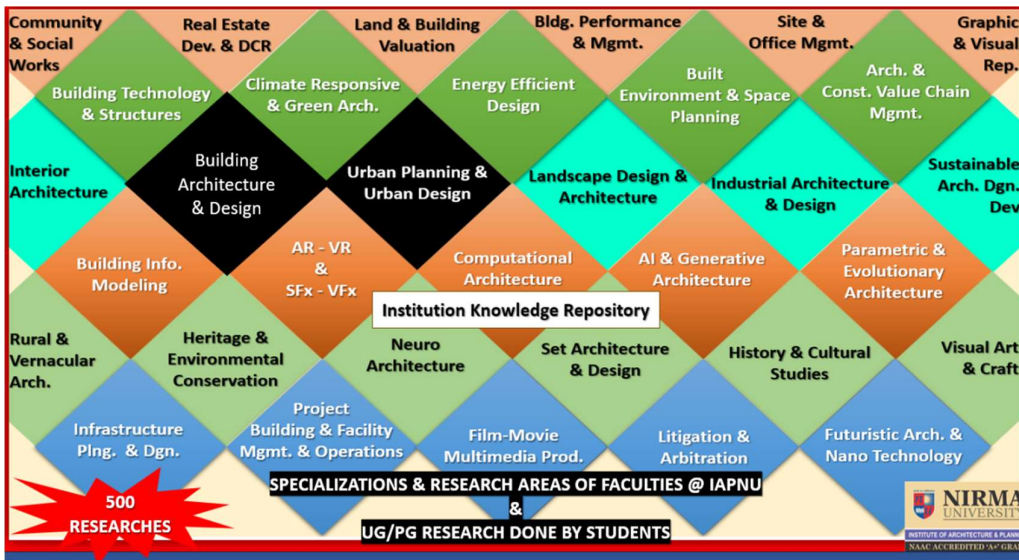


Figure 2: Academic Specializations

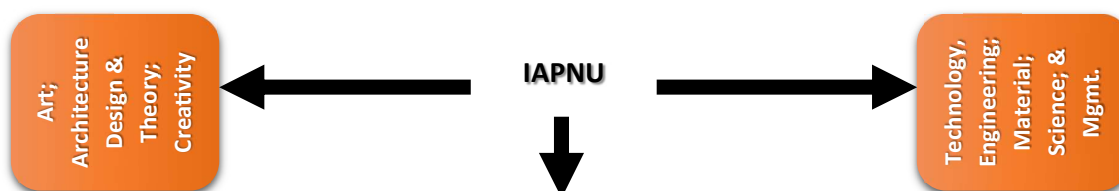


Figure 3: Main Division in Academic Specializations

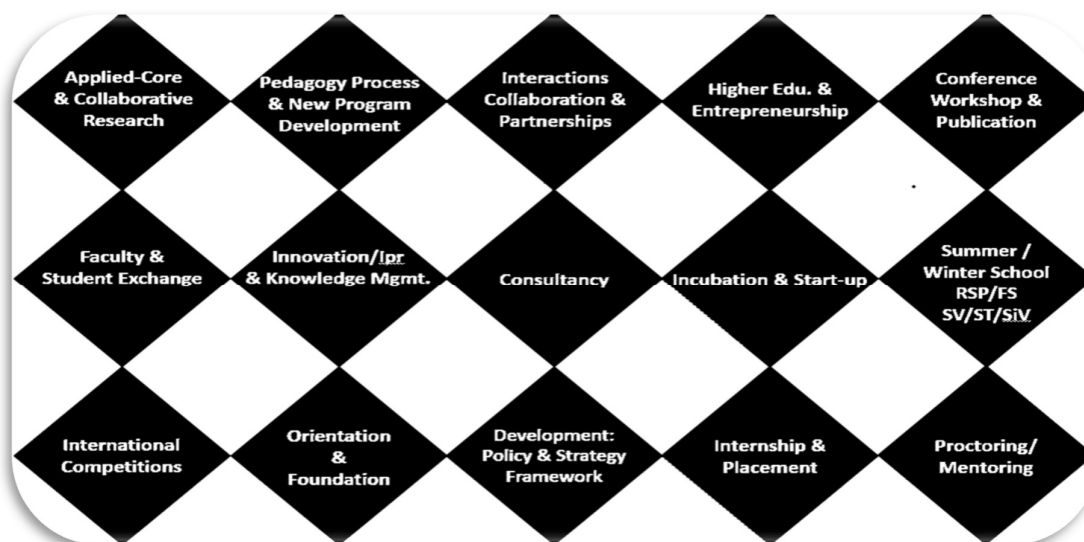


Figure 4: Institutional Functional Processes

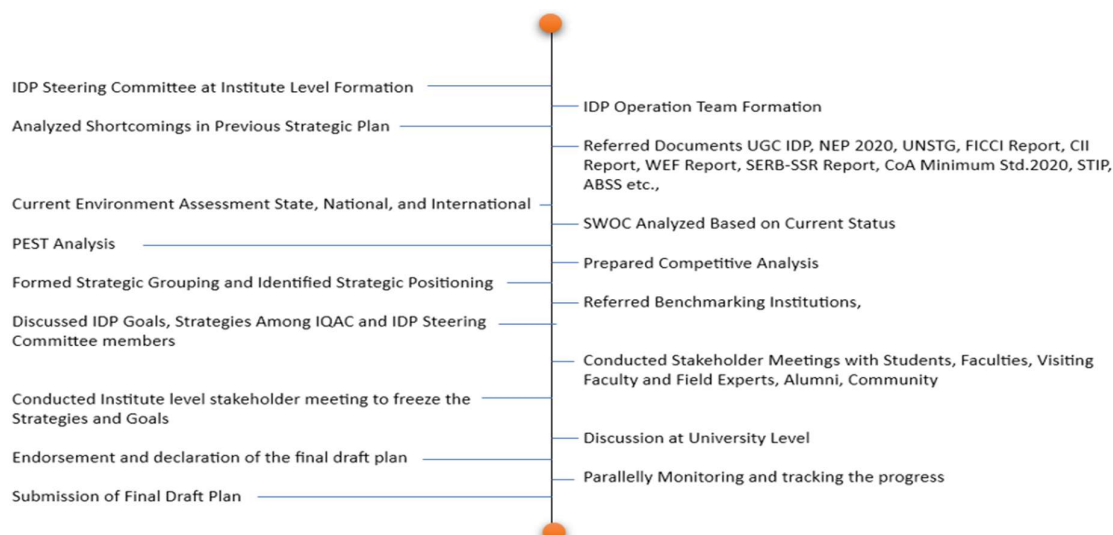


Figure 5: Process Chart in Drafting IDP for IAPNU

Environmental Assessment and Analysis (International, National and State Scenario):

Current International Scenario

The architectural world is a dynamic, interconnected field. The international architectural landscape blends globalization, innovation, and cultural exchange, shaped by global connectivity, global trends, locally relevant cultural contexts, technological advancements, and sustainability concerns. Architects are navigating the challenges of creating structures that are aesthetically pleasing, functional, environmentally responsible, and adaptable to future needs.

Urban design and planning have become increasingly significant globally and are evolving to address these challenges, especially as cities face rapid urbanization, climate change, and social inequality. These trends highlight a global shift toward a dynamic, interdisciplinary approach to urban design and planning, creating cities that are not only functional but also equitable, sustainable, and resilient.

Sustainability; Green Architecture: Net-Zero; Green Certification; Passive & Sustainable Design	Tech. Advancements: 3D Printing; Smart Buildings; BIM; Nano Architecture	Globalization of Design & Global Design Influence of International Firms; Iconic Landmarks	Digital Arch.; Parametric Design: Digital Fabrication; AR/VR/XR/AI - & Meta verses
Cultural & Regional Influences: Local Materials/Techniques; Cultural Context & Sensitivity	Resilience/Climate & Disaster- Resilient Architecture & Design Adaptation to Climate Change	Digital Arch.; Parametric Design; Digital-Fab; AR/VR/XR/AI - & Meta verses	Social & Political Influences; Public Arch.; Affordable Housing; Inclusive Design
Urbanization/Population Growth: Vertical & Smart Cities	Architectural Styles & Trends: Minimalism; Biophilic Design; Adaptive Reuse.	Health & Medical Care: Bionic & Neuro Arch.	Education & International Exposure.

Figure 6: Key International Trends and Initiatives Shaping the Field of Architecture

Sustainable Development Goals (SDGs)	Utilization of Suitable Technologies	Climate-Resilient Planning	Compact and Mixed- Use Development	Compact and Mixed-Use Development
Depletion of Resources	Global Guidelines	Social Inequality	Smart Cities	Scenario Planning
Participatory Planning	Sustainability & Resilience	Environmental Hazards	Participatory Planning	Governance & Inst. Frameworks

Figure 7: Key International Trends and Initiatives Shaping the Field of Planning

29th Rank in NIRF ranking	2nd Rank in GSIRF ranking & 5 Star rating	10th position in India for Arch. as per the IIRF 2025 rankings	10th in the "Super Excellence" category & 2nd in the Western Region as per the Global HRD Ctr.
NAAC A+ accreditation	Govt. Of Gujarat has declared NU as CoE along with IAPNU as it one of the constituent institutions achieving Center of Excellence status	3539th worldwide & 668th for Architecture by EduRank based on factors such as ‘research output, non-academic reputation & alumni impact’	

Figure 8: Status of IAPNU (International, National, Regional)

Internationally, IAPNU is comparable to mid-tier architecture schools that emphasize interdisciplinary learning, sustainability, and urban planning. The global landscape of A&P education is rapidly evolving due to technological advances, sustainability imperatives, socio-political challenges, and shifts in pedagogical approaches.

IAPNU Status as per global standing and perspective

IAPNU is a strong regional institute with potential, but it is not yet at par with internationally ranked architecture schools. *IAPNU is the closest comparison to mid-level Asian or Latin American institutes that are still building research depth, global ties, and technological infrastructure.* If Nirma University invests in faculty research, international visibility, and a cutting-edge curriculum, IAPNU can achieve global relevance over the next 10–15 years.

Faculty Development: Encourage PhD-level qualifications, post-docs, international exposure; Faculty exchange programs with global institutions	Research & Publications: Collaborate on global research grants and publish in indexed journals	Global Engagement: Join international platforms like EAAE, UIA, IFLA, or ARCC; Offer dual-degree or semester-abroad options
Curriculum Modernization: Integrate sustainability, digital tools (BIM, GIS), urban policy, & AI in design	Student Exposure: Enable participation in conferences, intl. design competitions, S/W schools	Accreditation & Benchmarking: Work toward intl. accreditation (e.g., RIBA validation)/align with UNESCO-UIA Stds.

Figure 9: Action Areas to Reach Global Standards

National Scenario

The current state of architectural education in India (2025) presents a mixed picture, with significant growth in quantity but ongoing challenges in quality, employability, and alignment

with global standards. Since 2010, the number of architectural institutions (500+) regulated by the CoA under the Architects’ Act, 1972, has increased significantly. Programs offered include B. Arch (5-year UG degree), M. Arch, PhD, and specialized diplomas.

In 2020, the CoA implemented the new Minimum Standards of Architectural Education Regulations, 2020. Efforts are underway to align with NEP 2020. Curriculum and policy updates emphasize multidisciplinary learning, flexible entry/exit options (not yet fully implemented), and adopting a credit-based system in select institutes. There is a growing focus on integrating technology, including parametric design, BIM, GIS, and AI tools, into Design, Nano Architecture, Neuro Architecture, and Green Building Design and Sustainability. However, integration remains uneven. While top-tier schools lead, others lag .

Quality vs Quantity • Inadequate faculty (especially experienced professionals) • Poor infrastructure and design labs • Over-enrollment without capacity	Outdated Pedagogy • Theory-heavy, less hands-on and contextual learning • Low industry-academia interaction • Limited design-build studios, workshops, or real-world exposure
Employability Crisis • Graduates often lack Site experience, technical detailing and project management skills, Awareness of current industry standards	Regulatory Bottlenecks • CoA's centralized regulation is sometimes seen as rigid and slow to adapt, Accreditation (e.g., NBA) is voluntary and often not pursued

Figure 10: Few identified shortcomings & challenges in India in Architectural Education

❖ **IAPNU Ahmedabad (with limitations)**

Phase 1: Foundation Building (2025–2027)	Phase 2: National Excellence & Regional Globalization (2028–2031)	Phase 3: Global Integration & Leadership (2032–2035)																		
Faculty Enhancement: Recruit faculty with PhDs from top global universities; Offer funded opportunities for current faculty to pursue post-docs, fellowships, or short-term training abroad; Establish Faculty Research Incentives for international publications and citations	Infrastructure and Labs: Create high-end labs: Sustainability Lab (solar studies, climate models, materials testing); Digital Fabrication Lab (3D printing, AR/VR, CNC); Urban Futures Lab (planning analytics, mobility models, GIS tools)	Global Recognition & Research Leadership: Target to be ranked among top 300 globally in architecture/planning; Launch PhD programs with joint supervision from international faculty; Establish a Centre of Excellence on: Climate-Resilient Cities; Heritage & Conservation Innovation; AI in Architecture and Urban Analytics																		
Curriculum Modernization: Revise curriculum to include: AI & Architecture, Climate-Responsive Design, Smart Cities, Circular Economy, Disaster Resilient Planning; Software proficiency: BIM (Revit), Rhino + Grasshopper, GIS, and Python for planners; Start vertical studios, cross-disciplinary workshops, and design-build programs.	International Collaborations: Partner with 5–10 top global schools like: TU Delft, UCL Bartlett, UNSW, Berkeley, ETH Zurich; Launch joint studios, workshops, and visiting scholar programs.	Industry and Policy Integration: Collaborate with UN-Habitat, World Bank, and global think tanks; Advise state/national governments on planning and housing policy; Offer executive education or online global certificate programs.																		
Global Exposure for Students: Set up student exchange MoUs with 5–10 mid-tier international schools (e.g., UIUC, Delft partner schools, NUS affiliates); Fund travel for students to attend international competitions (e.g., UIA, Archiprix, NASA International).	Academic & Professional Visibility: Organize an international biennale or conference hosted by IAPNU; Establish a peer-reviewed journal or a research publication series; Encourage students to publish undergraduate research or theses in open access global platforms.	Alumni Global Footprint: Strengthen alumni relations to place graduates in international design firms, UN bodies, and PhD programs abroad; Create a mentorship program linking alumni with global exposure to students.																		
Research Incubation: Establish a Research Cell or Design Lab focusing on: Climate-sensitive urbanism; Low-cost housing and policy; Digital design methods; Apply for national grants (DST, ICSSR, AICTE).	Ranking & Accreditation: Aim for: Inclusion in QS Asia Rankings by Subject (Architecture/Planning); Alignment with UNESCO-UIA Validation and RIBA Accreditation; Implement NIRF optimization strategy with emphasis on research and international participation.	<table><tr><th colspan="2">Success Indicators by 2035</th></tr><tr><th>Metric</th><th>Target</th></tr><tr><td>QS World Ranking (Arch.)</td><td>Top 300</td></tr><tr><td>International Faculty/Visitors</td><td>15–20%</td></tr><tr><td>Global Research Grants</td><td>≥5 active</td></tr><tr><td>PhD Graduates / Year</td><td>≥10</td></tr><tr><td>Global MoUs</td><td>≥20</td></tr><tr><td>Students Placed Abroad (PG/Jobs)</td><td>≥25%</td></tr><tr><td>RIBA/UNESCO-UIA Accreditation</td><td>Achieved</td></tr></table>	Success Indicators by 2035		Metric	Target	QS World Ranking (Arch.)	Top 300	International Faculty/Visitors	15–20%	Global Research Grants	≥5 active	PhD Graduates / Year	≥10	Global MoUs	≥20	Students Placed Abroad (PG/Jobs)	≥25%	RIBA/UNESCO-UIA Accreditation	Achieved
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Figure 11: Threads of a Roadmap for IAPNU to be a Globally Recognized A&P institution

a) Current trends in Architectural Education PAN India:

- ❖ Emphasis on urban resilience, smart cities, and climate-responsive design
- ❖ Online architectural education and hybrid studios are gaining traction
- ❖ Push toward global collaborations and student exchanges
- ❖ Technological Integration, research, and Innovation orientation

b) Identified areas of development for IAPNU based on the National Scenario are:

- ❖ Strengthen faculty training and research culture
- ❖ Mandate industry internships and field training
- ❖ Incentivize interdisciplinary programs (Architecture + Planning, Sociology, Economics, Geography, Engineering, Management, etc.)
- ❖ Encourage National-level Design competitions, real-world studios

To address these challenges, it is essential to involve knowledgeable, trained, and highly skilled professionals in architecture, the built environment, and Planning Programs.

c) Areas for Architectural educational institutions to concentrate on are:

- ❖ Architectural Education & Professional Practice
- ❖ Challenges/Opportunities in Indian Architecture
- ❖ Commercial and Corporate Architecture
- ❖ Contemporary & Innovative Architecture

- ❖ Cultural Preservation and Heritage
- ❖ Opportunities and Future Directions
- ❖ Technology Integration to Build Environment

d) Areas for planning educational institutions to concentrate on are:

- ❖ Affordable Housing & Slum Redevelopment
- ❖ Challenges In UD/UP
- ❖ Rapid Urbanization & Population Growth
- ❖ SCM & Digital Transformation
- ❖ Sustainability & Environmental Concerns
- ❖ Transportation and Mobility
- ❖ Urban Governance and Decentralization
- ❖ Urban Green Spaces and Public Areas

State of Gujarat Scenario

Gujarat, known for its industrial advancement, comprehensive infrastructure, and cultural legacy, has experienced swift urbanization and development, building lively, sustainable, and inclusive urban environments. Spearheaded initiatives such as the Smart Cities Mission, industrial clusters, major infrastructure investments, and environmentally sustainable urban development have taken the lead in urban planning and design, adapting to tackle the challenges of urbanization and economic expansion while emphasizing the sustainability of the built environment and cities, and safeguarding its rich heritage, introducing various initiatives and projects that have set new standards in India.

Gujarat's resolve establishes it as a model for other rapidly urbanizing areas in India by transforming its cities into more livable, green, inclusive, environmentally friendly, and technologically sophisticated urban spaces. Issues such as urban sprawl, waste management, and land acquisition are being addressed. All Architecture & Planning institutions in Gujarat aim to prepare students to undertake these responsibilities and provide solutions.

PEST Analysis

The table below summarizes the analysis for Architecture and planning education at various levels, from international and national to regional levels.

Table 1: Political, Economic, Social, Technological Analysis for Architecture & Planning Education @3 Levels

INTERNATIONAL LEVEL			
Political	Economic	Social	Technological
Curriculum Shaping is highly influenced by Intl., rankings in QS and THE.	Top-tier international institutes/universities in developed countries invest heavily in R&D, labs, and faculty.	Overemphasis on Public Architecture, Inclusivity, and community engagement in Education.	Rapid adoption of BIM, simulation, robotics, and smart cities in construction.
Developed nations (e.g., the Netherlands, Singapore) promote interdisciplinary and sustainable education in architecture.	Architecture is linked to global issues like climate change, housing crisis, urban issues, and technology, increasing its relevance.	Multicultural learning environments enrich design thinking and creativity.	Advanced use of AI, parametric modeling, GIS, 3D printing, and digital fabrication shapes architecture
Global student mobility (ERASMUS exchange programs), accreditations & are vital in top schools.	The high cost of overseas education limits access for students from developing countries to pursue higher studies.	Social movements (e.g., Decolonizing Arch.) influence pedagogy.	International/global schools prioritize interdisciplinary research between Arch., urbanism, and data science.
NATIONAL LEVEL: India			
Political	Economic	Social	Technological
NEP 2020 to revamp higher education with a flexible, multidisciplinary, skill-based curriculum.	Rising middle-class demand for professional education.	Growing awareness of sustainability, heritage conservation, and urban livability is influencing education focus.	Slow adoption of digital design tools (BIM, Nano Tech, AI in planning, GIS) in curriculum.
Regulatory bodies: COA, AICTE, and UGC determine course structure and approvals.	Limited funding and infrastructure support for public institutions.	Gender parity has increased, with more female students entering the field.	Rise in online learning tools, MOOCs, and simulation S/w.
Lack of autonomy for many institutions restricts innovation in pedagogy.	High fees in private colleges limit access.	Architectural education still remains urban-centric; rural perspectives are limited.	Access to updated H/w and S/w is uneven in Tier-2 and Tier-3 institutions.
Government pushes for Smart Cities, affordable housing, and AMRUT open new	A&P graduates face underemployment due to oversupply and	Lack of widespread industry-academia linkage and	VR/XR/AR/AI and parametric design use in top-tier institutions

demands in urban and regional planning.	limited practical training/Internships.	interactions in many institutions.	exists, but is not Std. practice.
REGIONAL LEVEL: Gujarat			
Political	Economic	Social	Technological
Support from the State Govt. for infrastructure, heritage tourism, and urban development, GIFT City/Dholera	Gujarat's economic growth creates demand for skilled architects and planners.	Strong focus on heritage conservation (e.g., Ahmedabad World Heritage City) could enrich regional architectural education.	Uneven technological exposure across institutions.
Urban planning is more focused on economic growth than social sustainability.	Low state-level funding for architecture schools leads to gaps in infrastructure and faculty quality.	However, public perception of architecture as an elite profession persists.	Many Institutes lead in GIS, sustainable design, and UG Research.
Limited policy incentives for architectural education innovation or research.	Reliance on private institutions with varying education Std.	Language barriers may limit the participation of rural or marginalized groups.	Most private colleges have limited labs, outdated S/w, and few research collaborations.

**Table 2: Conclusion: Political, Economic, Social, Technological Analysis for Architecture & Planning Education
@3 Levels**

CONCLUSION – PEST STUDY				
Factor	Political	Economic	Social	Technological
National (India)	Regulated by UGC, COA, NEP 2020 reforms, NIRF, and NBA Accreditation	Growing demand, limited funding	Sustainability awareness, urban focus	Uneven access to tools and methods
International	Flexible, autonomous systems	High investment, high costs	Multicultural, inclusive, decolonized	Advanced digital tools widely used
Gujarat (Regional)	Govt focus on urban growth, limited education support, and regulated by GSIRF	Economic growth, but education is underfunded	Heritage-rich, social inclusion needs work	Well-established leads, others lag in adoption

Developmental Goals

Institution Development Goals of the period 2025-30 is designed based on positional, environmental, PEST, SWOC, Strategic grouping, and benchmarking data.

❖ **Goal- 1: Technological Integration into Architectural & Planning Curriculum to Keep Pace with Contemporary Trends and Futuristic Developments.**

New technologies are profoundly impacting Architecture and Planning. To grow as an architectural professional, students must be proficient in applying a range of technologies and connected software (Annexure-1), which should be introduced into the curriculum. These require infrastructure and facilities, as well as training faculty in these new applications so they can train students. To become proficient, students must work with applications, technologies, and software in current live professional projects.

❖ **Goal- 2: Research & Innovation in Architecture and Planning aimed at addressing global challenges in Sustainable Development**

Addressing the UN Sustainable Development Goals to protect land, people, and the environment requires innovative live projects, research projects, curriculum and resources, and community initiatives, which can be conducted collaboratively or independently. When applied in practice, these initiatives would reduce the industry-academia gap, as all fundamental requirements would align with global standards. To bring all professionals and practitioners on board, holding conferences on environmental sustainability, publishing papers in Scopus- and WoS-indexed journals, and filing patents for innovations are essential for high impact.

❖ **Goal 3: To Improve Peer Perception, Inclusivity & Diversity in the institution of Architecture and Planning, both nationally and internationally.**

Building the IAPNU brand and enhancing the institution's visibility are essential to improving peer perception and student satisfaction. Strengthening alumni connections and networking is a major step toward improving students' learning. Engaging communities through built and social service projects is a major step toward ensuring inclusivity and diversity. Through international and national student exchange programs, the institution can match the performance of international institutions and universities.

❖ **Goal - 4: To Improve Quality of Architectural and Planning Academic Curriculum, Academic Delivery and Education**

The quality of architecture and planning education depends largely on the curriculum, hands-on experiences, the development of theoretical frameworks, and work on design, plans, material studies, and detailing, specifically for building services (MEP, HVAC, Material Museum); Art in visual and print modes, as well as digital Art and Craft. In addition, proctoring,

mentoring processes, assignment tracking and monitoring, and value-added courses such as installations and publishing students' works in journals. These studies primarily require exposure to high-end application simulation software.

List of Strategies for Each Goal

Table 3: List of Institutional Developmental Goals

GOALS	STRATEGIES
GOAL 1 Technological Integration into Architectural & Planning Curriculum to keep pace with contemporary Trends and Futuristic Developments.	❖ Introducing Emerging Technology Subject into the Architectural Curriculum ❖ Creating Infrastructure and Facilities ❖ Training faculty on the operation of new technologies for Architecture, UD/UP ❖ Hands-on Experience on Emerging Technologies
GOAL 2 Research & Innovation in Architecture and Planning aimed at addressing global challenges in Sustainable Development.	❖ Independent Research and Innovative Projects in the Area of Sustainable Development ❖ Increase collaborations; reduce industry-academia gap (national/international) ❖ Research Publications or Patents on Innovations or Both ❖ Conducting an international conference on environmental sustainability
GOAL 3 To improve peer perception, inclusivity, and diversity in the institutions of Architecture and Planning, both nationally and internationally.	❖ Brand Building & Visibility ❖ Strengthening Alumni Network ❖ Community Engagement ❖ International Exchange
GOAL 4 To improve the quality of the architectural and planning academic curriculum, academic delivery, and Education	❖ Developing Theoretical Background, Hands-on Experience in construction, services (MEP, HVAC, Material Museum), Visual Art, print & digital Art, Craft & Design Subjects. ❖ Process improvement, specifically proctoring, mentoring, review, and assignment-related ❖ Additional Value-added projects/courses ❖ Publications of Students Design and Students Research Journals (e-Journals)/Print both

Monitoring and Review Mechanisms of Institutional Development Plan

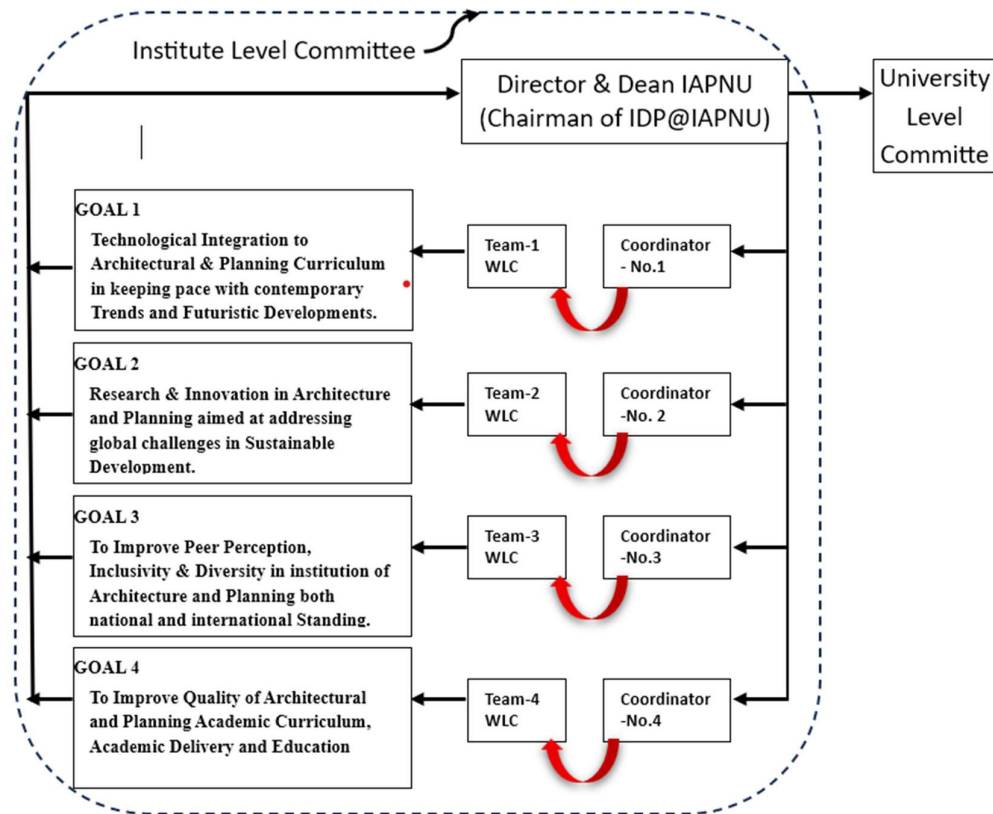


Figure 12: Process Chart for Implementing IDP at IAPNU

IAPNU focuses on the strategic implementation, monitoring, and regular review of the Institutional Development Plan. The Institutional Development Plan will require systematic, periodic input and output, as well as coordination among various stakeholders. For effective implementation, the Institute will closely guide and monitor progress at two levels.

❖ **Institute Level Core Team:** Will have the following members:

- Director
- Academic Coordinator of Post Graduate Program
- Academic Coordinator of Undergraduate Program
- Institute IQAC Coordinator
- Institute-level Research Advisory Board
- Members of the Institutional Development Plan Steering Committee

❖ **Working Level Committee:** Will have the following members:

- Team Leader of Working Teams
 - Senior faculty members
 - PG Coordinators
 - Junior faculty members
 - Department IQAC Coordinator
 - Department Level Research Committee
- ❖ Over and above, the following meetings with linked processes are held to review the Institutional Development Plan:
- Stakeholder Meeting to review curricula
 - Budget Planning
 - Academic Audits: Department / Institute / University level
 - PhD RAC Meetings
 - Placement Cell Reviews
 - Library Committee Meetings
 - Industry-Institute Partnership Meetings
 - Research Conclaves
 - Alumni interaction and meets
 - IQAC Meetings
 - Collaborators and Aggregators Project Meetings

The Institute Level Core Team will hold review meetings at least twice within six months to assess progress on the Institutional Development Plan and determine whether it is being implemented effectively. The Core Team will identify issues and problems and find solutions to troubleshoot them. The Core Team will guide the Working Level Committees in implementing the Plan effectively. Each Working Level Committee will discuss progress made, difficulties faced, probable solutions, and new initiatives undertaken. Each Working Level Committee will send a report to the Institute Level Core Team. The Institute Level Core Team will also discuss the progress reports received from the Working Level Committees and submit the progress report to the University. To strategically implement, monitor, and review the IDP on a regular basis, systematic, periodic inputs and outputs, and coordination among various stakeholders are required.