

INSTITUTIONAL DEVELOPMENT PLAN

2026–2035

BENGAL COLLEGE OF ENGINEERING AND TECHNOLOGY
Durgapur, West Bengal

Aligned to NEP 2020 • UGC Institutional Development Plan Framework • Quality, Research,
Innovation, Employability & Sustainable Development

Institutional Website: bcetdgp.ac.in

Strategic roadmap for institutional transformation, academic excellence and evidence-based quality
enhancement

INTRODUCTION

Bengal College of Engineering and Technology (BCET), Durgapur is committed to the continuous enhancement of academic quality, student development, research, innovation and institutional effectiveness. In an increasingly dynamic higher-education environment, an institution must continuously respond to emerging technologies, changing professional requirements, evolving learner needs and the wider expectations of society. The Institutional Development Plan (IDP) 2026–2035 has therefore been conceived as a comprehensive strategic framework to guide the institution's development over the next decade.

The IDP seeks to provide a clear and coherent direction for the sustained growth of BCET by bringing together its academic priorities, research and innovation agenda, student-centred initiatives, faculty and staff development, industry and alumni engagement, governance and quality assurance, digital transformation, infrastructure development, sustainability and financial planning. It aims to create an institutional culture in which quality improvement is continuous, decision-making is evidence-based and every major initiative contributes meaningfully to student learning and institutional outcomes.

The plan adopts a long-term perspective while recognising the need for phased and achievable implementation. The period from 2026 to 2035 is organised around progressive development, beginning with the strengthening of institutional foundations and systems, followed by expansion and integration of key initiatives, and culminating in the consolidation of institutional strengths and measurable impact. Each strategic priority is intended to be translated into annual action plans with clearly defined responsibilities, timelines, resources, indicators and mechanisms for review.

At the heart of the plan is the belief that institutional excellence is multidimensional. Excellence in teaching and learning must be supported by relevant curricula, innovative pedagogy, experiential learning and effective assessment. Student success must extend beyond academic achievement to include employability, communication, entrepreneurship, professional ethics, wellbeing and lifelong learning. Research and innovation must progressively connect with industry and societal needs, while infrastructure and digital systems must create an enabling environment for academic and institutional growth.

The IDP also places strong emphasis on collaboration and stakeholder participation. Faculty members, students, administrative staff, alumni, employers, industry partners, academic institutions and the wider community have important roles to play in institutional development. Their feedback, expertise and engagement will contribute to continuous improvement and help ensure that institutional priorities remain relevant and responsive.

Sustainability, inclusiveness, professional ethics and social responsibility constitute important cross-cutting principles of this plan. BCET will seek to promote responsible use of technology, environmentally conscious development, accessible learning opportunities, safe and supportive campus practices, and meaningful community engagement. These principles are intended to strengthen not only institutional performance but also the contribution of the institution to society.

The Institutional Development Plan is consequently envisaged as a **living strategic document**. Its progress will be monitored periodically, achievements will be assessed against defined indicators, emerging challenges will be identified and priorities will be revised wherever necessary. Through sustained leadership, collective participation, prudent resource utilisation and a culture of continuous improvement, BCET aims to build a resilient, innovative, student-focused and future-ready institution during the decade 2026–2035.

Purpose of the IDP: To provide an integrated, measurable and implementable roadmap for the academic, research, student, human-resource, governance, infrastructure, digital, financial and societal development of Bengal College of Engineering and Technology, Durgapur.

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1. EXECUTIVE SUMMARY

The Institutional Development Plan (IDP) of Bengal College of Engineering and Technology, Durgapur provides a ten-year strategic roadmap for institutional development from 2026 to 2035. It translates the institution's proposed revised vision and mission into measurable academic, research, administrative, infrastructural, digital, financial and social-development priorities.

The plan adopts a **student-centred, outcome-oriented and evidence-driven** approach. It seeks to strengthen teaching and learning, multidisciplinary and industry-aligned education, experiential learning and internships, research and innovation, employability and entrepreneurship, faculty capability, governance and quality assurance, and resilient physical and digital infrastructure.

The strategic architecture adapts the UGC-oriented IDP exemplars supplied for this exercise: governance; financial sustainability; academic enablers; research and intellectual property; human resources; networking and collaboration; physical enablers; and digital enablers. It also incorporates NEP 2020 themes relevant to an engineering institution: multidisciplinary education, flexible learning pathways, skill integration, internships, technology-enabled learning, inclusion, entrepreneurship, research, IKS and community engagement.

The 2026–2035 trajectory is organised into three phases:

- **Phase I – Foundation and Consolidation (2026–2028):** governance, baseline data, academic processes, faculty development, quality documentation, laboratories, industry engagement and student support.
- **Phase II – Expansion and Integration (2029–2031):** research, interdisciplinary programmes, industry-sponsored projects, entrepreneurship, digital transformation, international linkages and green-campus initiatives.
- **Phase III – Excellence and Impact (2032–2035):** institutional distinctiveness, national/global collaborations, mature innovation ecosystem and visible societal impact.

Core strategic outcomes by 2035

Domain	Indicative 2035 outcome
Academic	Outcome-based, multidisciplinary, digitally supported and industry-relevant academic ecosystem.
Students	Strong employability, communication, professional skills, entrepreneurship, civic responsibility and lifelong learning.
Research	Sustained growth in quality research, funded projects, consultancy, IPR, student research and application impact.
Industry & Alumni	Deep partnerships supporting internships, projects, curriculum inputs, placements, consultancy and mentoring.
Faculty	Continuous professional development, research engagement, pedagogic innovation and leadership development.
Governance & Quality	Transparent, data-informed governance with robust quality assurance and evidence-ready documentation.
Infrastructure	Safe, accessible, smart, green and technology-enabled campus facilities.
Digital	Integrated ERP/LMS/data dashboards, secure records and technology-enabled learning.
Finance	Diversified resource base through grants, consultancy, CSR, alumni and continuing education.
Societal Impact	Community engagement, sustainability and socially responsible engineering applications.

2. INSTITUTIONAL CONTEXT AND DEVELOPMENT PHILOSOPHY

Bengal College of Engineering and Technology, Durgapur is positioned in an engineering and technology ecosystem where employability, emerging technologies, industry relevance, research capability, digital transformation and societal responsibility are increasingly interconnected. The IDP therefore treats academic quality, research, infrastructure, governance and stakeholder engagement as mutually reinforcing.

Development philosophy

- **Student first:** decisions should demonstrably improve learning, progression, wellbeing, employability and opportunity.
- **Outcome orientation:** specify measurable outputs and outcomes rather than activities alone.
- **Evidence culture:** major initiatives should generate verifiable records and outcome evidence.
- **Industry relevance:** curriculum, laboratories, projects, internships and faculty development should respond to professional requirements.
- **Research-to-impact:** progressively connect publication to IPR, prototypes, consultancy, entrepreneurship and societal application.
- **Inclusion and ethics:** promote equal opportunity, accessibility, safety, ethics and civic responsibility.
- **Sustainability:** apply environmental and lifecycle principles to campus development and operations.
- **Continuous improvement:** operate through Plan–Do–Check–Act cycles supported by quality systems.

Planning assumptions

Assumption	Planning implication
Regulatory alignment	Programme, faculty, infrastructure and governance targets remain subject to applicable UGC, AICTE, affiliating-university and statutory requirements.
Data availability	Establish an annual institutional baseline/data book before target assessment.
Resource realism	Phase targets according to finance, manpower and infrastructure capacity.
Stakeholder participation	Use students, faculty, staff, alumni, employers, industry and community input.
Institutional distinctiveness	Progressively identify signature strengths rather than undifferentiated expansion.
Change management	Accompany reform with training, communication, pilots and feedback.

3. PROPOSED VISION, MISSION AND INSTITUTIONAL VALUES

Proposed College Vision – 28 March 2026

“To Motivate students to surpass themselves to achieve excellence and make the Institute a global centre of Education, Research and Innovations and contributing responsibly to societal and sustainable development.”

Proposed College Mission

IM1: To provide quality, value-based education through continuous academic improvement, and a multidisciplinary, industry-aligned environment that promotes research and experiential learning for the benefit of all stakeholders.

IM2: To prepare creative and competent professionals and entrepreneurs for effective individual and team-based work in global environments.

IM3: To develop ethically responsible citizens with a strong sense of civic duty, capable of making meaningful contributions to sustainable societal development across their careers.

Strategic interpretation

Mission element	IDP response
Quality & value-based education	OBE strengthening, faculty development, academic audit, mentoring and continuous improvement.
Multidisciplinary & industry-aligned environment	Interdisciplinary projects, industry advisory mechanisms, internships, electives and live projects.
Research & experiential learning	Research clusters, student research, funded projects, consultancy, innovation challenges and project-based learning.
Creative professionals & entrepreneurs	Innovation/entrepreneurship ecosystem, incubation, design thinking, IPR awareness and mentoring.
Global work readiness	Communication, teamwork, digital literacy, global professional practices and international exposure.
Ethics, civic duty & sustainability	Professional ethics, community projects, environmental initiatives and responsible technology.

Departmental alignment

The supplied CSE proposal dated 02 September 2026 emphasises quality education, innovative research, technological advancement, industry-aligned multidisciplinary exposure, employability, analytical and communication skills, ethics and sustainable societal development. The CSE (AI & ML) statement adds computing, mathematics, data and intelligent systems, project-based learning, entrepreneurship, teamwork and responsible applications. These provide useful templates for department-level IDPs.

4. NEP 2020 / UGC ALIGNMENT FRAMEWORK

Theme	Institutional action for BCET	Evidence / KPI
Multidisciplinary education	Interdepartmental electives, interdisciplinary projects and permitted minors/certifications.	% programmes with interdisciplinary components; joint projects.
Academic credit mobility	Strengthen credit documentation and mobility mechanisms in accordance with applicable provisions.	Eligible students mapped; credit records; agreements.
Flexible learning pathways	Structured electives, certifications, bridge/remedial support and permitted flexible pathways.	Participation; progression; retention.
Skill integration	Professional, digital, communication, entrepreneurship and domain skills.	Skill modules; certifications; employer feedback.
Internship / apprenticeship	Structured internships, industry projects and practice exposure.	Participation; quality; employer feedback.
Research & innovation	Research groups, external funding, student innovation, IPR and entrepreneurship.	Projects; publications; patents; prototypes.
Indian Knowledge Systems	Suitable IKS, ethics, sustainability and local-context activities.	Courses/activities; participation.
Technology-enabled learning	LMS, digital content, simulation and analytics.	LMS adoption; digital resources; analytics.
Inclusion & wellbeing	Accessibility, mentoring, counselling, grievance and support for disadvantaged learners.	Support utilisation; closure; satisfaction.
Internationalisation	Academic/research collaborations, expert inputs and mobility where feasible.	MoUs; joint activities; mobility.
Sustainability	Green campus, energy/water management, waste reduction and sustainability projects.	Audits; resource indicators; initiatives.

5. STRATEGIC ASSESSMENT: SWOC AND STAKEHOLDER NEEDS

The following SWOC is a planning framework, not a claim that every condition is already present. Each item should be validated through baseline study and institutional consultation.

Strengths to leverage	Weaknesses / gaps to address
Engineering-focused academic ecosystem and potential for interdisciplinary technology initiatives.	Need for a consolidated institutional data architecture and evidence repository.
Proposed vision emphasises education, research, innovation and sustainability.	Need for stronger institution-level research systems and funding pipelines where gaps exist.
Departmental direction includes industry alignment, experiential learning and emerging technology orientation.	Variation in departmental maturity, industry engagement and research output should be reduced.
Durgapur ecosystem offers partnership opportunities.	Need to convert proximity into documented internships, projects, consultancy and research.
Potential for technology-enabled learning.	Need continuous faculty upskilling in pedagogy, AI-enabled tools and emerging technologies.

Opportunities	Challenges / risks
AI/ML, cybersecurity, data science, automation, renewable energy, smart systems and other emerging fields.	Rapid technology cycles can make curricula and laboratories obsolete.
Industry-sponsored laboratories, consultancy, CSR and research.	Competition for students, faculty and industry attention.
NEP 2020, digital education, skills and entrepreneurship ecosystems.	Regulatory changes, funding constraints and external economic conditions.
Alumni mentoring, fundraising and placement networks.	Cybersecurity, safety, infrastructure and continuity risks.
Green engineering and community technology projects.	Maintaining quality while scaling programmes and infrastructure.

Stakeholder priorities to validate annually

- Students: learning quality, mentoring, internships, placements, facilities, wellbeing and career pathways.
- Faculty: development, research support, workload balance, recognition, laboratories and collaboration.
- Employers: technical readiness, problem-solving, communication, teamwork, ethics and adaptability.
- Alumni: mentoring, placements, entrepreneurship, curriculum feedback and development support.
- Management/regulators: compliance, sustainability, quality, infrastructure and outcomes.
- Community: responsible innovation, environmental stewardship, outreach and socially useful engineering.

6. STRATEGIC GOALS 2026–2035

SG	Strategic goal	2035 direction
SG1	Academic Excellence	Outcome-based, multidisciplinary and industry-relevant academic ecosystem.
SG2	Student Success	Mentoring, employability, communication, professional skills, wellbeing and entrepreneurship.
SG3	Research & Innovation	Sustainable research clusters, funding, IPR, consultancy, prototypes and impact.
SG4	Industry & Alumni	Deep partnerships for internships, projects, curriculum, placements and mentoring.
SG5	Faculty & Staff	Continuous development, research capability, pedagogic innovation and leadership.
SG6	Governance & Quality	Transparent, participatory, data-informed governance and mature quality systems.
SG7	Digital Transformation	Integrated academic/administrative digital ecosystem with secure data.
SG8	Infrastructure & Sustainability	Safe, accessible, smart, green and future-ready infrastructure.
SG9	Internationalisation	Progressive international academic and research engagement.
SG10	Financial Sustainability	Diversified resources, efficient budgeting, grants, consultancy, CSR and alumni.
SG11	Societal Impact	Community engagement, sustainability and socially relevant technology solutions.
SG12	Accreditation & Reputation	Evidence-based quality culture and readiness for applicable frameworks.

Target-setting principle

Targets are deliberately directional until the 2026 baseline is frozen. BCET should then assign numeric values, owners, budgets, evidence sources and deadlines.

7. ACADEMIC EXCELLENCE AND CURRICULUM TRANSFORMATION

Strategic objective

Create a learner-centred academic ecosystem integrating disciplinary foundations with multidisciplinary exposure, professional skills, experiential learning, emerging technologies, ethics and sustainability.

Initiative	2026–28	2029–31	2032–35	Lead / evidence
Curriculum mapping	Map CO–PO/PSO, assessment and employability.	Annual outcome analysis and stakeholder review.	Institutional curriculum innovation.	HOD/IQAC; maps/reports.
Pedagogic innovation	FDPs on OBE, active learning, projects and assessment.	Peer observation and teaching innovation grants.	Institutional pedagogy repository.	Academic/IQA C; records.
Multidisciplinary learning	Pilot joint projects/electives.	Scale interdisciplinary modules.	Mature pathways subject to regulation.	Academic Council/HODs.
Industry curriculum input	Advisory mechanisms and employer feedback.	Annual review with sector experts.	Continuous co-design of projects.	HOD/T&P.;
Academic support	Diagnostic learning-gap and remedial support.	Early-alert analytics.	Integrated student success system.	Academic/Mentoring.
Digital learning	LMS and digital content strengthening.	Analytics and multimedia resources.	Advanced simulation/AI-supported learning where justified.	ICT/Academic.
Assessment reform	Blueprints, moderation, rubrics, authentic-assessment pilots.	Assessment analytics.	Institutional assessment framework.	Exam/Academic.

Key academic KPIs

- Programme/course outcome attainment trends.
- Pass, progression, retention and completion rates.
- Student participation in interdisciplinary projects, internships and certifications.
- Student and employer satisfaction.
- LMS-supported course adoption and documented pedagogy innovations.
- Faculty participation in pedagogical FDPs.
- Curriculum improvements arising from stakeholder feedback.

8. STUDENT DEVELOPMENT, EMPLOYABILITY AND ENTREPRENEURSHIP

Strategic objective

Ensure every student graduates with disciplinary competence, communication and teamwork skills, digital literacy, professional ethics, career readiness, entrepreneurial awareness and lifelong-learning orientation.

Area	Priority actions	Indicative KPI
Mentoring	Structured faculty mentoring and early identification of academic/wellbeing concerns.	Mentor coverage; issue resolution; feedback.
Communication & soft skills	Presentation, interview, workplace writing, teamwork and professional communication.	Participation; skill assessment; placement feedback.
Internships	Central calendar, quality criteria, faculty coordinators and employer feedback.	Participation; quality rating; conversion.
Placement readiness	Aptitude, domain/coding, GD, interview and workplace etiquette support.	Participation; offers; employer feedback.
Entrepreneurship	Ideation, business-model workshops, mentoring and incubation links.	Ideas; prototypes; ventures supported.
Student research	UG/PG research, competitions, posters and conferences.	Projects; outputs; participation.
Wellbeing	Counselling referral, grievance, anti-ragging and gender sensitivity.	Utilisation; closure; satisfaction.
Clubs & leadership	Technical, cultural, sports, innovation and social-service activities.	Clubs; participation; leadership.
Career pathways	Higher-study, professional certification and alumni mentoring.	Participation; admissions/certifications.

Entrepreneurship pathway

Awareness and ideation → problem identification → design thinking → prototype → validation → IPR/business model → incubation → industry/customer linkage → venture/technology transfer.

Create a transparent mechanism for student teams to access mentors, laboratories and innovation resources, subject to applicable institutional policies.

9. RESEARCH, INNOVATION, IPR AND CONSULTANCY

Strategic objective

Move from isolated research activity towards a coordinated research ecosystem with thematic clusters, external funding, student participation, IPR, consultancy, technology development and measurable societal/industrial impact.

Pillar	Action plan	2035 evidence
Research governance	Research & Innovation Committee; annual plan; seed support; ethics and integrity.	Annual research report; funded portfolio.
Priority clusters	Identify themes aligned with faculty strength: AI/ML, data, cybersecurity, automation, electronics, energy/sustainability, materials/manufacturing and applied engineering.	Active clusters; collaborations.
External funding	Proposal-development support, review and research calendar.	Applications; sanctioned projects; funding.
Student research	Project-quality framework, research internships and competitions.	Student outputs.
IPR	Awareness, patent support, prior-art search and IP policy.	Filings; grants; licenses.
Consultancy	Faculty expertise mapping and transparent consultancy pipeline.	Projects; revenue; repeat clients.
Technology transfer	Prototype validation and industry demonstration.	Technologies/prototypes adopted.
Research integrity	Plagiarism, authorship, data management and ethics processes.	Training; compliance records.
Research visibility	Research portal, seminars and research newsletter.	Profiles; seminars; collaborations.

Research KPIs

- Externally funded research proposals and sanctioned projects.
- Quality publications and field-appropriate impact measures.
- Patents/designs/software outputs and progression beyond filing.
- Consultancy and industry-sponsored R&D.;
- Student research participation.
- Interdisciplinary/external collaborations.
- Research ethics and plagiarism compliance.

10. INDUSTRY, ALUMNI, COMMUNITY AND INSTITUTIONAL PARTNERSHIPS

Strategic objective

Convert stakeholder relationships into structured partnerships contributing to curriculum, student experience, research, employability, innovation, community development and institutional resources.

Partnership	Mechanisms	Success indicators
Industry	Advisory boards, internships, live projects, sponsored labs, consultancy, expert lectures and curriculum input.	Active partnerships; internships; projects; employer feedback.
Alumni	Mentoring, placement referrals, guest sessions, entrepreneurship, scholarships and fundraising.	Active mentors; contributions; referrals.
Academic institutions	Joint FDPs, research, projects, faculty exchange and shared expertise.	Joint projects; co-authorship; mobility.
Government / agencies	Projects, schemes, skill initiatives and public-interest technology.	Projects; beneficiaries; grants.
Community / NGOs	Engineering solutions, sustainability and civic projects.	Beneficiaries; outcomes; student participation.
Professional bodies	Chapters, certifications, competitions, conferences and standards awareness.	Memberships; events; certifications.

Partnership governance rule

Every major MoU should have a designated coordinator, annual activity calendar, measurable deliverables and an end-of-year impact review. The institution should distinguish between **signed MoUs** and **active partnerships with documented outcomes**.

11. FACULTY AND STAFF DEVELOPMENT

Strategic objective

Attract, develop, recognise and retain competent faculty and professional staff while building a culture of pedagogic innovation, research, teamwork, leadership and continuous improvement.

Area	Action	KPI / evidence
Workforce planning	Annual faculty/staff requirement analysis linked to programmes, workload and growth.	Approved workforce plan; recruitment data.
Induction	Structured induction on pedagogy, policies, quality, student support, ethics and digital systems.	Completion records.
FDP ecosystem	Annual calendar on OBE, pedagogy, emerging technology, research, grants, IP, ethics and leadership.	Participation; FDP hours; application.
Industry exposure	Faculty internships, immersion and joint projects.	Industry engagements.
Research development	Seed support, proposal mentoring, writing groups and recognition.	Proposals; projects; publications/IPR.
Performance support	Balanced appraisal across teaching, research, mentoring and service.	Appraisal; development plans.
Leadership pipeline	HOD/Dean/committee leadership and succession planning.	Leadership programmes; plans.
Staff capability	Administrative, digital, finance, procurement, lab, safety and communication training.	Training records; competency audits.

Faculty development principles

- Link professional development to institutional and departmental priorities.
- Evaluate training through application and outcomes, not attendance alone.
- Enable cross-department and external collaboration.
- Recognise quality teaching, mentoring, research, innovation, consultancy, community engagement and service.

12. GOVERNANCE, QUALITY ASSURANCE AND COMPLIANCE

Strategic objective

Establish transparent, participatory, accountable and data-informed governance supported by robust quality assurance, regulatory compliance, documented decision-making and continuous improvement.

Mechanism	Priority action	Review frequency
IDP Steering Committee	Coordinate implementation, resources, KPIs and annual review.	Quarterly; annual.
IQAC / quality mechanism	Integrate academic, administrative and stakeholder feedback.	Quarterly/semesterly.
Academic governance	Document curriculum, assessment, outcomes and improvement actions.	Semester/annual.
Data governance	Define owners, data dictionary, validation and annual data freeze.	Quarterly; annual.
Student feedback	Course/faculty feedback with action-taken reports.	Each semester.
Risk & compliance	Compliance calendar, statutory audits, safety and risk register.	Quarterly/annual.
Grievance redressal	Time-bound, confidential and documented systems.	Continuous.
Public disclosure	Current, accurate and accessible website information.	Monthly/quarterly audit.
Evidence management	Central repository for minutes, reports, certificates and outcomes.	Continuous; annual audit.

The supplied UGC IDP exemplar emphasises clear objectives, task breakdown, responsibility allocation, collaboration, KPIs, technology, communication, training, resources, feedback, agility, stakeholder engagement and continuous review. BCET should operationalise these through a single institutional IDP dashboard and responsibility matrix.

13. DIGITAL TRANSFORMATION AND DATA GOVERNANCE

Priority	2026–28	2029–31	2032–35
ERP / MIS	Consolidate student, academic, HR, finance and exam data flows.	Dashboards and workflow automation.	Predictive analytics subject to governance.
LMS	Standardise course spaces and digital resources.	Learning analytics and multimedia resources.	Advanced digital pedagogy/simulation.
Website	Accurate, accessible, updated disclosure.	Department/programme dashboards.	Integrated digital public-information ecosystem.
Cybersecurity	Baseline controls, backups, access management and awareness.	Vulnerability assessment and incident drills.	Mature security governance and resilience.
Data governance	Owners, data dictionary, retention and validation.	Institution-wide data warehouse/dashboard.	Evidence-led strategic decision support.
Paper-light administration	Digital forms, workflow and document repository.	Expand digital signatures/workflows where permitted.	Predominantly digital administration.
Digital library	Strengthen e-resources and repository.	Research/learning repository.	Open/controlled institutional knowledge ecosystem.
AI-enabled support	Responsible-use awareness and guidelines.	AI literacy and approved educational applications.	Institutional AI governance and advanced applications.

Digital governance safeguards

- Role-based access and least privilege.
- Regular backup, disaster recovery and continuity testing.
- Privacy-conscious handling of student and employee information.
- Cybersecurity awareness.
- Guidelines for responsible use of generative AI.
- Audit trails for important workflows.

14. PHYSICAL INFRASTRUCTURE, GREEN CAMPUS AND SAFETY

Strategic objective

Develop a safe, inclusive, accessible, resource-efficient and future-ready campus supporting teaching, research, innovation, student life and growth.

Domain	Priority development	Evidence / KPI
Classrooms	Smart teaching facilities, flexible layouts, accessibility and maintenance standards.	% meeting standard; uptime.
Laboratories	Modernisation linked to curriculum and research priorities.	Utilisation; equipment uptime; safety.
Library	Physical + digital resources, reading space and e-resources.	Usage; resource adequacy.
Research / innovation	Project, prototyping, incubation and collaborative research spaces as feasible.	Projects; utilisation.
Student facilities	Sports, recreation, counselling, health and inclusive amenities.	Satisfaction; utilisation.
Safety	Fire, electrical, laboratory and emergency response systems.	Drills; audit closure.
Accessibility	Barrier-free movement, signage and inclusive facilities.	Accessibility audit.
Energy	Energy audit, efficient systems and renewable-energy feasibility.	kWh/student; renewable share.
Water	Rainwater harvesting, leak management and efficient fixtures.	Water use; audit actions.
Waste	Segregation, e-waste and responsible disposal.	Waste audit; records.
Mobility	Pedestrian safety, cycling/EV readiness and parking management.	Mobility/safety audit.

Green campus direction

Campus development should progressively incorporate resource efficiency, environmental awareness, sustainable procurement, landscaping, waste minimisation, water conservation, energy monitoring and climate-resilient planning. Student and faculty projects can turn the campus into a living laboratory for sustainability.

15. INTERNATIONALISATION AND GLOBAL ENGAGEMENT

Internationalisation should be approached as credible academic and research engagement rather than as a numerical target alone. Priority should be given to partnerships creating learning, research, mobility or professional-development outcomes.

Stage	Action	Target direction
Foundation 2026–28	Identify credible institutions/organisations; initiate expert lectures, joint webinars and research contacts.	Documented interactions.
Integration 2029–31	Joint projects, co-authorship, student/faculty mobility where feasible, competitions and collaborative courses.	Active collaborations with outputs.
Impact 2032–35	Sustained research networks, joint proposals, global industry exposure and international academic offerings subject to regulation.	Long-term recurring outcomes.

Global competence for students

- Professional communication and intercultural competence.
- Exposure to global standards, ethics and professional practices.
- International research literature and collaborative projects.
- Global certifications and competitions where appropriate.
- Awareness of sustainability and responsible technology.

16. FINANCIAL SUSTAINABILITY AND RESOURCE MOBILISATION

The financial strategy should balance affordability, quality, regulatory compliance, prudent expenditure and diversified resource mobilisation. The institution should maintain a multi-year financial plan linked directly to IDP priorities.

Revenue / resource stream	Development approach	Governance safeguard
Tuition / academic revenue	Align resource planning with approved programmes and sustainable delivery.	Budget discipline; transparent allocation.
Research grants	Grant-writing support and institutional research calendar.	Project accounting; utilisation reporting.
Consultancy	Faculty expertise mapping and consultancy workflow.	Conflict-of-interest and financial controls.
CSR / industry support	Proposals linked to laboratories, scholarships, community and sustainability.	MoUs, deliverables and utilisation.
Alumni giving	Database, annual giving campaign and named priorities.	Transparent reporting.
Continuing education	Short courses/certifications subject to approvals.	Quality and financial review.
Infrastructure partnerships	Shared facilities, sponsored labs and equipment partnerships.	Asset governance and usage agreements.

Financial planning cycle

1. Annual needs assessment by departments and central units.
2. Prioritisation against IDP goals and risk.
3. Budget approval with assigned cost centres.
4. Quarterly expenditure and outcome review.
5. Annual value-for-money review and reallocation where required.

17. INSTITUTIONAL QUALITY, ACCREDITATION AND RANKING READINESS

The objective is to build systems that make quality visible, comparable and continuously improvable. The institution should maintain an evidence architecture aligned with the accreditation and regulatory frameworks applicable to it at the time of assessment.

Quality system	Institutional action	Evidence
OBE / academic quality	CO/PO/PSO mapping, attainment analysis, curriculum review and academic audit.	Course files; attainment; action taken.
Faculty quality	Qualification, FDP, research, mentoring, appraisal and professional engagement.	Faculty portfolio.
Student quality	Progression, retention, placements, higher studies, achievements and feedback.	Student dashboard.
Research quality	Funding, publications, IPR, consultancy, ethics and impact.	Research annual report.
Governance quality	Committee structure, minutes, policies, risk and compliance.	Governance repository.
Infrastructure quality	Asset registers, maintenance, utilisation, safety and accessibility audits.	Audit reports.
Stakeholder quality	Employer, alumni, student and community feedback with action taken.	Feedback analytics.
Public disclosure	Accurate and timely website and mandatory disclosures.	Web audit log.

Evidence architecture

Maintain a central, access-controlled evidence repository organised by academic year, department and quality criterion. Every KPI should have a defined evidence owner. This reduces last-minute documentation burden and improves the credibility of institutional reporting.

18. TEN-YEAR IMPLEMENTATION ROADMAP

Period	Institutional focus	Priority deliverables
2026–27	Baseline & governance	IDP committee; baseline data book; department roadmaps; KPI definitions; evidence repository; stakeholder consultation; gap analysis.
2027–28	Foundation strengthening	Faculty development; mentoring; industry advisory mechanisms; research seed support; digital workflow pilots; safety/green audits.
2028–29	Integration	Interdisciplinary projects; stronger internships; research clusters; alumni mentoring; dashboards; curriculum review.
2029–30	Expansion	External research proposals; consultancy; innovation/incubation; laboratory modernisation; international contacts.
2030–31	Consolidation	Outcome analysis; mid-term IDP review; resource reallocation; advanced digital learning; industry-sponsored activity.
2031–32	Excellence	Signature institutional strengths; major collaborative projects; IPR/technology transfer; sustainability projects.
2032–33	Impact	National/international visibility of selected strengths; community-impact programmes; mature alumni/industry ecosystem.
2033–34	Recognition readiness	External-quality readiness audit; benchmarking; evidence consolidation; strategic partnerships.
2034–35	Review & renewal	End-cycle evaluation; impact report; next 10-year roadmap.

Phase gates

- **2028:** Are governance, baseline data, quality processes and foundational student/faculty systems functioning consistently?
- **2031:** Are research, industry, digital and interdisciplinary initiatives producing measurable outcomes?
- **2035:** Has BCET developed sustainable, evidence-based strengths with visible academic, research, employability and societal impact?

19. KPI AND MONITORING DASHBOARD

The dashboard below is a model. Numeric baselines and final targets should be approved after the 2026 baseline exercise. Use baseline, annual target, 2030 milestone, 2035 target and evidence source wherever possible.

KPI family	Illustrative indicator	Baseline	2030 milestone	2035 target	Owner
Academic	Programme/course outcome attainment	TBE	Improving trend	Sustained improvement	Dean/HOD
Student success	Retention/progression/completion	TBE	Improving trend	Sustained performance	Academic
Employability	Placement/higher-study/career progression	TBE	Improving trend	Sustained outcome quality	T&P;
Internships	Students completing quality internships	TBE	Majority eligible	Near-universal access subject to discipline	T&P/HOD
Research	External projects/funding	TBE	Annual growth	Mature portfolio	Research Cell
IPR	Patents/designs/software	TBE	Annual growth	Quality/impact focus	Research Cell
Consultancy	Projects/revenue	TBE	Annual growth	Sustained pipeline	Research/Finance
Faculty development	Relevant FDP/industry/research participation	TBE	High participation	Continuous participation	HR/Academic
Industry	Active partnerships with outcomes	TBE	Annual growth	Deep recurring partnerships	Industry Cell
Alumni	Active mentors/contributors	TBE	Annual growth	Sustained active network	Alumni Cell
Digital	Core processes digitised	TBE	Majority priority workflows	Integrated ecosystem	ICT
Infrastructure	Critical facilities meeting standards	TBE	Gap closure	Continuous modernisation	Admin
Sustainability	Energy/water/waste indicators	TBE	Audited/improving	Continuous efficiency	Green Cell
Quality	Annual reports/action closure	TBE	High closure	Mature PDCA	IQAC

TBE = To Be Established through the 2026 institutional baseline.

20. RISK MANAGEMENT AND BUSINESS CONTINUITY

Risk	Potential effect	Mitigation	Owner
Financial constraint	Delay in infrastructure/research initiatives.	Phasing, diversified resources and quarterly budget review.	Management/Finance
Faculty attrition	Loss of continuity.	Workforce planning, development, recognition and supportive environment.	HR/Leadership
Technology obsolescence	Lab/curriculum mismatch.	Annual technology scan and lifecycle procurement.	Academic/ICT
Cybersecurity incident	Data loss/disruption.	Backups, access controls, awareness and incident response.	ICT
Regulatory change	Rapid adjustment needed.	Compliance calendar and regulatory monitoring.	Leadership
Student safety/wellbeing	Academic disruption/reputational harm.	Counselling, grievance, anti-ragging and safety systems.	Student Affairs
Infrastructure failure/disaster	Teaching/operations disruption.	Continuity plans, redundancy and drills.	Administration
Low partnership activity	Limited industry/research outcomes.	Partnership owners and annual deliverables.	Industry/Research
Documentation gaps	Weak external-assessment readiness.	Central evidence repository and annual internal audit.	IQAC

Business continuity priorities

- Protect life and safety first and maintain emergency communication.
- Secure backups of critical data.
- Define alternate arrangements for teaching, examinations and essential administration.
- Test critical continuity plans periodically and document lessons.

21. IDP GOVERNANCE, REVIEW AND REPORTING MECHANISM

Proposed IDP governance structure

Level	Suggested responsibility
Institutional leadership	Approve strategic direction, resources, policy and annual priorities.
IDP Steering Committee	Coordinate implementation, resolve cross-functional issues, monitor KPIs and prepare annual review.
IQAC / Quality Cell	Integrate quality evidence, feedback, academic audits and improvement actions.
Academic leadership / HODs	Convert institutional goals into departmental roadmaps and annual actions.
Research & Innovation Cell	Drive research, funding, IPR, consultancy, innovation and entrepreneurship.
Training & Placement / Industry Cell	Coordinate industry, internships, placements and employer feedback.
Alumni Cell	Mentoring, engagement, fundraising and networking.
ICT / Data team	Digital systems, dashboards, data quality and cybersecurity.
Administration / Estate	Infrastructure, procurement, safety, sustainability and facilities.
Finance	Budget alignment, expenditure, resource mobilisation and financial reporting.

Review cycle

Review	Frequency	Output
Operational review	Monthly / as required	Action tracker and issue escalation.
KPI review	Quarterly	Dashboard, variance analysis and corrective actions.
Academic review	Semesterly / annually	Academic audit, attainment and student feedback actions.
IDP annual review	Annually	Annual implementation report and next-year action plan.
Mid-term review	End of 2030–31	Progress, SWOC refresh and target revision.
End-cycle review	2035	Impact report and next roadmap.

PDCA cycle

Plan → Implement → Measure → Review → Correct → Standardise → Scale. Each initiative should identify evidence required to demonstrate completion and impact.

22. CONCLUSION AND INSTITUTIONAL COMMITMENT

The BCET Institutional Development Plan 2026–2035 translates institutional aspiration into an executable and measurable development agenda. Its central proposition is that academic excellence, research, employability, innovation, responsible citizenship, digital transformation, infrastructure and financial sustainability must advance together.

The proposed institutional vision calls for students to surpass themselves and for the Institute to grow as a global centre of education, research and innovation while contributing responsibly to society and sustainable development. The IDP therefore places students and learning at the centre while building the institutional systems required to support quality at scale.

Successful implementation will depend on leadership commitment, stakeholder participation, realistic resource allocation, departmental ownership, evidence-based monitoring and willingness to revise priorities when circumstances change. The plan should be reviewed annually and refreshed through a transparent process rather than treated as a one-time compliance document.

Institutional commitment: BCET will seek to build a culture in which quality is demonstrated through outcomes, innovation is supported by systems, research is connected to real-world impact, students are prepared for responsible professional life, and institutional growth is guided by evidence, inclusivity and sustainability.

ANNEXURE A – ILLUSTRATIVE ANNUAL ACTION PLAN TEMPLATE

Strategic goal	Initiative	KPI	Baseline	Annual target	Timeline	Owner	Budget	Evidence
SG1 Academic	Curriculum review	% courses reviewed			Q1–Q4	HOD/IQAC		Report
SG2 Student	Internship quality	% eligible students			Annual	T&P;/HOD		Feedback
SG3 Research	Grant proposals	No. submitted			Annual	Research Cell		Proposals
SG4 Industry	Active partnership	No. with outcomes			Annual	Industry Cell		Activity report
SG5 Faculty	FDP	% participation			Annual	HR/Academic		Certificates
SG7 Digital	Workflow digitisation	Priority workflows			Q1–Q4	ICT		System report
SG8 Infrastructure	Safety audit	% actions closed			Q2–Q4	Admin		Audit report
SG12 Quality	Evidence audit	Closure rate			Quarterly	IQAC		Dashboard

Recommended rule: no initiative should be marked “complete” solely because an activity occurred; outcome-oriented initiatives should be supported by outcome evidence.

ANNEXURE B – EVIDENCE / DOCUMENTATION MATRIX

Area	Minimum evidence set to maintain annually
Governance	Approved plans; committee constitution; minutes; attendance; action-taken reports; policy review; annual report.
Academics	Course files; CO/PO/PSO mapping; teaching records; assessment blueprints; attainment; academic audit; feedback.
Faculty	CV/profile; qualification; workload; FDP; appraisal; research/consultancy; mentoring; professional activities.
Students	Admission/progression; mentoring; attendance; achievements; internships; placements; higher studies; wellbeing/grievance.
Research	Project proposals/sanctions; publications; IPR; consultancy; ethics; student projects; collaborations.
Industry	MoUs; activity reports; internship records; employer feedback; sponsored projects; expert lectures.
Alumni	Database; engagement; mentoring; contributions; testimonials; outcomes.
Infrastructure	Asset registers; utilisation; maintenance; calibration; safety; accessibility; energy/water/waste audits.
Digital	System inventory; uptime; access controls; backups; cybersecurity training; dashboards.
Finance	Budget; expenditure; audit; grants; consultancy; CSR; resource mobilisation; utilisation certificates.
Quality	IQAC reports; feedback analysis; action taken; quality initiatives; external review evidence.
Community / sustainability	Outreach; beneficiary data; sustainability projects; environmental audit; impact evidence.

ANNEXURE C – DEPARTMENTAL ROADMAP TEMPLATE

Every department should prepare a three-level roadmap aligned to the institutional IDP. Departmental plans should preserve disciplinary identity while contributing to common institutional outcomes.

Section	Department to specify
Department vision/mission	Approved current statements and linkage with institutional vision/mission.
Current baseline	Faculty, students, programmes, laboratories, results, placements, research, industry, alumni and facilities.
SWOC	Evidence-based strengths, weaknesses, opportunities and challenges.
Academic priorities	Curriculum, OBE, pedagogy, electives, interdisciplinary work and student support.
Research priorities	Research themes, proposals, publications, IPR, consultancy and collaborations.
Industry / alumni	Target sectors, employers, alumni mentors and partnership plan.
Student development	Competitions, certifications, internships, projects, entrepreneurship and higher studies.
Faculty development	Technical, pedagogical, research and leadership requirements.
Infrastructure	Laboratory/equipment/software/library needs and maintenance.
Digital plan	LMS, digital resources, simulation, data and responsible AI use.
Annual KPIs	Baseline, target, owner, timeline, budget and evidence.
2030 and 2035 milestones	Department-level medium- and long-term outcomes.

Model departmental alignment

The supplied CSE and CSE (AI & ML) vision/mission statements can serve as department-level exemplars: they combine disciplinary competence with research, experiential learning, industry alignment, entrepreneurship, communication/teamwork, ethics and sustainability. Similar department roadmaps should retain disciplinary identity while aligning to the institutional goals.

END OF INSTITUTIONAL DEVELOPMENT PLAN