



TECHNO INDIA
UNIVERSITY
TRIPURA

[Established under The Techno India University, Tripura Act No. 4 of 2023 · UGC 2(f) · AICTE · BCI · DSIR-SIRO]

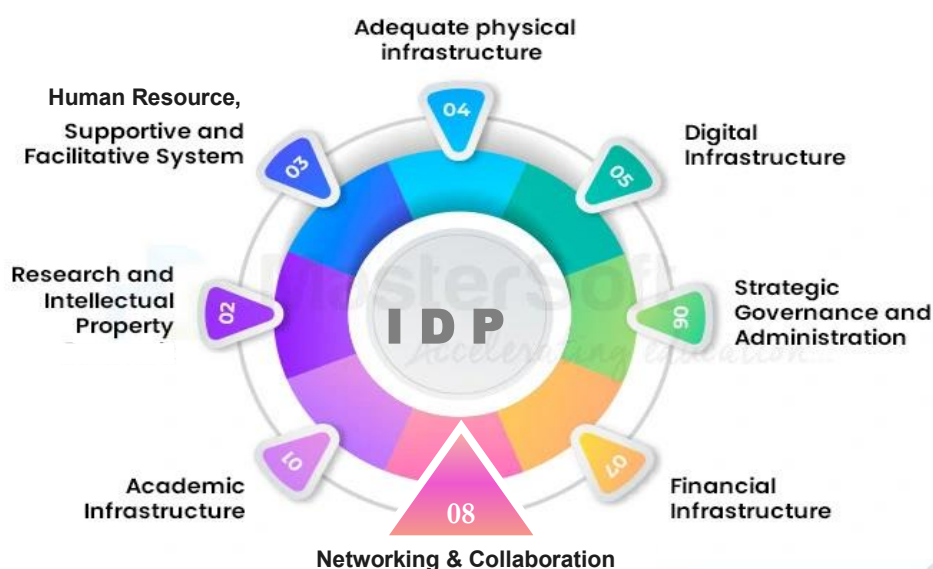
“HELPING DREAMS BECOME A REALITY”

INSTITUTIONAL DEVELOPMENT PLAN [I D P]

2025 – 2040

A Fifteen-Year (15) Plan with a Five-Year (5) Roadmap towards Academic, Research and Institutional Excellence

[Prepared in alignment with the UGC Guidelines for Institutional Development Plans for HEIs,
the National Education Policy 2020, the National Credit Framework, and the Sustainable Development Goals]



TECHNO INDIA UNIVERSITY, TRIPURA

Anandanagar · Maheshkhola · Agartala · Tripura (West) – 799 004

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MESSAGE FROM THE HON'BLE CHANCELLOR



Shri Satyam Roychowdhury

Chancellor, Techno India University, Tripura

When we brought the Techno India Group's four-decade journey in education to Tripura in 2023, our conviction was simple: the youth of this State and the wider Northeast deserve a university of genuine quality close to home, so that no deserving student is ever compelled to leave the region to find it.

In a remarkably short span of time, Techno India University, Tripura has grown from a founding batch into a multidisciplinary university of eight Schools, recognized by the University Grants Commission, the All India Council for Technical Education, the Bar Council of India, the State Directorate of Medical Education and the Department of Scientific and Industrial Research. This Institutional Development Plan looks beyond those early milestones. In the spirit of the National Education Policy 2020, it sets out where we intend to be by 2040—and how we mean to reach there.

A development plan is not a record of what has been done; it is a promise of what will be built. I am confident that this plan will guide our university to become a leading center of learning, research and innovation in Eastern and Northeastern India, while remaining rooted in the values of integrity, inclusivity and service that define the Techno India family.

I extend my warm appreciation to everyone who will carry it forward.

Satyam Roychowdhury

Chancellor

Techno India University, Tripura

MESSAGE FROM THE HON'BLE VICE-CHANCELLOR



Prof. (Dr.) Ratan Kumar Saha

Vice-Chancellor, Techno India University, Tripura

Every young university faces the same test in its founding years: to build credibility, community and culture at the same time. Over the past three years, Techno India University, Tripura has met that test with purpose — establishing its academic regulations, its statutory bodies, its examination system and its research culture from the very first session, in full alignment with the National Education Policy 2020 and the National Credit Framework.

This Institutional Development Plan is our collective articulation of the road ahead. Prepared in accordance with the UGC Guidelines for Institutional Development Plans, it is organised around the enablers that genuinely make an institution grow — governance, finance, academics, research, people, partnerships, physical and digital infrastructure, and the supportive environment that holds them together. For each, the plan states honestly where we stand today, where we wish to reach, and how our progress will be measured.

Our ambition is clear: to make TIUT a model multidisciplinary university of the Northeast — academically rigorous, research-active, digitally enabled, globally connected and deeply engaged with its community.

I thank the leadership, faculty, staff, and students whose ideas shape this document, and I commit the Office of the Vice-Chancellor to its sincere and sustained implementation.

Prof. (Dr.) Ratan Kumar Saha

Vice-Chancellor, Techno India University, Tripura

THE INSTITUTIONAL DEVELOPMENT PLAN FORMULATION COMMITTEE

This Institutional Development Plan has been prepared by a working Committee constituted by the University for the purpose, vide Notification No. TIUT/01/06/NOTIF/2025-26-Admin/1075 dated 24 October 2025, with the prior approval of the Hon'ble Vice-Chancellor.

Sl. No.	Name and Designation	Role in the Committee
1	Prof. (Dr.) Ratan Kumar Saha, Vice-Chancellor	Chief Advisor
2	Prof. (Dr.) Ajay Krishna Saha, Dean of Academic Affairs	Chairman
3	Prof. Dilip Sarkar, Dean of Students' Welfare	Co-Chairman
4	Mr. Sashadhar Chanda, Finance Officer	Member
5	Dr. Shiladitya Munshi, Dean (i/c), School of Engineering & Architecture	Member
6	Dr. Suman Kalyan Nath, Associate Professor	Member
7	Dr. Tamal Biswas, Assistant Professor	Member
8	Dr. Pinku Chandra Nath, Assistant Professor	Member
9	Dr. Arijit Roy, Assistant Professor	Member
10	Dr. Abhijit Mallik, Assistant Professor	Member
11	Dr. Debashish Debbarma, Assistant Professor	Member
12	Mr. Abhijit Bhattacharjee, Assistant Professor	Member
13	Dr. Animesh Bhattacharjee, Assistant Professor	Member
14	Dr. Poorvi Singh Chaudhary, Assistant Professor	Member
15	Mr. Nilanjan Chakraborty, System Administrator	Member
16	Mr. Arup Saha, Security & Estate Manager	Member
17	Mr. Somnath Roy, Registrar (i/c)	Convener

The Chairman is authorised to co-opt additional members as and when required. In the course of preparing this Plan, the Committee has held two meetings, on **4 November 2025** and **4 May 2026**.

THE INSTITUTIONAL DEVELOPMENT PLAN IMPLEMENTATION & MONITORING COMMITTEE

This committee has been reconstituted by the University for implementation & monitoring the Institutional Development Plan (IDP) with the prior approval of the Hon'ble Vice-Chancellor w.e.f. 19th May 2026. Hence, this committee will be acted as “**Internal Monitoring Committee**” (IMC) or “**Project Monitoring Unit**” (PMU).

Sl. No.	Name and Designation	Role in the Committee
1	Vice-Chancellor	Chief Advisor
2	Dean of Academic Affairs	Chairman
3	Dean of Students' Welfare	Co-Chairman
4	Controller of Examinations	Member
5	Finance Officer	Member
6	Prof. R. K. Mishra, Dean, School of Law	Member
7	Dr. Shiladitya Munshi, Dean (i/c), School of Engineering & Architecture	Member
8	Dr. Suman Kalyan Nath, Dean (i/c), School of Health Science & TR	Member
9	Dr. Tamal Biswas, Assistant Professor, Dept. of CSE (SoE&A)	Member
10	Dr. Pinku Chandra Nath, Assistant Professor, Dept. of Bioengineering (SoE&A)	Member
11	Dr. Arijit Roy, Assistant Professor, Dept. of Agri. Extension (SoA)	Member
12	Dr. Diptanu Dutta, Assistant Professor, Dept. of Plant Pathology (SoA)	Member
13	Dr. Puja Rani Saha, Assistant Professor, Dept. of MBT, (SoHS&TR)	Member
14	Smt. Mukta Deb, Assistant Professor, Dept. of Management, (SoCM&E)	Member
15	Dr. Krishna Deb, Assistant Professor, Dept. of Basic Sc. (SoNsc)	Member
16	Dr. Supratim Malla, Assistant Professor, Dept. of AAHM, (SoF)	Member
17	Mr. Nilanjan Chakraborty, System Administrator	Member
18	Mr. Arup Saha, Security & Estate Manager	Member
19	Dr. Abhijit Bhattacharjee, Assistant Professor, Dept. of English (SoH&SSc)	Jt. Convener
20	Registrar	Convener

This internal monitoring committee (IMC) will implement the IDP and also conduct the review quarterly, biannually, or annually and submit the report to the authority for next course of action, modification and improvement to achieve the projected vision, mission and plan.

LIST OF ABBREVIATIONS

A

ABC	Academic Bank of Credits
AC	Academic Council
ACC	Alumni Correct Cell
AEC	Ability Enhancement Course
AI	Artificial Intelligence
AICTE	All-India Council for Technical Education
AISHE	All-India Survey on Higher Education
AIU	Association of Indian Universities
API	Academic Performance Indicators
AQAR	Annual Quality Assurance Report
AR	Augmented Reality

B

BCI	Bar Council of India
BOS	Board of Studies
BRS	Board of Research Studies

C

CAS	Career Advancement Scheme
CAU	Central Agricultural University
CBCS	Choice Based Credit System
CCTV	Closed-Circuit Television
CO	Course Outcome
CPD	Continuous Professional Development
CSIR	Council of Scientific and Industrial Research
CSR	Corporate Social Responsibilities

D

DBT	Department of Biotechnology
DHS	Directorate of Health Services
DHE	Directorate of Higher Education
DME	Directorate of Medical Education
DSIR	Department of Scientific and Industrial Research
DST	Department of Science & Technology

E

EC	Executive Council
ERP	Enterprise Resource Planning
ELP	Experiential Learning Programme

F

FAO	Food & Agricultural Organization
FDP	Faculty Development Programme
FWE	Fisheries Work Experience

G

GeM	Government e-Marketplace
GFR	General Financial Rules
GOI	Government of India
GOT	Government of Tripura
GMPs	Good Management Practices

H

HEI	Higher Education Institute
HFWD	Health & Family Welfare Department

HR Human Resource

I

ICAR	Indian Council of Agricultural Research
ICC	Internal Complaints Committee
ICSSR	Indian Council of Social Science Research
ICT	Information and Communication Technology
IDP	Institutional Development Plan
IIC	Institution's Innovation Council
IKS	Indian Knowledge System
IMC	Internal Monitoring Committee
IP	Intellectual Property
IPR	Intellectual Property Rights
ITK	Indigenous Technical Knowledge/ Indigenous Technological Knowledge/ Indigenous Traditional Knowledge
IQAC	Internal Quality Assurance Cell

J

JRF	Junior Research Fellow
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K

KPIs	Key Performance Indicators
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L

LAN	Local Area Network
LMS	Learning Management Systems

M

MEME	Multiple Entry and Multiple Exit
MHRD	Ministry of Human Resource Development
MIS	Management Information System
MoA	Memorandum of Agreement
MoE	Ministry of Education
MOOC	Massive Open Online Courses
MoST	Ministry of Science & Technology
MoU	Memorandum of Understanding

N

NAAC	National Assessment and Accreditation Council
NAEAB	National Agricultural Education Accreditation Board under the ICAR
NBA	National Board of Accreditation
NCC	National Cadet Corps
NCAHP	National Commission for Allied and Healthcare Profession
NCrF	National Credit Framework
NEC	North Eastern Council
NEP	National Education Policy
NGO	Non-Governmental Organization
NHEQF	National Higher Education Qualification Framework
NIRF	National Institutional Ranking Framework
NIT	National Institute of Technology
NPTEL	National Programme on Technology Enhanced Learning
NSP	National Scholarship Portal
NSS	National Service Scheme
NSQF	National Skills Qualification Framework

O

OBC	Other Backward Class
OBE	Outcome-Based Education

P

PEO	Program Educational Objective
PG	Post Graduate
PhD	Doctorate of Philosophy
PMU	Project Monitoring Unit
PO	Program Outcome
PSO	Program-Specific Outcome
PwD	Persons with Disabilities

R

R&D	Research and Development
RAWE	Rural Agricultural Work Experience
READY	Rural Entrepreneurship Awareness Development Yojana
RFWE	Rural Fisheries Work Experience

S

SC	Scheduled Caste
SDGs	Sustainable Development Goals
SEC	Skill Enhancement Course
SEDGs	Socio-Economically Disadvantaged Groups
SIH	Smart India Hackathon
SIRO	Scientific and Industrial Research Organization
SOP	Standard Operating Procedure
SSR	Self-Study Report
ST	Scheduled Tribe
STEM	Science, Technology, Engineering and Mathematics
SW	Student Welfare
SWAYAM	Study Webs of Active-Learning for Young Aspiring Minds
SWOC	Strengths, Weaknesses, Opportunities, Challenges

T

TIG	Techno India Group
TIUT	Techno India University, Tripura
TPC	Training and Placement Cell
TSAHC	Tripura State Allied & Healthcare Council

U

UBA	Unnat Bharat Abhiyan
UG	Under Graduate
UGC	University Grants Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

V

VAC	Value Addition Course
VR	Virtual Reality
VC	Vice Chancellor

W

WHO	World Health Organization
WP	Women's Polytechnic

X

XR	Extended Reality
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EXECUTIVE SUMMARY

Techno India University, Tripura (TIUT) is a young State Private University, established under the Techno India University, Tripura Act No. 4 of 2023 and sponsored by the Techno India Group — one of Eastern India's largest and most established education groups, with more than four decades of work across engineering, management, healthcare and allied fields. Within a short span, the University has grown into a multidisciplinary institution of eight Schools, recognised by the University Grants Commission under Section 2(f) and by the All-India Council for Technical Education, the Bar Council of India, the State Directorate of Medical Education and the Department of Scientific and Industrial Research. From a founding batch and a handful of programmes, it now offers a broad portfolio of undergraduate, postgraduate and doctoral programmes, taught by a young and largely doctoral faculty.

This Institutional Development Plan sets out where the University intends to be by 2040, and how it means to get there. It has been prepared in accordance with the UGC Guidelines for Institutional Development Plans, and is anchored in the National Education Policy 2020, the National Credit Framework, the National Higher Education Qualification Framework, the Academic Bank of Credits and the Sustainable Development Goals. The Plan is deliberately idea-centric rather than a catalogue of achievements: its purpose is to build the enablers — the durable structures, policies and capacities — that allow a young institution to mature into a high-quality, research-active and future-ready university serving Tripura and the wider Northeast.

The University Today

The Plan is written in the awareness that TIUT is at an early and formative stage of its life cycle. Its foundations are strong: a complete statutory and governance architecture established from the founding years; an academic model built on NEP 2020 and Outcome-Based Education from the first session; five regulatory recognitions secured within three years; a visible research culture, including recognition as a Scientific and Industrial Research Organisation; and an early, deliberate start on national and international collaboration. At the same time, areas such as physical infrastructure, external research funding, brand recognition beyond the State, and participation in accreditation and ranking are still developing. The Plan addresses both — consolidating strengths and closing gaps — through a structured, enabler-wise approach.

Vision and Mission

Vision — To become a global university that fosters transformative education towards the creation of a conducive ecosystem for nurturing competent, socially responsible graduates with strong leadership qualities.

Mission — The University's mission is to achieve academic excellence and research opportunity for students from diverse backgrounds; to build an ecosystem for lifelong learning through strong ties with industry and other institutions; to serve as a hub of research, innovation and extension; and to prepare students for successful, values-grounded careers that contribute to regional and national development from a global perspective.

Core Objectives of an IDP

1. **Strategic Vision:** Translates an institution's **mission**, **vision**, and **SWOC** (Strengths, Weaknesses, Opportunities, Challenges) analysis into actionable goals.
2. **Multidisciplinary Transition:** Shifts institutions from rigid, single-stream setups toward flexible, multidisciplinary undergraduate and graduate education.
3. **Excellence & Accreditation:** Aligns institutional milestones with NAAC (National Assessment and Accreditation Council) criteria, global benchmarks, and autonomous functioning.
4. **Resource Optimization:** Plans the deployment of human, financial, physical, and digital resources over a 1-to- 3 -to- 5 -to- 10 -to- 15- year horizon.

Approach: The Eight Enablers

Following the UGC framework, the Plan is organised around eight interdependent enablers. For each, it states where the University stands today, the ideas guiding its development, and a five-year plan expressed as focus areas, targets and measurable indicators.

1. **Governance** — strengthen data-driven, accountable governance through an IDP monitoring committee, an ERP/MIS and graded institutional autonomy.

2. **Financial** — move from tuition dependence towards a diversified, sustainable revenue model with professional financial management.
3. **Academic** — deepen the NEP/OBE model, launch credit-bearing experiential learning, expand programmes responsibly, and pursue accreditation.
4. **Research and Intellectual Property** — convert early momentum into a funded, well-governed research, IPR and innovation ecosystem.
5. **Human Resources and Supportive-Facilitative** — recruit, develop and retain talented faculty, and strengthen student support, scholarships, well-being and community engagement.
6. **Networking and Collaboration** — turn memoranda into active partnerships, placements and internationalisation, and build an alumni network.
7. **Physical** — develop hostels, laboratories, library, auditorium and a green, inclusive, safe campus, phased with growth.
8. **Digital** — advance towards a paperless, data-driven ‘Digital University’ with a full ERP, LMS and secure ICT infrastructure.

Time Framework

The Plan works across three horizons that recur through every enabler:

- ▶ **Immediate Plan/ Foundational Phase (1–3 years, to 2028):** priority initiatives — accreditation readiness, core infrastructure, and foundational systems and policies.
- ▶ **Development Plan/ Growth & Quality Phase (4-7 years, to 2030):** measurable objectives and targets across all eight enablers.
- ▶ **Directional Plan cum Vision/ Excellence & Global Maturity Phase (8-15 years, to 2040):** the long-term destination — a mature, research-active, nationally ranked and globally connected university.

Strategic Priorities

Across these enablers and horizons, the Plan pursues a connected set of priorities: equitable and transparent access with a strong equity and inclusion framework; student-centred, outcome-based, multidisciplinary education of consistently high quality; recruitment and development of skilled faculty and academic leadership; a sustainable research, innovation and start-up ecosystem; skilling, experiential learning and employability across all programmes; internationalisation and the Indian Knowledge System (IKS); accreditation and ranking; purpose-driven physical and digital infrastructure; financial sustainability; and deep engagement with alumni, community, industry and government.

Implementation will be stewarded by an IDP Implementation and Monitoring Committee chaired by the Hon’ble Vice-Chancellor, with each objective decomposed into initiatives with named leads, timelines and indicators, tracked through the University’s management information systems and reviewed annually. Taken together, these commitments carry forward the University’s founding promise — that the youth of Tripura and the Northeast should have a university of genuine quality within their own region — and give it a clear, measurable path towards academic, research and institutional excellence.



PART I

FOUNDATIONS

1.1 Preamble

Techno India University, Tripura (TIUT) is a State Private University established under The Techno India University, Tripura Act No. 4 of 2023, notified with effect from 15 May 2023, and sponsored by the Techno India Group (TIG), Kolkata — one of Eastern India’s largest and most established education groups, with more than four decades of work across engineering, management, healthcare and allied fields. The University commenced academic operations in September 2023 and, within months, was recognised by the University Grants Commission under Section 2(f) of the UGC Act, 1956.

This Institutional Development Plan (IDP) has been prepared in accordance with the UGC Guidelines for Institutional Development Plans for Higher Education Institutions. In keeping with those guidelines, it is a fifteen-year directional vision supported by a concrete five-year development plan and an immediate one-to-three-year action plan. It is anchored in the National Education Policy (NEP) 2020, the National Credit Framework (NCrF), the National Higher Education Qualification Framework (NHEQF), the Academic Bank of Credits (ABC) and the Sustainable Development Goals (SDGs).

The plan is written in the awareness that TIUT is a young institution at an early and formative stage of its life cycle. Its purpose is therefore not to catalogue past achievements but to set out the systems the University must build to become a high-quality, research-active and future-ready university serving Tripura and the wider Northeast. The emphasis throughout is on enablers — the durable structures, policies and capacities that allow an institution to grow — rather than on events.

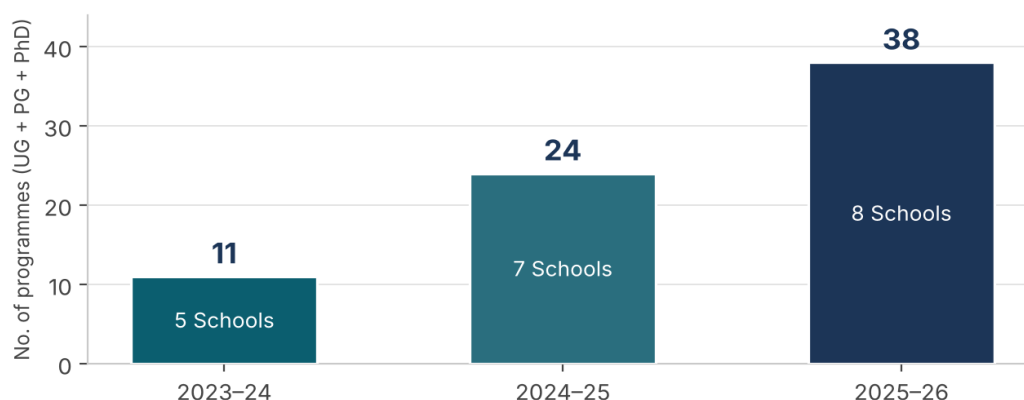
1.2 The Institution at a Glance

The following profile summarises the University’s present standing.

Parameter	Position
Name & Type	Techno India University, Tripura — State Private University
Legal Basis	The Techno India University, Tripura Act No. 4 of 2023 (w.e.f. 15 May 2023)
Sponsoring Body	Techno India Group (TIG), Kolkata
AISHE Code	U-1302
Location	Anandanagar, Maheshkhola, Agartala, Tripura (West) – 799004
Recognitions	UGC 2(f) (Jan 2024); AICTE (2024, Renewed 2025–26; 2026–27); BCI (2024–25; Renewed 2025–26; 2026–27); DME / H&FWD, GOI for Allied Healthcare Sciences programmes (2025–26); DSIR–SIRO, MOS&T for 3 (three) years w.e.f., April 2026; Member of AIU from April 2026.
Schools and departments	School eight (8) — Engineering & Architecture; Natural Sciences; Agriculture; Fisheries; Law; Humanities & Social Sciences; Commerce, Management & Economics; Health Sciences & Translational Research; Department- 31 (thirty-one).
Academic Growth	From 11 programmes across 5 Schools (2023–24) to 38 programmes across 8 Schools (2025–26), spanning UG, PG and PhD
Students	From a founding batch of 88 (2023–24) to a cumulative enrolment of over 1,000 students by 2025–26. Along with all districts of Tripura students are from Arunachal Pradesh, Assam, West Bengal, Punjab, and Bangladesh.
Faculty & Staff	Total faculty 114 (Regular Faculty= 76; Visiting Lecturer (VL)/ Part-time teacher= 38)- a majority of faculty hold doctoral degrees; and other qualified staff members about 100 .

Parameter	Position
Campus	Techno India Knowledge Campus, at Anandanagar, Maheshkhola — a green campus of approximately 12 acres (within a wider knowledge campus of about 19.7 acres), with a City Office at Colonel Chowmuhan, Agartala.
Motto	“Helping Dreams Become A Reality”

Academic Growth — Programmes Offered



Academic expansion, 2023–24 to 2025–26: programmes and Schools offered.

1.3 Social and Academic Mission

In line with the UGC framework, the University distinguishes between its social mission — the good it seeks to do for society — and its academic mission — the learning and formation it seeks to provide.

1.3.1 Social Mission

1. To provide equitable and affordable access to high-quality higher education for all, including first-generation learners, socio-economically disadvantaged groups, tribal communities and Persons with Disability.
2. To keep the youth of Tripura and the Northeast from having to leave the region for quality education, and to attract students and scholars into it.
3. To generate knowledge and practical solutions for regional challenges in agriculture, fisheries, biodiversity, health, environment and enterprise.
4. To embed vocational education, skilling and experiential learning within higher education, and to form graduates who are job-providers, not merely job-seekers.
5. To advance gender parity, inclusivity, environmental responsibility and the Sustainable Development Goals.

1.3.2 Academic Mission

1. To deliver holistic, multidisciplinary and interdisciplinary education in which students study their chosen fields deeply while developing character, ethical and constitutional values, scientific temper and creativity.
2. To achieve clear, outcome-based learning aligned with the NHEQF and assured through Outcome-Based Education.
3. To cultivate critical thinking, problem-solving, design thinking, communication and digital capability as the foundations of lifelong learning.
4. To integrate the Indian Knowledge System (IKS) and value-based education across the curriculum.

1.4 Vision 2040, Mission and Core Values



Vision

To become a global university that fosters transformative education towards the creation of a conducive ecosystem for nurturing competent, socially responsible graduates with strong leadership qualities.



Mission

1. To achieve academic excellence by providing quality education and research opportunities to students from diverse backgrounds, fostering leadership, ethics, and the ability to address societal challenges.
2. To create an ecosystem for lifelong learning through a strong symbiotic relationship with industries and other institutions, focusing on developing graduates with practical skills and entrepreneurial abilities.
3. To establish the University as a hub of research, innovation, and extension services by generating new knowledge and applying it to industry for commercialisation and the resolution of societal problems.
4. To prepare students for successful careers, grounded in ethical values, enabling effective engagement with stakeholders and contributing to regional and national development from a global perspective.



Core Values

Integrity · Inclusivity · Academic Rigour · Innovation · Service to Society · Environmental Responsibility · Student-Centredness

1.5 Basic Principles

This plan is framed within the statutory and regulatory requirements of the UGC, AICTE, BCI, ICAR, NCAHP and other applicable authorities, and on the following principles drawn from the UGC- IDP Guidelines:

1. Supporting academic, research and teaching excellence as the central purpose of the University.
2. Promoting learner-centric teaching, knowledge creation, innovation and knowledge application.
3. Advancing genuine multi-disciplinarity across science, technology, agriculture, law, humanities, commerce and health sciences.
4. Embedding vocational education, training and skilling into holistic education as envisaged by NEP 2020 and the NCrF.
5. Balancing academic, administrative and financial autonomy with accountability and responsibility.
6. Emphasising participation, inclusivity and adaptability, and prioritising good governance and smooth execution of the plan.
7. Preparing the University to be future-ready with a fifteen-year vision and span, reviewed continuously against experience.

1.6 SWOC Analysis

This **SWOC** analysis helped in structuring the strategic planning of **IDP** by offering a clear understanding of both internal capabilities and external factors influencing the institution. The University's Strengths, Weaknesses, Opportunities and Challenges are set out below as the basis for the strategic choices that follow.

STRENGTHS	WEAKNESSES / UNDER DEVELOPMENT
1. Legacy, brand and institutional experience of the Techno India Group across four decades and more than a hundred institutions. 2. Large number of diverse courses. 3. NEP 2020 and Outcome-Based curriculum from the first session — CBCS, multiple entry–exit, ABC and SWAYAM/NPTEL integration. 4. Comprehensive and flexible curriculum designed to provide a balanced mix of theoretical knowledge and practical skills. 5. High level of student engagement and support services in community engagement.	1. Physical infrastructure still being built out in phases — hostels, auditorium, dedicated examination and laboratory facilities and amenities. 2. Digital infrastructure is expanding, but still catching up to aspirational standards. 3. External research funding, consultancy and non-fee revenue streams at an early stage, needing deliberate development. 4. Need to boost career guidance and placement services for students.

6. Active involvement in **cutting-edge research** and innovation.
7. Student-Centric Learning- Emphasis on "**Earn While You Learn**," applied knowledge, and life skills.
8. **Five regulatory recognitions** secured within three years, across technical, legal, healthcare, and scientific-research domains.
9. **Young, qualified and motivated faculty**, a majority holding doctoral degrees, with a visible early research culture.
10. **Green campus** in a calm setting, with academic support from the co-located Techno College of Engineering, Agartala.
11. **Strong scholarship and student-support** framework with a consistent record of full scholarship-verification compliance.
12. **Strategic location** near the international border and the gateway to Southeast Asia, relevant to the Act East Policy.

5. **Brand recognition beyond Tripura** still being established; enrolment in some newer programmes still maturing.
6. **Limited external and industrial funding** for advanced research projects and technology integration.
7. **International collaborations** and exchange programs need more focus.
8. Need to take **skill development drives** for entrepreneurial initiatives.
9. **Ideal student-teacher ratio** is yet to be achieved.
10. **Lack of a fully integrated education management system** for academic, HR, and financial workflows.
11. **Accreditation (NAAC/NBA) and ranking (NIRF)** participation yet to be undertaken, the University having only recently become eligible.

OPPORTUNITIES

1. **NEP 2020**, NCrF and ABC reforms, which reward exactly the flexible, multidisciplinary, skill-integrated model TIUT has adopted.
2. **Collaboration** with CAU (Imphal), Tripura University, NIT Agartala, NIC, National Law University (NLU), NFSU, ICAR, CAT, MBBC, DBT, WPT, TMC, ILS, and others, and with international partners.
3. The **Northeast's emergence** as an education and research destination, with rich biodiversity and agricultural and fisheries potential.
4. **Rising demand** for professional, healthcare (paramedical), technological and interdisciplinary programmes in the State and region.
5. **MOOCs**, blended learning and digital delivery, enabling reach and quality beyond physical constraints.
6. **Integrating online and hybrid program** offerings to reach a wider network.
7. **Growing interest** in sustainable and socially responsible practices.
8. **Implement and showcase green campus** initiatives that serve as living laboratories for sustainability practices and education.
9. **Vast scope to carry out research** in view of rich cultural heritage and important biodiversity hotspot.

CHALLENGES

1. **Competition** from established public and private universities in the Northeast.
2. **Attracting and retaining** highly qualified faculty and staff in a competitive market.
3. **Building diversified, sustainable revenue** beyond tuition, in keeping with a long-term financial model.
4. **Keeping pace with rapid regulatory and technological change** while maintaining quality and compliance.
5. **Rapid technological advancements** require continuous curriculum updates.
6. **Economic fluctuations** impacting funding and student enrolment.
7. **Maintaining industry relevant education** and training in a fast-changing business environment.
8. **Lack of industries** in the region impacting locally available job opportunities.
9. **Skill-based learning space** is increasingly crowded with online and hybrid models, requiring constant innovation by TIUT.
10. **Alumni Base Still Growing-** Being a young university, it lacks a strong alumni network for mentoring, fundraising, or reputation-building.

1.7 Objectives of the IDP and Time Framework

Following the UGC framework, this plan seeks to: articulate a clear vision and mission aligned with NEP 2020, NCrF and the SDGs; assess institutional needs through consultation; identify human, material and financial gaps; build annual capacity plans to close them; establish transparent systems for inclusive growth; promote employability, entrepreneurship and internationalisation; quantify goals through indicators and time-bound targets; and undertake periodic review and course-correction.

The plan operates across four (4) horizons, which recur throughout **Part II** and **Part III**:

Horizon	Description
1. Immediate/Foundation Plan (1–3 Year, to 2025)	Priority initiatives to be executed first — accreditation readiness, core infrastructure, systems and policies.
2. Development/ Consolidation Plan (5 years, to 2030)	Measurable objectives and targets across all eight enablers.
3. Autonomy Plan (10-Year, to 2035)	Measurable as growth and quality phase & also identify the niche or focus of the university.
4. Directional Plan/ Vision (15-Year, to 2040)	The long-term destination — a mature, research-active, nationally ranked and globally connected university.

1.8 Strategic Goals

The following strategic goals give direction to the enabler-wise plans that follow. They are the compass; the enabler sections are the chosen pathways.

- ▶ **SG 1.** Ensure accessible, affordable and transparent admissions, with a strong equity and inclusion framework.
- ▶ **SG 2.** Deliver student-centred, outcome-based, multidisciplinary education of consistently high quality.
- ▶ **SG 3.** Recruit, develop, motivate and retain skilled faculty, and build academic leadership.
- ▶ **SG 4.** Build a sustainable research, innovation, IPR and start-up ecosystem.
- ▶ **SG 5.** Integrate skilling, experiential learning and employability across all programmes.
- ▶ **SG 6.** Internationalise education through mobility, collaboration and the Indian Knowledge System.
- ▶ **SG 7.** Achieve accreditation and ranking — NAAC, NBA where applicable, and NIRF — and strengthen institutional standing.
- ▶ **SG 8.** Develop physical and digital infrastructure as purpose-driven, green and future-ready foundations.
- ▶ **SG 9.** Diversify revenue and move steadily towards financial sustainability.
- ▶ **SG 10.** Deepen engagement with alumni, community, industry and government for shared development.



PART II

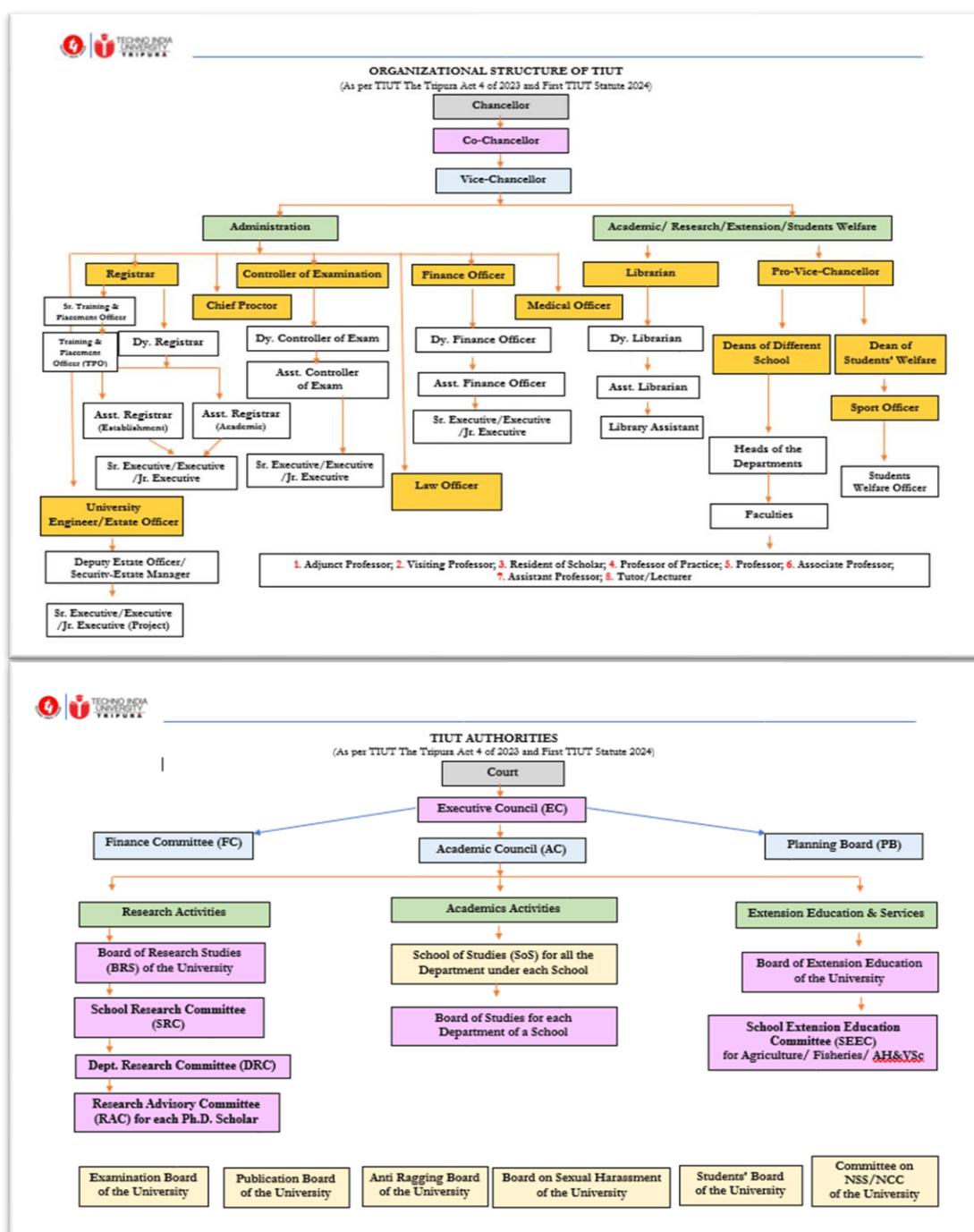
IDP- THE EIGHT ENABLERS

Following the **UGC framework**, the University's development is organised around the **eight (8) enablers** set out in the Guidelines. Each is examined in turn: where TIUT stands today, the priorities and ideas guiding its development, and a five-year plan expressed as focus areas, targets and measurable indicators.

2.1 Governance Enablers: *Systematic decision-making, Accountability, and Participatory Leadership.*

Good governance is the system by which the University is directed, controlled and held accountable. It balances institutional autonomy with accountability, and the academic value system with adequate control systems. For a young university, sound governance built early is the single most important guarantor of long-term quality.

2.1.1 Organizational Structure & Authorities of TIUT



2.1.2 Where TIUT Stands Today

- ▶ **Full statutory architecture in place from the founding years** — the Court (Governing Board), Executive Council (EC), Academic Council (AC), Planning Board (PB), Boards of Studies (BoS), and Finance Committee (FC), operating under the TIUT Act 2023 and the TIUT First Statutes 2024.
- ▶ **Quality and compliance bodies constituted** — IQAC, Anti-Ragging Committee, Internal Complaints Committee (UGC Regulations, 2015; UGC- ICC Advisory-Sexual-Harassment, 2025), Student Grievance Redressal Committee, SC/ST Cell and Women's Cell, with an Ombudsperson appointed.
- ▶ Comprehensive Academic Regulations 2025 and PhD Regulations 2025 adopted, aligned with UGC norms, NEP 2020 and the NCeF.
- ▶ Active nodal officers for NEP, AISHE, NSP, SWAYAM and ABC, and UGC-mandated public disclosures maintained on the University website (www.tiut.ac.in).

2.1.3 Development Priorities and Ideas

- ▶ Operationalise an IDP Implementation and Monitoring Committee to steward this plan, with clear ownership, timelines and annual review.
- ▶ Institute a formal risk-management review and an External Advisory Board of academics, industry leaders and administrators meeting at least once a year.
- ▶ Move administration onto an integrated ERP / Management Information System so that governance is data-driven and largely paperless.
- ▶ Adopt a structured 360-degree feedback system covering teaching, services and governance, and act visibly on the findings.
- ▶ Progressively strengthen graded financial and academic autonomy for Schools within a transparent accountability framework, and deepen alumni and stakeholder participation in statutory bodies.

2.1.4 Five-Year Development Plan — Focus, Targets and Indicators

Focus Area	Present Position (2025)	Five-Year Plan (by 2030)	Key Indicators
Statutory bodies	All principal bodies constituted and meeting	Fixed annual calendar of meetings; published minutes and action-taken reports	% meetings held as scheduled; action-taken compliance
IDP stewardship	Plan prepared	Standing IDP Monitoring Committee with annual review cycle	Annual IDP review report tabled before the Executive Council
MIS / ERP	Core digital records; website disclosures	University-wide ERP across admissions, academics, finance and HR	Modules live; share of processes digitised
Risk & advisory	Committees functioning	Annual risk review; External Advisory Board operational	Risk register maintained; advisory board meetings held
Accreditation readiness	IQAC active; AQAR preparation	NAAC accreditation secured; NIRF participation	IQAC AQARs filed; accreditation grade; NIRF submission

2.2 Financial Enablers and Resource Generation: *Transparent budgeting, diversified funding & revenue streams, CSR partnerships, cost-management practices, strategic/sustainable resource allocation & optimization, and monitoring via Project Monitoring Units (PMUs).*

Financial enablers are the foundation on which every other enabler rests. As a young private university, TIUT is presently **tuition-dependent** and **supported** by the sponsoring group (TIG); long-term sustainability requires a deliberate shift towards a diversified, “**fit-for-strategy**” revenue model, alongside compliant accounting and professional financial management.

2.2.1 Where TIUT Stands Today

- ▶ Supported by the institutional backing of the Techno India Group, with a dedicated corpus fund established in the founding year.
- ▶ Audited accounts maintained from the first year, with transparent, fully digital fee collection and monthly reconciliation.
- ▶ A strong scholarship framework ensuring that no eligible student is denied education on financial grounds.

2.2.2 Development Priorities and Ideas

- ▶ Diversify revenue beyond tuition — towards sponsored research and consultancy overheads, CSR-funded projects, continuing-education and certificate programmes, and philanthropic endowments.
- ▶ Pursue government and agency funding (DST, DBT, ICAR, ICSSR, SERB, NEC and State schemes) as research capacity grows.
- ▶ Adopt management accounting and data-based budgeting — monthly granularity in the near term, with one-year and five-year forecasts and separate recurring and capital budgets.
- ▶ Define levels of financial autonomy for Schools and build an investment and endowment strategy for self-sustainability.
- ▶ Explore CSR and alumni-funded models for specific infrastructure (hostels, laboratories, library, auditorium) to reduce dependence on any single source.

2.2.3 Five-Year Development Plan — Focus, Targets and Indicators

Focus Area	Present Position (2025)	Five-Year Plan (by 2030)	Key Indicators
Revenue mix	Largely tuition + sponsor support	Multiple streams — research overheads, consultancy, CSR, continuing education, endowment	Share of non-tuition revenue (%)
Budgeting system	Audited annual accounts	Rolling 1-year and 5-year budgets; capital and recurring split	Budget-to-actual variance tracked quarterly
External funding	DBT proposal under consideration	Portfolio of sanctioned government and agency projects	No. and value of sanctioned projects
Scholarships & aid	100% scholarship-verification record	Institutional scholarship endowment strengthened and widened	No. of beneficiaries; endowment corpus
Sustainability	Corpus fund established	Documented long-term financial-sustainability plan adopted	Operating self-sufficiency ratio

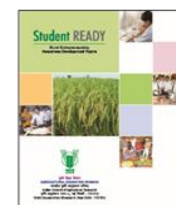
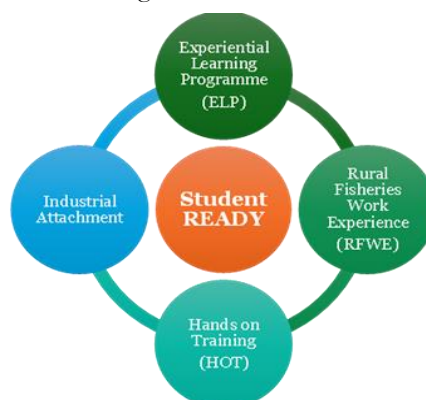


2.3 Academic Enablers: *Flexible multidisciplinary curriculum design, Outcome-based education, Learner centric, Expand high-demand specialized programs, Cross-campus teaching, Research integration, Vocational training, Academic Bank of Credits (ABC), Multiple entry-exit points, Educational ERP systems, Faculty development, and Skill integration.*

The academic enablers determine the quality and standards of what the University offers. TIUT's distinctive advantage is that its academic model was built on NEP 2020 and Outcome-Based Education from the very first session, rather than retrofitted. The task ahead is to deepen this model, widen the programme portfolio responsibly, and assure quality through accreditation.

2.3.1 Where TIUT Stands Today

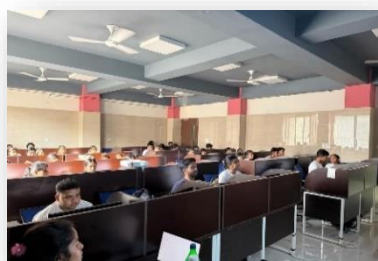
- ▶ **NEP 2020 curriculum across all programmes-** CBCS, multiple entry and multiple exit system (MEES/MEME), Academic Bank of Credits (ABC), and credit integration with SWAYAM and NPTEL.
- ▶ **Multiple entry and exit system (MEES/MEME)-** With the implementation of the Multiple Entry and Exit System (MEES/MEME), these rigid boundaries will be eliminated, guaranteeing students won't lose any time if they leave university early with UG certificate/ UG diploma/ or degree depending upon the number of credits secured. It will enable alumni and professionals to re-enter and update their skills, if they need.
- ▶ **Outcome-Based Education in place** with Course, Programme and Programme-Specific Outcomes and CO–PO–PSO mapping, supported by the University's own publications entitled **“OBE and Skill Set: Theory to Practice”** compiled and edited by the concerned faculty members of 8 Schools namely School of- Engineering and Architecture, Agriculture, Fisheries, Humanities & Social Science, Law, Commerce, Management & Economics, Natural Sciences, and Allied Healthcare Sciences & Translational Research.
- ▶ **Multidisciplinary course structure** — Multidisciplinary, Skill Enhancement, Ability Enhancement and Value-Added Courses, with Indian Knowledge System components.
- ▶ **Special Knowledge Series Beyond Classroom** – Lectures by eminent personalities from various reputed institutions, organized by various Schools under the names: Agri-Insight; Aqua-Insight; Kritimandala; Legal Paths; Meet a Data Scientist; Science on Tap; BioQuest; Manager Mastery; and TalkSphere across disciplines to make students and faculty members aware of recently updated knowledge.
- ▶ **A credible examination system** — central evaluation, a Moderation Board with external experts, and results typically declared within twenty-five days.
- ▶ **Experiential learning embedded in the professional Schools** — RAWF and RFWE in Agriculture and Fisheries, internships, projects, seminars, and extensive exposure visits.
- ▶ **Earn-While-Learn-** The university offers contingency grant/ seed money/ revolving fund to support students in conducting different hands-on practical to enhance skills by utilizing the resources of the university, and students can earn **75%** of the profit money by selling the produce. The remaining **15%** of the profit will be distributed among the mentors, and the remaining **10%** will be deposited into the institute's account along with the original seed money.



- **Academic Travel Grants-** The university offers Academic Travel Grants to support the participation of students, researchers, and faculty in conferences, workshops, and seminars. Grants for national and international travel cover expenses related to travel, accommodation, and registration, thereby facilitating academic networking and knowledge dissemination on global platforms.
- **FDP/ Refreshers Course etc. Grants-** The university has introduced financial grants for organizing Faculty Development Programme (FDP) or Refreshers Course or Hands- on- Training Programme or Workshop to promote scholarly dialogue and intellectual exchange. Grants are provided to support the event costs, encouraging faculty and departments to host initiatives that enhance academic visibility, foster interdisciplinary collaboration, and contribute to professional development.

2.3.2 Development priorities and ideas

- **Launch a structured, credit-bearing Experiential Learning Programme (ELP)** across all Schools, as mandated under NEP and the OBE curriculum.
- **Complete university-wide CO–PO** attainment analysis and make outcome data the basis of annual curriculum review.
- **Expand the programme portfolio** responsibly in demand-led and region-relevant areas, through the Boards of Studies, Academic Council, Executive Council, and Court, with due regulatory approval.
- **Strengthen faculty capacity** in NEP, NCrf, NHEQF, OBE, IKS and future skills through continuous development.
- **Grow blended and digital learning** — Coursera/SWAYAM integration, a full Learning Management System, and locally created open digital content.
- **Recruitment of Professor-of-Practice-** As per UGC Guidelines and NEP 2020 [<https://pop.ugc.ac.in/Home/Index>; https://www.ugc.gov.in/pdfnews/3659158_Guideline-for-engaging-Professor-of-Practice-in-Universities-and-Colleges.pdf] to transform higher education by focusing on skill-based education to meet needs of the industry and the economy.
- **Pursue NAAC accreditation** and, where applicable, NBA accreditation of professional programmes, as external assurance of academic quality.
- **Expand high-demand specialized programmes-** E.g. Data Analytics, Agribusiness, Executive MBA, AI, Robotics, Liberal Arts, etc.
- **Industry-Embedded Degrees:** Introduction of mandatory internships, apprenticeships, and vocational modules to drive the immediate employability of the university's upcoming first graduating batch.
- **Industry-ready curricula** focusing on new-age tech (AI, Green Tech, Drone Tech).



2.3.3 Five-Year Development Plan — Focus, Targets and Indicators

Focus Area	Present Position (2025)	Five-Year Plan (by 2030)	Key Indicators
Curriculum	NEP/OBE across all programmes	Outcome-attainment-driven annual review; wider multidisciplinary baskets	CO-PO attainment reports; no. of MDC/SEC/VAC offered
Experiential learning	Embedded in professional Schools	Credit-bearing Experiential Learning Programme university-wide	% students with internship/field credit

Focus Area	Present Position (2025)	Five-Year Plan (by 2030)	Key Indicators
Programme portfolio	38 programmes, 8 Schools	Responsible, demand-led expansion with regulatory approval	No. of new programmes approved and launched
Blended learning	Coursera / SWAYAM integration	Full LMS deployment; institutional digital-content repository	LMS adoption; SWAYAM credits earned
Quality assurance	IQAC and OBE operating	NAAC accreditation; NBA for eligible programmes	Accreditation grade; programmes accredited



2.4 Research and Intellectual Property (IP) Enablers: *R&D cell establishment, Funding pools, Industry collaborations, Establishing labs, Innovation hubs, Startup incubation centres, Industry-academia linkages, Commercialization pathways, Research monetization, Publication/citation standards, Patent filings, Formulate institutional policies regarding AI, ethics, publication, IPR & initial seed grants, and Active technology transfers.*

Research, intellectual property (IP), and innovation are the building blocks of a university's long-term distinction. Notably, TIUT has encouraged research from its earliest years, including at the undergraduate level. The priority now is to convert early momentum into a sustained, well-funded, and well-governed research ecosystem.

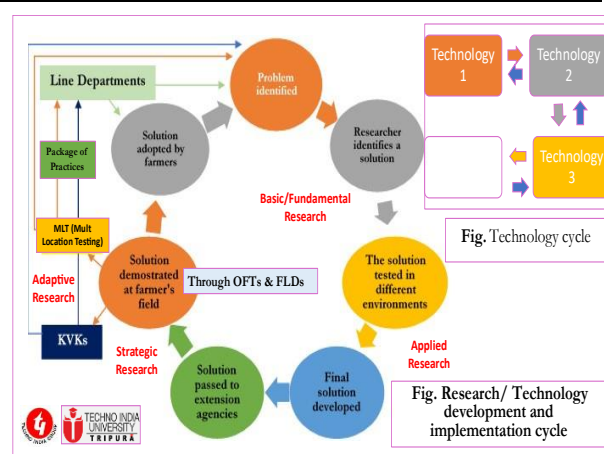
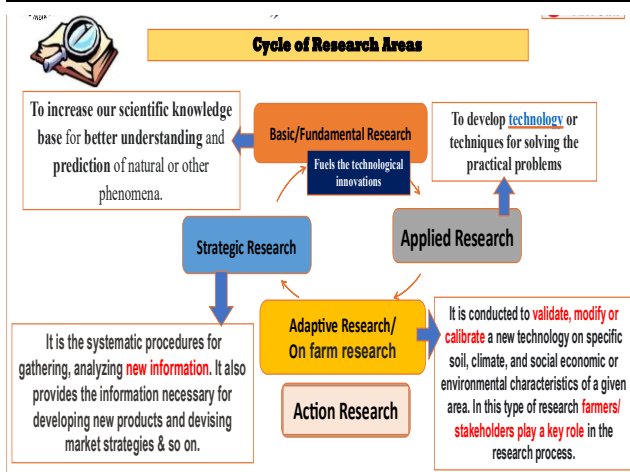
2.4.1 Where TIUT stands today

- ▶ **TIUT** receives the recognition as a **Scientific & Industrial Research Organization (SIRO)** by the Department of Scientific & Industrial Research (**DSIR**), Ministry of Science & Technology, Government of India, under the Scheme on Recognition of **Scientific & Industrial Research Organizations (SIROs)**, 1988 for three years w.e.f. 24/04/2026 to 31/03/2029.
- ▶ **A substantial early research record** — More than 130+ publications across international and national journals and book chapters, patent-related activity, and a registered copyright by faculty members, and a multi-institutional research project proposal of about ₹99.52 lakh submitted by the Department of Biotechnology is under consideration.
- ▶ **An Institution's Innovation Council (IIC)** registered on the MoE Yukti portal, with Smart India Hackathon participation and an active invited-lecture culture.
- ▶ **PhD programmes** running under UGC-compliant regulations, with research scholars contributing from an early stage.
- ▶ **Demonstrated student research achievement**, including gold and silver recognitions at a national young-researchers' conclave.
- ▶ **Conference/Seminar etc. Grants-** The university has introduced financial grants for organizing conference/seminar/symposium/brain-storming session to promote scholarly dialogue and intellectual exchange. Grants are provided to support the event costs, encouraging faculty and departments to host initiatives that enhance academic visibility, foster interdisciplinary collaboration, and contribute to professional development.

- **College Biotech Club Project-** Financial assistance received from the DBT, GoT for setting the club during 2026-27 to under take a project entitled “*Isolation, Molecular characterization and Functional evaluation of noble probiotic stains from indigenous fermented food for gut health and anti-microbial application*” by involving the students.
- **Research excellence: Dr. Pinku Chandra Nath**, Assistant Professor, Dept. of Bioengineering (SoE&A) has been recognised among the **Top 2% Scientists Globally in 2026**, according to the prestigious **Standford University-Elsevier Global Ranking** for his outstanding research contributions in the field of Food Sciences & Biotechnology.
- **Research Thrust Areas-** Discipline-based research thrust areas have been identified as under to address the prioritise researchable issues in the field of basic/fundamental research, applied research, actionable research, experimental research, adaptive research/on farm research, strategic research etc.

Computer Science & Engineering and Computer Application	Bioengineering
1. Developing advanced models that interpret data, learn, and make decisions in a human-like manner. 2. Protection of networks, systems, and data from digital attacks, especially as digitalization increases. 3. Enhancing user interfaces through Virtual Reality (VR) and Augmented Reality (AR).	1. Sustainable biotechnology through bio-process engineering, microalgae technology, and bioenergy production. 2. Improving food safety and human health through probiotics, fermented foods, functional nutrition, and molecular diagnostics. 3. Enhancing disease prediction and molecular understanding through bioinformatics, machine learning, and computational biotechnology
Microbiology & Biotechnology	Allied & Healthcare Science
1. Biomedical understanding through infectious diseases, antimicrobial resistance, immunobiology, and molecular genetics. 2. Discovering therapeutic bioresources through natural product biotechnology, ethnomedicinal knowledge, and plant tissue culture. 3. Protecting environmental and human health through environmental biotechnology, toxicological monitoring, and computational biology.	1. Advancing community health and preventive care through health awareness, screening programs, and public health practices. 2. Strengthening disease detection and patient support through clinical diagnostics, laboratory quality assurance, and infection control. 3. Enhancing safe surgical and perioperative care through nanomaterial waste management, sterilization protocols, and patient safety practices.
Geography & Disaster Management	Physics (Condensed Matter & Materials Science)
1. Advancing regional development through spatial planning, territorial transformation, and geospatial analysis. 2. Improving connectivity and infrastructure systems through transport geography, mobility analytics, and spatial network modelling. 3. Strengthening disaster resilience and environmental governance through hazard assessment, climate risk analysis, and geospatial intelligence.	1. Advancing materials innovation through thin film and its application to device fabrication. 2. Understanding material behaviour through thin film growth, nanomaterials synthesis, and advanced characterization techniques. 3. Exploring next-generation nano-materials for electronics, spintronics, and topological materials.
Mathematics & Statistics	Agriculture
1. Advancing intelligent decision systems through optimization theory and multi-criteria decision modelling. 2. Understanding uncertainty in complex systems through fuzzy mathematics, rough sets, and neutrosophic logic. 3. Modelling physical and computational systems through continuum mechanics and interdisciplinary mathematical methods.	1. Developing climate-resilient and sustainable crop production systems through climate-smart agriculture. 2. Soil health dynamics, and plant–microbiome interactions to enhance soil fertility for long-term agroecosystem sustainability. 3. Plant health and crop protection mechanisms, and integrated pest & disease management for sustainable crop production. 4. Strengthening post-harvest management, agri-value chains, and technology adoption & dissemination for socioeconomic upliftment of the stakeholders.

Fisheries	Commerce, Management and Economics
1. Assessment of aquatic habitat, biodiversity, biology of indigenous species of Northeast India, and aquaculture diversification for sustainable farming and production enhancement through climate-smart culture systems. 2. Disease surveillance systems, prophylactic/curative measures, nutrient-efficient diets, fish meal alternatives, nutrigenomics, and the application of nanotechnology for health improvement. 3. Development of value-added fish products and efficient utilization of by-products, including the extraction of nutraceuticals. 4. Modernization of fishing devices/techniques, cold chain development, value addition, livelihood security of fishers, and other stakeholders.	1. Financial Markets, Sustainable Finance & Global Capital Flows: ESG Scores, Stock Market Uncertainty, Financial Inclusion, and Determinants of FDI and FPI. 2. Strategic Human Resource Management & Organizational Transformation 3. Digital Marketing, Consumer Behaviour & Ethical Governance in Digital Markets: AI-Driven Analytics, Dark Patterns, Consumer Protection, and Public Service Advertising Effectiveness in EdTech and Healthcare Sectors 4. Population Health, Demography & Human Development: Reproductive and Adolescent Health, Public Health Infrastructure, and Poverty & Development Indices.
Humanities and Social Sciences	Law
1. Advancing cultural knowledge through literature, language, and eco-criticism. 2. Understanding society through media, journalism, communication, and digital humanities. 3. Strengthening cultural perception and indigenous knowledge through language and translation.	1. Constitutional governance and social justice through human rights, constitutionalism, and democratic accountability. 2. Strengthening justice systems through criminal law, criminology, victimology, and restorative justice. 3. Ensuring sustainable development and climate justice through environmental legislation and regulatory framework 4. Promoting gender justice from the constitutional perspective and other relevant laws.



2.4.2 Development priorities and ideas

- ▶ **Establish a formal Research and Development (R&D) Cell** and an IPR/Technology-Transfer Cell under the IIC, with clear patent-filing and commercialisation support.
- ▶ **Define institutional research thrust areas** and prioritise researchable issues aligned to regional strengths — biotechnology and bioprospecting, agriculture and fisheries, environment and disaster studies, computing and AI, and allied health.
- ▶ **Build a pipeline of externally funded projects** by systematically submitting proposals to national and State agencies, and create seed-grant and incubation support for early-career researchers and student start-ups.
- ▶ **Grow doctoral enrolment and research-scholar support**, and establish research-management systems and ethics/integrity mechanisms.

- ▶ **Register for NIRF and benchmark research output**, and foster academia–industry knowledge transfer and consultancy.

2.4.3 Five-Year Development Plan — Focus, Targets and Indicators

Focus Area	Present Position (2025)	Five-Year Plan (by 2030)	Key Indicators
Research structure	IIC active; SIRO recognised	R&D Cell and IPR/Technology-Transfer Cell established	Cells operational; policies notified
Funded research	DBT proposal under consideration	Portfolio of sanctioned DST/DBT/ICAR/ICSSR projects	No. and value of funded projects
Publications & IP	Early publication and patent activity	Sustained, indexed output; patents filed and granted	Indexed publications/yr; patents; citations
Doctoral programme	PhD running under UGC norms	Expanded, well-supported doctoral ecosystem	PhD scholars enrolled and awarded
Innovation & start-ups	SIH participation	Incubation and seed-grant support for student/faculty start-ups	Start-ups mentored; seed grants disbursed

2.5 Human Resources and Supportive-Facilitative Enablers: *Attracting PhD talent, Talent retention, Faculty/staff capacity building, Onboarding flexible roles like Professors of Practice, Endowed faculty chairs, Attract international faculty talent and specialized global industry practitioners, Continuous FDP training/workshops, Faculty tracking, Scale continuous faculty development programs tied heavily to research output, Safety/security (especially for women), Equity for Socio-Economically Disadvantaged Groups (SEDGs), PwD-friendly (Persons with Disabilities) facilities, Student help desks, Inclusive diversity, Student mentoring, Alumni cells, Career mentorship, Mental wellbeing, Placement strategies, Community outreach programs, and National skill initiatives.*

A university is its people. Effective human-resource management attracts, nurtures and retains talent, and shapes the institution's ethos, culture and outcomes. TIUT's faculty is young, qualified and growing; the priority is to build the development, recognition and well-being systems that make it a place where good people choose to stay and grow.

Alongside its people, the University is held together by its supportive and facilitative conditions — the intellectual and emotional environment that fosters belonging, pride and ownership. These include student development and well-being, inclusion and diversity, community outreach, and the Indian Knowledge System and value-based education, which together turn a campus into a community.

2.5.1 Where TIUT stands today

- ▶ A **teaching faculty of approximately seventy-five members** across the schools, a majority holding doctoral degrees, supported by an administrative and technical team of over one hundred employees in total.
- ▶ Transparent, UGC-norm recruitment through advertised vacancies and selection committees including external and subject experts and the Chancellor's nominee.
- ▶ A self-appraisal, peer-review and student-feedback framework for faculty performance, and a functioning mentor system for students, with faculty active in Faculty Development Programmes and certifications.
- ▶ A **strong student-support and scholarship culture** — a consistent full scholarship-verification record and a wide range of government and in-house schemes, and an '**Earn While You Learn**' programme in the School of Agriculture.
- ▶ A rich co-curricular and value-based life — induction (**Deeksharambh**), cultural and literary festivals, national and constitutional observances, sports and clubs, documented in the University magazine Mandala and newsletter TIUT Times.

- ▶ Active community engagement — flood relief, health and blood-donation camps, legal-aid and women’s-empowerment outreach, orphanage and old-age-home visits with distribution of essentials, and a sustained plastic-free-campus effort.

2.5.2 Development priorities and ideas

- ▶ Adopt a formal, UGC-aligned Teacher Recruitment and Career Advancement (CAS) policy, and institute a structured Continuous Professional Development calendar for all faculty and staff.
- ▶ Build academic leadership and succession planning, recognition and reward systems, and strengthen staff well-being, work-life balance and faculty facilities as the campus develops.
- ▶ Plan phased recruitment to improve the student–teacher ratio and fill disciplinary gaps, maintaining a high proportion of full-time doctoral faculty.
- ▶ Establish a permanent, resourced Scholarship Cell and a centralised student-support help-desk, and expand structured skilling and career services.
- ▶ Register and activate an **NSS** unit and adopt villages under Unnat Bharat Abhiyan, formalising community engagement as a credited activity contributing to the SDGs.
- ▶ Deepen the Indian Knowledge System and value-based education, and strengthen inclusion and well-being — PwD support, mental-health and wellness services, and safeguarding.

2.5.3 Five-Year Development Plan — Focus, Targets and Indicators

Focus Area	Present Position (2025)	Five-Year Plan (by 2030)	Key Indicators
Faculty strength	~75 teaching faculty; majority with PhD	Phased recruitment keeping a healthy student–teacher ratio	Student–teacher ratio; % full-time PhD faculty
Recruitment & CAS	UGC-norm selection committees	Formal Teacher Recruitment and CAS policy notified	Policy adopted; CAS cases processed on time
Development & recognition	FDPs and appraisal in place	Structured annual CPD calendar; recognition and awards	FDP-hours per faculty; awards instituted
Scholarships & support	100% verification; many schemes	Permanent Scholarship Cell and student help-desk	Beneficiaries; processing turnaround
Community & SDGs	Camps, outreach, green drives	NSS unit and UBA village adoption; credited outreach	Activities; beneficiaries; villages adopted
IKS, inclusion & well-being	IKS components; remedial and counselling systems	Curricular IKS integration; PwD and wellness services	IKS outputs; support coverage; satisfaction





2.6 Networking and Collaboration Enablers: *Secure foundational student internship pacts and exchange tie-ups with regional industries, Forge joint funding ventures with overseas research bodies and government bureaus, Partner directly with top-tier international knowledge centres for dual-degree paths, MoUs/MoAs with National/International institutions, industry partnerships, and student exchange tracks, Global research clusters to boost NIRF/global institutional rankings, Industry-institute linkages, Alumni networks, Joint international/national HEI partnerships, Corporate, and government tie-ups.*

No university excels in isolation. Networks with industry, other institutions, alumni and the community multiply an institution's reach and relevance. TIUT has made an early and deliberate start on collaboration, nationally and internationally, and now seeks to convert memoranda into living, outcome-producing partnerships.

2.6.1 Where TIUT stands today

- ▶ **A growing portfolio of MoUs/MoAs** with national and international partners — including Tripura University, the Central Agricultural University (Imphal), Hoa Sen University and Hanoi University of Industry (Vietnam), and industry and skilling partners such as Infosys, 1Stop.ai and Women's Polytechnic.
- ▶ **An international partnership with Bowie State University, USA** developed through sustained engagement and now at the execution stage. Some more MoUs/MoAs are also in pipeline viz., NIT, Agartala, IIIT, Agartala, NFSU, Agartala, CAT, Agartala, BSNL, ETDC, TSAC, NOVA Biotech, College of Fisheries, Kishanganj, ICAR-CIFA, DHS, Tripura, Prima Care Nursing Home, Unity Gastro and Liver Hospital, Rashtrya Raksha University, Spark IIT, Seven Sense Pvt Ltd
- ▶ **Membership of global and national networks** through the School of Engineering — UNESCO's Greening Education Partnership, the UN Higher Education Sustainability Initiative and the National AI Portal of India.
- ▶ An active calendar of expert and international visitors, and early industry exposure for students across Schools.

S. N	Category	Type of Collaboration	Name of institution/industry	Areas of Collaboration
1.	National	Academic & Research	1. Central Agriculture University Imphal 2. MBB College, GOT, Agartala 3. Tripura University (A Central University), Agartala 4. Women's Polytechnic, GOT, Agartala	• Faculty exchange • Student exchange • Research collaboration • Sharing of laboratory and library • Exposure visits, training of staff and students • Resource exchange.
2.	National	Industry	1. Infosys 2. Nehru Memorial Techno Global Hospital, Kolkata 3. Rotary Techno Netralaya, Kolkata 4. 1Stop.ai	• Training classes • Certification courses- industry-oriented • Research Collaboration • Internship opportunity • Placement support

			5. Bharat Chamber of Commerce (BCC), Kolkata	• Expert Session		
			6. Directorate of Biotechnology, GOT, Agartala	• Workshop & Seminars		
			7. ILS Hospital Agartala	• Faculty Development Programs		
			8. National Informatics Centre (NIC), GOI, Agartala			
			9. Tripura Medical College (TMC), Agartala			
			10. Nova Biotech Guwahati			
			3. International	Academic & Research	1. Hanoi University of Industry (HaUI), Vietnam	• Faculty exchange
					2. HOA SEN University Vietnam	• Student exchange
						• Research collaboration
						• Sharing of laboratory and library
			• Exposure visits, training of staff and students			
			• Resource exchange.			

2.6.2 Development priorities and ideas

- ▶ Make existing MoUs deliver — joint lectures and webinars, faculty and student exchange, collaborative research, internships and placements — with named owners and tracked outcomes.
- ▶ Build a structured Training and Placement system, drawing on partner networks (including NIT and international partners) and bodies such as the Board of Practical Training for internships and placement.
- ▶ Establish an Alumni Association and lifelong-engagement framework, recognising that alumni are long-term stakeholders in governance, mentorship, funding and reputation.
- ▶ Deepen industry–institute interaction in curriculum design, training, evaluation and research, and expand community and institutional partnerships across the region.
- ▶ Pursue internationalisation — student and faculty mobility, joint/twinning possibilities, and the promotion of the Indian Knowledge System among global partners.

2.6.3 Five-Year Development Plan — Focus, Targets and Indicators

Focus Area	Present Position (2025)	Five-Year Plan (by 2030)	Key Indicators
MoUs	14 national and 2 international MoUs/MoAs; Some are in pipeline	Active, outcome-tracked partnerships with annual review	Activities per MoU; students/faculty benefited
International	Bowie State MoU under execution; Vietnam MoUs	Operational exchange and collaborative research	Exchanges; joint publications/events
Training & Placement	T&P cell functioning	Structured placement pipeline leveraging partner networks	Placement rate; internships facilitated
Alumni	Early alumni base	Alumni Association and engagement framework established	Alumni registered; mentorship/contributions
Community & industry	Regular outreach and exposure visits	Formal community and industry partnership programmes	No. of active partnerships and beneficiaries

2.7 Physical Enablers: *Ensure basic accessibility with wheelchair ramps and universal disabled-friendly designs, Classrooms with LCD projector & screen, Campus hostels (Boys & Girls), Common rooms for Boys & Girls with attached washroom, Drinking water facilities (Aqua Gard) with cooler, Library blocks, Environmentally friendly campus, Zero-emission green campus ecosystem, Advanced classroom with smart/interactive boards, Vocational labs, Green/energy-efficient spaces, Open gym, Open theatre, Meditation/Yoga room, Sports facilities (Indoor & Outdoor), PwD Washroom, Sanitary napkins dispensers & Incinerators, Auditorium, Parking places (two-wheelers & four-wheelers), Canteen, Cafeteria, Stationary, printing & xeroxing facilities, Health care centre, Special Lounge for dignitaries & students, and Ramps.*

Physical infrastructure is a purpose-driven foundation of the plan — it must serve academic and research activity, support brand and student experience, and be developed as a green, inclusive and safe campus. In a private university, infrastructure investment is phased by the sponsoring group; TIUT's approach is to build steadily and sustainably in line with enrolment growth.

2.7.1 Where TIUT stands today

- ▶ A **green campus** of about twelve acres within the wider Techno India Knowledge Campus, in a calm rural setting, with its own academic building occupied from 2024.
 - ▶ **Classrooms, ICT-enabled smart classrooms**, computing laboratories, a central library and seminar spaces, with discipline laboratories progressively established.
 - ▶ **Hostel accommodation** presently arranged near the campus, and sports and recreational facilities including an open gymnasium and indoor games.
 - ▶ A **green, clean and CCTV-monitored campus** with foundational safety and accessibility measures.
-
- ▶ Specialized academic and cultural spaces, including a **Moot Court** for practical legal training and a “**Tagore Lounge**” promoting cultural engagement and intellectual interaction.

2.7.2 Development priorities and ideas

- ▶ Develop residential infrastructure — Girls' and Boys' Hostels — essential for attracting out-of-State and international students.
- ▶ Build a campus auditorium and dedicated examination facilities to support university-wide events and assessments.
- ▶ Strengthen laboratories across the sciences, agriculture, fisheries and allied health, and develop field and farm facilities for hands-on learning; create dedicated specialised facilities (for example GIS and Remote Sensing).
- ▶ Expand the central library — holdings, e-library and reading facilities — as a core input to credibility and accreditation, and upgrade day-to-day amenities (furniture, air-conditioning, canteen, connectivity).
- ▶ Advance a Green Campus strategy — renewable energy, rainwater harvesting, waste management, sustainable mobility and tree cover — and ensure full PwD accessibility and a zero-tolerance approach to ragging and discrimination.

2.7.3 Five-Year Development Plan — Focus, Targets and Indicators

Focus Area	Present Position (2025)	Five-Year Plan (by 2030)	Key Indicators
Academic space	Own building; smart classrooms; labs developing	Phased expansion of classrooms, labs and examination facilities	Classroom/lab area added; smart classrooms
Residential	Hostels arranged near campus	Girls' and Boys' hostels developed on/near campus	Hostel capacity (seats)
Library	Central library with growing holdings	Expanded physical and e-library across all Schools	Volumes; e-resources; seating

Focus Area	Present Position (2025)	Five-Year Plan (by 2030)	Key Indicators
Green campus	Green, clean, CCTV-monitored campus	Renewable energy, rainwater harvesting, waste management in place	Energy from renewables; green cover
Inclusion & safety	Foundational safety and access	Full PwD accessibility; wellness and sports facilities	Accessibility audit; facilities added

2.8 Digital Enablers: *Roll out an integrated Enterprise Resource Planning (ERP) university system, Establish advanced Learning Management Systems (LMS), Hybrid media studios, Improve robust cybersecurity standards, Institutional data lakes for smooth auditing, Deploy cloud-driven AI learning mentors alongside virtualized laboratory spaces, Online learning platforms, Robust ICT/internet bandwidth coverage, Digital repositories, Automated processes, Paperless administration, Integration of portals like Samarth, and Blended digital learning.*

Digital enablers transform how a university teaches, researches and governs. NEP 2020 envisages open, interoperable, evolvable digital infrastructure. TIUT's goal is to move progressively towards a 'Digital University' — paperless, data-driven, and rich in digital learning — over a planned, phased transformation.

2.8.1 Where TIUT stands today

- ▶ **A maintained institutional website** with UGC-mandated public disclosures, and an active social-media and communications presence from the founding year.
- ▶ **ICT-enabled smart classrooms, campus Wi-Fi** and computing laboratories, with blended learning through Coursera and SWAYAM/NPTEL.
- ▶ **Digital, reconciled fee collection** and core digital record-keeping, with designated AISHE, NSP, SWAYAM and ABC nodal officers.

2.8.2 Development priorities and ideas

- ▶ **Deploy a university-wide ERP** and Management Information System (MIS) spanning admissions, academics, examinations, finance, HR and student services — moving towards a paperless institution.
- ▶ **Implement a full Learning Management System** with two-way teaching tools, student-progress analytics and a digital content repository (including multimedia, and AR/VR where useful).
- ▶ **Strengthen ICT infrastructure** — high-speed connectivity, a campus-area network and a central ICT centre — with cloud/in-house data management, cyber-security and data-privacy safeguards.
- ▶ **Advance digital credentialing**, ABC/DigiLocker integration, computerised examinations and e-placement and alumni networks.
- ▶ **Pursue the digital transformation** in a phased, one-to-two-year rollout, in-house or with experienced technology partners, aligned to UGC and national digital-education norms.

2.8.3 Five-Year Development Plan — Focus, Targets and Indicators

Focus Area	Present Position (2025)	Five-Year Plan (by 2030)	Key Indicators
ERP / MIS	Core digital records; digital fees	University-wide ERP across all functions	Modules live; processes digitised (%)
LMS & content	Coursera/SWAYAM; smart classrooms	Full LMS with analytics and content repository	LMS usage; digital content created
Connectivity	Campus Wi-Fi and labs	High-speed campus network and central ICT centre	Bandwidth; network coverage
Data & security	Digital record-keeping	Cyber-security and data-privacy framework adopted	Security policy; audits conducted
National integration	AISHE/NSP/SWAYAM /ABC nodal officers	ABC/DigiLocker and digital credentialing fully integrated	Credentials issued digitally; ABC uptake

PART III**OPERATIONALISATION AND REVIEW****3.1 Development Objectives — Five-Year Matrix**

The development objectives below consolidate the five-year plan into a single, trackable matrix. Each objective states the present status, the five-year target, the indicator by which progress will be judged, and the lead responsible. The matrix is intended to be reviewed and updated annually.

Development Objective	Present Status	Target (by 2030)	Indicator / Lead
Accreditation & ranking	IQAC active; not yet accredited	NAAC accreditation; NIRF participation; NBA where eligible	Grade & rank / IQAC
ERP & digital governance	Core records; digital fees	University-wide ERP; largely paperless	Modules live / Registrar
Outcome-based academics	OBE & CO-PO-PSO mapping	Attainment-driven review; experiential learning university-wide	Attainment data / Dean (Acad.)
Programme portfolio	38 programmes	Responsible, approved expansion in demand-led areas	New programmes / Academic Council
Research & funding	SIRO; early output; DBT proposal	R&D and IPR cells; funded-project portfolio	Projects & IP / Dean (Research)
Faculty development	FDPs ongoing	Recruitment/CAS policy; annual CPD calendar	Ratio & CPD / Dean (Acad.)
Collaboration outcomes	7+ MoUs; Bowie under execution	Active, outcome-tracked partnerships; Alumni Association	Activities/MoU / Dean (Acad.)
Physical infrastructure	Own building; labs developing	Hostels, auditorium, labs, library expansion	Capacity added / Estate
Financial sustainability	Tuition + sponsor; corpus fund	Diversified revenue; sustainability plan	Non-tuition % / Finance Officer
Student support & outreach	Scholarships; outreach active	Scholarship Cell; NSS/UBA; employability pipeline	Beneficiaries / Dean (SW)

3.2 Phased Action Plan (1 / 3 / 5 / 15 Years)

The plan is sequenced so that foundational systems are built first, capacity is deepened next, and institutional distinction is pursued over the long term.

3.2.1 Immediate (within 1–3 years, to 2028)

- ▶ Constitute the IDP Implementation and Monitoring Committee and begin annual review.
- ▶ Pursue NAAC accreditation readiness (IQAC, AQARs) and register for NIRF.
- ▶ Begin ERP/MIS rollout and full LMS deployment.
- ▶ Establish the R&D Cell, IPR/Technology-Transfer Cell and a permanent Scholarship Cell.
- ▶ Advance priority infrastructure — hostels, auditorium, examination and laboratory facilities — and register an NSS unit.

- ▶ Adopt the Teacher Recruitment and CAS policy and launch the credit-bearing Experiential Learning Programme.

3.2.2 Medium Term (by 2030)

- ▶ Secure NAAC accreditation and, where eligible, NBA accreditation of professional programmes.
- ▶ Build a portfolio of externally funded research projects and a steady, indexed publication and IP record.
- ▶ Diversify revenue towards research, consultancy, CSR, continuing education and endowment.
- ▶ Operationalise collaborations into exchange, joint research, internships and placements; establish the Alumni Association.
- ▶ Complete core green-campus, library and digital-infrastructure development.

3.2.3 Long Term (Directional, to 2040)

- ▶ Achieve recognition as a leading multidisciplinary, research-active university of the Northeast, with strong NIRF standing.
- ▶ Attain substantial financial sustainability through a diversified revenue model.
- ▶ Establish centres of excellence in regionally relevant research and in the Indian Knowledge System.
- ▶ Become a genuinely internationalised and digitally mature university with a vibrant alumni network.

3.3 Phase-wise Resource and Effort Allocation Framework (1 to 15 Years)

To visualize the strategic distribution of institutional energy, resources shift sequentially from physical infrastructure to research and global network expansion over the 15-year lifecycle, with growth projection breakdown as under:

IDP Enabler Parameter	Short-Term: Years 1–3 (Present) (Foundational Phase)	Medium-Term: Years 4–7 (Growth & Quality Phase)	Long-Term: Years 8–15 (Visionary: Excellence & Global Maturity Phase)
1  Physical Infrastructure	~30%	~15%	~10%
2  Digital Infrastructure	~20%	~15%	~10%
3  Academic Infrastructure & Curriculum	~20%	~25%	~15%
4  Research & Intellectual Property (IP)	~5%	~20%	~30%
5  Networking & Collaborations	~5%	~10%	~20%
6  Human Resources & Support Systems	~10%	~10%	~10%
7  Governance & Financial Sustainability	~10%	~5%	~5%
Total Allocation	100%	100%	100%
Core Structural Breakdown	• Primary Focus: Establishing capital assets and compliance. • Resource Trajectory: Physical and	• Primary Focus: Shifting capital expenses to intellectual capital. • Resource Trajectory: Physical	• Primary Focus: Sustaining global brand recognition, rankings, and self-sufficiency. • Resource Trajectory: Research, IP, and Global Networking dominate with a combined 50% allocation.

	Digital Infrastructure absorb 50% of the entire budget to construct modern smart classrooms, specialized laboratories, and comprehensive ERP/LMS systems. • Academic Enablers: 20% effort goes into aligning curriculum structures with global frameworks and modern multi-disciplinary choice-based systems.	construction spending drops to 15%. Effort is heavily diverted to Academic and Research Infrastructure (combined 45%). • Target Actions: Funding expands to support dedicated seed grants, innovation incubation	• Target Actions: Resources fund international faculty/student mobility, joint research consortia, international accreditations, and the commercialization/monetization of university-owned patents.
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3.4 Implementation, Monitoring and Review

This plan is self-regulating in nature, as envisaged by the **UGC Guidelines**. Its implementation will be stewarded through the mechanisms below, preserving institutional autonomy while ensuring accountability.

- ▶ **IDP Implementation & Monitoring Committee:** chaired by the Hon'ble Vice-Chancellor, with the Deans, the Registrar, the Controller of Examinations, the Finance Officer, the IQAC Director and School/Cell coordinators, responsible for stewardship, interlinkage and course-correction.
- ▶ **Task breakdown and ownership:** each objective decomposed into actionable initiatives with a named lead, timeline and resource allocation.
- ▶ **Metrics and KPIs:** the indicators in this plan tracked through the MIS, with an annual IDP review report placed before the Executive Council (EC).
- ▶ **Feedback loops:** stakeholder feedback — students, faculty, staff, alumni, industry and community — used to refine objectives, through IQAC and 360-degree feedback.
- ▶ **Agility and continuous review:** the plan revisited periodically and adjusted for evolving institutional needs, regulatory change and new opportunities.

3.5 Key Monitoring Mechanisms

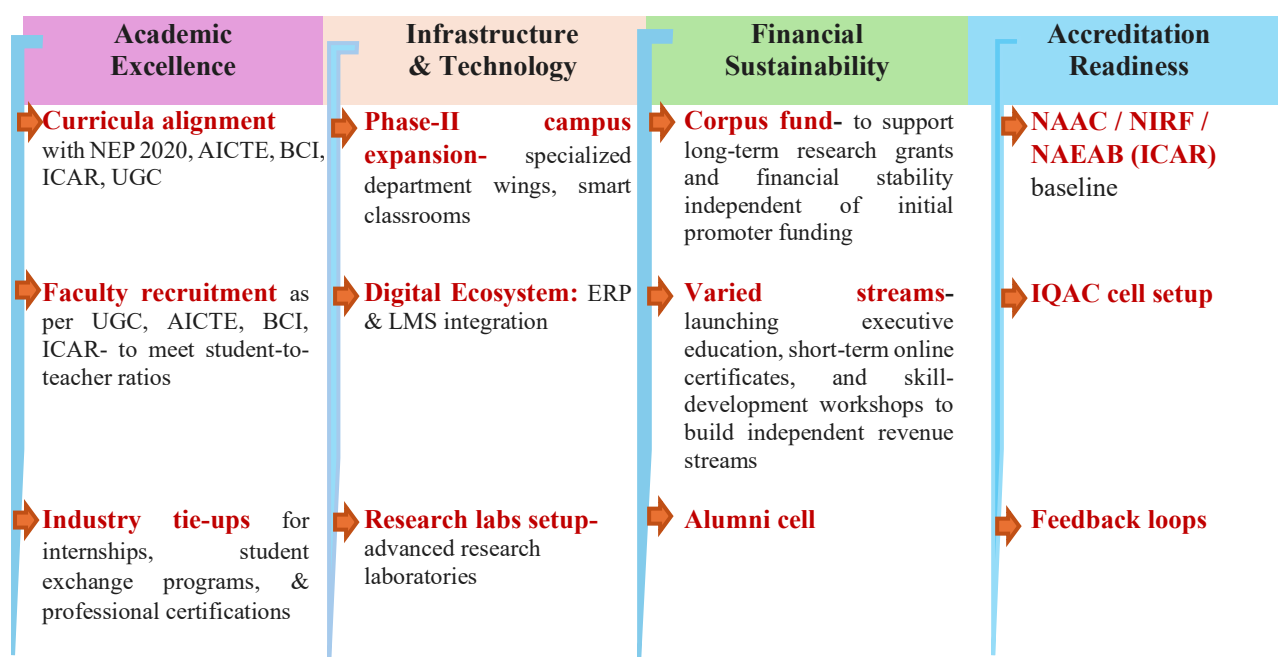
- ▶ **Periodic Reviews:** Conducted quarterly, biannually, or annually by an internal monitoring committee (IMC) or the Internal Quality Assurance Cell (IQAC) or a Project Monitoring Unit (PMU).
- ▶ **Analytical Tools:** Utilizing the **S-Curve** and gap analysis to measure actual progress against projected milestones.
- ▶ **Auditing:** Integrating findings from internal and external academic and administrative audits (AAA) to update the data sheet dynamically.

PART IV

CONCLUDING VISION — TIUT@2040

Techno India University, Tripura (TIUT) began with a simple promise: that the youth of Tripura and the Northeast should have a university of genuine quality within their own region. In a short span, that promise has become an institution of eight Schools, recognised across the technical, legal, medical and scientific-research domains, with an academic model built on the National Education Policy from its first day.

This Institutional Development Plan (IDP) charts the path from that **foundation to maturity**. By 2040, the University intends to be a leading multidisciplinary, research-active and digitally enabled university — accredited and ranked, financially sustainable, globally connected, and deeply engaged with its community. It will be known not only for the degrees it confers but for the quality of minds it forms, the research it produces, and the service it renders to Tripura, the Northeast and the nation. The **Core Pillars** of a Young State Private TIUT's IDP is as under:



Therefore, the proper implementation and monitoring of IDP is the integration of humanities, arts, management, economics, law, and healthcare with **STEM** (Science, Technology, Engineering, and Mathematics) will indicate **positive learning outcomes** for society. Implementing an **Institutional Development Plan (IDP)** aligned with [UGC Guidelines](#) at a **3-year-old State private university** marks the critical transition from its initial "survival and setup" phase to **structured growth**. At this three-year maturity mark, a private university usually transitions from its "short-term goals" (Years 1–3) into its "mid-term goals" (Years 3–5).

However, the IDP monitoring committee will be reviewed holistically and in case required suitable revisions shall be made in due course of time to achieve the core outcomes of under mentioned focus areas:

Focus Area	Core Outcomes
Academic & Skilling Excellence	- Transition from single-stream to multidisciplinary education. - Integration of the National Credit Framework (NCrF) and choice-based credit systems. - Industry-ready curricula focusing on new-age tech (AI, Green Tech, Drone Tech).
Autonomy & Governance	- Attainment of progressive academic, administrative, and financial autonomy - Enhanced administrative transparency with clear checks and balances through structural committees.

Accreditation & Global Ranking	• Strategic readiness for high-grade NAAC accreditation and improved NIRF rankings. • Formal international collaborations, faculty-student exchange programs, and global benchmarking.
Research & Intellectual Property	• Establishment of multidisciplinary research cells and innovation centres. • Higher volume of high-impact journal publications, institutional patents, and technology transfers.
Infrastructure Expansion	• Upgraded tech-enabled smart classrooms and high-end digital infrastructure. • Comprehensive campus zoning for academic, incubation, residential, and mental health/Counselling hubs.
Financial Sustainability	• Reduced dependency on student tuition fees through structured private sector partnerships. • Diverse revenue streams established via consultancy, outreach modules, and targeted alumni funding.





✉ info@tiut.ac.in 🌐 <https://www.tiut.ac.in> ✉ admission@tiut.ac.in



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Campus: Maheshkhola, Anandanagar, Agartala, Tripura 799 004, India

City Office: Tripura Darpan Building, 2nd Floor, Colonel Chowmuhan, Agartala, Tripura 799 001, India