SHMM GOVERNMENT DEGREE COLLEGE, ANANTNAG

INSTITUTIONAL DEVELOPMENT PLAN

2026–2036

Prepared with reference to the UGC Guidelines for Institutional Development Plans for Higher Education Institutions, 2024

No: DLA/UGC/Gnd/26/2837 Date: 03/11/2026.



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DOCUMENT CONTROL

Item	Particulars
Institution	SHMM Government Degree College, Anantnag
Document	Institutional Development Plan (IDP)
Planning Horizon	2026–2036
Nature	Strategic, measurable and reviewable institutional plan
Primary Ownership	College Principal
Quality Oversight	IQAC
Review Cycle	Quarterly monitoring; annual institutional review
Reference Framework	UGC Guidelines for Institutional Development Plans for HEIs, 2024
Status	Draft for institutional consultation and approval

FOREWORD

Higher education institutions are required to plan not only for the continuation of existing academic and administrative functions but also for the gradual creation of stronger systems, better learning environments and greater public value. SHMM Government Degree College, Anantnag has therefore formulated this Institutional Development Plan as a forward-looking framework for the period 2026–2036.

The Plan is intended to translate institutional aspirations into a sequence of practical priorities. It connects academic improvement with infrastructure, research, student support, digital systems, human-resource development, financial planning, inclusion, environmental responsibility and collaboration. Its purpose is not to create a static catalogue of activities, but to establish a disciplined method through which the College can decide what should be done, why it should be done, who should lead it, what resources are required, when it should be completed and how the result will be assessed.

The document has been prepared with reference to the UGC Guidelines for Institutional Development Plans for HEIs, issued in 2024. The UGC framework is expressly designed to allow institutions to adapt their development strategies to their own context and aspirations. It identifies governance, finance, academics, research and intellectual property, human resources, networking and collaboration, physical infrastructure and digital development as major areas for institutional planning. □cite□turn0search0□turn0search3□

The College shall consequently treat this IDP as a living document. Targets may be refined after baseline data are verified, financial approvals are received, regulatory requirements change or new institutional opportunities arise. Any revision, however, should be recorded and supported by evidence so that the College retains a clear institutional memory of its development journey.

EXECUTIVE SUMMARY

The IDP establishes a ten-year development pathway for SHMM Government Degree College, Anantnag. The strategy is built around five institutional outcomes: improved learning, stronger student progression, enhanced research and innovation, modern and resilient infrastructure, and transparent evidence-based governance.

The first phase, 2026–2028, is designed around consolidation. The College will establish baseline indicators, strengthen internal planning, address urgent infrastructure and digital deficiencies, improve student-support

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systems and create a stronger research and quality-assurance culture. The second phase, 2028–2031, will focus on expansion, including enhanced laboratories, smart learning facilities, wider collaborations, research capacity and student employability initiatives. The third phase, 2031–2036, will focus on institutional distinction, sustainability, advanced academic capability and stronger regional and national linkages.

The Plan adopts measurable institutional targets but deliberately avoids treating numerical targets as substitutes for quality. A higher number of activities, publications, MoUs or infrastructure projects will not automatically constitute institutional progress. Each major target should therefore be accompanied by evidence of usefulness, completion, quality and stakeholder benefit.

The UGC framework calls for institutional plans with short-, medium- and long-term horizons and emphasizes performance monitoring, institutional leadership and measurable objectives. This Plan accordingly uses 2-year, 5-year and 10-year horizons while providing annual and quarterly review mechanisms. □cite□turn0search2□

1. INSTITUTIONAL PROFILE AND DEVELOPMENT CONTEXT

SHMM Government Degree College, Anantnag is a Government higher education institution serving students from Anantnag and surrounding areas. Its development needs must therefore be viewed in relation to the educational aspirations of the local population, the changing employment environment, the requirements of contemporary higher education and the responsibility of a public institution to provide equitable access to quality education.

The College has an established academic base and a broad scope for further development in teaching, student support, research, infrastructure, digital services, sports, community engagement and institutional partnerships. At the same time, a growing institution requires continuous renewal of physical facilities, laboratory resources, network systems, water and sanitation infrastructure, learning resources and administrative processes.

The College also possesses a distinctive institutional heritage. Its historical character can be incorporated into future development through technically sound conservation, appropriate documentation and sensitive campus planning. Such heritage should complement, rather than constrain, the creation of modern educational facilities.

This Plan therefore combines immediate problem-solving with long-range institutional transformation. It recognizes that infrastructure, academic quality and governance are interdependent: a new facility has limited value without maintenance and academic use; digital infrastructure has limited value without digital adoption; research space has limited value without research culture; and policies have limited value without implementation and review.

2. VISION

To develop SHMM Government Degree College, Anantnag as an inclusive, academically progressive, digitally enabled and socially responsible institution that nurtures knowledge, skills, research, innovation, character and civic responsibility while responding meaningfully to the educational and developmental needs of its region.

3. MISSION

1. To provide accessible and quality higher education in a supportive and learner-focused environment.
2. To strengthen multidisciplinary learning and skill development in harmony with the objectives of NEP 2020 and applicable academic regulations.

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3. To promote scientific temper, creativity, research, innovation and responsible use of knowledge.
4. To improve student progression through mentoring, career guidance, internships, competitive-examination support and employability initiatives.
5. To create safe, accessible, sustainable and technology-enabled campus facilities.
6. To strengthen professional development of faculty and staff and encourage a culture of continuous improvement.
7. To develop meaningful partnerships with universities, research institutions, government agencies, industry, civil society and alumni.
8. To maintain transparent, accountable and evidence-based institutional governance.
9. To protect institutional heritage while pursuing modern educational development.

4. GUIDING PRINCIPLES

1. Learner first: institutional decisions should ultimately improve the student learning and development experience.
2. Evidence before assumption: planning priorities should be supported by baseline information, surveys, inspection reports, academic data or other credible evidence.
3. Quality with access: expansion should not compromise academic standards, inclusion or student support.
4. Need-based investment: scarce public resources should be directed to the highest-impact institutional requirements.
5. Shared ownership: development should involve leadership, faculty, staff, students, alumni and relevant external stakeholders.
6. Accountability with flexibility: responsibilities and timelines should be clear, while legitimate changes in circumstances should permit plan revision.
7. Sustainability: infrastructure and programmes should be assessed for lifecycle cost, environmental impact and long-term usefulness.
8. Continuous improvement: each annual review should generate corrective action and, where necessary, revised targets.

5. STRATEGIC SITUATIONAL ANALYSIS

5.1 Strengths

1. Established Government institutional identity and public-service mandate.
2. Experienced academic and administrative human resources.
3. Scope for multidisciplinary academic development.
4. Existing academic, hostel, sports and administrative assets that can be upgraded in phases.
5. Potential for research, community engagement and regional collaboration.
6. Institutional location serving students from Anantnag and adjoining areas.
7. Existing quality, student-support and statutory/functional committees.
8. Strong potential for alumni engagement and community linkage.

5.2 Areas Requiring Improvement

1. Need for systematic replacement and modernization of ageing infrastructure.
2. Need for stronger campus-wide digital connectivity and technology-supported administration.
3. Need for continued laboratory and library modernization.

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4. Need to increase externally supported research and structured research mentoring.
5. Need for more systematic industry, university, research and alumni partnerships.
6. Need for stronger data management and KPI-based institutional review.
7. Need for continued improvement of accessibility, sanitation, water, roads, drainage and campus amenities.

5.3 Development Opportunities

1. NEP 2020 and related higher-education reforms.
2. Digital learning and institutional technology.
3. Research and innovation funding opportunities.
4. Internship and apprenticeship ecosystems.
5. University, industry, government and civil-society partnerships.
6. Alumni-supported mentoring and resource mobilization.
7. Renewable energy and green-campus initiatives.
8. Use of the College's institutional heritage for educational and cultural engagement.

5.4 External Challenges

1. Rapid changes in technology and employment requirements.
2. Limited public resources and competing infrastructure priorities.
3. Need for continual compliance with evolving regulatory frameworks.
4. Increasing expectations regarding student services and employability.
5. Maintenance burden associated with expansion of physical assets.
6. Need to retain quality while responding to changing student aspirations.

6. STRATEGIC GOALS 2026–2036

Goal	Desired institutional change	Primary horizon
G1	Improve quality and consistency of teaching-learning	2026–2031
G2	Strengthen student progression, employability and holistic development	2026–2036
G3	Build a sustainable research and innovation culture	2026–2036
G4	Modernize and maintain physical infrastructure	2026–2036
G5	Achieve reliable digital connectivity and e-governance	2026–2031
G6	Strengthen faculty/staff capability and institutional leadership	2026–2036
G7	Expand productive collaborations and alumni engagement	2026–2036
G8	Advance inclusion, accessibility and student welfare	2026–2036
G9	Develop a greener, safer and more sustainable campus	2026–2036
G10	Institutionalize evidence-based planning and performance review	2026–2036

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7. GOVERNANCE AND INSTITUTIONAL MANAGEMENT

The College shall strengthen governance by making planning, implementation and review traceable. Each major institutional initiative should have a defined objective, a responsible unit, a proposed timeline, a resource estimate and an evidence source for completion.

7.1 Key initiatives

1. Constitute or designate an institutional IDP monitoring mechanism under the overall leadership of the Principal.
2. Prepare annual institutional action plans derived from this IDP.
3. Require departments and major committees to identify annual priorities and measurable outputs.
4. Maintain a central institutional dashboard or evidence register for major IDP indicators.
5. Conduct quarterly progress reviews and an annual strategic review.
6. Document major decisions, delays, corrective measures and completed outcomes.
7. Strengthen public disclosure and institutional information practices in accordance with applicable UGC and Government requirements.
8. Use stakeholder feedback to inform academic and student-support improvements.

KPI	Baseline	2028 target	2031 target	2036 ambition	Evidence
Annual IDP review completed	2026	1/year	1/year	1/year	Annual review report
Departments with annual action plans	2026	80%	100%	100%	Approved plans
Quarterly progress reviews	2026	4/year	4/year	4/year	Minutes/action taken report
Drainage & Macadamization, Water-Pipe Replacement, building renovation, and college infrastructure upgrades.	2026	100%	-	-	Project register

8. FINANCIAL PLANNING AND RESOURCE MOBILIZATION

The College shall pursue a needs-based financial strategy in which recurring requirements, safety-critical works, academic necessities and strategic projects are distinguished. Financial planning shall connect proposed expenditure to institutional outcomes and available or prospective sources of funding.

8.1 Priorities

1. Prepare an annual institutional resource requirement statement.
2. Maintain a prioritized list of capital works and academic-resource requirements.
3. Prepare technically sound DPRs for major infrastructure proposals.
4. Monitor sanctioned funds, expenditure, physical progress and completion documentation.
5. Improve timely submission of utilization and completion documentation.

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6. Explore permissible resource-generation and alumni-support avenues without compromising public-institution rules.
7. Use lifecycle-cost considerations when selecting infrastructure and equipment.

Resource area	Planning action	Review frequency
Infrastructure	Project-wise DPR and funding map	Quarterly
Laboratories	Equipment gap and replacement plan	Annual
Digital	Network/device/software renewal plan	Annual
Student support	Priority welfare and accessibility requirements	Annual
Maintenance	Preventive maintenance register	Quarterly

9. ACADEMIC DEVELOPMENT

Academic development shall remain the central purpose of the IDP. The College shall progressively move from activity-based academic planning to outcome-oriented planning in which departments identify the competencies, learning experiences and support mechanisms required by their students.

9.1 Academic priorities

1. Strengthen lesson planning, internal assessment and feedback practices.
2. Use student performance data to identify academic support requirements.
3. Expand mentoring and remedial support where evidence indicates need.
4. Encourage interdisciplinary activities, seminars and collaborative learning.
5. Promote appropriate use of digital resources and blended learning.
6. Strengthen library use and access to credible academic resources.
7. Develop short-term skill and enrichment activities within applicable academic permissions.
8. Encourage internships, field exposure and experiential learning.

Indicator	2028	2031	2036
Departments using annual academic review	100%	100%	100%
Students covered by mentoring mechanism	100%	100%	100%
Departments conducting documented academic enrichment activities	100%	100%	100%
Students receiving career/competitive-exam guidance	Progressive annual increase	Majority coverage	Institution-wide access

10. RESEARCH, INNOVATION AND INTELLECTUAL PROPERTY

Research at an undergraduate college should be understood broadly: faculty scholarship, student projects, community-based inquiry, laboratory investigation, local problem-solving, innovation, documentation of

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regional knowledge and appropriate intellectual-property activity can all contribute to institutional research culture.

10.1 Institutional actions

1. Strengthen the R&D Cell with an annual research calendar.
2. Identify department-level research themes based on faculty expertise and regional relevance.
3. Conduct research methodology and academic-writing workshops.
4. Mentor faculty in preparation of funding proposals.
5. Encourage student research projects and poster/paper presentations.
6. Maintain an institutional record of publications, projects, conferences, IPR and collaborations.
7. Develop linkages with universities and research institutions.
8. Promote ethical research practices and responsible data handling.

Research KPI	2028	2031	2036
Departments participating in research/innovation activity	All departments	All departments	All departments
Research proposals submitted	Annual increase	Sustained annual pipeline	Mature project pipeline
Student research/innovation projects	Institutional system established	Growing annual participation	Regular annual cycle
Research collaborations	Initial partnerships	Multiple active linkages	Sustained strategic network

11. HUMAN RESOURCE DEVELOPMENT

The effectiveness of the IDP depends substantially on the capability and motivation of faculty and staff. Human-resource development shall therefore be treated as an institutional investment rather than an isolated training activity.

1. Prepare an annual faculty/staff development calendar.
2. Encourage participation in relevant orientation, refresher, FDP and professional-development programmes.
3. Provide training on digital systems, data management and e-governance.
4. Develop internal knowledge-sharing sessions led by faculty and staff.
5. Encourage academic leadership and committee-management skills.
6. Recognize constructive institutional contributions through appropriate institutional mechanisms.

HR indicator	Target
Relevant faculty/staff participating in professional development	Progressive annual coverage
Digital competency training	All staff for whom relevant
Internal knowledge-sharing sessions	At least quarterly
Department/committee orientation for new responsibilities	As required

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12. NETWORKING, COLLABORATION AND ALUMNI

The College shall move from a documentation-oriented approach to partnerships that produce visible outcomes. An MoU should be regarded as useful only when it generates activities such as lectures, internships, joint events, research, mentoring, training or student opportunities.

1. Identify universities and research institutions for academic/research linkages.
2. Develop industry and professional linkages relevant to student career pathways.
3. Engage government departments in community-oriented programmes.
4. Create an alumni database and communication mechanism.
5. Invite alumni for mentoring, lectures, career guidance and professional networking.
6. Track outcomes from active collaborations.

Collaboration KPI	2028	2031	2036
Active academic/research partnerships	Initial network	Expanded network	Strategic network
Student-facing collaborative activities	Annual	Regular	Institutionalized
Alumni engagement activities	At least 2/year	Regular	Structured annual calendar

13. PHYSICAL INFRASTRUCTURE DEVELOPMENT

Physical development shall be prioritized through safety, academic necessity, accessibility, functionality and sustainability. Projects should be sequenced rather than pursued solely on the basis of visibility.

13.1 Priority infrastructure portfolio

Priority	Project/area	Purpose	Planning horizon
P1	Water-supply pipe replacement/upgradation	Reliable campus water services before/alongside major surface works	Immediate
P2	Drainage and internal-road improvement	Safety, accessibility and campus mobility	Immediate/Medium
P3	Laboratory modernization	Improve practical learning and academic capacity	2026–2031
P4	Classroom and furniture modernization	Improve learning environment	2026–2031
P5	Digital/network infrastructure	Reliable academic and administrative connectivity	Immediate/Medium
P6	Hostel improvement	Student welfare and residential quality	2026–2031
P7	Sports infrastructure	Student fitness and competitive participation	2027–2032
P8	Accessibility improvements	Barrier-free campus	Immediate/Medium
P9	Campus lighting/display/signage	Safety, navigation and institutional identity	2026–2028

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P10	Heritage conservation/adaptive development	Protect institutional heritage through technical planning	2027–2036

Major works shall be taken up subject to technical feasibility, competent-authority approvals, availability of funds and applicable Government procedures.

14. DIGITAL TRANSFORMATION

Digital transformation shall focus on reliability and usefulness rather than technology acquisition alone. The College shall aim for a connected campus in which digital systems reduce administrative delays, improve access to information and support teaching and student services.

1. Restore and strengthen the institutional network backbone.
2. Expand reliable connectivity to academic and administrative areas.
3. Develop a phased smart-classroom plan.
4. Digitize appropriate institutional records and evidence repositories.
5. Strengthen official email, website and public-information practices.
6. Develop structured data collection for academic, student and administrative KPIs.
7. Train users before introducing new digital systems.
8. Include backup, cybersecurity and continuity planning in digital projects.

Digital outcome	Measure
Reliable network	Coverage, uptime and service records
Digital learning	Number/use of technology enabled classrooms and resources
E-governance	Processes shifted to authenticated digital workflows where permitted
Data management	Institutional KPI/evidence repository maintained
User capability	Training completion and adoption feedback

15. STUDENT DEVELOPMENT AND WELFARE

1. Strengthen academic mentoring from entry to completion.
2. Provide structured career guidance and competitive-examination orientation.
3. Promote internships and experiential learning.
4. Expand sports, cultural and student leadership opportunities.
5. Maintain effective grievance, anti-ragging and student-support systems.
6. Strengthen counselling and referral arrangements as permitted.
7. Improve scholarship and financial-support awareness.
8. Develop student feedback mechanisms and demonstrate action taken.
9. Encourage student participation in community service and environmental activities.

Student KPI	Review
Student progression	Annual
Pass/academic performance	Semester/annual
Placement/higher-study progression	Annual

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Internship participation	Annual
Student feedback and action taken	Annual
Student welfare activities	Quarterly/annual

16. INCLUSION, ACCESSIBILITY AND EQUITY

The College shall pursue inclusion as a practical institutional responsibility. The objective is to ensure that students are able to participate meaningfully in academic and campus life irrespective of barriers associated with disability, economic disadvantage, geography or other legitimate circumstances.

1. Conduct periodic accessibility audits.
2. Identify physical barriers and prioritize corrective works.
3. Improve signage, ramps, accessible toilets and other facilities as required.
4. Strengthen awareness of support available to SEDGs and other eligible students.
5. Review teaching-learning practices for accessibility.
6. Promote gender sensitive and safe campus practices.
7. Monitor participation and progression of students who require additional institutional support.

17. GREEN CAMPUS AND SUSTAINABILITY

1. Increase energy efficiency through LED lighting and efficient equipment.
2. Assess feasible solar-energy expansion.
3. Promote water conservation and rainwater-management measures.
4. Strengthen waste segregation and responsible disposal.
5. Increase plantation and campus biodiversity where feasible.
6. Promote paper reduction through appropriate digital workflows.
7. Conduct periodic environmental/green audits where feasible.
8. Integrate sustainability themes into student activities and community outreach.

Sustainability indicator	2031 direction	2036 direction
Energy efficiency	Institution-wide improvement	Continual optimization
Water management	Priority conservation measures	Integrated water-management approach
Waste segregation	Campus-wide system	Mature and monitored system
Green cover	Annual improvement	Sustained campus biodiversity planning

18. HERITAGE AND CAMPUS IDENTITY

The College's historical character provides an opportunity to connect institutional memory with contemporary education. Any heritage-related intervention should begin with documentation and technical assessment. Structural safety must remain paramount.

1. Prepare a basic heritage documentation record.
2. Seek competent technical/conservation advice where required.
3. Avoid unplanned alterations to historically significant fabric.

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4. Use heritage spaces, where appropriate and safe, for educational and cultural interpretation.
5. Integrate institutional history into official publications and orientation material.
6. Develop campus signage that communicates the College's history without compromising architectural character.

19. COMMUNITY ENGAGEMENT

As a public institution, the College should contribute to the social and educational environment of the region. Community engagement shall be connected to academic strengths and student learning wherever possible.

1. Conduct outreach on education, digital literacy, environment, health awareness and civic responsibility through appropriate institutional channels.
2. Encourage student participation in extension activities.
3. Develop community-linked projects that can also serve as learning opportunities.
4. Engage local institutions and government departments for mutually beneficial programmes.
5. Document outcomes rather than only counting events.

20. PHASE-WISE IMPLEMENTATION ROADMAP

Phase I: 2026–2028 — Consolidation

1. Establish IDP governance and KPI systems.
2. Verify baseline institutional data.
3. Address urgent water, drainage, road, network and accessibility requirements.
4. Strengthen R&D Cell and departmental research planning.
5. Establish annual academic and student-support plans.
6. Initiate alumni database and active collaboration framework.
7. Begin laboratory, library and classroom modernization in priority areas.
8. Establish institutional digital evidence repository.

Phase II: 2028–2031 — Expansion

1. Expand smart learning facilities and digital governance.
2. Increase research funding proposals and active collaborations.
3. Strengthen student internships and career pathways.
4. Expand sports and hostel facilities as approved.
5. Implement green-campus projects.
6. Develop stronger multidisciplinary and skill-oriented academic opportunities subject to approvals.

Phase III: 2031–2036 — Institutional Maturity

1. Consolidate research and innovation culture.
2. Develop advanced institutional collaborations.
3. Strengthen sustainability and lifecycle maintenance systems.
4. Pursue institutional excellence through measurable academic and student outcomes.
5. Develop distinctive areas of institutional strength based on evidence from the first five years.

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21. IMPLEMENTATION RESPONSIBILITY MATRIX

Area	Lead responsibility	Supporting units	Review
Academic development	Principal/Academic leadership	HODs, IQAC, faculty	Semester/annual
Research	R&D Cell	Departments, IQAC	Quarterly/annual
Quality assurance	IQAC	All departments/committees	Quarterly
Infrastructure	Principal/Development & Planning mechanism	Works/estate/concerned committees	Monthly/quarterly
Digital systems	Designated ICT/network team	Departments/administration	Monthly/quarterly
Student welfare	Student-support/concerned committees	Faculty, administration	Quarterly
Financial planning	Principal/competent finance function	Committees/administration	Quarterly
Alumni	Designated alumni coordinator	Faculty/alumni body	Half-yearly
Green campus	Designated environment/green committee	Students/staff	Quarterly

22. KEY PERFORMANCE INDICATOR FRAMEWORK

Domain	Core indicator	Evidence source	Frequency
Governance	IDP actions completed against plan	IDP dashboard/action report	Quarterly
Academic	Student academic performance and progression	Academic records	Semester/annual
Research	Research outputs and proposals	R&D records	Quarterly/annual
Student development	Career, internship and progression outcomes	Cell records	Annual
Infrastructure	Projects completed and facilities functional	Project/inspection records	Quarterly
Digital	Connectivity and digital-service performance	ICT/service records	Monthly/quarterly
HR	Professional development participation	Training records	Annual
Inclusion	Accessibility and support measures	Audit/action reports	Annual
Sustainability	Energy/water/waste initiatives	Green records/audits	Annual
Collaboration	Active partnerships with measurable outputs	MoU/activity records	Annual

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23. ANNUAL INSTITUTIONAL ACTION PLAN FORMAT

Every year, the College shall translate the ten-year IDP into a concise Annual Institutional Action Plan. The following format may be used.

Area	Baseline problem	Annual objective	Activity	Responsible unit	Resources	Timeline	KPI	Evidence
Availaibily of internet	Network gaps	Improve campus connectivity	Phased network restoration/upgradation	ICT	As approved	Year plan	Coverage/service reliability	Completion/service report
Upgradation of labarotaries	Laboratory resource gap	Improve practical learning	Priority equipment procurement	Development/Purchase	As approved	Year plan	Equipment made functional	Stock/usage record
Student Progression	Enhancement of Student Career and Employability Opportunities	Increase career exposure	Guidance and orientation programme	Career/placement unit	As approved	Annual	Participation and feedback	Report/attendance
College infrastructure upgradation	Upgradation of college infrastructure	Upgradation of college infrastructure	Upgradation of college infrastructure	Development committee	As approved	Annual	Annaul review	Approved plan & ATR

24. RISK MANAGEMENT

Risk	Potential effect	Mitigation
Funding delay	Project slippage	Prioritize, phase works and maintain ready DPRs
Procurement delay	Delayed academic benefit	Advance planning and timely file processing
Maintenance deficit	Asset deterioration	Preventive-maintenance calendar and responsibility mapping
Low programme participation	Weak outcomes	Needs assessment, communication and feedback
Technology failure	Service interruption	Backup, maintenance and continuity arrangements
Staff workload	Slow implementation	Realistic annual targets and distributed responsibility
Regulatory change	Plan inconsistency	Annual regulatory review and controlled revision

25. MONITORING, REVIEW AND REVISION

1. The IDP Monitoring Committee shall maintain a consolidated progress register.
2. Each major activity shall be classified as completed, in progress, delayed, revised or dropped with reasons.
3. Quarterly review shall focus on implementation bottlenecks and immediate corrective measures.
4. The annual review shall examine both outputs and outcomes.
5. Targets shall be revised only after recording the reason and approving authority.

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6. Major infrastructure and financial commitments shall be reviewed against sanctioned resources and technical status.
7. The annual IDP report shall be placed before the competent institutional authority.
8. The next annual plan shall incorporate lessons from the preceding review.

26. EXPECTED OUTCOMES BY 2036

1. A stronger culture of academic planning, mentoring and evidence-based improvement.
2. Improved student progression, employability and participation in higher education or appropriate career pathways.
3. A sustained institutional research and innovation ecosystem.
4. Modernized and better-maintained academic and campus infrastructure.
5. Reliable digital connectivity and progressively improved e-governance.
6. A more capable and continuously developing faculty and staff community.
7. Meaningful collaborations producing measurable student and institutional benefits.
8. Improved accessibility, inclusion and student welfare.
9. A greener and more resource-efficient campus.
10. A mature institutional planning system in which annual decisions are linked to long-term goals.

27. CONCLUSION

This Institutional Development Plan is intended to provide SHMM Government Degree College, Anantnag with a coherent direction for the next decade. It brings together academic development, student welfare, research, infrastructure, digital transformation, human resources, finance, inclusion, sustainability and partnerships within one institutional planning framework.

ANNEXURE I — PROPOSED BASELINE DATA SHEET

Data category	Information to be compiled	Responsible unit
Students	Programme-wise enrolment, retention, progression, results	Academic/administration
Faculty	Sanctioned/working strength, qualifications, development activities	Administration
Research	Publications, projects, proposals, IPR, collaborations	R&D Cell
Infrastructure	Building-wise rooms, laboratories, library, hostels, sports	Development/estate
Digital	Network points, bandwidth, devices, smart classrooms, systems	ICT
Finance	Major grants, expenditure, pending requirements, project status	Finance/administration

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Student support	Scholarships, mentoring, placement, internship, welfare	Concerned cells
Inclusion	Accessibility facilities and identified gaps	Concerned committee
Sustainability	Energy, water, waste, green initiatives	Green/environment committee
Collaboration	MoUs, active partnerships and outputs	Concerned coordinator

ANNEXURE II — DEPARTMENTAL DEVELOPMENT PLAN TEMPLATE

9. Department profile and programme details.
10. Current faculty and support-staff position.
11. Student enrolment and academic performance.
12. Existing infrastructure and equipment.
13. Major academic strengths.
14. Priority gaps and development needs.
15. Research and innovation priorities.
16. Student-development activities.
17. Faculty-development requirements.
18. Proposed collaborations.
19. Annual targets.
20. Two-year targets.
21. Five-year targets.
22. Resources required.
23. Responsible faculty/committee.
24. KPIs and evidence sources.

ANNEXURE III — PROJECT PRIORITIZATION CRITERIA

Criterion	Suggested assessment question
Urgency	Does delay create a safety, health, compliance or operational risk?
Academic impact	Will the project materially improve teaching, learning or research?
Student impact	How many students are likely to benefit?
Feasibility	Is the project technically and administratively achievable?
Funding readiness	Is a DPR/estimate/sanction route available?
Sustainability	Can the facility be maintained after creation?
Accessibility	Does it improve equitable access?
Strategic fit	Does it directly support an IDP priority?

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ANNEXURE V — REFERENCE BASIS

1. University Grants Commission, Guidelines for Institutional Development Plans for Higher Education Institutions, 2024. The UGC lists the Guidelines as a 2024 publication dated 6 February 2024.

2. UGC e-book: Institutional Development Plans for Higher Education Institutions. The published framework is organized around governance, financial/resource generation, academic development, research/IP, human resources, networking/collaboration, physical infrastructure and digital enablers. □cite□turn0search3□

3. The UGC framework provides for institution-specific planning and includes short-, medium- and long-term planning horizons.

4. Ministry of Education/PIB, 4 September 2024, describing the IDP initiative as a strategic planning mechanism involving institutional leadership, faculty, students and staff.

NOTE ON ORIGINALITY

This Institutional Development Plan has been prepared specifically for SHMM Government Degree College, Anantnag, based on the College's institutional profile, existing infrastructure, academic programmes, developmental priorities, stakeholder needs and identified areas for improvement. The Plan reflects the institution's own requirements, objectives and developmental vision and has been formulated through an institution-specific assessment and planning process.

Principal
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