



IHRA

UNIVERSITY OF COLOMBO

INSTITUTE OF HUMAN RESOURCE ADVANCEMENT

University of Colombo

STRATEGIC PLAN

2025-2029



2025 STRATEGIC PLAN 2029



INSTITUTE OF HUMAN RESOURCE ADVANCEMENT

University of Colombo

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**Strategic Plan 2025
2029**

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DIRECTOR'S MESSAGE



It is my great pleasure to present the Strategic Plan for 2025-2029 of the Institute of Human Resource Advancement, University of Colombo. A well-developed strategic plan is a powerful tool to realize the aspirations and meet the goals of the institution. This plan has been developed to achieve our SMART objectives by identifying clear actions, setting timelines, allocating resources, and closely monitoring progress. The Institute continues to be guided by eight strategic goals, widen participation and equitable access to higher education, improve quality and relevance of academic programmes, strengthen research, innovation, and entrepreneurship, increase strategic partnerships in socio-economic development, enhance international cooperation and competitiveness, improve physical and aesthetic environment and stakeholder satisfaction, strengthen administrative systems and processes, and enhance financial management and sustainability. Under each goal, specific objectives have been defined, supported by strategies and measurable activities.

The 2025-2029 Strategic Plan builds on the progress achieved during the previous planning cycle while addressing emerging challenges and opportunities in higher education. We have prepared the strategic direction into actionable responsibilities with clear timelines, ensuring that each step aligns with IHRA's core mandate, Promoting Employee Higher Education in Sri Lanka, as the nation's only university-level higher educational institute dedicated to working professionals. This plan serves as a roadmap for assigning tasks, aligning staff efforts with institutional priorities, and ensuring that related activities are organized logically and implemented efficiently. Through careful structuring, the plan will help maintain motivation, track progress, and keep all tasks on schedule. Tentative budgets have been allocated for each activity, with clearly defined accountability for implementation.

I am confident that the 2025-2029 Strategic Plan will guide IHRA towards new heights of academic excellence, institutional development, and national contribution. With collective commitment, we can transform our vision into measurable achievements and strengthen IHRA's position as a leader in higher education for the working population of Sri Lanka.

Prof. Sagara Chandrasekara
Director/ IHRA

THE UNIVERSITY OF COLOMBO 01

“Buddhi Sarvathra Bhrajate”, Sanskrit for **“Wisdom Enlightens”**, the motto of the University of Colombo delineates the endeavours for academic excellence in all areas of study. The University of Colombo with a distinctive structure is composed of ten (10) Faculties with sixty-eight (68) Academic Departments, six (06) Institutes, a Campus, a School, and several Centres and Units.

The University was ranked among the top 1001-1200th place in the prestigious Times Higher Education Rankings 2025. And also, the University of Colombo (UOC) was ranked 1st among Webometrics Ranking and the University of Colombo (UOC) was ranked 2nd among Sri Lankan Universities by SCIMAGO Institution Rankings. Additionally, the University of Colombo was ranked among the 951-1000th by the QS World University Rankings 2025 and 275th in QS Asia Regional Rank 2025. Being a University in a country with one such transforming economy, achieving this ranking among renowned institutions worldwide is indeed a commendable feat. Today, the University of Colombo with a proud history of over 100 years continues as a source of strength to meet the challenge of maintaining its position as the “Metropolitan University, Modern and International in Outlook and Character”.

The location of the University affords the student population all the advantages of a “metropolitan university”, with easy access to international information/resource centres, libraries, theatres, sports complexes etc.

The University of Colombo has a multi-cultural multi-ethnic students and staff population, fostering social harmony, cultural diversity, equal opportunity and unity. Many undergraduate and postgraduate study courses offered by the university in the fields of Arts, Science, Medicine, Management, Finance, Law, Education, IT, Aesthetic Studies pave the way for sustainable and accelerated human capital development in the economy.

Student life is enhanced by a wide array of extra-curricular activities offered on campus. The beautiful playground and the modern gymnasium offer sportsmen and women the opportunity to exploit and develop their abilities to the fullest. The New Arts Theatre is often the arena for spotlighting the dramatic/musical talents of our student population.

IHRA IN PERSPECTIVE 02

The history of the Institute of Human Resource Advancement (IHRA), University of Colombo runs into nearly five decades when its predecessor; the Institute of Workers Education (IWE) was established in 1975 under Ordinance No.11 of 1979 which was amended by Ordinance No. 01 of 2006. The ordinance was amended and published in Extra-Ordinary Gazette Notification No.2033/10 August 22, 2017 enabling IHRA to confer degrees, diplomas, certificates and other academic distinctions. The new ordinance of the IHRA was established in 2021 under Ordinance No.01 of 2021.

The IHRA is one of the institutes of the University of Colombo, the oldest university in the country. Being an institute, its academic activities are subjected to the close scrutiny of the University of Colombo, thus IHRA is bound to maintain high standards in its all-academic affairs and to continue the good traditions that any higher learning institute has to preserve.

IHRA, as IWE, was initially established with the purpose of opening doors for employees who are denied or dropped from formal education, especially, from higher education. Accordingly, IHRA study programmes provide comprehensive higher-level education of accepted quality to all categories of workers enabling them to develop work-related skills, and leadership qualities and understand their responsibilities as workers so that they can make an effective contribution in their workplace. Initially, this path exists certificate and diploma programmes were offered to enable successful students could read for Bachelor of Arts (BA) degree, until 1983. However, in 1986 IHRA started to offer a degree programme namely Bachelor of Labour Education (BLE). The year 2020 marks a significant change in the status quo of the IHRA pertaining to its Bachelor's Degree Programme as it has introduced a new Bachelor's Degree beginning from 2020, the IHRA has been granted the mandate in conducting a degree in Bachelor of Labour Management (BLM) and Bachelor of Labour Management (Honours). Both the programmes fall into the broader discipline of Management and they are conducted in both Sinhala and English for the first time. The Bachelor's Degree in Labour Management is a three-year study programme and falls under SLQF Level 5 while the Bachelor's Degree in Labour Management (Honours) is a four-year programme and falls under SLQF Level 6.

During its five decades of history, IHRA has seen many changes and new developments within its environment, to a few noteworthy changes have been the growth of the private sector, the emergence of the knowledge economy and the globalization of the workforce. In its attempts to embrace these developments, IHRA has continuously evolved and its original purpose

'educating work-groups' has gained a new meaning. As at present 'work-group' refers also to 'managerial/professional work group', and, IHRA is committed to developing the human talent of this category of employees too. With these changes, a need of changing its name was felt and in 2006 the Institute of Workers Education was renamed as Institute of Human Resource Advancement (IHRA). During 2007 IHRA expanded its academic activities and also began to offer Masters' degrees.

During 2015-2017, IHRA went through a drastic restricting process, especially it revisited its academic programmes and decided to emphasize its focus scope thus decided to discontinue some of the programmes it previously offered for several years. Furthermore, IHRA revised By-Laws, Regulations and all curricula to meet the changing needs of its main stakeholders, employees and their employers and to be on par with Sri Lanka Qualifications Framework (SLQF). Accordingly, in the year 2020 IHRA received approval from the UGC to admit students for the new undergraduate degree programme; Bachelor of Labour Management, three-year (General) Degree or/and Bachelor of Labour Management four-year Honours Degree. In the year 2020, the IHRA was able to obtain SLQF level 09 and 10 from the University Grants Commission (UGC) for its six (06) Masters Programmes; respectively SLQF Level 10 for the Master of Science in Human Resource Management, Master of Science in Business Management and Master of Science in Service Management and SLQF Level 9 for Master of Human Resource Management, Master of Business Management and Master of Service Management. And also, in the year 2024, the IHRA was able to obtain SLQF 08 from the UGC for its newly introduced Postgraduate Diploma in Counseling Psychology Programme.

The IHRA restructured its Boards of Study while establishing/restructuring several new Units which provide a more rational structure to its current state of affairs and future developments. Further, IHRA also improved its physical infrastructure including several new lecture halls, office complexes, library facility and improved sanitary facilities. Currently, the academic staff of the IHRA comprises of 08 permanent members with 02 Professors, 04 Senior Lecturers, 01 Lecturer a Senior Assistant Librarian.

Consequently, IHRA strives to develop human talents towards a progressive society and believes that our society can and must progress. The progress that we are aiming at is continuous and gradual. The progress that we aimed is holistic embracing our own economic, social, cultural and political aspirations. We believe that the progressive society is the society that makes the social, cultural and political aspirations of people of that society a reality. Thus, all that we do for developing human talents are guided and shaped by this fundamental belief.

ORGANIZATIONAL STRUCTURE 03

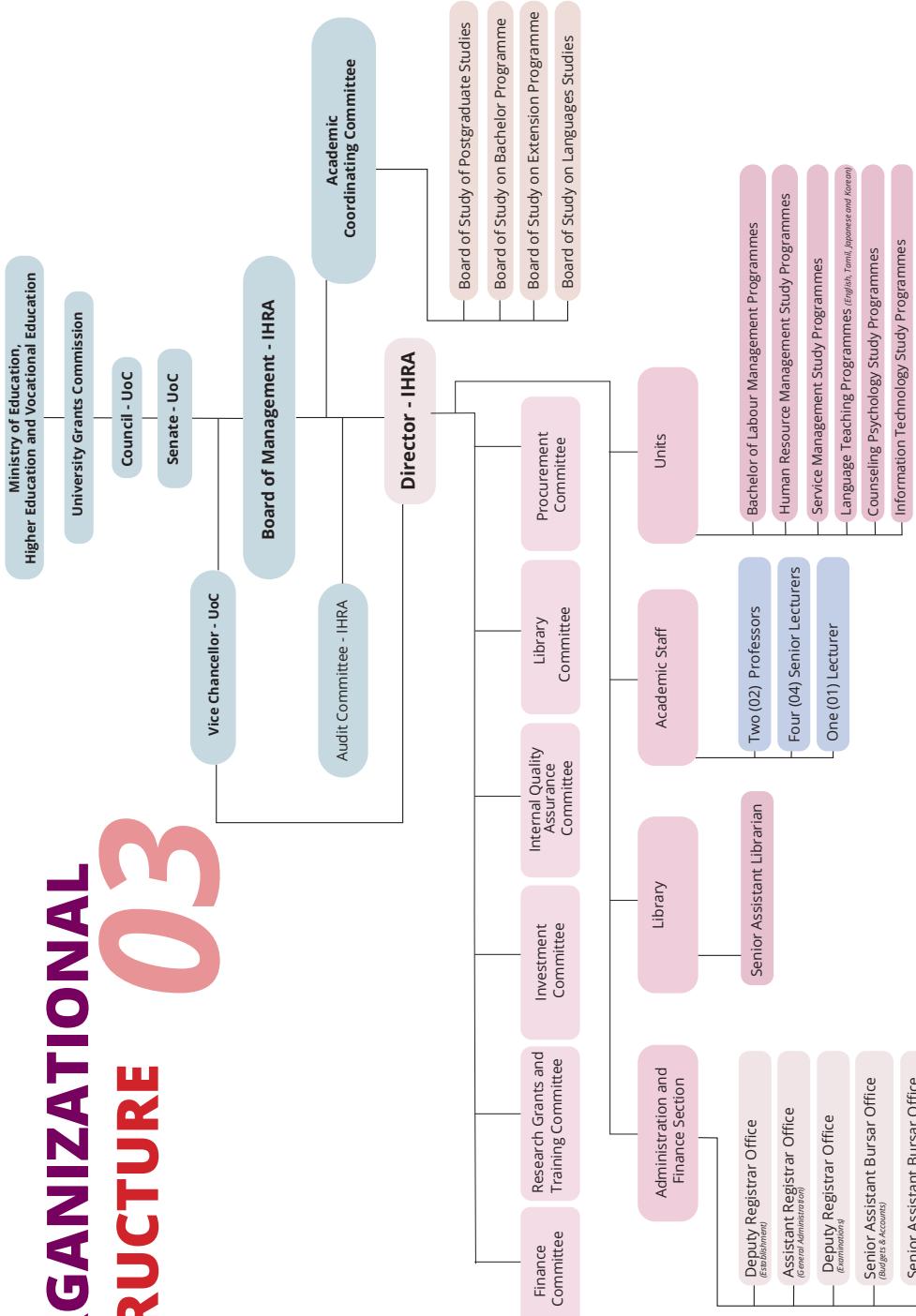


Figure 01: The Organizational Structure of IHRA - 2025

ACADEMIC AND ADMINISTRATIVE STAFF OF IHRA

04



DETAILS OF ACADEMIC STAFF, ADMINISTRATIVE, ACADEMIC SUPPORT AND NON- ACADEMIC STAFF - 2024

Designation	Service	Grade / Class	Salary Code	Service Level	Approved Cadre		Existing Cadre	
					Permanent	Contract	Permanent	Contract
Senior Level								
Director	Academic		U-AC-5	1	01		01	
Professor	Academic		U-AC-5	1			02	
Associate Professor	Academic		U-AC-4	1				
Senior Lecturer/ Lecturer/ Lecturer (Probationary)	Academic		U-AC-3	1			04	
Senior Assistant Librarian	Academic	II/I	U-AC-3	1	01		01	
Deputy Registrar	UA&FS	II/I	U-EX-2a	1	01		01	
Senior Assistant Bursar	UA&FS	II/I	U-EX-2	1	01		01	
Senior Assistant Registrar	UA&FS	II/I	U-EX-2a	1	01		01	
Tertiary Level								
Assistant Bursar	UA&FS	II/I	U-EX-1	1	01		01	
Assistant Registrar	UA&FS	II/I	U-EX-1	1	01		-	
Scientific Assistant	AS	II/I	U-AS 2	2	01		01	
Instructor in Computer Technology	AS	II/I	U-AS 2	2	01		01	
Secondary Level								
Technical Officer (ICT)	UTS	II/I	U-MT 1	3	06		-	
Management Assistant	UMAS	III/II/I	U-MN 1	3	25		18	
Management Assistant (Book Keeping)	UMAS	III/II/I	U-MN 1	3	01		01	
Management Assistant (Shroff)	UMAS	III/II/I	U-MN 1	3	01		01	
Management Assistant (Store Keeping)	UMAS	III/II/I	U-MN 1	3	01		01	
Library Information Assistant	UMAS	III/II/I	U-MN 1	3	03		01	
Primary Level								
Office Machine Operator	Dept.	III/II/I/Spl	U-PL-1	4	01		01	
Driver	UDS	III/II/I/Spl	U-PL-3	4	03		03	
Cycle Orderly	Dept.	III/II/I/Spl	U-PL-1	4	01		01	
Works Aide	UWAS	III/II/I/Spl	U-PL-1	4	07		05	
Library Attendant	Dept.	III/II/I/Spl	U-PL-2	4	02		01	
Deputy Registrar	Contract	-	Allowance					01
Assistant Registrar	Contract	-	Allowance					01
Temporary Scientific Assistant	Contract	-	Fixed		-	01	-	-
Program Assistant	Contract	-	Fixed		-	25	-	20
Works Aide	Contract	-	Fixed		-	03	-	02



ACADEMIC PROGRAMMES OF **05** IHRA AS OF JANUARY 2025

The courses offered at present by IHRA are given in figure 2

01 Masters Programmes

- Master of Science in Service Management
- Master of Science in Disaster Analysis, Management and Mitigation
- Master of Science in Geoinformatics
- Master of Human Resource Management
- Master of Business Management
- Master of Service Management

02 Postgraduate Diploma Programmes

- Postgraduate Diploma in Counseling Psychology

03 Bachelor's Programmes

- Bachelor of Labour Management
- Bachelor of Labour Management (Honours)

04**Executive/ Higher Diploma and Diploma Programmes**

Executive Diploma in Tourism, Events and Hospitality Management
 Higher Diploma in Counseling Psychology
 Higher Diploma in Service Management
 Higher Diploma in Human Resource Management
 Diploma in Labour Education
 Diploma in Service Management
 Diploma in Counseling Psychology
 Diploma in Management
 Diploma in Tamil as an Additional Language
 Diploma in Information Technology and Management
 Diploma in Japanese Language

05**Certificate Programmes**

Certificate Course in English Language
 Certificate Course in Spoken English
 Foundation Course in English
 Short Course in English Language for School Leavers
 Certificate in Basic Tamil as an Additional Language
 Certificate in Intermediate Tamil as an Additional Language
 Certificate Course in Computer Applications
 Certificate Course in Basic Japanese Language
 Certificate Course in Intermediate Japanese Language
 Certificate Course in Pre-Advanced Japanese Language
 Certificate Course in Basic Korean Language
 Certificate Course in Intermediate Korean Language
 Certificate Course in Pre-Advanced Korean Language
 Certificate Course in Personality Development
 Certificate Course in Counseling Psychology

Figure 02: The courses offered at present by IHRA

STUDENT POPULATION 06

The student population trends at the Institute of Human Resource Advancement, University of Colombo from 2018 to 2023 reveals key insights into registration numbers, graduation outcomes, and overall academic performance across various programmes. The data highlights fluctuations and growth patterns in the Masters, Bachelor of Labour Management, Executive/ Higher Diploma and Diploma, as well as Certificate programmes, with each stream showing distinct characteristics in terms of enrolment, output, and student success rates.

Master's Degree Programmes

Figure 03 presents the annual enrollment and graduation trends for master's degree programmes over a six-year period. Student intake reached its highest point in 2018 with 314 registrations but dropped sharply to 188 by 2020, a decline likely linked to the Easter Sunday attack and the onset of the COVID-19 pandemic. The lowest intake was recorded in 2021, with only 105 students. In 2022, enrollment showed a modest recovery to 174 students, followed by a drop of 55 students in the subsequent year. Graduation trends mirrored these fluctuations, influenced by lingering challenges such as economic instability. The highest graduate output was in 2019, with 161 students completing their programmes, representing an 86.3% graduation rate and reflecting strong pre-pandemic performance. By contrast, the graduation rate fell to 47.6% in 2021, indicating the severe impact of the pandemic through disruptions such as remote learning adjustments and financial constraints. Overall, the data suggest that external crises significantly affected both enrollment levels and programme completion rates

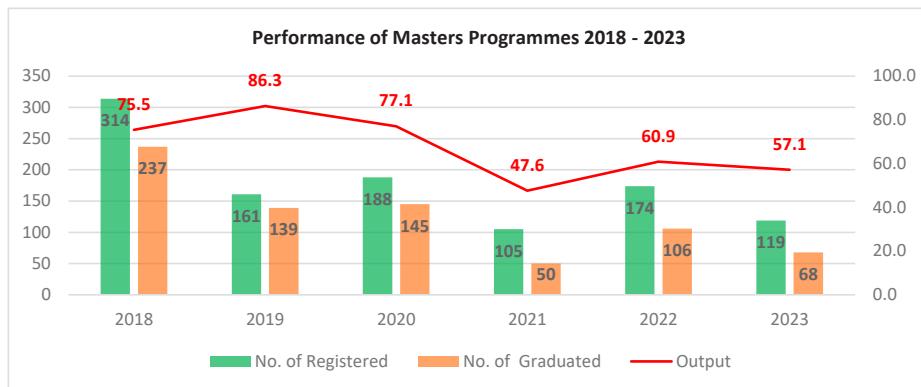


Figure 03: Performance of Masters Programmes 2018-2023

Source: IHRA Data Base, 2018-2023

Bachelor's Programme

Figure 04 illustrates the performance of the Bachelor of Labour Management programme, which is a newly introduced Bachelor's programme at the Institute of Human Resource Advancement, University of Colombo. Data is available only for the 2021/2022 academic year due to its recent implementation. During this period, 193 students were registered, and 106 successfully graduated, yielding an output ratio of approximately 54.9%. Although this outcome is based on a single cohort, it reflects a moderately successful initial performance. However, when compared to the output ratios of other more established programmes within the Institute, it indicates that there is room for improvement. As the programme matures, future cohorts can be supported through targeted academic interventions and continuous quality enhancements to improve graduation outcomes.



Figure 04: Performance of Bachelor of Labour Management Programme

Source: IHRA Data Base, 2021-2023

Executive/Higher Diploma and Diploma Programmes

Figure 05 depicts the annual intake and the number of students who qualified in the Executive/Higher Diploma and Diploma programmes offered by the Institute of Human Resource Advancement, University of Colombo from 2018 to 2023. These programmes exhibited a strong and steady growth trajectory over the six-year period. Student registrations increased significantly, rising from 324 in 2018 to 567 in 2023, while the number of students who qualified followed a similar upward trend. The output was at its peak in 2018, recorded at 76.5%, and while it slightly declined to 67.9% by 2023, the overall performance remained robust. This minor drop does not overshadow the consistent growth in enrolment and successful completions, which reflects both the popularity and effectiveness of these academic offerings. To sustain and enhance these positive outcomes, continued focus on programme quality, curriculum relevance, and learner engagement is essential.

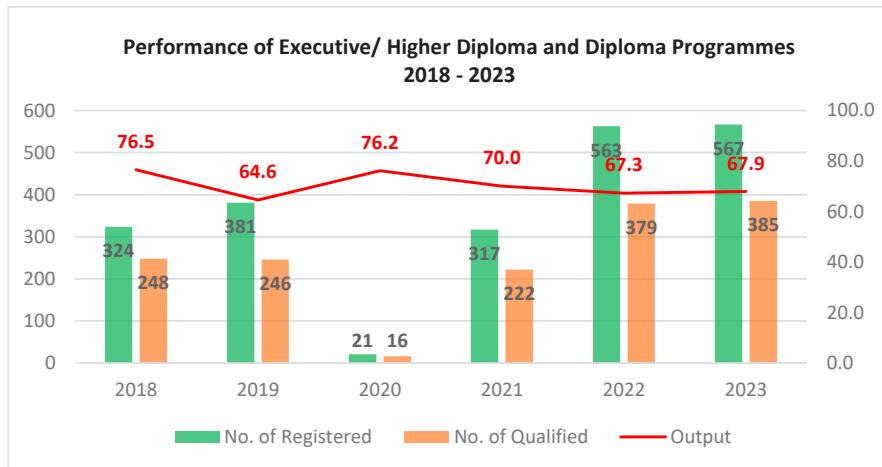


Figure 05: Performance of Executive/ Higher Diploma and Diploma Programmes 2018-2023

Source: IHRA Data Base, 2018-2023

Certificate Programmes

Figure 06 illustrates the annual intake and the number of students who qualified in the Certificate programmes conducted by the Institute of Human Resource Advancement, University of Colombo from 2020 to 2024. Among all programme categories, the Certificate programmes demonstrated the most robust performance. Registrations more than doubled during the period, rising significantly from 1,083 in 2020 to 2,468 in 2023. The number of students who qualified increased in parallel, and the output ratio remained consistently high—ranging from 64.5% to 78.0%. This strong performance suggests that the Certificate programmes are not only highly accessible but also effectively delivered, resulting in commendable rates of student completion. Their popularity and success indicate strong potential for further expansion to meet the growing demand for short-term, skill-oriented education.

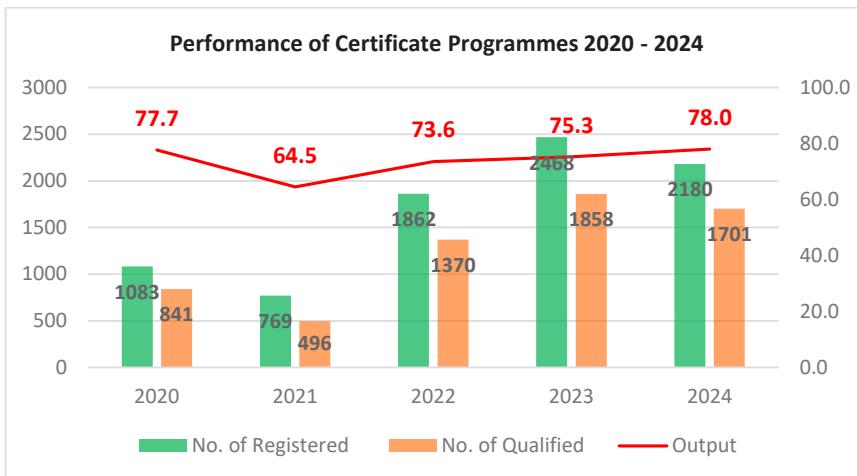


Figure 06: Performance of Certificate Programmes 2020-2024

Source: IHRA Data Base, 2020-2024

Student Intake and Output Composition

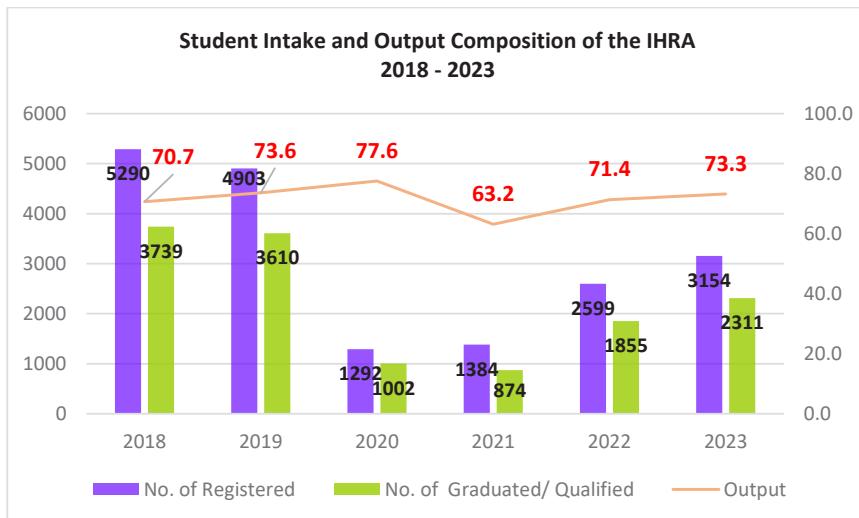


Figure 07: Student Intake and Output Composition of the IHRA 2018-2023

Source: IHRA Data Base, 2018-2023

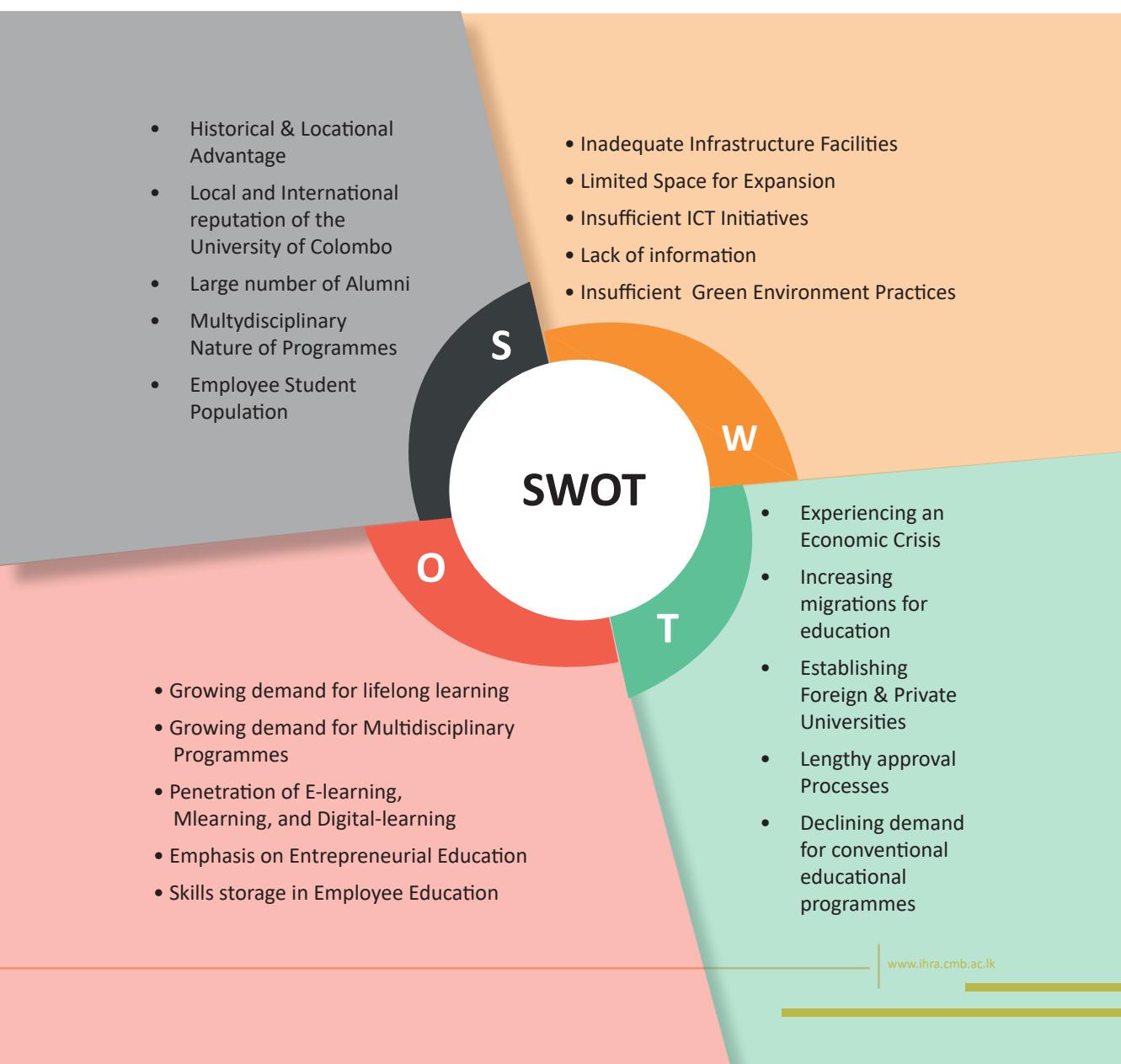
Figure 07 presents a comprehensive overview of the student intake and output composition at the Institute of Human Resource Advancement, University of Colombo over the six-year period from 2018 to 2023. The data reflects both the number of registered students and the number of students who graduated or qualified, alongside the corresponding output. Registrations fluctuated throughout the period, with a peak of 5,290 in 2018 and a dip to 2,599 in 2022 before rising again to 3,154 in 2023. Similarly, the number of students who graduated or qualified ranged from a low of 874 in 2021 to a high of 3,739 in 2018. The output, a critical performance metric, showed variability: starting at 70.7% in 2018, peaking at 77.6% in 2020, then declining to its lowest point of 63.2% in 2021, before recovering to 73.3% in 2023. These trends indicate that while IHRA has experienced shifts in enrolment and qualified numbers, the overall institutional performance has improved in recent years. The rebound in output ratio post-2021 suggests successful adjustments in academic delivery and student support, positioning the Institute for sustained improvement and continued growth in student achievement.

In conclusion, the Institute of Human Resource Advancement, University of Colombo, demonstrates an overall upward trend in student engagement and academic output, particularly in its Diploma and Certificate programmes. However, longer-term programmes, such as the Master's and Bachelor's degrees, have shown performance inconsistencies, largely due to the COVID-19 pandemic and the economic crisis faced by the country.



SWOT ANALYSIS 07

Detailed analysis on the Strengths, Weaknesses, Opportunities and Threats (SWOT) has been conducted prior to formulating strategies for the Institute. The Political, Economic, Sociocultural and Technology environment were taken into account in assessing the external environment while current employees, management, corporate culture, physical resources and technological capabilities were considered when assessing internal environment. Accordingly, Goals, Objectives and Strategies have been developed to achieve the Vision and Mission of the Institute. A summary of the SWOT analysis is given below.



STRENGTHS

• Historical & Locational Advantage

The IHRA has established a strong legacy over its three-decade history, offering hospitality education in the vibrant city of Colombo and its central location makes it convenient for students to access the institute while benefiting from its resources and opportunities.

• Large number of Alumni

A robust alumni association spanning various study programs speaks volumes about IHRA's commitment to fostering a strong network among its graduates.

• Multidisciplinary Nature of Programmes

The multidisciplinary study programs at IHRA likely contribute significantly to the holistic education of its students.

• Employee Student Population

Supporting and educating an employed student population is indeed a significant strength for IHRA.

WEAKNESSES

• Inadequate Infrastructure Facilities

Inadequate infrastructure facilities hinder the institute's overall learning experience and operational efficiency.

• Limited Space for Expansion

Limited physical space for expansion is indeed a challenge to accommodate a larger student population.

• Insufficient ICT Initiatives

Insufficient ICT initiatives make it difficult to provide modern, tech-driven education.

• Lack of information

The lack of accurate and updated information on the Institute.

• Insufficient Green Environment Practices

The limited physical space creates constraints for implementing extensive green environment practices at IHRA.

OPPORTUNITIES

• Growing demand for lifelong learning

The increasing demand for lifelong learning presents a fantastic opportunity for widening educational necessities.

• Growing demand for Multidisciplinary Programmes

By embracing and developing multidisciplinary study programs, IHRA stays ahead in providing a holistic education that meets the evolving demands of a wider range of students.

• Penetration of E-learning, M-learning, and Digital-learning

Implementing E-learning (electronic learning), M-learning (mobile learning), and digital learning methodologies significantly enhance teaching and learning experiences at IHRA.

• Emphasis on Entrepreneurial Education

By emphasizing entrepreneurial education and actively contributing to society, IHRA prepares students for successful careers while playing a vital role in fostering a culture of innovation and social responsibility within the higher education sector.

• Skills storage in Employee Education

By focusing on skills storage, IHRA works to be a repository for valuable skills within the employee education sector, ensuring that the students possess the competencies needed to excel in the industry.

THREATS

• Experiencing an Economic Crisis

The current economic crisis has created significant challenges.

- **Increasing migrations for education**

The migration of students for education can indeed pose challenges for educational institutions in Sri Lanka

- **Establishing Foreign & Private Universities**

The establishment of foreign and private universities in Sri Lanka has differently become a great issue

- **Lengthy approval Processes**

The lengthy approval process within the university system can create several challenges

- **Declining demand for conventional educational programmes**

VISION, MISSION AND OUR VALUES

08



MISSION

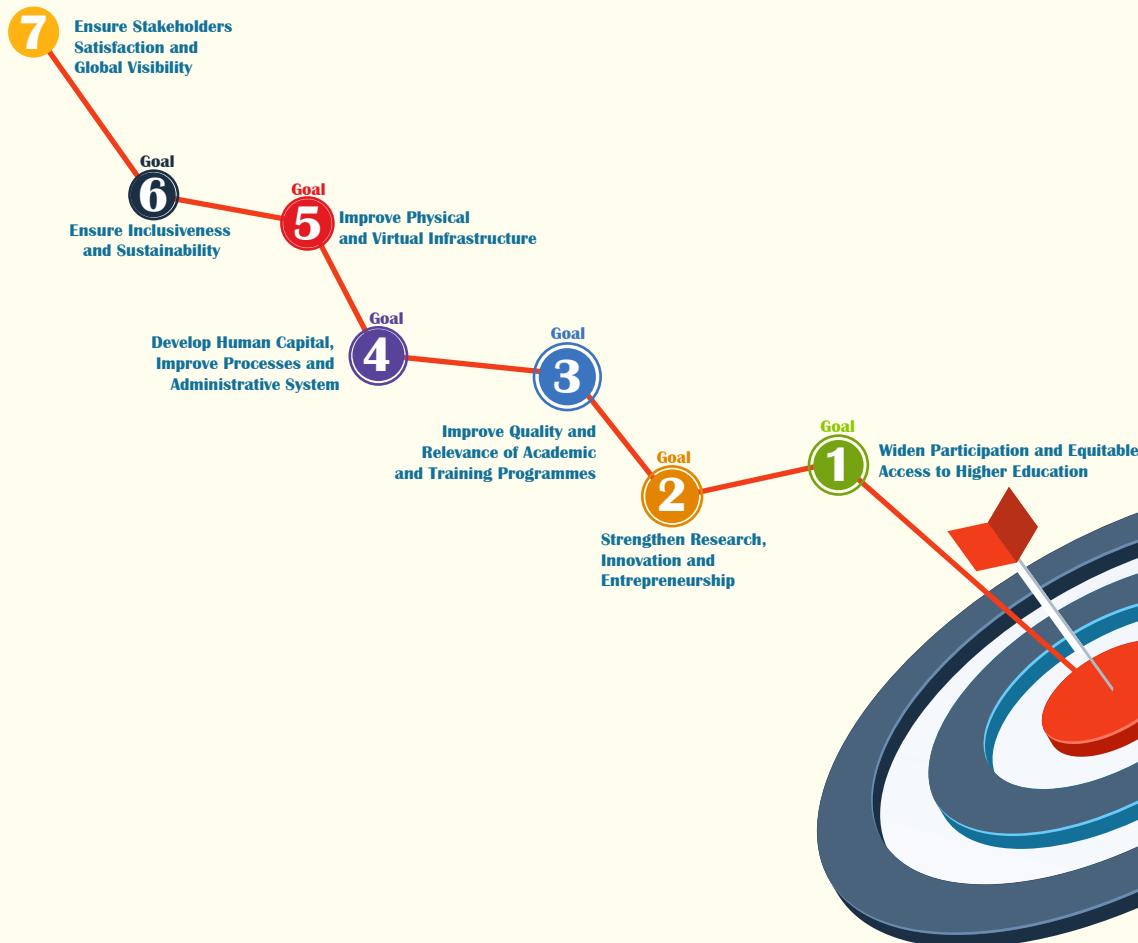
To provide nationally competitive and internationally recognized opportunities for learning, research and development for diverse group of managerial, non-managerial employees and entrepreneurs with a focus on competency development in leadership, entrepreneurship and critical thinking with high social and ethical standards through talented and dedicated staff and state-of-art technologies and strategies of Human Resources Development.



CORE VALUES

- Professionalism, Commitment & Competence
- Creativity, Innovation & Exploration
- Learner Centeredness
- Critical Thinking
- Academic freedom
- Accountability & Responsibility
- Lifelong Learning
- Good Governance
- Diversity & Inclusiveness
- Collegiality
- Equality & Mutual Respect
- Sustainability

GOALS 09





WIDEN PARTICIPATION AND EQUITABLE ACCESS TO HIGHER EDUCATION

OBJECTIVE 1.1

To strengthen employee education

Strategy 1.1.1

Introduce employee-oriented academic and professional programmes

Action 1.1.1.1

Enrolling students for employee oriented programmes

Action 1.1.1.2

Developing partnership/
Promoting research/ Surveys on employee education

Action 1.1.1.3

Conducting workshops/ short courses and Professional training programmes

OBJECTIVE 1.2

To widen and promote employer training, and education

Strategy 1.2.1

Introduce employer training, and education programmes and develop entrepreneurial skills

Action 1.2.1.1

Enrolling students for Masters programme for widen employer oriented educational programmes

Action 1.2.1.2

Developing partnership/
Promoting research/ Surveys on employer education

Action 1.2.1.3

Conducting workshops/ short courses and professional training programmes

OBJECTIVE 1.3

To promote blended learning activities in teaching, learning and skill development

Strategy 1.3.1

Promote interactive methods in the teaching-learning process

Action 1.3.1.1

Conducting programmes with interactive teaching learning methods

Action 1.3.1.2

Using LMS for Programme Administration

Action 1.3.1.3

Expanding use of LMS

Action 1.3.1.4

Expanding facilities for online teaching/ learning

Strategy 1.3.2

Develop blended teaching and learning environment within the institute

Action 1.3.2.1

Using Blended Teaching Learning for interactive teaching and learning

02

Goal

STRENGTHEN RESEARCH, INNOVATION AND ENTREPRENEURSHIP

OBJECTIVE 2.1

To promote research culture among academics and students

Strategy 2.1.1

Improve the quality of students' research

Action 2.1.1.1

Providing guidance and support for research

Action 2.1.1.2

Conducting one to one session

Action 2.1.1.3

Conducting student awareness programmes on e-resources/ use of productivity enhancement tool

Strategy 2.1.2

Offer Postgraduate Diplomas and Masters Programmes with Research

Action 2.1.2.1

Continuing Postgraduate Diplomas and Masters Programmes with Research

Strategy 2.1.3

Launch MPhil/ PhD Programmes

Action 2.1.3.1

Introducing MPhil/ PhD with research

OBJECTIVE 2.2

To develop infrastructure to support research and development

Strategy 2.2.1

Implement policy framework for research

Action 2.2.1.1

Continuing research/ project reports as an essential part of the Bachelors and Masters programmes curriculum

Action 2.2.1.2

Encouraging research by providing resources and incentives for staff to publish/ attend conference/ joint research with foreign faculty

Action 2.2.1.3

Ensuring wider dissemination of research output

Action 2.2.1.4

Conducting International Research Conference

Action 2.2.1.5

Conducting Student Research Symposium

Action 2.2.1.6

Publishing IHRA Journal and developing subject specialized journals

OBJECTIVE 2.3

To conduct research in various industries

Strategy 2.3.1

Engage in applied research

Action 2.3.1.1

Encouraging research on industrial issues

Strategy 2.3.2

Offer customized short courses for client organizations

Action 2.3.2.1

Encouraging research base short term programmes

Action 3.1.1.1

Conducting training on teaching methods/curriculum development

Action 3.1.1.2

Funding the participation for local and foreign workshops/ seminars/ conferences/ training for teaching methods and professional development

Action 3.1.1.3

Facilitating professional development programmes

OBJECTIVE 2.4

To increase strategic partnership with the business community

Strategy 2.4.1

Enhance Managerial Skills

Action 2.4.1.1

Conducting training programmes

Action 2.4.1.2

Improving University-Industry Collaboration

Strategy 3.1.2

Improve learning environment through development of graduate attributes/ Attributes of qualification holders

Action 3.1.2.1

Introducing graduate attributes/ Attributes of qualification holders for programmes

Action 3.1.2.2

Incorporating of Intended Learning Outcomes (ILOs) in alignment with Teaching/ Learning Activities(TLAs) and Assessment Task (ATs)

03 Goal

IMPROVE QUALITY AND RELEVANCE OF ACADEMIC AND TRAINING PROGRAMMES

OBJECTIVE 3.1

To foster a student-centered learning environment

Strategy 3.1.1

Implement training programme/s workshops to encourage student-centered learning for internal and visiting faculty

OBJECTIVE 3.2

To improve the programmes to meet the market requirements

Strategy 3.2.1

Timely revise the curricula to meet the market requirement

Action 3.2.1.1

Periodic review of Postgraduate and Bachelors programme curricula

Strategy 3.2.2

Enhance the quality of Diploma and Certificate courses

Action 3.2.2.1

Reviewing of curricula of Diploma & Certificate Programmes

Action 3.2.2.2

Revising teaching materials

OBJECTIVE 3.3

To ensure graduate attributes/ attributes of the qualification holders of academic programmes/ training programmes

Strategy 3.3.1

Implement extra-curricular activities, workshops and training programmes to improve the soft skills for the students

Action 3.3.1.1

Organizing extra-curricular activities

Action 3.3.1.2

Organizing workshops/ field visits

Action 3.3.1.3

Enhancing logical and critical thinking through case studies, assignments etc.

Objective 3.4

To comply with national and international quality standards in higher education

Strategy 3.4.1

Adhere to the national quality assurance framework

Action 3.4.1.1

Conducting peer evaluation of teaching

Action 3.4.1.2

Conducting teacher evaluations

Action 3.4.1.3

Conducting student satisfaction surveys

04 Goal

DEVELOP HUMAN CAPITAL, IMPROVE PROCESSES AND ADMINISTRATIVE SYSTEM

OBJECTIVE 4.1

To enhance employee commitment

Strategy 4.1.1

Provide clearly defined job roles

Action 4.1.1.1

Providing job descriptions of every employee in the institute

Action 4.1.1.2

Providing adequate facilities for every branch/ units

OBJECTIVE 4.2

To enhance employee satisfaction

Strategy 4.2.1

Enhance employee financial and non-financial benefits

Action 4.2.1.1

Implementing scheme on "Fund for training and development"

Action 4.2.1.2

Strengthening scheme of financial support to IHRA employee welfare society

Strategy 4.2.2

Improve health and safety measures

Action 4.2.2.1

Continuing and Strengthening health care insurance scheme

Action 4.2.2.2

Encouraging safety measures to avoid industrial accidents

Action 4.2.2.3

Conducting employee training programmes on health & safety measures

Strategy 4.2.3

Promote physical and mental well-being of employees

Action 4.2.3.1

Providing financial assistance to improve the physical and mental well-being of employees

OBJECTIVE 4.3

To implement lean and clean practices within the Institute

Strategy 4.3.1

To Create a paperless office

Action 4.3.1.1

Improving facilities for ICT base virtual workplace for employees

Action 4.3.1.2

Continuing online application systems for the programmes

Action 4.3.1.3

Continuing system for online students' requests/examination application etc.

Action 4.3.1.4

Promoting online submission of assessments, thesis and project reports

Action 4.3.1.5

Introducing online plagiarism checking system for the postgraduate research submission

OBJECTIVE 4.4

To practice student-friendly administrative process

Strategy 4.4.1

Promote e-student enrolling system

Action 4.4.1.1

Initiating e-student registration system

Action 4.4.1.2

Establishing e-payment gateway

Strategy 4.4.2

Promote ICT base communication with potential students

Action 4.4.2.1

Launching e-response system

OBJECTIVE 4.5

To practice user-friendly office administrative process

Strategy 4.5.1

Maintain ICT based examination information system (EIS)

Action 4.5.1.1

Maintaining examination information system

Strategy 4.5.2

Establish information system for administrative functions such as inventory, fixed assets registry and human resource systems

Action 4.5.2.1

Strengthening administrative information system

Action 4.5.2.2

Conducting training programmes for administrative/ non-academic staff

OBJECTIVE 4.6

To Practice an excellent library service

Strategy 4.6.1

Improve e-resource facilities including e-repository

Action 4.6.1.1

Strengthening E-resource collection

Strategy 4.6.2

Automation of library

Action 4.6.2.1

Maintaining library automation system

OBJECTIVE 4.7

To provide easy access and rich information and services to support teachers, students and researchers of the Institute

Strategy 4.7.1

Establishing an excellent digital collection (mainly journals)

Action 4.7.1.1

Strengthening E-data bases

Strategy 4.7.2

Provide reader-friendly environment within the library

Action 4.7.2.1

Maintaining a user- friendly environment



IMPROVE PHYSICAL AND VIRTUAL INFRASTRUCTURE

OBJECTIVE 5.1

To expand physical facilities to provide better academic environment

Strategy 5.1.1

Acquisition of land and construction of a new building for teaching and learning

Action 5.1.1.1

Acquiring the Land

Strategy 5.1.2

Improving infrastructure for institutional activities

Action 5.1.2.1

Rehabilitating of the new existing building

Action 5.1.2.2

Improving facilities for workplace

OBJECTIVE 5.2

To expand virtual facilities to provide better academic environment

Strategy 5.2.1

Provide effective and efficient virtual facilities

Action 5.2.1.1

Maintaining Student Information System (SIS)

Action 5.2.1.2

Establishing a Smart Classroom

OBJECTIVE 5.3

To develop a pleasant atmosphere with conservation of nature

Strategy 5.3.1

Create an Eco-friendly environment

Action 5.3.1.1

Promoting green and sustainable initiatives

Action 5.3.1.2

Investing on energy saving initiatives

Strategy 5.3.2

Improve health and safety measures

Action 5.3.2.1

Improving sanitary facilities

Action 5.3.2.2

Providing Facilities for differently-abled persons

Strategy 5.3.3

Implement polythene/ Plastic free environment within the Institute

Action 5.3.3.1

Reducing the use of polythene/ plastics within the Institute

06 Goal

ENSURE INCLUSIVENESS AND SUSTAINABILITY

OBJECTIVE 6.1

To share and utilize the academic knowledge and experiences for the benefit of communities

Strategy 6.1.1

Establish and maintain networks and programmes to improve the industry environment

Action 6.1.1.1

Involving in community awareness programmes

Action 6.1.1.2

Developing networks with research implementation institutes

OBJECTIVE 6.2

To enhance efficiency in all key processes and to minimize the cost of delivery of the programmes

Strategy 6.2.1

Contribution for new fee-levying programmes and other activities

Action 6.2.1.1

Increasing No. of fee-levying programmes

OBJECTIVE 6.3

To manage capital and other strategic investment projects to deliver future financial benefit to the Institute

Strategy 6.3.1

Implement capital budgeting

Action 6.3.1.1

Diversifying of capital structure

Action 7.1.1.5

Introducing fee-levying
Bachelor's degree



ENSURE STAKEHOLDERS SATISFACTION AND GLOBAL VISIBILITY

OBJECTIVE 7.1

To achieve growth and excellence by building mutually satisfying partnerships

Strategy 7.1.1

Measuring stakeholder satisfaction levels and addressing gaps in stakeholder satisfaction

Action 7.1.1.1

Conduct stakeholder satisfaction surveys

Action 7.1.1.2

Maintain open communication by operating a suggestion box

Action 7.1.1.3

Identifying local and global collaborative opportunities

Action 7.1.1.4

Participating in educational fairs and implementing course promotion activities

OBJECTIVE 7.2

To comply with stakeholder demands and needs

Strategy 7.2.1

Strengthen stakeholder relationships

Action 7.2.1.1

Maintaining course-wise alumina associations

Action 7.2.1.2

Establishing IHRA alumina association

GOAL 01: WIDEN PARTICIPATION AND EQUITABLE ACCESS TO HIGHER EDUCATION

1.1

Objective:

To strengthen employee education

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/Target
1.1.1 Introduce employee-oriented academic and professional programmes	1.1.1.1 Enrolling students for employee oriented programmes	No. of student enrolled	Programme Coordinators/ Director	2,000	2,200	2,500	2,800	3,000	4.3
	1.1.1.2 Developing partnership/ Promoting research Surveys on employee education	No. of actions taken	Director/ Programme Coordinators	1	-	1	-	1	17.17
	1.1.1.3 Conducting workshops/ short courses and professional training programmes	No. of programmes conducted	Programme Coordinators/ Director	2	2	2	2	2	4.3

1.2 Objective: To widen and promote employer training, learning, and education

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/Target
1.2.1 Introduce employer training, education programmes and develop entrepreneurial skills	1.2.1.1 Enrolling students for Masters programme for widen employer oriented educational programmes	No. of student enrolled	Programme Coordinators/ Director	350	400	450	500	550	4.3
	1.2.1.2 Developing partnership/ Promoting research Surveys on employer education	No. of actions taken	Director/ Programme Coordinators	1	-	1	-	1	17.17
	1.2.1.3 Conducting workshops/ short courses and professional training programmes	No. of programmes conducted	Programme Coordinators/ Director	3	3	3	3	3	4.3

1.3 Objective: To promote blended learning activities in teaching, learning and skill development

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/Target
1.3.1 Promote interactive methods in teaching-learning process	1.3.1.1 Conducting Programmes with interactive teaching, learning methods	Number of Programmes using interactive teaching learning methods	Programme Coordinators/ Academics	23	25	28	30	32	9.c
	1.3.1.2 Using LMS for Programme Administration	Percentage of Lecturers using LMS for interactive learning methods	Programme Coordinators/ Academics	90%	100%	Ongoing	Ongoing	Ongoing	9.a
	1.3.1.3 Expanding use of LMS	Number of Programmes using LMS for interactive learning methods	Programme Coordinators	14	15	16	17	18	9.a
1.3.2 Develop blended teaching and learning environment within the Institute	1.3.2.1 Using BTL for interactive teaching and learning	Percentage of Lecturers using BTL for interactive teaching and learning methods	Programme Coordinators	85%	90%	95%	100%	Ongoing	9.a
		90% courses of all programmes				Ongoing	Ongoing	Ongoing	4.4

GOAL 02: STRENGTHEN RESEARCH, INNOVATION AND ENTREPRENEURSHIP

2.1

Objective:

To promote research culture among academics and students

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/Target
2.1.1 Improve the quality of students' research	2.1.1.1 Providing guidance and support for research	No. of supportive sessions conducted per programme	Programme Coordinators	4	4	4	4	4	9.5
	2.1.1.2 Conducting one to one session	No. of contact sessions for Thesis per student	Programme Coordinators/ Academics	6	6	6	6	6	9.5
	2.1.1.3 Conducting student awareness programmes on e-resources/ use of productivity enhancement tool	No. of programmes conducted	SaL/ Programme Coordinators	5	5	5	5	5	9.5
2.1.2 Offer Postgraduate Diplomas and Masters Programmes with Research	2.1.2.1 Continuing Postgraduate Diplomas and Masters Programmes with Research	No. of Programmes with Research	Programme Coordinators/ Director	7	9	10	ongoing	ongoing	9.5
2.1.3 Launch MPhil/ PhD Programmes	2.1.3.1 Introducing MPhil/ PhD with research	No. of Programmes introduced	Director/ Programme Coordinators	-	1	-	-	-	9.5

2.2 Objective: To develop infrastructure to support research and development

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/ Target
2.2.1 Implement policy framework for research	2.2.1.1 Continuing research/ project reports as an essential part of the Bachelors and Masters programmes curriculum	No. of Project Reports/Thesis completed	Programme Coordinator's	275	300	325	350	400	9.5
	2.2.1.2 Encouraging research by providing resources and incentives for staff to publish/attend conference/joint research with foreign faculty	Amount of research grants allocated per year	Director/ SAR/ SAB	Rs.0.9M	Rs.0.9M	Rs.0.9M	Rs.0.9M	Rs.0.9M	9.5
	2.2.1.3 Ensuring wider dissemination of research output	No. of articles published in refereed journals	Director/ SAB/ SAR	14	14	14	14	14	9.5
	2.2.1.4 Conducting International Research Conference	No. of Research Conferences conducted	Director/ Academics	1	1	1	1	1	9.5
	2.2.1.5 Conducting Student Research Symposium	No. of Symposium conducted	Director/ Academics	1	1	1	1	1	9.5
	2.2.1.6 Publishing IHRA Journal and developing subject specialized journals	No. of volumes published per year, per journal	Director/ Editorial Board	2	2	2	2	2	9.5

2.3 Objective: To conduct research in various industries

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/ Target
2.3.1 Engage in applied research	2.3.1.1 Encouraging research on industrial issues	No. of Researches Conducted on industrial issues	Director/ Programme Coordinators	1	1	1	1	1	9.5
2.3.2 Offer customized short courses for client organizations	2.3.2.1 Encouraging research base short term programmes	No. of Programmes Conducted	Director/ Programme Coordinators	1	1	1	1	1	4.4

2.4 Objective: To increase strategic partnership with business community

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/ Target
2.4.1 Enhance Managerial Skills	2.4.1.1 Conducting training programmes	No of consultancy services provided	Director/ Programme Coordinators	1	1	1	1	1	4.c
	2.4.1.2 Improving University-Industry Collaboration	No. of training programmes conducted	Director/ Programme Coordinators	1	1	1	1	1	4.4

GOAL 03: IMPROVE QUALITY AND RELEVANCE OF ACADEMIC AND TRAINING PROGRAMMES

3.1 Objective: To foster student-centered learning environment

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/ Target
3.1.1 Implement training programme/ workshops to encourage student-centered learning for internal and visiting faculty	3.1.1.1 Conducting training on teaching methods/curriculum development	No. of training programmes /workshops conducted	QA Cell/ Programme Coordinators/ Director	2	2	2	2	2	4.c
	3.1.1.2 Funding the participation for local and foreign workshops/ seminars/ conferences/ training for teaching methods and professional development	Amount of Funds allocated	No. of staff attended	15	20	25	25	25	4.c
	3.1.1.3 Facilitating professional development programmes	No. of Academics enrolled in postgraduate training	Director/ SAB/ SAR	0.5M	0.5M	0.5M	0.5M	0.5M	4.c
		Funds allocated for memberships/ fees and training programmes		3	3	5	7	7	4.c
3.1.2 Improve learning environment through graduate attributes/ Attributes of qualification holders	3.1.2.1 Introducing graduate attributes/ Attributes of qualification holders for programmes	No. of programmes with graduate attributes/ Attributes of qualification holders	QA Cell/ Programme Coordinators/ Director	1	1	-	1	-	4.c
	3.1.2.2 Incorporating of Intended Learning Outcomes (ILOs) in alignment with teaching/ Learning Activities (TLAs) and Assessment Task (ATs)	Percentage of courses of programmes in which ILOs, TLAs and ATs aligned with graduate attributes/ Attributes of qualification holders	QA Cell/ Programme Coordinators/ Director	3.5M	4M	4.25M	4.5M	5M	4.c
		78% courses of all programmes		22	24	26	28	30	4.3

3.2 Objective: To improve the programmes to meet the market requirements

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/ Target
3.2.1 Timely revise the curricula to meet the market requirement	3.2.1.1 Periodic review of Postgraduate and Bachelors programme curricula	No. of programmes reviewed	Programme Coordinators/ QA Cell/ Director	2	2	2	2	2	4.3
		No. of effective discussions/meetings conducted with industry		2	2	2	2	2	8.3
		No. of effective discussions/meetings conducted with graduates/alumni		2	2	2	2	2	8.3
3.2.2 Enhance the quality of Diploma and Certificate courses	3.2.2.1 Reviewing of curricula of Diploma & Certificate Programmes	No. of programmes reviewed	Programme Coordinators/ Director/ SAB	2	3	4	2	2	4.3
	3.2.2.2 Revising teaching materials	No. of teaching materials developed (text books/ manuals/ study packs)	Programme Coordinators/ Director/ SAB	2	3	4	2	2	4.3

3.3 Objective: To ensure graduate attributes/ attributes of the qualification holders of academic programmes/training programmes

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/ Target
3.3.1 Implement extra-curricular activities, workshops and training programmes to improve soft skills for the students	3.3.1.1 Organizing extracurricular activities	No. of activities conducted	Programme Coordinators	3	3	3	3	3	4.3, 4.7
	3.3.1.2 Organizing workshops/ field visits	No. of workshops organized		14	14	16	16	20	9.15
	3.3.1.3 Enhancing logical and critical thinking through case studies, assignments etc.	No. of case studies/ simulation etc., used per programme		4	4	4	4	4	4.4
3.4 Objective: To comply with national and international quality standards in higher education.	3.4.1 Adhere to the national quality assurance framework	No. of lecturers evaluated	Programme Coordinators/ Director	14	16	18	20	20	16.7
	3.4.1.1 Conducting peer evaluation of teaching	No. of teacher evaluation conducted		80% each programmes	80% each programmes	90% each programmes	90% each programmes	90% each programmes	16.7
	3.4.1.2 Conducting teacher evaluation	No. of student surveys conducted		80% each programmes	80% each programmes	90% each programmes	90% each programmes	90% each programmes	16.7

GOAL 04: DEVELOP HUMAN CAPITAL, IMPROVE PROCESSES AND ADMINISTRATIVE SYSTEM

4.1 Objective: To enhance employee commitment

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/ Target
4.1.1 Provide clearly defined job roles	4.1.1.1 Providing job descriptions of every employee in the institute	Number of jobs with job description	SAR/ Director	100%	ongoing	ongoing	ongoing	ongoing	16.6
	4.1.1.2 Providing adequate facilities for every branch/ units	Rate of target achieved	Director/ SAR/ SAB/ AB	50%	60.0%	70.0%	80.0%	80.0%	16.6

4.2 Objective: To enhance employee satisfaction

STRATEGY		ACTION		KPI		RESPONSIBILITY		Performance Target		SDG Goal/Target		
						SAB/SAR/Director		2025	2026	2027	2028	2029
4.2.1	Enhance employee financial and non-financial benefits	4.2.1.1	Implementing scheme on "Fund for training and development"	Percentage of fund utilized		100%	100%	100%	100%	100%	100%	4.4
		4.2.1.2	Strengthening scheme of financial support to IHRA employee welfare society	Percentage of fund utilized		100%	100%	100%	100%	100%	100%	4.4
4.2.2	Improve health and safety measures	4.2.2.1	Continuing and Strengthening health care insurance scheme	Percentage of fund utilized		100%	100%	100%	100%	100%	100%	3.8
		4.2.2.2	Encouraging safety measures to avoid industrial accidents	No. of safety measures taken	SAR/ Director	3	3	3	3	3	3	3
4.2.3	Promote physical and mental well-being of employees	4.2.2.3	Conducting employee training programmes on health & safety measures	No. of training programmes conducted	SAR/ SAB/ Director	1	1	1	1	1	1	3.d
		4.2.3.1	Providing financial assistance to improve physical and mental well-being of employees	Amount of Funds allocated		0.025M	0.03M	0.04M	0.04M	0.04M	0.04M	3.d

4.3 Objective: To implement lean and clean practices within the Institute

STRATEGY		ACTION		KPI		RESPONSIBILITY		Performance Target		SDG Goal/Target		
						SAR/ Director/ Programme Coordinators/ SAB/ SAB/ Director		2025	2026	2027	2028	2029
4.3.1	To Create paperless office	4.3.1.1	Improving facilities for ICT base virtual workplace for employees	Percentage of utilizing ICT base virtual systems		Director/ Programme Coordinators/ SAB/ SAB/ Director		50%	60%	70%	80%	90%
		4.3.1.2	Continuing online application systems for the programmes	No. of programmes with system		Programme Coordinators /SAB/ Director		All	All	All	All	8.2
4.3.1.3	Continuing system for online students' requests/examination application etc.		No. of programmes with system		Programme Coordinators /DR/ SAB/ Director		All	All	All	All	All	9.c
		4.3.1.4	Promoting online submission of assessments, thesis and project reports.	Percentage of utilizing online submission facility		Programme Coordinators/ DR/ Director		70%	80%	85%	90%	95%
4.3.1.5	Introducing plagiarism checking system for the postgraduate research submission		No. of programmes with system			Programme Coordinators/ DR/ Director		1	4	5	8	8
												8.2

4.4 Objective: To practice student-friendly administrative process

STRATEGY		ACTION		KPI		RESPONSIBILITY		Performance Target		SDG Goal/Target		
						SAR/ Director/ SAB/ Programme Coordinators		2025	2026	2027	2028	2029
4.4.1	Promote e-student enrolling system	4.4.1.1	Initiating e-student registration system	No. of programmes with e-students registration system		SAR/ Director/ SAB/ Programme Coordinators		10	15	20	All	All
		4.4.1.2	Establishing e-payment gateway	No. of programmes adopted E-payment gateway		AB/ Programme Coordinators/ Director		10	15	20	All	All
4.4.2	Promote ICT communication with students	4.4.2.1	Launching e-response system	Percentage of completion		ICT Instructor/ Programme Coordinators/ Director		60%	70%	80%	90%	90%
												9.c

4.5 Objective: To practice a user-friendly office administrative system

STRATEGY		ACTION		KPI		RESPONSIBILITY		Performance Target		SDG Goal/Target		
						SAR/ Director/ SAB/ Exam		2025	2026	2027	2028	2029
4.5.1	Maintain ICT based examination Information system (EIS)	4.5.1.1	Maintaining examination information system	Percentage of completion		SAR/ Director/ SAB/ Exam		80%	100%	ongoing	ongoing	9.c
	Establish information system for administrative functions such as	4.5.2.1	Strengthening administrative information system	Percentage of completion		Director/SAB/DR Admin		75%	80%	100%	ongoing	9.c

4.6 Objective: To Practice an excellent library service				ACTION				KPI				RESPONSIBILITY				2025				2026				2027				2028				SDG Goal/ Target					
4.6.1	Improve e-resource facilities including e-repository	4.6.1.1	Strengthening E- resource collection	Percentage of completion				SAL/Director/ Academics				100% ongoing				ongoing				ongoing				ongoing				9.c									
4.6.2	Automation of library	4.6.2.1	Maintaining library automation system	Percentage of completion				SAL/ Director				100% ongoing				ongoing				ongoing				ongoing				9.c									
4.7 Objective: To provide easy access and rich information and services to support teachers, students and researchers of the institute				ACTION				KPI				RESPONSIBILITY				2025				2026				2027				2028				SDG Goal/ Target					
4.7.1	Establish an excellent digital collection mainly journals reader friendly environment within the library	4.7.1.1	Conducting Awareness Programmes	No. of e-data bases				Director /SAL/SAB				5				7				10				10				10				9.c					
4.7.2	Provide friendly environment within the library	4.7.2.1	Maintaining user-friendly environment	Percentage of completion				Director/SAL				90%				95%				100%				ongoing				ongoing				4.a					
GOAL 05: IMPROVE PHYSICAL AND VIRTUAL INFRASTRUCTURE				ACTION				KPI				RESPONSIBILITY				2025				2026				2027				2028				SDG Goal/ Target					
5.1 Objective: To expand physical facilities to provide better academic environment				STRATEGY				ACTION				KPI				RESPONSIBILITY				2025				2026				2027				2028				2029	
5.1.1	Acquisition of land and construction of new building for teaching and learning	5.1.1.1	Acquiring the Land	Rate of Completion				Director/SAB/DR				50%				70%				80%				100%				-				9.1					
5.1.2	Improving infrastructure for Institutional Activities	5.1.2.1	Rehabilitating of the existing building	Percentage of Completion				Director/SAB/SAR				10%				20%				30%				40%				50%				9.1					
		5.1.2.2	Improving facilities for work-place	Percentage of Completion												60%				65%				70%				75%				80%					
5.2 Objective: To expand virtual facilities to provide better academic environment				STRATEGY				ACTION				KPI				RESPONSIBILITY				2025				2026				2027				2028				2029	
5.2.1	Provide effective and efficient virtual facilities	5.2.1.1	Maintaining Student Information System (SIS)	Percentage of completion				Director/SAB/SAR				25%				50%				70%				80%				100%				-					
		5.2.1.2	Establishing a Smart Classroom	Percentage of completion												10%				40%				50%				-				4.a					
5.3 Objective: To develop a pleasant atmosphere with conservation of nature				STRATEGY				ACTION				KPI				RESPONSIBILITY				2025				2026				2027				2028				2029	
5.3.1	Create Eco-friendly environment	5.3.1.1	Promoting green and sustainable initiatives	No. of green initiatives/activities introduced				Director/SAB/ AR Admin				80%				85%				90%				90%				90%				11.7					
		5.3.1.2	Investing on energy saving initiatives	Percentage of reduction in energy cost				Sanitary facilities/Student ratio (calculation for male/female separately done)				100%				Ongoing				Ongoing				Ongoing				7.a									
5.3.2	Improve health and safety measures	5.3.2.1	Improving sanitary facilities	Percentage of completion (Number of activities completed/Total number of sub activities) *100%				Director/SAB/ AR Admin				10%				20%				30%				40%				50%				6.2					
		5.3.2.2	Providing Facilities for differently-abled persons	Percentage of reduction				AR Admin/ Director				10%				20%				30%				40%				50%				4.5					
5.3.3	Implement polythene/Plastic free environment within the institute	5.3.3.1	Reducing the use of polythene/ plastics within the institute	Percentage of reduction				AR Admin/ Director				60%				70%				80%				85%				90%				11.7					

GOAL 06: ENSURE INCLUSIVENESS AND SUSTAINABILITY

6.1 Objective: To share and utilize the academic knowledge and experiences for the benefit of communities

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/ Target
6.1.1 Establish and maintain networks and programmes to improve the industry environment	6.1.1.1 Involving in community awareness programmes	No. of CSR projects conducted by students/academics	Director/ Programme Coordinators/ DR Admin/SAB	2	3	3	3	3	10.2
	6.1.1.2 Developing networks with research implementation institutes	No. of discussions held with policy makers	Director/ Programme Coordinators	-	1	-	1	-	17.17

6.2 Objective: To enhance efficiency in all key processes and to minimize the cost of delivery of the programmes

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/ Target
6.2.1 Contribution for new fee leaving programs and other activities	6.2.1.1 Increasing No. fee levying programmes	No. of Programmes introduced	Programme coordinator Director/SAB	2	-	-	2	-	4.3

6.3 Objective: To manage capital and other strategic investment projects to deliver future financial benefit to the Institute

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/ Target
6.3.1 Implement capital budgeting	6.3.1.1 Diversifying capital structure	No. of projects implemented	SAB/AB/Director	1	Ongoing	Ongoing	Ongoing	Ongoing	12.6

GOAL 07: ENSURE STAKEHOLDERS SATISFACTION AND GLOBAL VISIBILITY

7.1 Objective: To achieve growth and excellence by building mutually satisfying partnerships

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/ Target
7.1.1 Measuring stakeholder satisfaction levels and addressing gaps in stakeholder satisfaction	7.1.1.1 Conducting stakeholder satisfaction surveys	No. of surveys conducted	QA Cell/ Programme Coordinators/ Director	2	2	2	2	2	17.18
	7.1.1.2 Maintaining open communication by operating suggestion box	No. of suggestions Addressed	DR/ SAB/ SAR/ Director	ongoing	ongoing	ongoing	ongoing	ongoing	17.18
7.1.1.3 Identifying local and global collaborative opportunities	Number of collaborative seminar/ conferences	Programme coordinator Director/DR/SAB	1	1	1	1	1	1	17.17
7.1.1.4 Participating in educational fairs implementing course promotion activities	Number of MoU/ MOA	1	-	-	1	-	-	-	17.17
7.1.1.5 Introducing fee levying Bachelor's degrees	No. of fairs participated	Programme coordinator Director/DR/SAB	1	1	1	1	1	1	4.4
	No. of fee-levying bachelor's degree	1	ongoing	ongoing	ongoing	ongoing	ongoing	ongoing	4.3

7.2 Objective: To comply with stakeholder demands and need

STRATEGY	ACTION	KPI	RESPONSIBILITY	2025	2026	2027	2028	2029	SDG Goal/ Target
7.2.1 Strengthen stakeholder relationships	7.2.1.1 Maintaining course-wise alumna associations	No. of Associations	Programme Coordinator/ Director	1	ongoing	ongoing	ongoing	ongoing	16.16
	7.2.1.2 Establishing IHPA alumna association	Rate of Completion	Programme Coordinator/ Director	1	ongoing	ongoing	ongoing	ongoing	16.16

FINANCIAL PLAN

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The proposed Financial Plan in relation to the implementation of Objectives, Strategies and Action of the Strategic Plan is explained in this Chapter. The Plan is provided in terms of the expected resources during the plan period and expected utilization as per actions proposed in the Strategic Plan.

The government allocation of resources has been estimated on the basis of actual allocations made available during the past five years and not on the basis of actual requirements to provide the service standards demanded by the students and staff of the Institute.

Sources of Funds

There are two (02) main sources of funds envisaged during plan period they are;

1. Government Grants allocated by the treasury to the IHRA through UGC annually and
2. Internally Generated Funds

GOVERNMENT GRANTS

The government grants are estimated on the basis of the annual allocation made through the UGC in the past. Accordingly, the planned No. of undergraduate students and the expected allocation for the period 2025 - 2029 are estimated and provided in table 1.

Table 1: Estimated expected allocation for the period 2025 - 2029

Year	Total No. of Undergraduates - Expected to Enroll	Budgetary Allocation (Rs.'000)
2025	180	100,000
2026	210	95,000
2027	220	90,000
2028	230	85,000
2029	240	80,000
Total	1,080	450,000

INTERNAL GENERATION OF FUNDS

Estimated resources through internally generated funds have also been estimated as per revised rates for postgraduate, extension study courses and fee for services provided by the IHRA are given in the table 2.

Table 2: Estimated Revenue through the Internal Sources 2025 - 2029

Year	Total No. of Postgraduates and Students of Extension Programmes Expected to Enroll	Total (Rs.'000)
2025	3,538	190,000
2026	3,715	210,000
2027	3,900	220,000
2028	4,095	240,000
2029	4,300	260,000
Total	19,528	1,120,000

USES OF FUNDS

The income generated through internal sources and grants from UGC have been identified above. They will be utilized mainly for meeting the recurrent and capital expenditure as given for the institute.

RECURRENT EXPENDITURE

The recurrent expenditure consists mainly of personnel emoluments estimated on the academic and administrative/ managerial and non-academic staff. This is the main component of recurrent expenditure and other components of recurrent expenditure consists of a large No. of items ranging from purchase of consumables through maintains of capital assets and maintain the day to day activities.

CAPITAL EXPENDITURE

Other component is capital expenditure. It includes acquisition of fixed assets, human capital and other development projects, research activities and rehabilitation and improvement of capital assets.

The summary of the total uses of funds is given in table 3.

Table 3: Summary of the total uses of funds

Year	Recurrent Expenditure (Rs '000)	Capital Expenditure (Rs '000)	Total (Rs. '000)
2025	220,000	12,000	232,000
2026	232,000	13,000	245,000
2027	240,000	12,000	252,000
2028	248,000	11,000	259,000
2029	252,000	10,000	262,000
Total	1,192,000	58,000	1,250,000



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