

St. Mary's College (Autonomous)
Reaccredited with 'A+' Grade by NAAC (Cycle IV)
Thoothukudi



Criterion: VI –Governance, Leadership and Management
6.1 Institutional Vision and Leadership. Year: 2018-2023



6.1.1 The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long-term Institutional Perspective Plan.

Institutional Development Plan (IDP)

Short Term and Long Term Institutional Perspective Plan

With knowledge serving as an increasingly important asset in societies, its production, and diffusion are crucially important to society's well-being. New knowledge is pivotal for economic growth and social development. Thus, the role of Higher Educational Institutions in knowledge-based societies has changed from platitudes and nostalgic glances backward to looking forward and redefining their new position in today's societies. The Indian government has increasingly prioritized areas of knowledge that have potential to contribute to national economies under the banner of building research excellence, relevance, and innovation. The governance of knowledge has become a multilevel and multifactor endeavour.

These changes in the governance and management of knowledge production are likely to have significant effects on the core processes of HEIs. Changes in the institutional environments of HEIs may have profound implications for the work of academics. Faculty have to adapt to emerging dynamics that alter the context of their work. Specifically, the professional autonomy of faculty members may need to be recast against competing demands for faculty to be engaged in research agendas that are guided more extensively by external forces, such as the priorities of government and industry.

The strategies and actions of St. Mary's College (Autonomous), Thoothukudi, are aimed at promoting sustainability in society through its own academic and management activities. Fostering greater transparency and institutional accountability initiatives allow for a

better perception of progress in this area. Thus, the scope of the governance is broadened by including the challenges of sustainable development and considering the diffusion of its practical achievements.

The institution explores the governance theme for the effective implementation of its unique initiatives through the analysis of the guidelines brought forth by UGC, the Ministry of Education and the State Government on sustainability, administration, and creating an impact on the society. The objective was to obtain a synthesis of the current knowledge through reviews of governance publications focusing on educational vision and promotion of sustainability. This analytical approach focused on eight categories of developmental plans in the administration of HEIs, namely 1. Governance Enablers, 2. Financial Enablers and Funding Models, 3. Academic Enablers, 4. Research, Intellectual Property, and Supportive Enablers, 5. Human Resources Management Enablers, 6. Enablers for Networking and Collaborations, 7. Physical Enablers, and 8. Digital Enablers resulting in the promotion of institutional sustainability, and capacity to support the advancement of Sustainable Development Goals ensuring an iterative, continuous and concurrent approach to the journey towards excellence.

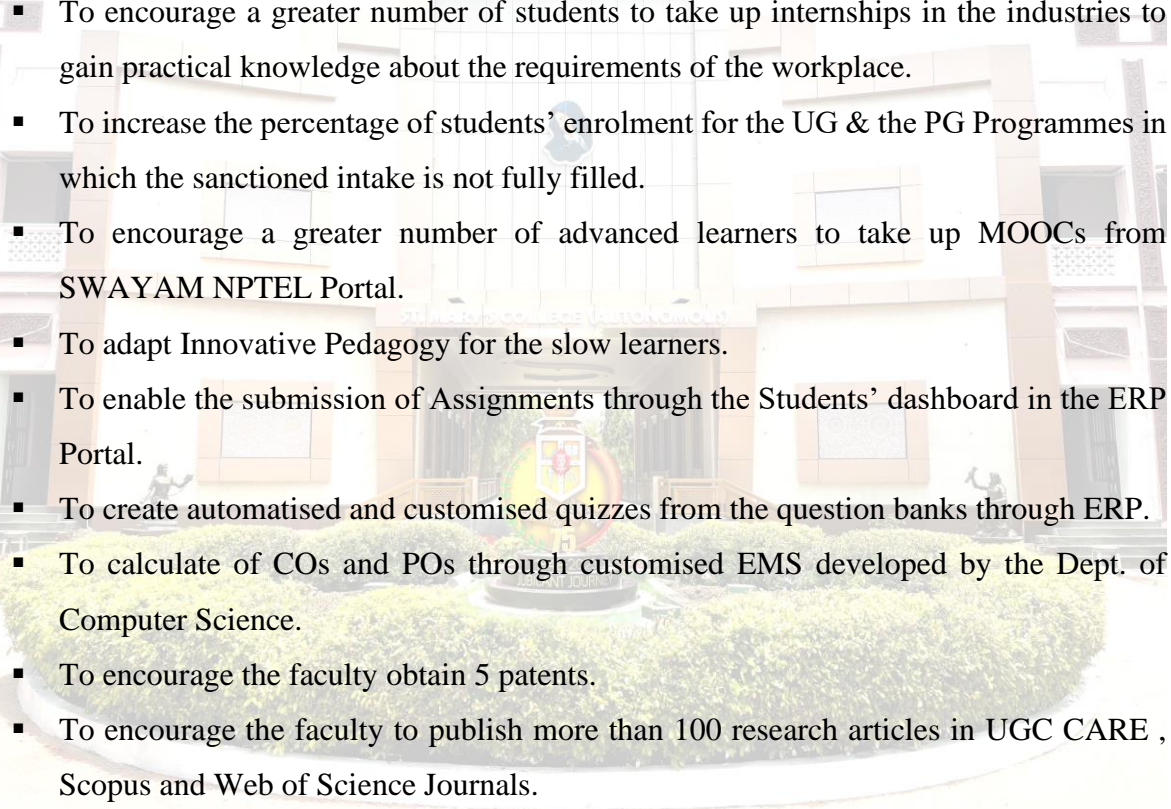
Governance Enablers

The strategic actions of an institution act as drivers for institutional change in higher education. The changes in isomorphic structures arise through calculated micro-level actions that change the existing path dependency in decision-making and build legitimacy. The process leads to national-level, disciplinary-level and organisation-level changes as an outcome of dynamic interactions and contradictions between factors in a highly competitive and regulated field in higher education. The in-depth relations between various factors help the institutions in gauging the contextualised insight into the dialectical dynamics between the institution and between the regional and the national level factors in the educational scenario.

Roadmap for the HEI

Short Term Plans (Within Two Years)

- To start Diploma Course on Logistics Management
- To start Diploma Course on Cosmetology
- To start Diploma Course on Data Science
- To Conduct Certificate Courses/ Value Added Courses on Soft Skills, Professional Competence in the specific domains, and Entrepreneurial Ventures based on the changing needs in the job market.

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- To Conduct a Certificate Course for PG students on Indian Knowledge System
 - To encourage a greater number of UG students to participate in MOOCs under SWAYAM NPTEL Portal.
 - To ensure a greater number of students to get Elite Gold certificates in NPTEL exams.
 - To structure the Syllabus of the Skill Enhancement courses based on National Skills Qualification Framework.
 - To add more interdisciplinary courses to the curriculum.
 - To focus on Indian Knowledge System in the curriculum.
 - To incorporate Yoga and Meditation course in the online mode.
 - To frame the syllabus with a focus on cross-cutting issues.
 - To encourage a greater number of students to take up internships in the industries to gain practical knowledge about the requirements of the workplace.
 - To increase the percentage of students' enrolment for the UG & the PG Programmes in which the sanctioned intake is not fully filled.
 - To encourage a greater number of advanced learners to take up MOOCs from SWAYAM NPTEL Portal.
 - To adapt Innovative Pedagogy for the slow learners.
 - To enable the submission of Assignments through the Students' dashboard in the ERP Portal.
 - To create automatised and customised quizzes from the question banks through ERP.
 - To calculate of COs and POs through customised EMS developed by the Dept. of Computer Science.
 - To encourage the faculty obtain 5 patents.
 - To encourage the faculty to publish more than 100 research articles in UGC CARE , Scopus and Web of Science Journals.
 - To opt for collaborative research with faculty from institutions at the national level.
 - Effective usage of state-of-art hardware, software and latest acoustics in the media centre for e-content Development.
 - Usage of licensed software in the institution.
 - To increase the opportunities for placement.
 - To ensure that a greater number of students apply for competitive exams and qualify themselves.
 - To get AICTE approval for BBA Programme.

- To fill the retirement vacancies of the faculty as per the guidelines of UGC and the Government of Tamil Nadu.

Medium Term Plans (Within 2-5 years)

- To encourage the faculty to create E Content for SWAYAM Portal.
- To create an effective ecosystem for innovations through start-ups.
- To focus on the scientific facts of Indian Knowledge System (IKS) and apply for funded projects.
- To widen the activities of the Incubation centre.
- To raise the prospects of consultancy through the professional qualitative efficiency of the faculty.
- To train the corporate houses on life skills and communication skills.
- To opt for collaborative research with faculty from institutions at the international level.
- To start chapters of Alumnae Association in metropolitan cities and ensure their involvement in the development of the institution.
- Through the awareness programmes and recycling units ensure the protection of the environment.
- To encourage the faculty to obtain 15 patents.
- To ensure that the institution gets the position in Top 100 ranks in NIRF.
- To increase the research funding through training programmes for corporate houses and get CSR funds
- To ensure that a greater number of faculty become members of professional bodies with the financial support from the institution.
- To extend the provision of research seed money to the PG departments.

Long Term Plans (Within Ten Years)

- To aid the faculty to equip themselves to receive National/International Fellowship for advanced studies.
- To increase the research funding through industry-oriented projects and training programmes for corporate houses
- To ensure that the faculty equip themselves to assume the position of reviewers and editors in UGC CARE, and Scopus indexed journals.
- To start chapters of Alumnae Association in cities from other nations and ensure their involvement in the development of the institution.

- To elevate the institution as an institution of national importance through the follow up of Sustainable Development Goals envisaged in NEP 2020.
- To commercialise the published patents from the institution.
- To emerge as a College with Potential for Excellence.

Digital Enablers

St. Mary's College takes into consideration the fact that in a world driven by constant change and innovation, Higher Education Institutions (HEIs) are undergoing a rapid transformation, often driven by external factors such as emerging technologies. One of the key drivers affecting the design and development of educational delivery mechanisms in HEIs is the fast pace of educational technology development which not only impacts an institution's technical capacity to infuse hardware and software solutions into existing learning infrastructure but also has implications for pedagogical practice, stakeholder acceptance of new technology, and HEI administrative structures.

St. Mary's College while implementing the contemporary educational technology in its academic arena, relates to the varied and competing stakeholder perceptions of technology effectiveness in course delivery and knowledge acquisition. It explores the relevant empirical research studies focussing on technology implementation issues in a diverse range of institutional contexts, subject areas, technologies, and stakeholder profiles. This study found that the dynamic interplay of educational technology characteristics, stakeholder perceptions on the effectiveness of technology integration decisions, theoretical frameworks and models relevant to technology integration in pedagogical practices, and metrics to gauge post-implementation success are critical dimensions to creating viable pathways to effective educational technology implementation. The institution proposes a framework to guide the development of sound implementation strategies that incorporates five dimensions: technology, stakeholder perceptions, academic discipline, success metrics, and theoretical frameworks. The HEI re-engineers complex course delivery systems to accommodate the infusion of new technologies and pedagogies in ways that will maximise their utility to students and faculty.

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