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Strategic Planning in Higher Education Institutions : A case study of SIMS - VISION 2025

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ABSTRACT

Every organization should have a vision which spells out what it expects to realise in the long run, and continuously strive towards converting it into reality. Vision is born out of the minds and hearts of its propounders - ever constant and persistent, yet adaptive and responsive to rapidly changing conditions. The question of what SIMS as an educational institution would be like in 2025 is attempted to be outlined in this paper. Vision realization in some areas is possible to estimate quantitatively with a fair degree of confidence. In some others the broad direction is perceivable but unable to reasonably put in numbers the likely accomplishments. The institution itself is instrumental in determining its quality and furthering it strategically towards its future. Admissions should reflect heterogeneity of student population in terms of gender, regional, religious, cultural & linguistic differences. Courses should cover all realms of human life from technology to business and social service. Faculty should have a functional area of specialization and bend of mind for research and continuous improvement. This apart, the infrastructure should be sound. Teaching learning methods should incorporate a variety of pedagogy. Research and collaboration should be strong. Consultancy and training should be manifold. Industry exposure and placement should be extensive. Social service and civic responsibility should form the pillar of student orientation. Value addition through certificate courses, modular courses and soft skill should be incorporated. Beyond all this, there should be sufficient scope for horizontal and vertical integration. The perspective plan aligned with the vision and mission should spell out clearly, various aspects considered for students, faculty, courses, employers, infrastructure developments should be in the plan. Appropriate strategy development is required for planning and deployment of the various elements mentioned above.

Keywords : Vision 2025, Quality in higher education.

I. INTRODUCTION

Every organization should have a vision which spells out what it expects to realize in the long run, and continuously strive towards converting it into reality. Vision building is a challenging exercise because it links present with future. It is difficult to predict the future. In our everyday lives, we implicitly depend on a "future will be like the present" prediction. More sophisticated forecasters often predict that potential changes will occur quickly in the short term, ignoring the

institutional barriers to change. Similarly, they often are too limited in predicting long-term changes, since it is very difficult to think through the full range of unexpected side-effects that changes in one part of society cause in other parts. The exercise of vision building can neither be done by only restructuring the present realities nor by sheer dreaming. Visions can be realised and transformed into realities by understanding, initiative, commitment and hard work [1].

A true vision cannot be a static written statement. It must be born and emerge as a living and dynamic reality in the minds and hearts of the people and their leaders -- ever constant and persistent, yet ever adaptive and responsive to rapidly changing conditions. What will SIMS be like 12 years from now? In some areas we can estimate quantitatively with a fair degree of confidence. In some others we know the broad direction but are unable to reasonably put numbers to the institutes likely accomplishments. Here we can indicate what would be most desirable and point out the opportunities and obstacles that will arise along the way.

New ideas, creativity, innovations and technologies enable possibilities of improving the system through incremental or radical changes in Institutional profile, Pedagogy and teaching - learning processes, Research & collaborations, Consultancy & training, Industry exposure & placement, Social service & Civic Responsibility, Value addition, and Horizontal & Vertical Integration but they don't determine future development unless there is zeal of commitment and implementation. This paper will explore some possibilities of the systematic growth of an educational institution enabled by innovations and technologies that may have positive implications for education and society more generally.

II. SIMS : PAST & PRESENT

Srinivas Institute of Management Studies (SIMS) is established with the vision of imparting quality education and expanding opportunities to all the aspirants and across all realms of knowledge. It envisages to become a centre of excellence to serve as change agent in the society by generating a pool of human resources trained in science and technology, management and social service. The college offers bachelor and master degree programmes in Business Management and Computer Science and Bachelor degree in Commerce and Masters Degree in Social Work. The vision and mission of the institute are well publicized through its website, calendar, prospectus etc. The curriculum provided for these courses are effectively improved by resorting to action planning through developing academic calendar, teaching plan, teachers diary and study material. In addition to the specialization required to be taught, the institute offers dual specialization facility of its own, and equip students to wider opportunities for employment and research. A large number of certificate programmes of short duration, customized to suit the students of all courses, are offered to promote skill development to enhance employability. Entrepreneurial talents are cultivated among the students by EDP cell. The institute offers orientation programmes, guest lectures, study tours, video lectures, field practicums, NGO internship, industrial exposures, student exchange programmes and international educational visits also as supplements to the curriculum. It supports research based learning, exposure based learning, experiential learning, event management learning, field work based learning and laboratory based learning. Value addition is incorporated in teaching through adding extra sessions over and above the prescribed syllabus for insight development. Weak students and slow learners are supported through tutorials, counselling and mentoring.

In order to encourage research culture, a number of research centres have been constituted in the areas of expertise available with faculty in-charge of these centres. Opportunity is provided in the curriculum delivery to promote scientific thinking, spirit of questioning, expression of creative ideas, experimentation and learning by doing. Appraisal of faculty performance is done through comprehensive performance management systems and the feedback is communicated to all concerned. It is found that through this there is an increase of about 20 percent performance each year. Students appraise the faculty through a structured format on a variety of parameters. Transparency is maintained in internal assessment of students through taking into account internal examination, assignment presentations and attendance in awarding internal marks. Students with attendance shortage for genuine reasons are encouraged to attend additional classes through its innovative 'Save a year' programme. Absence from class is substantiated through declaration signed by parents. Both internal examination marks and attendance are communicated to the parents regularly by short message service (sms).

Faculty development programmes are periodically conducted. Consultancy and research are encouraged. Institution takes efforts in attracting eminent persons to visit the campus and interact with teachers and students. Most of the faculty have either secured Ph.D. or pursuing research leading to Ph.D. The institution strives to address cross cutting issues such as environment, gender etc. through conducting programmes related to the theme. Industry – institution – community interactions are maintained through village adoption, organizing job fairs, and short duration NGO internship which involve all students. Grievance committee, sexual harassment committees and anti-ragging committee have been constituted to ensure that students and staff have a hassle free life. A lot of welfare measures have been introduced for the staff of the institute. Alumni are invited as distinguished guests to chair programmes. An Alumni association has been constituted for networking, relating to placement assistance, admissions etc. Student council gives opportunity for students to elect their student representatives and participate in forum activities, annual seminars, conferences through fund raising, and sponsorship from public. College magazine, news letter and e-magazines bring out creative talent among students. The administration of the institute is decentralized.

The institute maintains high academic result at the level of 100% in P.G. Courses and more than 70% in U.G. courses. Placement cell provides career guidance to prepare the students for placements. All alumni are well settled in jobs or successful entrepreneurs managing their enterprise. Introduction of events of innovations and best practices have resulted in substantial increase in the standard of the institute to the merit requirement of an accreditation agency. During these 14 years of its efforts of preparing young men and women for challenges in life, Srinivas Institute of Management Studies sincerely tried to impart comprehensive knowledge or **Samagra Jnana** and actual experience of the perfection or **Vijnana** to its students.

III. ROLE OF PEDAGOGY IN QUALITY DEVELOPMENT

Pedagogy is the study of being a teacher or the process of education. Pedagogy as a science explores the processes by which society deliberately can transmit its accumulated knowledge, skills, and values from one generation to another, from one hand, and activate individual person's growth – from another. The major pedagogical question is how to educate a human being? How to enhance students learning and meet the needs of various types of learners? These tools may include educational goals set by the student and teacher, strategies or styles of

instruction, the educator's own philosophical beliefs, the student's background knowledge and experience, the curriculum, modern technological devices, monitoring and test system and others.

The term innovation derives from the Latin word *innovatus*, which is the noun form of *innovare* "to renew or change". Innovation generally refers to the creation of better or more effective products, processes, technologies, or ideas that are accepted by those in charge of education – teachers, administrators, parents, etc. Innovation differs from invention or renovation in that innovation generally signifies a substantial positive change compared to incremental changes. Not seldom innovations are not accepted by educators or policy makers. So some say true innovations are heretic and belong to future.

In this context Innovative Pedagogy is the study of being an innovative educator or the processes of innovative education/teaching. And the key question of Innovative Pedagogy is - What are the educational, psychological, organizational factors/conditions that have a formative utmost effect on the mind, character, or physical ability of an individual? Some of the main steps of thinking on innovative process construction – 1. What is desirable for users (both students and future employers)? 2. What is possible with curriculum and technology? 3. What is viable at educational market? 4. What is beneficial for the community? 5. What is sustainable for our environment?

Thus, Innovative Pedagogy as a science and practice has a responsibility to prepare citizens of the knowledge society who are able to be creative, face changes, manage and analyze information, and work with knowledge. Worldwide schools and teachers are in various states of reform to adapt their instructional practices and educational systems to be more effective. While preparing the vision 2025 document, we have considered the possible innovations in pedagogy using predicted changes in technology and aspiration of young students of coming generation.

IV. AREAS TO BE FOCUSED

1. Institutional Profile :

The institution itself is instrumental in determining its quality and furthering it strategically towards its future. The various aspects covered in the institutional profile are as follows :

(a) Admission - diversity & Inclusion : The strength of the institution is counted by the heterogeneity of its student population in terms of gender, regional, religious, cultural, and linguistic differences across courses and how well it incorporates this differences into one.

(b) Courses - Variety & Multifaceted : There is a need to cover all realms of human life in the range of courses offered such as from technology to business and social service. Technology is invention, management is generating wealth from the application of technology in business, and social service is to tap the benefits to the community.

(c) Faculty - Strength & Potential : The number and quality of the faculty reflects the strength of any educational institution. Each one with a functional area of specialization and bend of mind for research and continuous improvement is hallmark of faculty potential.

(d) Infrastructure - Facilities, Equipments & Support services : The physical facilities of an educational institution include classrooms with comfortable seating, sufficient light and ventilation, seminar hall, conference room, library, and computer lab and support services extended in day today administration.

2. Teaching - Learning Process :

This involves a wide variety of ways such as interactive learning, collaborative learning, and independent learning to make learning student centric.

(a) Teaching methods : A variety of teaching methods can be adopted to make learning effective such as project based teaching, lab based teaching, field work based learning, experiential learning, activity based learning, technology based learning, theatre based learning, learning from nature & environment, simulation games, video case studies, social service activity based learning, programme based learning etc.

(b) Teaching aides : A variety of aides in application are amplifiers, LCD, OHP, internet, application software, video clippings, case studies etc.

(c) Learning resources : Apart from books, journals, magazines, and research reports and online databases, a systematic teaching involves designing and use of teaching plan supported by simplified study materials. Plenty of best practices can be adopted to enhance the value of teaching.

3. Research & Collaboration :

Higher education institutions are vested with research component which is carried out in the following ways.

(a) Research Centres : In order to promote research, a number of research centres are established in the area of expertise of each faculty. The research centres serve as nerve centres in boosting research in the institution.

(b) Research Projects : Faculty take up funded research projects to extend their research capability to issues and areas of priority to the nation as well as to improve their research skills and contribute to the academic activity of the institution.

(c) Faculty Research leading to Ph.D. : One of the essential requirements in higher education is that all faculty are equipped with research degree so that they develop analytical ability to generate originality.

(d) Research Orientation in Curriculum : The curriculum reflects research orientation through offering research projects as electives and developing research culture among students.

(e) Research methodology courses : All courses have a research methodology paper. This apart workshops and specialized courses in research methodology are offered.

(f) Student Research projects : The curriculum offers students to opt research projects as electives and encourages students to undertake studies.

(g) Research & Publications : Constant encouragement is given for faculty research publications and through conducting conferences and seminars, faculty are encouraged to publish papers in proceedings with ISBN number.

(h) Enhancement of scientific temper among students : Students are encouraged to think beyond the narrow confines of the syllabus through activities such as collage and preparing models for exhibition and competition thereby enhancing scientific temper.

(i) Inter-institutional Collaborations : Collaborations with other universities, institute and libraries enhance the academic standards and open out more resource.

(j) Colloquium & Conferences : Through conducting seminars & conferences, faculty are encouraged to present research papers.

4. Consultancy & Training :

(a) Consultancy services : Institutions look for paid consultancy services from the expertise of faculty to improve their services or operational efficiency.

(b) Staff training & FDP : Faculty improvement is given importance through continuous upgradation of faculty skill. This involves workshops and invited lectures to share experience and gain new insights.

(c) Student Orientation : Students admitted to all courses are inducted into the institution and their course of study through a planned and prepared orientation programme.

(d) Counseling & mentoring : Weak students, slow learners, absentees and poor performers are provided counselling services by expert faculty to help them get out from problems.

5. Industry Exposure & Placement :

(a) Field visits : Students are exposed to real world life and work life through industry visits and social agency visits. The social agencies are old age home, orphanages, special schools, HIV centres, palliative care units etc.

(b) Research projects : Students are encouraged to undertake research projects based on industry requirement and the industry managers extend a guidance as external guide. The report of such studies are considered useful information in solving many problems in the industry.

(c) Guest lecturers : In order to supplement the curriculum guest lectures are frequently organized with experts from all fields as resource persons.

(d) Industry Interactions : This helps students to match curriculum learning, job potentials and industry requirements as well as understand personal and social skills needed in the competitive job market.

(e) Job fair & Placement Services : An exclusive placement cell is functioning in the institute which continuously feeds employment information, network with industrial employers and offers career guidance.

(f) Alumni & Networking : A strong relation is maintained with alumni which benefits the institution in admission, placement support and maintaining popularity.

6. Social service & Civic Responsibility :

(a) SIRRA : This is an NGO managed by the institute to foster its community outreach activities. A lot of charitable work of the institutes hospital is channeled through NGO.

(b) Forum Activities : Social service forums organize activities and visit to poor and under-privileged.

(c) Village Adoption : Backward communities in the neighbourhood are adopted for better focus and greater inputs.

(d) Rural camp & NSS : These intend to inculcate civic responsibilities in the students through living and working in the community and experience camp life.

(e) Srinivas Hospital & Charitable services : The hospital which is a part of the sister institution of SIMS is a source and support for charitable service.

(f) Observation of Days of Importance : Students and staff are kept reminded of social concern through observation of important days.

(g) Midday Meals Programme for Students: This is an ambitious programme to be launched with the curtesy of ISCON, a world foundation, to provide mid-day meal to the hungry.

(h) Computer literacy for school children : Govt. schools lack essential facilities for grooming its students for an increasingly technology driven world. Institute offers opportunity for such children from selected schools to experience computer familiarity and learn essentials.

7. Value addition :

- (a) Certificate courses, skill development and modular courses : A large number of certificate courses are offered to increase employability skills and reduce the gap between curriculum learning and practical requirements.
- (b) Value addition chapters in curriculum : This has been introduced as supplements to gain better insights into this subject on topics beyond the syllabus and value to their learning.
- (c) Soft skill Training : Most students from average background are poorly conversant and lacks skills which are essential to successful living. Specified hours of learning is meant for training in softskills.
- (d) Spiritual development Programmes : Life is not complete without satisfying the spiritual needs. Spiritual developments is essential for personality development. Through programmes in collaboration with Sri Ramakrishna Mutt, the institute caters to spiritual development of the students.
- (e) NPTEL Video Lectures : The has a best practice of identifying relevant NPTEL video lectures in Commerce & Management Area, Computer Science & IT area, and Social Science & Communication area and providing them in College library in the form DVD. These video lectures are mentioned in the session wise teaching plan at appropriate sessions so that students are encouraged to refer periodically.
- (f) eDX Global Courses Information : All eDX courses are updated in Library website for faculty & student reference. Some of the study materials & video lectures form eDX consortium site are downloaded and kept in Library site for free reference.

8. Horizontal & Vertical Integration :

- (a) Regional Satellite centres : The institute proposes to start Sub-urban satellite centres to spread out and reach students for and wide.
- (b) Independent University : The institute could function under an independent private university with its sister institutions so that there is greater freedom in administration, examination, and evaluation situated to emerging needs.
- (c) Course expansion - Innovation & Customization : Innovation and customization of courses will increase employer acceptance, student needs and social relevance.
- (d) Online Education : Technology finds application in education and today there is a lot of demand for online education through distance mode. This possibility could be exploited if the institute is in a capacity to deliver the requirement.
- (e) Expansion through allied activities (Production & Service based Ventures) : It is prudent that the institute enters into protection and service based allied activities so that its students can find lucrative avenues to earn while at the same time, the institution can counter balance any financial strain if occur.
- (f) Autonomy & Integration : Institute envisages to gain autonomy which enable design, develop and deploy new courses as well as modify existing courses and its curriculum to emerging needs.

Our Perspective Plan is aligned with our vision and mission statement. Srinivas Institute of Management Studies Strategic Plan presents a clear, compelling path to a future of greater

institutional distinction. The plan begins with statements of institutional mission, vision, and core values, followed by an articulation of key strategic issues.

(1) Perspective for Students :

The various aspects considered perspective for students in the plan are as follows:

- To develop an admission process which would attract the best students in large numbers with a variety of background such as gender, linguistic, religious, cultural, socio-economic and nationality.
- To impart quality education to the students enrolled through effective teaching/training methods suited to the needs of the students and maintain a team of highly motivated and competent teachers.
- To transform the students in to better performers so as to achieve the best out of each student, that will make them quality professionals to handle multi-faceted jobs.

(2) Perspective for Faculty :

The various aspects considered perspective for faculty in the plan are as follows:

- To identify and attract talented professionals who would take challenges and provide leadership to equip an emerging generation with clear sense of direction.
- To provide appropriate orientation to the existing and newly absorbed faculty, so as to enable them handle difficult situation in the easiest way and be devoted in the task of imparting education to the students.
- To transform the faculty in to highly productive, efficient and effective in executing the responsibilities of their job with fullest satisfaction to them as well as to the students, parents and stake holders.

(3) Perspective of Courses :

The various aspects considered perspective for courses in the plan are as follows:

- Vertical and horizontal expansion of courses in all realms of knowledge pertaining to the areas of interest of the institution, the students and the community at large.
- To maintain high standards in the subjects offered through various courses, which would be in the best interest of the institution, students and stake holders.
- By way of enriching the courses and adding new and relevant courses, it is expected that more students will be attracted, quality professionals will be created, greater recognition and reputation for the institution is obtained and the community will be satisfied.

(4) Perspective for Infrastructure Development :

The various aspects considered perspective for infrastructure development in the plan are as follows:

- To create better and appropriate infrastructure suited to the anticipated situation, emerging out of the increased intake and expansion of courses.
- To make the best use of the infrastructure created through optimum utilization, continuous maintenance, and sustainable efficiency.
- To accommodate the multiplying needs resulting from expansion, diversification, and anticipated improvements.

(5) Perspective for Employers :

The various aspects considered perspective for infrastructure development in the plan are as follows :

- Creating enhanced opportunity, improving employer interest, catering to the diverse needs of the industry so as to achieve harmony between institution and job market.
- Ensuring a regular supply of talented and trained professionals who would provide leadership and handle challenging assignments emerging out of developing needs and changing technology.
- Collect regular feedback from the employers and utilize to dovetail the curriculum, supplement knowledge gaps through skill building and valuation.

V. VISION 2025

The following tables depicts, the institutional present status, the proposed status of the institution by the year 2025, as per identified areas of higher education services discussed above.

Table 1 : Institutional Profile

S. No.	Sections under Institutional Profile	Present Status	Year 2025 Status
1	Admission	Admission restricted to campus limit.	Admission globally through online courses.
2	Courses	Courses limited to campus based education activity.	Unlimited opportunities through customized courses based on demand.
3	Faculty	Faculty constrained to campus based activities.	Faculty fit to global standards of service.
4	Infrastructure	Limited infrastructure to support limited courses & students.	Limited infrastructure for unlimited number of students
5	Energy	Green Campus through solar powered energy devices is proposed.	Green Campus through solar powered energy devices is implemented.

Table 2 : Teaching Learning Process

S. No.	Sections under Teaching Learning Process	Present Status	Year 2025 Status
1	Teaching methods	Variety of Teaching methods	Time tested method are adopted.
2	Teaching aides	Classroom teaching aides limited to traditional technology	State of the art technology and best practices for teaching.
3	Teaching resources	(i) Lecturers (ii) Library (iii) Printed study materials	Video lectures Online libraries Downloadable study materials
4	Evaluation	(i) Credit based promotion system	Competence based promotion system
5	Best Practices in	Individual and institutional best	Promotion of individual best

	Teaching	practices identified.	practices for sustainability.
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Table 3 : Research & Collaboration

S. No.	Sections under Research & Collaboration	Present Status	Year 2025 Status
1	Research Centres	(i) 28 subject based research centres. (iii) Junior faculties are less involved in research.	(i) Research integrated in all subjects. (ii) Equal importance to Teaching & Research.
2	Research Projects	(i) Reduced autonomy to research in existing University based syllabus.	(i) Changed strategy through enhanced autonomy.
3	Faculty Research leading to Ph.D.	20 % Have Ph.D. Degree 60 % have registered for Ph.D. 20 % are new faculty members	All faculty members will have Ph.D. degree.
4	Research Orientation in Curriculum	No research orientation except project in the final semester in some courses.	Built in research curriculum.
5	Research methodology courses	Research methodology subjects limited to PG courses.	All courses to have research methodology from under graduate level.
6	Student Research projects	One project in entire course	At least one project in each semester.
7	Research & Publications	(i) Publications not required for UG & PG students. (ii) Publications are not essential at entry level for lecturers	(i) Research publications are compulsory for U.G. & P.G. Courses. (ii) Weightage will be given research publications while recruiting the teachers.
8	Enhancement of scientific temper among students	Scientific temper among students and reaction to social issue passive.	Enhanced scientific temper and questioning ability on social issues.
9	Inter-institutional Collaborations	Based on opportunities and curriculum requirement.	Based on changes in mindset of institutions and curriculum requirement.
10	Colloquium & Conferences	Limited in number & reduced focus.	More Colloquium & conferences. All proceedings published with ISBN number.

Table 4 : Consultancy & Training

S. No.	Sections under Consultancy & Training	Present Status	Year 2025 Status
1	Consultancy	Less opportunity and less focus	More focus due to substantial

	services		earning opportunity
2	Staff training & FDP	Number of FDP are few in some areas.	Competency enhancement as FDP focus. (ii) FDP's compulsory for career mobility.
3	Student Orientation	Short induction programmes for new students.	Rigorous orientation to develop professional etiquette and ethos.
4	Counseling & mentoring	Faculty acts as counsellors.	Counselling services of experts based on requirements.

Table 5. Industry Exposure & Placement

S. No.	Sections under Industry Exposure & Placement	Present Status	Year 2025 Status
1	Field visits	Only in some courses.	Compulsory industry internship in all courses.
2	Research projects	Faculty research projects are few.	Increased involvement in funded projects.
3	Guest lectures	Depending on availability of guest faculty in campus based programmes.	Increased use of video lectures and online classes.
4	Industry Interactions	Depends on availability and accessibility.	Online classes will be conducted in working places / inside the industry depending upon the requirement in the topic.
5	Job fair & Placement Services	Depends on geographical location of the campus & convenience of industries.	Universal opportunity through online applications and online interviews.
6	Alumni & Networking	Opportunities not fully tapped.	Sustained and continuous networking opportunities.

Table 6. Social service & Civic Responsibility

S. No.	Sections under Social service & Civic Responsibility	Present Status	Year 2025 Status
1	Social work through SIRRA	Outreach activities confined to funding.	SIRRA obtains finances for more activities.
2	Forum Activities	Students development opportunity limited through forums.	Forums to extend unlimited opportunity for students growth.
3	Village Adoption	Locally one or two villages	Extended opportunity to serve

		adopted.	far and wide.
4	Rural camp & NSS	Exposure limited to annual camps.	More activities to benefit from limited exposure.
5	Srinivas Hospital & Charitable services	Offers additional opportunity but minimum recognition.	More recognition for services and expanded opportunity.
6	Observation of Days of Importance	Observed with institutional activity.	Observed with more social activity.
7	Midday Meal Programmes for Students	Proposal taken up.	Proposal implemented.

Table 7. Value addition

S. No.	Sections under Value addition	Present Status	Year 2025 Status
1	Certificate courses, skill development and modular courses	Choice based on fixed identified topics decided by the college during a given year.	Choice based on interest from unlimited options online.
2	Value addition chapters in curriculum	Sessions incorporated in teaching plan.	Adequate coverage for value added sessions.
3	Soft skill Training	Campus based system in practice.	Substantial focus and opportunity through online.
4	Spiritual development Programmes	Vivekananda study circle established.	Regular programmes under Vivekananda study circle.
5	NPTEL Video Lectures	Only on selected topics and speakers.	Unlimited opportunity.
6	eDX Global Course Information	Only on selected topics and speakers.	Unlimited opportunity.

Table 8. Horizontal & Vertical Integration

S. No.	Sections under Horizontal & Vertical Integration	Present Status	Year 2025 Status
1	Regional Satellite centres	Not present due to limited autonomy.	Will function region-wise due to enhanced autonomy.
2	Independent University	Not existing.	More freedom for innovative models, pedagogy, & course design and evaluation system.
3	Course expansion	Limited scope due to constraints in land, infrastructure and location.	Enhanced scope due to opportunity to start regional

			satellite centres and global online education.
4	Online Education	Not involved.	Global player in innovative online education & Training.
5	Expansion through allied activities	Not involved.	Expansion both horizontal & vertical integration through primary & secondary education to industrial activities.
6	Autonomy & Integration	Low.	High due to independent private university status.

VI. CONCLUSION

Strategic planning of SIMS in its vision 2025, is built on many of its present strengths. The focus of intended change are aimed at student self-reliance, faculty empowerment and institutional independence. The pedagogy incorporates field based learning, project based learning, lab based learning, technology based learning, activity based learning, experiential learning etc., combining aides such as teaching plan, teachers dairy, study materials, web based and online supplements. Promotion of individual best practices, introduction of state of the art technology and time tested methods in teaching and evaluation is intended to bring about a transformation in teaching process as articulated in its vision 2025.

The institute is promoting research culture through a variety of means such as establishment of research centers to promote research in priority areas of available expertise, encouraging projects and consultancy among its faculty, individual faculty pursuing doctoral research and encouraging spirit of critical thinking among the students. With increased emphasis in research through curriculum orientation and promotion of scientific temper, brings transformation in research culture as articulated in its vision 2025.

The institute maintain close links with industry in curriculum planning, design, execution, enrichment, feedback and improvement through orientation visits to industries, regular industry field practicum, business case studies, guest lectures from industry experts, industry projects, summer placement, block placement, mentorship by industry managers, experience sharing of successful entrepreneurs, free lance business consultancy services through student developed micro projects, job fair and placement assistance. With increased industry involvement, through internship programmes, funded projects, video lectures, online interactions is intended to bring transformation in industry exposure as articulated in its vision 2025.

The institute recognizes skill development as pre-requisite to employability and imparts a variety of soft skills like communication, interview performance, problem solving skills, business correspondence, work ethics etc. Increased emphasis on student placement through universal opportunity provided by online services is intended to bring about transformation in student self reliance.

The important component of the institute's activities promoting neighbourhood – community network contributing to good citizenship and service orientation achieved through working

closely with NGOs in service sector and outreach activities through student forums is further enhanced through increased opportunity to serve far and wide, funds and activities.

Teachers are busy with improving pedagogy, devising new teaching techniques, creating new models in teaching, guiding research, examination and evaluation while students are busy learning, performing, correcting, improving, and excelling all together to transform the institute into a learning organization in future. As laid down in the vision, the institution endeavours to make available world class education, creating centre of excellence, ready for academically empowered and ready for job professionals, disseminate research findings for all round development and contributing to nation building by generating a pool of trained and talented human resources globally.

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