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Every Good Work

# SACRED HEART COLLEGE (AUTONOMOUS)

Tirupattur – 635 601, Tamil Nadu, S.India

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A Don Bosco Institution of Higher Education, Founded in 1951 \* Affiliated to Thiruvalluvar University, Vellore \* Autonomous since 1987

Accredited by NAAC (4<sup>th</sup> Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

## 6.1.1 Sacred Heart Perspective Plan 2023

# PERSPECTIVE PLAN 2030



## Sacred Heart College (Autonomous), Tirupathur District – 635 601. Tamil Nadu

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## **About Sacred Heart College (Autonomous)**

Sacred Heart College (Autonomous), located in Tirupathur District, Tamil Nadu, India, is an Autonomous institution affiliated with Thiruvalluvar University. Established in 1951, the college operates under the UGC recognition of Sections 2(f) and 12B, solidifying its academic standing. Situated in a semi-rural setting across an expansive 25.10-acre campus, Sacred Heart College functions as both a Grant-in-Aid and Self Financing, Co-educational institution with 17 departments offering 60 diverse undergraduate and postgraduate programs. Beyond its rich history dating back to its founding, the institution epitomizes a commitment to academic autonomy and excellence in higher education. With a robust student strength of 4734, Sacred Heart College stands as a dynamic and thriving educational hub, attracting a diverse community of students pursuing various academic endeavours. This substantial student population underscores the college's pivotal role in shaping the academic and personal journeys of a large and vibrant community, emphasizing its commitment to excellence and holistic education within its semi-rural set up. Notably, in the 4th cycle of NAAC, the college earned an "A+" Grade (CGPA of 3.31/4), and the NIRF ranked it 42<sup>nd</sup> among Arts and Science Colleges in India for the year 2023 from 82<sup>nd</sup> rank in 2022 and awarded as best college among the colleges of Thiruvalluvar University in 2023.

## **Sacred Heart College Perspective Plan 2030 – A Glance**

Embarking on the Perspective Plan 2030, Sacred Heart College builds upon the transformative outcomes achieved through its Perspective Plan 2017. The institution's commitment to higher education is evident in the diversification of program offerings, restructuring curricula for UG/PG levels, and integrating Outcome Based Education and Blooms Taxonomy. Noteworthy additions, such as Ph.D. programs and enhanced Communicative Skill programs, underscore the college's dedication to holistic education. The emphasis on faculty competency and quality teaching-learning experiences is reflected in comprehensive policies for recruitment, appraisal, and professional development. The promotion of a vibrant academic culture, academic audit, and transparent examination systems ensures continuous improvement in educational standards. Strengthening research infrastructure, community engagement, and fostering a conducive learning environment through academic and physical infrastructure enhancements further exemplify the institution's commitment to excellence. Initiatives like the Students Exit Survey, innovative examination practices, and collaborations with industries and organizations underline Sacred Heart College's forward-looking approach. As the college pursues its Perspective Plan 2030, it builds upon a foundation of achievements, aiming to propel the institution to new heights of academic brilliance, innovation, and quality sustenance.

This document takes us to the Sacred Heart College's Perspective Plan 2030, a visionary roadmap that intricately weaves together the institution's profound Vision and Mission, underpinned by a strong rationale guiding its strategic thinking. Grounded in a deep commitment towards higher education, Sacred Heart College's Salesian Mission for Higher Education is unveiled, reflecting a dedication to holistic learning rooted in character formation and social responsibility. Emphasizing the holistic wellbeing and development of youth and society in general, the document underscores the college's role in nurturing not only academic excellence but also the overall personal growth, values, and skills essential for active participation in a rapidly changing world. The commitment to align with national frameworks extends beyond academic standards to encompass the broader development of individuals who will contribute meaningfully to their communities. A thorough analysis of Sacred Heart College's Strengths, Weaknesses, Opportunities, and Challenges (SWOC) provides insights for strategic planning, ensuring a comprehensive approach that addresses the multifaceted needs of students and society. Culminating in the Sacred Heart's Strategic Perspective Plan 2030, this document encapsulates a forward-looking approach that integrates the college's heritage, commitments, and analyses, illustrating its dedication to the holistic wellbeing, development, and sustained excellence in both individuals and society through higher education.

## **Vision and Mission of Sacred Heart College**

Sacred Heart College envisions the establishment of an educated, ethical, and prosperous society inspired by the love of the Heart of Jesus and fundamental human values, adhering to the educative principles of Don Bosco. This vision is characterized by a commitment to imparting higher education to impoverished and rural youth, facilitating their integral human development and fostering values of equality, freedom, and fraternity. Aligned with this vision, the mission of Sacred Heart College is dedicated to achieving excellence in higher education through a focus on academic achievement, robust standards in extracurricular activities, socially relevant research, and the provision of courses fostering employment and entrepreneurship. The institution is unwaveringly dedicated to its ongoing progress, actively engaging in social initiatives directed towards the underprivileged and rural youth, cultivating a sense of social responsibility and consciousness of rights. The mission extends to combating social injustices, fostering community development, and advancing total literacy, education, and overall neighbourhood development. Spiritually, the college aims to integrate ethical, cultural, and political values, nurturing a deep understanding of the Divine within nature and the human person through group activities and personalized guidance, fostering a family atmosphere. In consonance with its motto, "READY FOR EVERY GOOD WORK (ad omne opus bonum instructi)," Sacred Heart College collaborates with governmental and goodwill entities to contribute towards the realization of a society that is truly worthy of human beings.

## **Commitment of Sacred Heart College towards Higher Education**

Don Bosco's pedagogy, aptly termed as the 'Pedagogy of Expression' for contemporary relevance, is a holistic educational system aimed at facilitating the unfettered growth of students into their true selves. Initially labelled as the 'Preventive System' by St. Don Bosco, it starkly contrasted the repressive methods prevalent in his era, which relied on fear for control. In a positive light, the preventive method seeks to eliminate the need for punishment by cultivating an environment where students are motivated to choose the 'good' over the 'bad'. Anchored in the invisible principles of 'Religion', 'Reason', and 'Loving Kindness' with 'Presence' as the visible trunk, this system encourages a healthy and congenial atmosphere to evoke a student's complete self-expression. Don Bosco's educational philosophy emphasizes the teacher's qualitative presence, encompassing motivation, personal connection, incarnational understanding, creativity, and a preventive and corrective approach. This nuanced presence, as elucidated by Don Bosco, involves infusing enthusiasm, fostering personal connections, understanding students' perspectives, encouraging creativity, and providing guidance with patience and gentleness. It is a dynamic and empathetic engagement that resonates with the essence of Don Bosco's transformative educational approach.

## **Salesian Mission for Higher Education**

The Salesian Mission in Higher Education is fundamentally oriented towards fostering the integral development of young individuals through the assimilation and critical elaboration of culture, coupled with education in the faith. This mission is realized through the establishment and support of academic centres wherein the Salesian responsibilities encompass administrative management, teaching-learning-evaluation research, campus ministry and extension activities. The commitment to academic quality is underscored by maintaining a distinct Salesian identity and ensuring economic sustainability. The Salesian presence is a cornerstone, exemplified by a strong dedication to poor youth and the popular classes, reflecting a profound commitment to inclusivity and social justice. The pedagogical model is inspired by the Preventive System responding dynamically to the specific context in which it operates. This model serves as a powerful instrument to achieve the overarching educational-pastoral purpose of the entire academic community emphasizing a holistic approach that combines academic excellence with the formation of character and faith.

## **Outcome of the Sacred Heart College Perspective Plan 2017**

The outcome of Sacred Heart College's Perspective Plan 2017 reflects a transformative journey in higher education. The institution has successfully expanded its programme options, restructuring curricula at the UG and PG levels. This involved the adoption of Outcome-Based Education (OBE) and Blooms Taxonomy introducing two Ph.D. programs, enhancing the Communicative Skill program, and incorporating Personal Social, and Employability Skills. The college strategically promoted its programs through various channels including IGNOU promotions, leading to increased admissions and successful completions. Stakeholder engagement through feedback from teachers, students, alumni and industry played a pivotal role in the continuous development of curriculum, aligning it with global standards. Every program now places a strong emphasis on employability, entrepreneurship, and skill development, exemplified by the establishment of the Don Bosco Skill Development Centre, field projects, and internship programs across departments.

The commitment to improving the quality of the teaching-learning-evaluation process is evident in Sacred Heart College's initiatives. A comprehensive policy for faculty recruitment, performance appraisal, and grievance redressal was implemented, emphasizing qualifications, teaching competencies, and notable credentials. The institution ensures recruitment is completed in a timely manner and offers an attractive pay package to incentivize high-caliber faculty. Faculty development programs, awards, and incentives contribute to continued academic progress. The encouragement of faculty involvement in publication and recognition for significant contributions to research and teaching fosters a vibrant academic culture. The establishment of a robust structure for academic audit has played a crucial role for quality enhancement in the college.

To facilitate academic improvements, faculty members are motivated to contribute to the enhancement of educational standards. The college emphasizes the preparation of annual academic plans, fostering a culture of continuous improvement. Recognizing faculty achievements through awards, publicizing excellence in college magazines, and active involvement in academic committees contribute to the institution's academic culture.

Sacred Heart College has implemented a 360 Degree Faculty Performance Appraisal, including self-appraisal, peer group appraisal, HoD's appraisal, and student appraisal. Students' performance is thoroughly evaluated, and a multidimensional feedback mechanism involving stakeholders ensures continuous improvement. Frequent parent meetings, alumni feedback, and industry collaboration contribute to a comprehensive academic audit process. Evaluation of Audit System, online evaluation of examinations through inhouse software, question paper scrutiny, policy document for examination procedures enabled effective and systematic conduct of the examinations.

Strengthening research infrastructure and promoting a research culture are pivotal aspects of Sacred Heart College's academic vision. The Research Forum and the Centre for Research actively engage faculty and students in research activities, supported by collaborations with prestigious agencies. The institution recognizes and incentivizes academic excellence, directing substantial awards to faculty members for their outstanding contributions. Research day and fellowship by the institution, incentives for publications encourages the budding researchers to contribute more to the world of knowledge. The commitment to consultancy works and community engagement is evident through significant projects undertaken by faculty members, annual mega events, and the establishment of the Department of Extension Education and Services (DEEDS) with a "Lab-to-Land" motto.

The optimization of academic and physical infrastructure is a testament to Sacred Heart College's commitment to providing a conducive learning environment. The institution's dedication to efficiency and seamless data management is exemplified through the establishment of a Data Centre, the integration of sophisticated software, and the upgradation of a well-equipped library. Additionally, the college promotes optimal utilization of its facilities, with initiatives such as the integration of sports through the provision of ample playground space, including the Don Bosco indoor stadium. Moreover, faculty development programs are implemented to ensure a high standard of education. The renovation of a separate building, known as the Bosco Institute of Social Sciences (BISS), for the Social Science Departments, further underscores the college's commitment to specialized academic spaces. Noteworthy expansions include the extension of the research block and canteen services, demonstrating a holistic approach to campus development. Furthermore, the collaboration with the Alumni Café reflects the college's efforts to create a vibrant and interconnected with alumni and neighbouring communities, enriching the overall quality of campus life.

Supporting student progression involves holistic initiatives at Sacred Heart College, ranging from healthcare services, psychological and career counselling and guidance, industrial visits, institutional visits, sports recognition, and alumni support. The institution's emphasis on health, employability skills, and overall student well-being, which contributes to an environment where students can thrive.

The improvement of organization and management practices for successful resource mobilization is evident in Sacred Heart College's comprehensive approach. Training programs, a resource mobilization policy, and effective communication mechanisms highlight the commitment to strategic planning. The establishment of a Dean for Women Welfare, psychological support through staff welfare associations, and administrative support for various aspects contribute to a holistic approach. The institution's dedication to unique and innovative practices and quality sustenance is exemplified by its extensive network of collaborations. With significant MoUs and linkages with diverse entities, Sacred Heart College actively fosters knowledge exchange, research partnerships, and experiential learning opportunities. These collaborative efforts underscore the institution's commitment to remaining at the forefront of quality education and continuous improvement.

### **Expectation of National Higher Educational Frameworks**

Higher educational institutions in India are evaluated across a spectrum of parameters set by accrediting bodies that includes NAAC, UGC, NIRF and policies that has emerged like National Education Policy (NEP) 2020. These parameters encompass Curriculum Design and Development, which involves the localization of global standards, value addition, employability courses, curriculum flexibility, credit transfer mechanisms, and the inclusion of Massive Open Online Courses (MOOCs). Teaching – Learning aspects are scrutinized based on institutional capacity, methodologies, the utilization of information and communication technology (ICT), and faculty competence. Research, Publication, and Innovation are evaluated through collaborations, grants received, citations and indices, copyrights and patents, etc. Infrastructure, campus climate and learning resources are assessed through the physical facilities such as class rooms, halls playground, restrooms, hostel and ICT resources such as servers, software, etc. Students' Admission support, and progression parameters include scholarship programs, grievance redressal systems, pass percentages, remedial support, and alumni involvement. Governance, Leadership, and Management aspects examine structural elements, decentralization of power, and leadership effectiveness. Institutional Values and Best Practices are assessed for the promotion of policies ensuring gender equality, inclusivity, welfare safety, and ethical considerations. The Perception on the institution is gauged through feedback mechanisms digital footprint, and grading systems. Financial Stability parameters assess fund allocation, promotional grants, incentives, awards, loans, while Extension and Outreach includes the opportunities created for the students to become sensible towards the problems and needs of the neighbourhood community. Furthermore

the National Education Policy emphasizes a multiple entry and exit system, curriculum flexibility including liberal arts, credit transfer, academic bank of credits, internationalization of the curriculum, and the promotion of a multidisciplinary learning environment. Collectively, these parameters and policy directives guide the comprehensive evaluation and continual enhancement of higher education institutions in India.

### **Perspective Plan Development Methodology**

1. Formation of think-tank committee
  - Dr. L. Ravi
  - Dr. K. Arockiaraj
  - Dr. Clayton Michael Fonceca
  - Dr. Jude Vimal Michael
  - Dr. Hariharan
  - Dr. E. Lisa
2. Discussion with NAAC Criterion Secretaries
3. Discussion with IQAC members
4. Discussion with Faculty and Staff
5. Discussion with student representatives

## SWOC OF SACRED HEART COLLEGE (Autonomous)

### 1. Curriculum Design and Development

|   |   |
|---|---|
| <p><b>Strengths:</b></p> <ul style="list-style-type: none"><li>• Experienced and qualified Faculty</li><li>• Blooms Taxonomy incorporated OBE</li><li>• CBCS Structure curriculum</li><li>• Industry Connections</li><li>• Infrastructure (classroom, lab, library, technical support)</li><li>• Inputs from students, faculty, field experts through feedback</li><li>• More domain specific Skill Courses</li><li>• Encouraging more practical exposure</li><li>• Good learning ambiance in the class rooms</li><li>• Good reputation for the curriculum design</li><li>• Systems available for continuous reformation in the curriculum, CDC, BoS, Academic Council</li><li>• Summer Internship Programme</li><li>• Don Bosco Centre for skill development</li><li>• Industry-Institute Collaborations</li></ul> | <p><b>Weakness:</b></p> <ul style="list-style-type: none"><li>• Lack of Vocational Skill Training Lab</li><li>• Lesser interest shown by students in choosing in skill courses</li></ul>  |
| <p><b>Opportunities:</b></p> <ul style="list-style-type: none"><li>• Increase Field/ Industry Collaborations linkages</li><li>• Online classes/ Online learning</li><li>• Collaboration with government &amp; Industry</li><li>• To meet the National &amp; International standards</li><li>• Courses based on industry/field demands</li><li>• Credit transfer/ twinning programme</li><li>• Academic Bank of Credits – Credit Transfer</li><li>• Scope for introducing new programmes and courses</li></ul>   | <p><b>Challenges:</b></p> <ul style="list-style-type: none"><li>• Change in technology</li><li>• Job hopping by faculty/attrition</li><li>• Curriculum standard does not match with the Learning ability of the students</li><li>• Students' agility does not meet the standards of the job markets</li><li>• Rural geographical location of the college</li><li>• Market demands for each course keep changing</li><li>• Mushrooming higher educational institutions in the neighbourhood</li><li>• Delema in following NEP since state has education policy</li></ul> |



## 2. Teaching, Learning and Evaluation

### Strengths:

- Qualified & Experienced faculty
- Teaching Aids- LCD Projector in all class rooms,
- LMS (MOODLE, Google class room, etc.
- Project based learning, case studies, interactive classes, participatory classes, field exposure
- Student centric approach
- ICT enabled Examination system
- Smart boards
- Frequent Faculty Development Programmes
- Academic freedom to collaborate and take consultancy work
- Award and recognition for best teachers and researchers
- Internships opportunities for students
- Instrumentation facility
- Automation of Controllers Office Processes - Computer Random selection of question papers, hall ticket, fees payment, etc.

### Weakness:

- Less interest shown by the self-financed staff for refresher courses.
- Lot of administrative work to teaching faculty due to government pressure
- Inadequate domain specific FDPs for the faculty

### Opportunities:

- Training, Orientation, Refresher, Workshops
- Online learning platforms
- Collaborative learning with the experts
- AI Tools to facilitate better teaching and learning
- Faculty and student exchange programmes at national and international level.
- CAS for the management faculty

### Challenges:

- Engaging students in different learning styles
- Lack of interest from students in learning in freedom
- Students not ready for any extra learning
- Students from Regional Languages – not able to cope with English

### 3. Research, Publication, Innovation

#### Strengths:

- Publications in reputed, recognized journals (faculty and students)
- Increased Publication of Books by faculty and students
- MoUs with different colleges, industries & organisations
- Grants Received from Govt. and Non-Government organizations
- Research Awards and Publication incentives
- Increased number of Ph.D scholars
- Faculty with Ph.D qualification and Ph.D guideship
- No. of Ph.Ds produced
- Dedicated Research Centre
- Five Online Journals
- More research projects – funded
- Increased publications from faculty and students
- More research departments (12)
- Plagiarism software – Turnitin
- More conferences organized – received funds
- Effective Students’ Research Forum
- Don Bosco Research Grants, Sacred Heart Fellowship and Fr. Carreno Research Grant
- Incubation and innovation centers
- Sacred Heart Young Innovators Award
- Sacred Heart Budding Innovators Award
- IPR Cell

#### Weakness:

- Inadequate Grants received for research and consultancy
- Disproportionate faculty publication ratio
- More administrative work for the faculty that curtails their involvement in research and publication
- Very few Joint researches – national and international
- Motivation of students for research
- Inadequate patents and copyrights received
- Inadequate international national fellowships received by faculty

#### Opportunities:

- Interdisciplinary research & projects
- International Research Collaborations

#### Challenges:

- Frequent change of UGC Care lists
- Demands of patent giving agencies geographical coverage for CSR grants

#### 4. Infrastructure, Campus Climate, Learning Resources

##### Strengths:

- Well maintained infrastructure for administration, class rooms, halls and play grounds, restrooms, good drinking water facilities
- Effective Library Services - ICT enabled Library Facilities
- Studio to create teaching learning e-contents
- Eco friendly campus (more green coverage, water management, water bunds, herbal garden)
- Adequate halls for programmes and exams
- IT enabled teaching – online courses, Virtual Class rooms, Wi-Fi enabled campus
- Availability of 9 Servers and 355 Mbps speed
- Indoor stadium
- Skill Development Centre, First Aid boxes at all blocks
- Effective Psychological Counselling Centre
- Displays of institutional values and mission in the campus
- Good morning/afternoon/night talk
- Safe and clean learning environment
- Fitness Gym for male and female students
- Medical Health Centre in the campus
- Effective security personnel
- Institution-Industry Cell
- Fire and Safety Certificate

##### Weakness:

- Space constraints for new programmes
- Upgrading all the buildings to accommodate students with disabilities
- Dining facilities for day scholar students
- Increasing relationship issues among students
- Exclusive copyrighted software for differently abled persons

##### Opportunities:

- Collaboration with alumni and interest groups to raise funds for creating infrastructure
- Projects & Grants for new building

##### Challenges:

- Inadequate space for the expansion of new programmes

## 5. Students' Admission, support and progression

### Strengths:

- Well established admission procedures, online admissions
- Courses introduced based on current demand and job opportunities
- Regular services- career guidance, counselling
- SHAPE
- Class Quality Circle
- Scholarship links to Govt. and private organizations along with the management sponsored scholarships
- Committees to ensure quality and disciplines
- Remedial Programs and research forums
- English Language classes
- Open door admission policy
- Feedback, suggestion & Grievance system
- Alumni Support in placements, developing course contents, organizing seminars,
- Students' admission help desk
- Separate policy for admitting transgender
- Student Induction Programme
- Internship Policy for the Students
- Registered Alumni Association o

### Weakness:

- Most of the students from Tamil medium background so writing exams in English and understanding topics in English is a challenge.
- Students not being regular for remedial classes
- Poor decision-making skills for choosing skill and elective courses
- Lack of job readiness among students
- Academic motivation is less among the students
- Poor learning styles among students
- Poor career aspirations among rural students
- Addiction to social networking sites
- Inadequate self-learning agility among students
- Boy girl relationship issues
- Increased family conflicts affecting students
- Reduced applications for few programmes

### Opportunities:

- Increase placement collaborations with institutions
- Increase alumni support for scholarship and mentorship
- International alumni chapters
- Students' participation at international programmes
- Discipline Specific Annual Alumni Day

### Challenges:

- Students from lower socio-economic situations
- Poor parent cooperation in students' academics
- Increased Digital Distractions
- Inadequate transport facility to villages

## 6. Governance, Leadership and Management

### Strengths:

- Visionary leaders
- Gender equality in administrative leadership positions
- Transparent communication system
- Scope for decentralized decisions
- Open Door Policy
- Effective Grievance redressal mechanism
- Students' participation in decision making

### Weakness:

- Faculty not keeping them updated with advanced technology
- Lack of domain specific faculty development programmes.
- On-the-job training for the administrative staff

### Opportunities:

- Professional development programs
- Capacity building programmes for leaders at all levels
- More lay participation in administration
- Appointment of a separate centre to document and enable the college for participation in ranking and assessment.
- Becoming a Degree Awarding College

### Challenges:

- Regular changes in government rules or accreditation standards

## 7. Institutional Values and Best Practices

### Strengths:

- Strong Institutional Values
- System to support the poor and disadvantaged youth
- Number of policies to enhance inclusive development
- Best teaching and learning ambience for students
- Gender equality at all level
- Scope for extension and outreach programmes
- Scope for holistic learning
- Women Students Welfare Cell
- Effective grievance mechanism
- 24/7 security personnel and CCTV enabled campus
- Psycho-social-economical support to students
- Celebration of International days

### Weakness:

- Implementing values and best practices along with the students from poor socio-economic background.
- Fulltime dedicated male counsellor

### Opportunities:

- Periodic assessment & revision of policy
- A Separate Centre for the students with special needs
- Amalgamation of best values and practices from other institutions

### Challenges:

- Rapid technological changes
- Higher financial constraints to the students

## 8. Perception on the Institution

|   |  |
|---|--|
| <p><b>Strengths:</b></p> <ul style="list-style-type: none"><li>• NAAC (A+) in the 4<sup>th</sup> Cycle</li><li>• NIRF – 42<sup>nd</sup> Place</li><li>• Best College in Thirvalluvar university</li><li>• Green champion award</li><li>• College Website,</li><li>• Facebook (8500 followers)</li><li>• YouTube (5000 followers)</li><li>• Instagram</li><li>• Department Websites, Facebook, course catalog,</li><li>• MoUs and Linkages with national and international organizations</li></ul> | <p><b>Weakness:</b></p> <ul style="list-style-type: none"><li>• Geographical location of the college</li><li>• Poor socio-economic situations of the students</li></ul>                                  |
| <p><b>Opportunities:</b></p> <ul style="list-style-type: none"><li>• Participation in Discipline Specific Rankings.</li><li>• Special privileges for faculty and students appearing at national and international levels.</li><li>• Increase citations for the publications</li><li>• MoUs and linkages with international organizations and laboratories.</li></ul>  | <p><b>Challenges:</b></p> <ul style="list-style-type: none"><li>• National ranking frameworks do not attempt to give preferences to the rural location of the higher educational institutions.</li></ul> |

## 9. Extension and Outreach

### Strengths:

- Department of Extension Services and Education
- SHELTERS – more number of clubs and associations
- Adoption of Villages through Institutional Social Responsibility
- Extension projects linked to govt. schemes (i.e., Unnat Bharat Abhiyan (UBA, Magalir Thittam)
- Electoral Literacy Committee
- Systematic outreach programmes sensitizing students on local issues
- Celebration of sharing day
- Disaster Relief and support
- Work scholarship opportunities
- IGNOU center promoting dual degrees
- Neighborhood support through Extension Services department and Department of Social work and Psychology

### Weakness:

- Inadequate funding support for outreach activities

### Opportunities:

- Grants from CSR, Govt, and private organizations
- Increase stakeholder collaborations (Communities, CBOs, Industries and Govt. Departments)

### Challenges:

- Poor cooperation of people in the community
- People in the community are interested in material benefits
- Difficult to get the approval of government to conduct programs



## **SACRED HEART'S STRATEGIC PERSPECTIVE PLAN 2030**

The vision of the Perspective Plan for Sacred Heart College in 2030 is to chart a transformative course that aligns with the dynamic landscape of education and prepares our students for the challenges and opportunities of the future. Underpinned by a commitment to excellence, the plan unfolds across seven key pillars, each integral to our holistic educational mission. We start with Curriculum Design and Development striving to create a robust and forward-looking academic framework that fosters critical thinking, creativity and adaptability. Teaching, Learning, and Evaluation follow closely, emphasizing innovative pedagogies and continuous assessment strategies to enhance the educational experience. The plan places a strong emphasis on Research, Innovation, and Extension, envisioning Sacred Heart College as a hub of intellectual curiosity and societal impact. Infrastructure and Learning Resources are pivotal, ensuring advance infrastructural facilities that facilitate immersive learning environments. Student Support and Progression take center stage focusing on holistic development and personalized guidance. Governance, Leadership, and Management are crucial for effective implementation, with transparent and visionary leadership driving our journey. Finally the Perspective Plan is deeply rooted in our Institutional Values and Practices, shaping a community that cherishes integrity, inclusivity, and a passion for lifelong learning. Together, these pillars form the bedrock of our commitment to nurturing future leaders and fostering a transformative educational experience at Sacred Heart College in the year 2030.

| Criterion                                   | Strategic Plan  | Short Term | Long Term |
|---|---|------------|-----------|
| <b>1. Curriculum Design and Development</b> | 1. Curricula development matching with the globalized world including international perspectives, cross-cultural communication skills, and opportunities for study abroad or virtual global collaborations.   | ✓          |           |
|   | 2. Increased focus on creating inclusive curricula that reflect diverse perspectives and experiences to address gaps in representation and ensure that the curriculum is accessible to all students.  | ✓          |           |
|   | 3. Introduction of needs based new academic UG/PG programmes (i.e., Department of Environmental Studies, Women Study)   |            | ✓         |
|   | 4. Introducing Women's Study and Development Centre   |            | ✓         |
|   | 5. Inter-University MoUs for the purpose of Credit Transfer and Multidisciplinary programmes  |            | ✓         |
|   | 6. Establishing Sacred Heart Centre for Progressive Learning to offer short-term, certificate and diploma courses, and vocational training courses for on campus and off campus students based on scientific needs assessment involving stakeholders. Align Vocational and Soft Skills courses with National Skills Qualifications Framework. |            | ✓         |
|   | 7. Developing a proposal for creating Sangam Tamil Chair in the department of Tamil to promote traditional knowledge in Tamil literature. Promote indigenous knowledge generation and dissemination workshops, campaigns and journals. Provide provision for needy students to use of indigenous language in examinations.                    |            | ✓         |
|   | 8. Establishment of Centre for Christian Religion Studies   | ✓          |           |
|   | 9. Centre for Music and Performing Arts – College Band, Dance Club, Literacy Club, etc.   | ✓          |           |
|   | 10. Integration of natural and organic farming into curriculum  | ✓          |           |
|   | 11. Introduction of Competency-Based Education (CBE) to enable students mastering specific skills and knowledge, allowing them to progress at their own pace.   | ✓          |           |
|   | 12. Increasing Interdisciplinary and Experiential Learning components in the curriculum   | ✓          |           |

| 2. Teaching, Learning and Evaluation | Strategic Plan  | Short Term | Long Term |
|--------------------------------------|---|------------|-----------|
|                                      | 1. Technology Integration including online learning platforms, virtual reality, and artificial intelligence.  | ✓          |           |
|                                      | 2. Contribution to National and International repositories through the development of MOOCs by the faculty members based on four quadrants of learning                                |            | ✓         |
|                                      | 3. SOP for online evaluations of semester examinations.   | ✓          |           |
|                                      | 4. Increasing pass percentage and introducing innovative remedial programmes to support the low performing students   | ✓          |           |
|                                      | 5. Development of OBE Assessment and Feedback Processing Software   |            | ✓         |
|                                      | 6. Increasing transparency in addressing grievance related to examination evaluation system   | ✓          |           |
|                                      | 7. Developing discipline specific question banks and related software for handling the question bank and generating examination questions.  |            | ✓         |
|                                      | 8. Introducing and updating of ICT innovations in teaching -upgrading multi-media facilities for Online, Blended, ODL learning  | ✓          |           |
|                                      | 9. Automation all the processes involved in conduction of the semester examinations such as; 1. Seating arrangements during exams 2. Exam invigilation 3. Reporting malpractice cases | ✓          |           |
|                                      | 10. Software to test the difficulty level and the similarities of the previous question papers  | ✓          |           |

**3. Research, Innovation and Extension**

| <b>Strategic Plan</b>   | <b>Short Term</b> | <b>Long Term</b> |
|---|-------------------|------------------|
| 1. Increased Publications in reputed journals (Scopus, Web of Science, UGC Care List), copyrights and patents.  | ✓                 |                  |
| 2. Faculty-Students Exchange Programs at national and international level   | ✓                 |                  |
| 3. Centre for Traditional Knowledge Development - Indigenous materials in Arts and Science  |                   | ✓                |
| 4. Discipline specific incubation and innovation centres  |                   | ✓                |
| 5. Extension services: Rural market inside the campus, Adoption of forests, Adoption of Water Bodies in the neighbourhood.                              |                   | ✓                |
| 6. Increased collaboration with local governments, government departments   | ✓                 |                  |
| 7. 'Fund for Best Department' for the development of Research, Consultancy, Publication, etc.   |                   | ✓                |
| 8. Sacred Heart Brand Ambassador Award – Young Volunteers, Activists, Achievers, Eminent Persons, eminent alumni.                                       | ✓                 |                  |
| 9. Research Ethics Committee in each Discipline   | ✓                 |                  |
| 10. Granting research supervisors fee as paid by the research ward as a token of research encouragement and to promote research culture.                | ✓                 |                  |
| 11. Promoting Post-Doctoral Researches, Research Chair Professor for each discipline.   | ✓                 |                  |
| 12. Promoting collaborative, multidisciplinary, cross-disciplinary, trans-disciplinary researches with premier organizations and research institutions. | ✓                 |                  |
| 13. Increase the consultancy projects with national and international organizations   | ✓                 |                  |
| 14. Promoting national and international fellowships  | ✓                 |                  |
| 15. Discipline Specific Faculty Development Programme Increase Citation, H-Index and other indexes for the publication                                  | ✓                 |                  |
| 16. Environment Development: Species Digital Album, Study on Flora and Fauna  | ✓                 |                  |
| 17. Creating a seedbank, Establishing Garden models, Plantation and Preservation of rare native species in the campus                                   |                   | ✓                |
| 18. Sustainability Consciousness in all outreach and extension projects   |                   | ✓                |

**4. Infrastructure and Learning Resources**

| <b>Strategic Plan</b>   | <b>Short Term</b> | <b>Long Term</b> |
|---|-------------------|------------------|
| 1. Extension of campus for accommodating new academic programmes – Class rooms and labs                                   |                   | ✓                |
| 2. A separate administrative block attached with lift   |                   | ✓                |
| 3. International Hostel and Cuisine   |                   | ✓                |
| 4. In-house ATM facility for the students   | ✓                 |                  |
| 5. Zero Zone – Safe Assembling Point  | ✓                 |                  |
| 6. KIOSK facilities in the campus (automated software for direction, resource locator)                                    |                   | ✓                |
| 7. Sustainable Energy Resource Generators on all buildings (Bio-gas Plant, Windmill, solar panels, vermicomposting, etc). |                   | ✓                |
| 8. Dedicated Fitness Centre for Faculty   |                   | ✓                |
| 9. Introducing new sports and games (weight lifting)  | ✓                 |                  |
| 10. More AC seminar halls with more seating capacity and advanced and digital systems.                                    |                   | ✓                |
| 11. IT Centre that provides jobs for students linked with placement office – Training in Using job portals.               |                   | ✓                |
| 12. Emergency exits in the laboratories   | ✓                 |                  |
| 13. Increase ICT facilities for departments   | ✓                 |                  |
| 14. Increase facilities for students with disabilities in all the blocks  |                   | ✓                |
| 15. Central Electronic Centre (CEC) – to facilitate and maintain the ICT and electronic devices of the campus.            | ✓                 |                  |
| 16. CLT – Central Lecture Theatre   |                   | ✓                |
| 17. Upgrading canteen facilities – ramp for the students with disabilities  | ✓                 |                  |
| 18. Common administrative block for all the departments   |                   | ✓                |

| 5. Students Support and Progression       | Strategic Plan  | Short Term | Long Term |
|---|---|------------|-----------|
|   | 1. Induction and Entry-level Assessment of students' behaviour and needs  | ✓          |           |
|   | 2. Evidence based soft skill development programmes   |            | ✓         |
|   | 3. Increase and strengthen national and international alumni chapters   |            | ✓         |
|   | 4. Day Care Centre for the children of teaching, non-teaching and students within the institution   |            | ✓         |
|   | 5. Availability of hot water facility in the campus   | ✓          |           |
|   | 6. Strong vehicle parking policy -E-energy charging facilities towards eco-friendly practices (e-bike, laptop, etc.)                            | ✓          |           |
|   | 7. Increase alumni collaboration and support to the students  | ✓          |           |
|   | 8. Policy for the Foreign and Other States Students (FOSS) such as; Admission, welfare, hostel, etc.  | ✓          |           |
|   | 9. Visibility to the departments (Digital Foot Prints)  | ✓          |           |
|   | 10. Participation in discipline specific national and international ranking of Departments  | ✓          |           |
|   | 11. Visibility for Extension Activities (DEEDS) in the college website  | ✓          |           |
|   | 12. Enhance Support System for Remedial and Advanced Learner  | ✓          |           |
|   | 13. Alumni Mentoring as part of SHAPE   | ✓          |           |
|   | 14. Upgrade hostel facilities – Hot water, water heater, renovate wash room, increase speed Wi-Fi facilities,                                   |            | ✓         |
|   | 15. Equity moderation of marks considering students in sports and students from disadvantaged situations (differently abled, transgender, etc.) | ✓          |           |
|   | 16. Student psychological center collaborating with other psychiatric, rehabilitation and crisis intervention centres.                          | ✓          |           |
| 17. Discipline specific Annual Alumni Day |   | ✓          |           |

**6. Governance, Leadership and Management**

| <b>Strategic Plan</b>   | <b>Short Term</b> | <b>Long Term</b> |
|---|-------------------|------------------|
| 1. Data-driven decision making on curricula, learning outcomes, infrastructure and learning resources.  | ✓                 |                  |
| 2. Decentralized power in the administration  | ✓                 |                  |
| 3. Staff Satisfaction Survey QS Star Rating (World University Ranking) for faculty  |                   | ✓                |
| 4. ISO Ranking for Environment Friendly Practices (14001), Hostel Maintenance, Pest Control and Cleaning Work (ISO 9000), College Office, Laboratory, etc.              |                   | ✓                |
| 5. 5 stars ranking for SOP of the departments (Annual plan and the achievement of the annual plan through an internal and external evaluation or annual academic audit) |                   | ✓                |
| 6. Apply for College with Potential with Excellence   |                   | ✓                |
| 7. Management sponsored employee engagement programmes  | ✓                 |                  |
| 8. Ensure 100% qualified faculty members in both the shifts   |                   | ✓                |
| 9. External audits of academic and non-academic programmes  |                   | ✓                |
| 10. Policy for Security Personnel (including registering visitors and outsiders)  | ✓                 |                  |
| 11. Staff Recruitment Policy for the Extension Department (DEEDS) - Capacity Building Programmes for the Extension Staff  | ✓                 |                  |
| 12. Administrative Audit  | ✓                 |                  |
| 13. Carry out resource mobilization drives to augment its corpus fund by making the administrative system efficient and responsive.                                     |                   | ✓                |

| 7. Institutional Values and Practices | Strategic Plan  | Short Term | Long Term |
|---------------------------------------|---|------------|-----------|
|                                       | 1. Celebration of Platinum Jubilee of the college   |            | ✓         |
|                                       | 2. Becoming a Degree Awarding College   |            | ✓         |
|                                       | 3. Centre for the Students with Special Needs - Dean for Students with Special Needs                            | ✓          |           |
|                                       | 4. 'Change Agent Sponsorship' – for the marginalized communities  | ✓          |           |
|                                       | 5. Gender Neutral restrooms   | ✓          |           |
|                                       | 6. Increase welfare facilities for faculty and staff.   | ✓          |           |
|                                       | 7. Introducing new policies (Policy for the students with special needs and Policy for the outreach activities) | ✓          |           |
|                                       | 8. Identifying few best practices to be followed in the college   | ✓          |           |
|                                       | 9. Conducting and responding to the annual gender audit   | ✓          |           |
|                                       | 10. Conducting and responding to the energy and green audit annually  | ✓          |           |

### Conclusion

In conclusion, Sacred Heart College (Autonomous) stands as an esteemed institution committed to academic excellence, holistic education, and the holistic development of its diverse student body. The Sacred Heart College Perspective Plan 2030 provides a comprehensive roadmap, offering a glimpse into the institution's vision and mission, guided by a meticulous rationale. Emphasizing a resolute commitment towards higher education, Sacred Heart College intertwines its goals with the Salesian Mission for Higher Education, creating an environment that fosters character formation and social responsibility. Aligning with national frameworks, the institution envisions not only meeting but exceeding educational standards. The SWOC analysis illuminates the college's internal dynamics, while the Sacred Heart's Strategic Perspective Plan 2030 synthesizes these elements into a cohesive blueprint for the future. As Sacred Heart College navigates its academic journey, it remains dedicated to shaping the minds of its students and contributing to the broader educational landscape with a steadfast commitment to excellence and innovation.

**Principal  
Principal**

**Sacred Heart College (Autonomous)  
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