

DCSMAT, VAGAMON STRATEGIC PLAN 2022-27

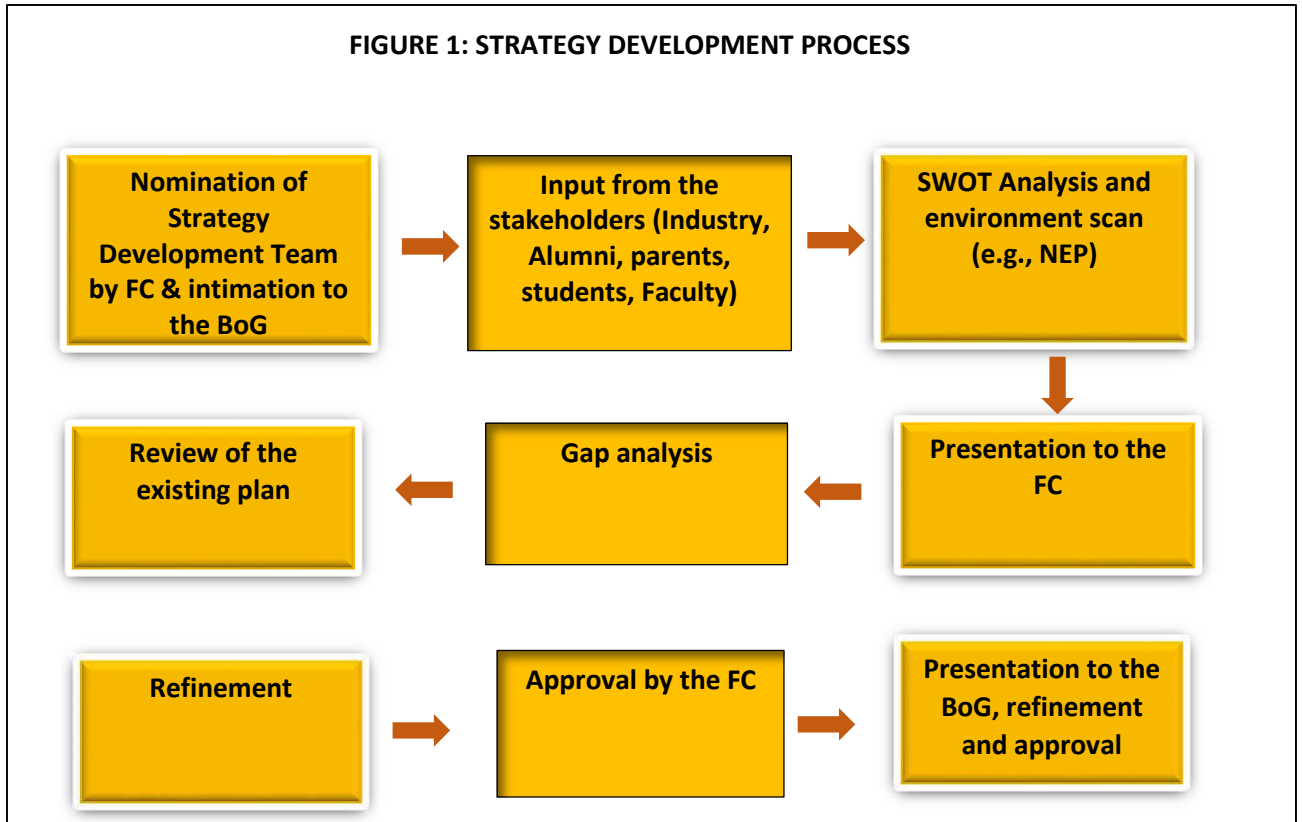
Introduction

DCSMAT follows a rolling strategic plan with a 5 year span. Strategic plan based on which this SAR is generated is for the period 2017-22 and Strategic Plan 2022-27 (current operational plan)

Strategy Formulation Process

The commencement of making a strategic plan or revision begins with the first FCM in January each year. The FC nominates a strategic planning committee which evaluates the implementation completed till December of the previous year and then modifies (annual process) or formulates (five year process) a plan. Input from the stake holders (industry, alumni, parents, students and faculty are taken). The committee does a SWOT analysis and an environmental scan to identify major changes on the anvil. Thereafter a plan is generated which is placed before the FC, which approves the same after refinement. The plan is thereafter presented to the BoG by the Director and adopted. The planning process is given in Figure 1 below.

FIGURE 1: STRATEGY DEVELOPMENT PROCESS



SWOT Analysis

<p>Strengths</p> <ul style="list-style-type: none"> • Highly committed leadership and foundation with a truly decentralized system. • Exceptional empathy and focus on social and environmental responsibility by the promoters. • Kerala’s (and perhaps) India’s only truly residential school where 100% students, faculty and staff live together mandatorily. • Brand trust of DC Books which has orchestrated the school. • Ample time, access and guidance for self-development. • Organizational architecture suited for a liberal professional education with exceptional bandwidth. • Well experienced faculty with average teaching experience of 20 years. • Intimate mentoring support because of co-living of faculty and students. 	<p>Opportunities</p> <ul style="list-style-type: none"> • Learner focus and outcome can be created and leveraged. • Capability to expand into autonomous system leveraging NEP 20. • Good place for faculty growth. • Capability to introduce multiple programs. • Ample opportunity conducting for value added courses to augment the university system.
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<ul style="list-style-type: none"> • Access to a very well stocked library with long open hours and substantial electronic resources. • Substantial infrastructure space far more than mandated by regulations and mini-township facility. • Ample campus with expansion feasibility. • Aesthetic environment with temperate climate which facilitates long hours of work without fatigue. • Pollution free green environment with no stress and time consumption in travel. 	
<p>Weaknesses</p> <ul style="list-style-type: none"> • Relatively remote location which makes logistics challenging. • Weather that demands constant infrastructure maintenance. • Location can create student boredom unless they are given challenging tasks continuously. 	<p>Threat</p> <ul style="list-style-type: none"> • Slow response of the university system to the learner needs. • Need for committed faculty who are willing to adopt the residential system. • Entry of foreign schools.

Vision and Mission

The vision of DCSMAT, Vagamon is **“Endeavour persistently to Develop Leaders and thinkers for industry and society through innovative academic practices.”**

The mission components are:

- ✚ **M1.** We focus on imparting Knowledge for stake holders to create and develop professionalism in business world.
- ✚ **M2.** We focus on innovation and dynamism in academic processes for developing leadership skills and thinking processes.
- ✚ **M3.** We facilitate personal growth and transformation of Stakeholders.
- ✚ **M4.** We take initiatives to imbibe qualities among our stake holders for a better orientation to society and sustainability.

Competency and Outcome Based Education for Learner Success

Learner success can be defined in the short term as getting an entry level job in the chosen career track of the individual subject to the market realities. This implies that the student may not get job in the chosen sector or career track at times due to the market condition but would have the competencies which can help a learner veer to the chosen career track in due course, with appropriate competency enhancement. For example, one may have the career goal for a job in an investment bank or an analytical firm but may not be able to get it immediately after

the MBA program but has a career start that would help the person move towards that as one progresses in the career.

Long term learner success is defined as being happy by achieving ones SMART goals in career, health, financial stability, and family, social and spiritual aspects.

Outcome based education in our context is defined as attaining the competencies or graduate tributes that enable mission accomplishment, with competency level appropriate for a fresh graduate.

Key Differentiations

DCSMAT differentiates itself on the following aspects:

- 1. Transformation.** The school focuses on transformation of the learners through holistic development, attitude change, communication and competency developments, life and career track focus. To achieve transformation we follow the T-shaped professional model adapted to our environment. T-shaped professionals are those with a broad understanding of management and a deep knowledge of the career track which makes them efficient in execution (See Figure 2). A full description of the T-shaped professional is given at Appendix to the strategic plan.

FIGURE 2. T-SHAPED PROFESSIONAL

Purpose statement using hexagonal model, Objective driven Outbound Leadership Lab using Kolb's Learning Cycle, psychometric driven self-development, career choice exploration, SOP (Student Ownership Program) driven by Individual Development Plan (IDP), Communication and Competency Development, Integrated Leadership Development, Entrepreneurial Orientation. Job Winning Competency Enhancement (CV, GD and Interview Competency Enhancement)

Specializations

Customized Value Added Courses

Projects & Internship



Career Success

- 2. Fully Residential Campus.** A fully residential campus that emulates a 'gurukul' with all learners, faculty, staff and resources co-located in a 32 acre integrated mini-township that facilitates the transformation. A residential campus is differentiated from a school with a hostel. In a residential campus the faculty, staff and students live alongside in a dynamic interaction context. The campus has many activities beyond the traditional academic hours where people interact intimately and execute projects. The students form groups for these activities themselves, set goals, generate resources, confront the reality of workplace politics, face intense interpersonal and task conflicts, learn to resolve conflicts, practice work-life balance, monitor and regulate oneself, compete and collaborate in a 24x7 crucible and learn to live and work with people unlike themselves,

which is an effective model of workplace reality. This is the uniqueness of a residential campus.

3. Holistic Development

- ✦ Purpose statement development that enables a learner to create goals covering various aspects of life.
- ✦ Focus on a healthy mind in a healthy body through recreational facilities, and cultural activities on a 24x7 basis.
- ✦ Design of the school that gives reasonable physical activity through daily routine.

4. Enhanced Learner Success

- ✦ Fully residential design which enables unlimited 24x7 learner-learning facilitator interaction.
- ✦ Matching learning resources – library, digital and physical resources.
- ✦ Unmatched support for transition from campus to corporate through placement focused training.
- ✦ Opportunity to explore beyond traditional academics.

5. Career Track Focus. Early guidance to explore and decide on career tracks.

- ✦ Purposing.
- ✦ Career specialization and career track focus creation and follow through.

6. Unique Pedagogy

- ✦ Focus on case-based pedagogy to enhance analytical and critical thinking.
- ✦ Learning by doing through projects.
- ✦ Support for university exams.

7. Advanced Self-development and Leadership Interventions

- ✦ Self-development for all through purposing, communication sessions, newspaper reading, corporate talks, Outbound Training and intense club activities.
- ✦ Unique facility of Integrated Transformational Leadership Lab using multiple psychometric tools that cover self, interpersonal and leadership factors eventually leading to creating and Individual Development Plan and focusing on Individual Development through Student Ownership Program (SOP).

8. **Liberal Professional Integrated Environment.** Design of the programs that enables interaction of specialists in management, computer technology, liberal arts, architecture and so on.

Strategic Goals and Objectives

Goal 1 – Academic Success. To enhance learner success so that the student who join us achieve and exponential growth no matter what is their endowment when they join the school and achieve career success.

- *Objective 1.* Achieve high degree of learner-faculty contact hours by focusing on regular attendance in classes.
 - Measure of Success. At least 80% attendance by the entire cohort with at least 20% of the cohort achieving more than 90% attendance.
 - Owner. Respective teaching faculty.

- *Objective 2.* Achieve exceptional result in the university exams.
 - Measure of success. At least 90% pass in all university exams.
 - Owner. Respective teaching faculty.

Goal 2 – Career Success. Achieve excellent placement and internship which proves the impact of the school and acceptable of on industry.

- *Objective 1* – Explore own potential assisted by SOP (Student Ownership Program) mentor and determine Individual Development Plan (IDP).
 - Measure of Success. 80% of the students are able to create an IDP and at least 70% achieves follow through.
 - Owners. SOPs.

- *Objective 2.* Attain appropriate internship placement.
 - Measure of Success. Achieve at least 50% paid internship with a stipend of INR 15,000 for the two months assignment.
 - Owner. SOPs and Placement head.

- *Objective 3* – Achieve high functional area employment satisfaction.
 - Measure of Success. Achieve 60% placement in functional area choice of the learner.
 - Owner. SOP and Placement Head.

- *Objective 4-* Achieve a good placement from CTC perspective.
 - Measure of Success. Achieve an average salary of not less than INR 5 LPA, a top salary of INR 12 LPA and a salary not less than 3.5 LPA at the lowest level.

- Owner. SOP and Placement Head.

Goal 3 - Pedagogy. To enhance analytical and critical thinking.

- *Objective 1.* Be able to analyze a simple and short case and come out with viable solution in a group in the first and second year of the Undergraduate Program.
 - Measure of Success. In a case context, be able to conceive and present analysis and innovative and viable solution by 40% of the learners.
 - Owners. Respective teaching faculty.
- *Objective 2.* Be able to analyze a moderately complex (typically a brief Harvard case) with viable solution independently by the students in the MBA program.
 - Measure of Success. In a case context, be able to conceive and present analysis and an innovative & viable solution by 60% of the learners.
 - Owners. Respective teaching faculty.

Goal 4 - Value Addition. Ensure at least two focused Value Added Courses that enhance competencies for work-life through a career-track approach.

- *Objective 1.* Enable a learner to explore and decide the career track that one wants to pursue and facilitate transformation in general keeping the career track in mind.
 - Measure of Success. 60% of the learners are able to generate a clear purpose statement on a hexagonal model (career, health, family, finance, social, spiritual) with at least 80% being able to set a clear career track goal.
 - Owners. Student Ownership Program (SOP) mentors.
- *Objective 2.* Pursue at least two value added courses related to the career track decision through reputed Course Era courses augmented by faculty support.
 - Measure of Success. 70% of the students completing a reputed online course related to their career and getting certified.
 - Owners. SOP mentors, learners, Batch coordinators.

Goal 5 - Faculty Recruitment, Faculty Development and Faculty Success. To make DCSSMAT a place of choice for faculty who espouse the value of residential education exponential learner success.

- *Objective 1.* Select and onboard faculty with a mix of experience in teaching, research and industry with a belief and commitment to the DCSSMAT model of residential education.
 - Measure of Success. Having an average teaching experience of 10 years and average industry experience of 5 years.
 - Owner. Principal and Director.

- *Objective 2.* Facilitate faculty currency through research and intellectual discussion.
 - Measure of Success. Faculty to publish at least one peer-reviewed journal publication or case in moderately reputed case clearing house such as Case Center with at least 20% of faculty publishing in SCOPUS indexed journals and the Google reference goes up by 10% each year.
 - Owners. Respective faculty and head of research.

- *Objective 3.* Facilitate and ensure all non-doctorate faculty to register and complete their Ph.D work.
 - Measure of Success. 100% faculty completing PhD within 5 years of joining the school.
 - Owners. Respective faculty, Principal and Director.

- *Objective 4.* Present papers in conferences.
 - Measure of Success. At least 1 faculty member presenting paper in a reputed international conference such of AOM (Academy of Management) annual conference, 10% presenting in national level conference every year and the remaining presenting in state level conferences.
 - Owner. Respective faculty and head of research.

- *Objective 5.* Achieve reputation as an excellent teaching cohort.
 - Measure of Success. At least 80% of the faculty achieving an 8 point teacher evaluation report from the learners and 60% of the faculty achieving a 7 point peer evaluation.
 - Owners. Respective faculty and Principal, Director and Dean.

Goal 6 - Research and Consulting.

- *Objective 1.* Commence research center of the MG University to encourage research.
 - Measures of Success.
 - Establish a research center approved by MG University by end of 2023.
 - Enhance qualified guides to 4 by end of 2024.
 - Attract 4 students to register for PhD in the research center by the end of academic year 2024.
 - Owners. Principal and Head of Research Center.

- *Objective 2.* Do consultation to ensure the currency of the faculty and industry interaction of the school.

- Measure of Success. Achieve a consulting revenue of INR 10 lakhs per year by the end of AY 2024.
- Owner. Principal, Dr. Jayan.

Goal 7 - Accreditation, Branding and Admission. Achieve respectable accreditation to enable branding and follow a pull strategy for admission.

- *Objective 1.* Enhance the NAAC and NBA and at least one international accreditation.
 - Measure of success. Achieve NAAC A+ and NBA by end of AY 2023-24b and one international accreditation by end of end of Y 2027.
 - Owners. Director, Dean and Principal.
- *Objective 2.* Achieve Brand recall of DC, Vagamon as a preferred residential multi-disciplinary destination for learning.
 - Measure of Success.
 - A brand recall of 60% in a survey.
 - Achieve at least 100 External Colleges one day placement/self-development training and 50 school level interaction.
 - Achieve a qualitative measure of what the peer faculty from other schools talk of us.
 - Owner. Faculty admission coordinator, Student admission team, Principal, Director, SOPs.

Objective 3. Achieve substantial pull based admission.

- Measure of Success.
 - At least 20 percent of admission done through reference.
 - At least 40% of the admission done from initial inward enquiry.
- Owner. Admission office, admission coordinating faculty, Principal, Director, Student Admission Team.

Goal 8 - Industry and Alumni Interaction. The school become known for corporate and alumni interaction.

- *Objective 1.* Achieve high corporate interaction.
 - Measure of Success.
 - Achieve at least 25 corporate talks per year.
 - Ensure 4 CEO/CXO visits per year to the campus.
 - All students participate in Breakfast with CEO program.
 - Owner. SOP and Placement head
- *Objective 2.* Procure alumni support to achieve organizational mission and learner success.
 - Measure of Success.

- 5 alumni interaction per year.
- 10 alumni willing to mentor student cohort along with SOPs
- Owner. SOPs and Placement head.

Goal 9 - Knowledge Resource and Knowledge Usage Strategy. Create physical and digital resources to enhancement of learner success.

- *Objective 1.* Leverage EBSCO subscription by creating weekly assignments on EBSCO driven learning for the learners.
 - Measure of Success. At least 60% of the students are able to generate a satisfactory summary of the EBSCO reading of the week.
 - Owners. SOPs and Librarian.
- *Objective 2.* Collaborate with other libraries such as DELNET to enhance the availability of knowledge resources.
 - Measure of Success. Increase of 10% in DELNET resource use.
 - Owner. Principal, Chief Librarian.

Goal 10 - Infrastructure Development and Maintenance Strategy. Upgrade the infrastructure to world class standards to facilitate learner success.

- *Objective 1.* Convert at least 4 class rooms to Theatre style to facilitate interactive teaching and two large flat class rooms for interactive group learning and create reasonably comfortable class rooms.
 - Measure of Success. Creation of the above assets by end of Financial Year (FY) 2023.
 - Owner. Director, Campus Project Head.
- *Objective 2.* Ensure continuous maintenance to mitigate the COVID time and weather-linked deterioration of infrastructure through systematic inspection and repairs.
 - Measure of Success. Conversion of the class rooms and reducing infrastructure-related complaints by 20%.
 - Owner. Director and Project Head.
- *Objective 3 – Enhance IT infrastructure and its Usage.*
 - Measure of Success.
 - Increase in the bandwidth to cover the students in campus and in the hostel to 500 GBPS and have matching firewalls.
 - Increase one software per academic year.
 - Owner. Principal and Head of System.

Goal 11 – Stabilization, Growth, Autonomy and Internationalization – Stabilize the current programs and the plan for expansion.

- *Objective 1* – Stabilize the current programs of MBA, BBA, B.Com, BCA and BA (Visual Arts).
 - Measure of Success. Achieve 90% of the authorized enrolment by the end of AY 2024-25 in all programs.
 - Owners. Principal, Vice Principal and Admission office.

- *Objective 2* – Commence one new programs to better interdisciplinary nature of the school.
 - Measure of Success. Commence one new program every two years from the AY 2025-26.
 - Owner. Principal, Vice-principal.

- *Objective 3*. Grow to become an autonomous with a view to further the mission.
 - Measure of Success. Achieve autonomous status for the school by the end of AY 2027.
 - Owner. Board, Director, Dean, Principal.

- *Objective 5*. Internationalization. Create international collaborations for learner success.
 - Measure of Success. Establish two MoUs with international universities and accreditation agencies for academic collaboration by the end of AY 2024-25 and have a cohort of 10 students attend exchange program by the end of AY 2024-25.
 - Owner. Director, Principal and Dean.

Goal 12 – Extension or Social Impact. Enhance the sensitivity of the learners to select UN SDGs while solving problems.

- *Objective 1*. Undertake planning and execution of activities related to UN SDG 3 (Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages) with particular reference to health in Tribal villages.
 - Measure of Success.
 - Establish linkages with 3-5 Not profit organizations or 5 anganwadis and undertake impact studies on good health and well-being.
 - Use advocacy and procure funds for enhancing the UN SDGs in the select anganwadis/villages.
 - Owner. NSS coordinator.

- *Objective 2*. Undertake computer learning, conversational English and personality development in 5 neighborhood schools (aligned to UN SDC 4-Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all)

- Measure of Success. 20% increase in computer literacy and ability to make a 2 minutes speech in English with no more than 5 mistakes.
- Owner. Batch co-coordinator of senior batch for extension.
- *Objective 3.* Promote gender equality in the neighborhood.
 - Measure of Success. Adopt 5 village communities or schools in the neighborhood and have 6 interactions a year on gender equality.
 - Owner. Batch co-coordinator BBA for extension.

Goal 13 - Financial Strategy. Manage finance and generate resources to make the school sustainable and sufficient for strategy implementation.

- *Objective 1.* Achieve financial sustainability by covering all expenses and achieving a 15% surplus for development by the end of FY 2025 without compromising learner success.
 - Measure of Success. Target achievement as mentioned above.
 - Owner. Director, Head of Finance.
- *Objective 2.* Achieve 90% fee collection in time.
 - Measure of Success. Target achievement as mentioned above.
 - Owner. Director, Head of Finance and Batch Coordinators.

Conclusion

This strategic plan is intended to create competitive advantage for DCSMAT, Vagamon. The focus on this strategic plan is learner success through outcome based holistic education. The plan needs to be reviewed every year and actions refined to make the plan a success.