MAC 2036

INSTITUTIONAL DEVELOPMENT PLAN

2026-27 to 2035-36

From Legacy to Global Relevance

Mar Athanasius College (Autonomous)
Kothamangalam, Kerala

PLANNING HORIZON	PERIOD	TIME FRAME
SHORT TERM	2 years	2026-27 to 2027-28
MID TERM	5 years	2026-27 to 2030-31
LONG TERM	10 years	2026-27 to 2035-36

About this Plan

This Institutional Development Plan is framed as a practical, reviewable roadmap for Mar Athanasius College (Autonomous). It uses the College's 2024 Self Study Report as the principal verified baseline and incorporates the institutional updates, including FYUGP implementation, the ongoing MIS/ERP rollout and the expansion of research centres.

The plan is organised across three horizons: the first two years focus on stabilising systems and closing immediate quality gaps; the five-year horizon focuses on scale and institutional differentiation; and the ten-year horizon focuses on sustained national leadership, global relevance and long-term resilience.

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1. Executive Summary

Mar Athanasius College (Autonomous) enters the decade 2026-2036 with significant institutional strengths: a legacy dating from 1955, academic autonomy since 2016, repeated NAAC recognition, a consistent presence in the NIRF top 100, a green and secure 61.77-acre campus, strong science and research infrastructure, a large alumni network exceeding 70,000, and nationally and internationally recognised sporting excellence.

The external environment, however, is changing rapidly. FYUGP now requires consolidation rather than mere implementation. Student migration and competition are increasing. Employability expectations are shifting toward digital, AI, analytical and interdisciplinary capability. Research quality, international engagement, outcome-based accreditation, financial sustainability, inclusion and climate resilience are becoming central to institutional competitiveness.

The central planning question for MAC is therefore not simply what new facilities should be added, but what institutional capabilities must be strengthened so that the College remains academically distinctive, socially relevant, financially resilient and globally visible by 2036.

The 2036 Strategic Aspiration

By 2036, Mar Athanasius College (Autonomous) will be a nationally leading, globally connected, research-active and socially trusted multidisciplinary college, recognised for value-centred education, future-ready graduates, research with regional and global impact, elite sports, digital intelligence, inclusive excellence and an environmental sustainable campus.

No.	Strategic Pillar	Core Direction
1	Academic Excellence and Global Curriculum	Strengthen FYUGP, OBE, multidisciplinary pathways, credit mobility, internationalisation and micro-credentials.
2	Future Skills, Employability and Entrepreneurship	Ensure discipline mastery, digital/ AI literacy, work exposure, career readiness and entrepreneurial capacity.
3	Research, Innovation and Knowledge Transfer	Convert research capacity into grants, quality publications, doctoral output, IPR, consultancy and societal impact.
4	Faculty Excellence and Capacity Development	Strengthen faculty qualifications, research leadership, pedagogy, professional exposure and well-being.
5	Digital Transformation and AI-Enabled Campus	Complete ERP/MIS integration and build secure, data-driven governance, learning analytics and responsible AI capability.
6	Inclusive and Holistic Student Development	Strengthen learner support, accessibility, well-being, values, arts, leadership and sporting excellence.
7	Green and Sustainable Campus	Move from green-campus identity to measurable energy, water, waste, biodiversity and carbon performance.

No.	Strategic Pillar	Core Direction
8	Global, Industry, Community and Alumni Engagement	Convert partnerships and alumni strength into active mobility, internships, mentoring, research, funding and reputation.
9	Governance, Quality Assurance and Institutional Data	Integrate IQAC, IDP, statutory bodies and data systems into a continuous evidence-based management cycle.
10	Infrastructure and Financial Sustainability	Modernise academic, research and student-support infrastructure while diversifying resources and protecting affordability.

2. Institutional Identity, Vision and Strategic Aspiration

Vision

To build up the community of people with character and integrity, courage and tenacity to promote the good and fight the evil and provide justice and fair play to all.

Mission

We are committed to prepare our students for life by imparting knowledge which focuses on academic competence, social skills and moral values.

Strategic Interpretation for 2026-2036

MAC's Vision and Mission provide a clear foundation for the next decade. Academic excellence and character formation are not competing priorities; they are complementary. The College's development model should therefore combine disciplinary competence, employability, critical and creative thinking, ethical judgement, social responsibility, resilience, physical well-being and environmental responsibility.

Institutional Promise

- Discipline Depth - strong conceptual and research foundations in the chosen field.
- Future Skills - communication, AI and digital literacy, analytical thinking, creativity, collaboration and career readiness.
- Character and Citizenship - ethical judgement, constitutional values, social responsibility and respect for diversity.
- Experience and Agency - meaningful exposure to internships, projects, research, entrepreneurship, leadership, arts, sports or community engagement.
- Global and Green Mindset - intercultural competence, lifelong-learning capacity and environmental stewardship.

Planning Horizons

Horizon	Purpose	Planning Focus
2 years: 2026-28	Stabilise and enable	Close critical quality gaps; strengthen FYUGP delivery; complete the digital backbone; establish policies, baselines and governance systems.
5 years: 2026-31	Scale and differentiate	Build distinctive programmes, research clusters, industry and international partnerships, stronger outcomes, reputation and diversified revenue.
10 years: 2026-36	Lead and future-proof	Achieve sustained national leadership, deeper global engagement, high research impact, financial resilience and a climate-resilient campus.

3. Planning Context: 2026-2036

3.1 The Higher-Education Transition

Change Driver	Implication for MAC
FYUGP after implementation	Move from adoption to maturity: flexible pathways, OBE, research-intensive fourth-year readiness, internships, credit mobility and clear progression routes.
Student migration and competition	Make MAC a compelling destination through distinctive programmes, visible outcomes, residential quality, strong student support and career pathways.
Future-of-work disruption	Build digital and AI literacy, analytical and creative thinking, communication, resilience and lifelong-learning capability into the student experience.
Generative AI	Adopt AI with clear governance for academic integrity, assessment, research ethics, privacy, copyright and human oversight.
Outcome-centred quality assurance	Strengthen evidence across curriculum, faculty, infrastructure, finance, learning, student outcomes, research, governance and sustainability.
Research quality over volume	Prioritise funded research, indexed and cited output, doctoral success, IPR, consultancy and knowledge transfer.
Financial sustainability	Link strategic choices to financial viability, diversified income and evidence-based investment.
Climate and inclusion	Move from green credentials and selected accessibility measures to measurable climate performance and universal-design thinking.

3.2 Strategic Signal from NIRF

NIRF provides an external competitiveness signal. MAC was ranked 87 in 2023, improved to 74 in 2024 and was ranked 92 in 2025. The 2025 profile shows stronger Teaching-Learning-Resources, while Research and Professional Practice, Graduation Outcomes and Perception remain important areas for improvement. The strategic implication is clear: institutional improvement must be faster and more outcome-focused than incremental peer-group improvement.

Year	Rank	TLR	RPC	GO	OI	Perception
2023	87	62.62	35.11	68.92	53.91	2.33
2024	74	64.27	39.18	66.72	54.61	2.11
2025	92	70.11	31.21	64.98	54.55	5.49

4. Current Status and Strategic Priorities

4.1 Institutional Baseline

Dimension	Current Position
Institutional profile	Established in 1955; autonomous since 2016; grant-in-aid, co-educational religious minority institution; 61.77-acre semi-urban campus.
Scale -(to be updated)	SSR 2024: 1,977 students; 129 teachers; 102 non-teaching staff; 15 UG programmes including 2 B.Voc., one integrated M.Sc. and 17 PG programmes.
Faculty	Student-full-time teacher ratio 16:1; 58% of teachers held Ph.D. in the SSR 2024 baseline.
Research	Eight research centres reported by 2026 after Zoology and Statistics were added. Recognised research guides: [to be updated]. Ph.D. scholars: [to be updated].
Research outputs -(to be updated)	SSR period 2018-23: 152 UGC-CARE-listed papers; 59 books/book chapters; Rs.40.34 lakh research project funding to 10 faculty members; Rs.1.6 lakh consultancy income.
Infrastructure	76 UG/PG classrooms, 22 science laboratories, 201 computers, smart/interactive teaching facilities, sophisticated instrumentation, RFID-enabled library and remote e-resource access.
Student outcomes - (to be updated)	SSR period: 52% of students benefited from scholarships/freeships; 59.11% were placed or progressed to higher studies; 133 students qualified national-level examinations.
Partnerships - (to be updated)	SSR period 2018-23: 98 MoUs/linkages/ collaborations; 18 internships; 64 collaborative research projects; 16 training programmes.
Distinctiveness	National and international sports performance; green-campus identity; over 70,000 alumni.
Digital transition - 2026	Examination automation nearly complete; student data management implemented; faculty data and broader administrative automation identified as the next stages of MIS.

4.2 SWOC Reframed for Strategy

Strategic Lens	Priority
Strengths to leverage	Supportive management; autonomy; legacy and brand; NIRF top-100 visibility; green campus; research infrastructure; sporting excellence; strong faculty; large alumni base.
Gaps to close	First-generation and economically vulnerable learners; library under-use; alumni potential under-used; transport difficulty; no staff quarters; research and consultancy below potential; incomplete ERP/ MIS integration.
Opportunities to capture	FYUGP flexibility; new-age programmes; top-QS collaborations; MOOCs and micro-credentials; AI-enabled learning; green transition; internationalisation; consultancy; alumni/CSR; cluster partnerships.
Challenges to manage	Student migration; competition; fluctuating FYUGP workload; recruitment constraints; regulatory uncertainty; funding pressure; accreditation/ranking data burden; fast skill obsolescence.

4.3 Key Quality Gaps from the Previous RAF/DVV Review (2024)

The previous DVV-based score analysis is used here as evidence for improvement, not as a retrospective compliance exercise. The priority is to convert identified gaps into specific institutional responses.

Area	Evidence of Gap	IDP Response
Curriculum feedback	Structured feedback score gap	Close the loop from stakeholder feedback to Board of Studies action and documented action-taken reporting.
Faculty quality	Ph.D. proportion below earlier full-score benchmark; limited long-experience cohort	Qualification support, doctoral completion, targeted recruitment where permissible and visiting/ Professor of Practice expertise.
Examinations	Result-declaration time and grievance rate	Automated workflows, examination analytics, question-bank maturity and clear service timelines.
Research funding and projects	Low externally funded project coverage; limited guide proportion	Grant support, proposal pipeline, research clusters and stronger research leadership.
Research publication quality	Gaps in Scopus/WoS output and books per teacher	Research mentoring, publication-quality support, bibliometric dashboards and writing support.
Consultancy	Very low consultancy revenue	Consultancy policy, service catalogue, training portfolio and industry/community problem bank.

Area	Evidence of Gap	IDP Response
Infrastructure investment	Low scores on infrastructure expenditure, books, computer availability and maintenance ratios	Multi-year capital plan linked to FYUGP, e-resources, computing, asset lifecycle and preventive maintenance.
Student progression	Placement/progression below 80% benchmark	Integrated career support, internships, competitive-exam pathways, postgraduate progression and outcome tracking.
Alumni contribution	Financial contribution below benchmark	Professional alumni CRM, chapters, mentoring, scholarships, endowments and named institutional funds.
Faculty development	Low conference support and FDP participation against benchmark	Annual faculty development support, immersion programmes, research mobility and internal capability-building.

5. IDP Framework and Planning Principles

5.1 Alignment with the UGC IDP Framework

The IDP follows an integrated planning logic: institutional vision, consultative needs assessment, capacity and organisational-gap analysis, annual activity plans, indicators and time-bound targets, stakeholder participation and periodic review. The framework connects governance, academics, research and intellectual property, physical and digital infrastructure, finance, networking and collaboration, and student/faculty support.

5.2 MAC Planning Principles

Principle	Planning Rule
Mission first	Every major investment must demonstrate alignment with the College Vision, Mission and intended graduate outcomes.
Outcomes over activity counts	Success will be judged by learning, progression, employability, research, well-being and citizenship outcomes.
Evidence before expansion	New programmes, centres and infrastructure require demand data, academic feasibility, staffing, financial viability and quality evidence.
Digital by design, human by purpose	Automate routine processes while protecting privacy, academic judgement, mentoring and integrity.
Inclusion as a design standard	First-generation learners, economically vulnerable students and Divyangjan students must be considered in mainstream planning.
Research with relevance	Research excellence includes disciplinary scholarship, citation impact and local, policy, community and industry outcomes.
Partnerships must be active	MoUs without measurable activity will not be treated as strategic partnerships.
Sustainability must be measured	Energy, water, waste, carbon, biodiversity and green procurement will be tracked through annual evidence.
Financial viability supports quality	No major initiative should begin without a credible resource, recurring-cost and lifecycle plan.
Annual review; five-year reset	Direction remains stable, while priorities and tactics are adjusted annually and formally refreshed in 2031.

6. Ten Strategic Pillars

The ten pillars translate the institutional aspiration into phased actions. Each pillar contains a clear purpose, short-, mid- and long-term priorities, key indicators and lead responsibilities.

6.1 Strategic Pillar 1: Academic Excellence and Global Curriculum

Create a flexible, outcome-based, multidisciplinary and internationally relevant academic ecosystem that moves beyond FYUGP compliance toward distinctive learning pathways and mobility.

Short Term: 2026-27 to 2027-28 - Stabilise and Enable

- Complete a programme-wise FYUGP maturity review covering majors/minors, MDC, VAC, SEC, AEC, internships, research components, workload and progression bottlenecks.
- Complete OBE architecture across all programmes: Graduate Attributes, POs/COs, mapping, direct and indirect attainment, and documented action for improvement.
- Create a Curriculum Futures Board under the Academic Council with industry, alumni, international and community inputs, supported by annual curriculum action-taken reporting.
- Introduce foreign-language and global communication options where feasible.
- Adopt an institutional policy for SWAYAM/NPTEL/recognised MOOCs, creditisation, ABC/NCrF processes and micro-credentials.
- Pilot interdisciplinary minors or micro-credentials in areas such as AI and Data Literacy, Sustainability, Entrepreneurship, Scientific Writing, Digital Humanities and Financial Literacy.

Mid Term: 2026-27 to 2030-31 - Scale and Differentiate

- Use labour-market, research and societal evidence to inform periodic curriculum redesign.
- Operationalise collaborative curriculum development with selected national/international partners and industry co-teaching.
- Launch credit-bearing study tours, virtual exchange/COIL and structured national mobility.
- Where regulations permit, progress toward twinning, joint-degree or dual-degree partnerships.
- Establish an Academic Pathway Advisory System for majors, minors, credits, internships, research and postgraduate progression.

Long Term: 2026-27 to 2035-36 - Lead and Future-Proof

- Position selected MAC programmes as national benchmark curricula supported by external and international review.
- Enable a meaningful proportion of students to earn recognised external credits or complete projects, internships or research with national/international partners.
- Develop stackable credentials and lifelong-learning pathways for graduates, professionals and community learners.
- Build global recruitment capability for selected programmes and a culturally inclusive academic environment.

Key Indicators	Lead Responsibility
OBE completion and action cycle; curriculum-feedback closure; external/MOOC credits; interdisciplinary minors/ micro-credentials; active international curriculum partnerships; student mobility.	Academic Council; Boards of Studies; IQAC; Office of International Relations; Controller of Examinations; Departments.

6.2 Strategic Pillar 2: Future Skills, Employability and Entrepreneurship

Make career readiness a visible academic outcome by integrating skills, work experience, entrepreneurial mindset, competitive-exam support and lifelong-learning capacity into the student journey.

Short Term: 2026-27 to 2027-28 - Stabilise and Enable

- Establish a Centre for Career, Skills and Professional Success (MAC Career Studio) by integrating career guidance, placement, communication training, aptitude, competitive examinations and internship coordination.
- Create a first-year employability baseline assessment and a graduating-student exit skill profile.
- Map discipline-specific employability skills together with AI/digital literacy, communication, analytical thinking, problem-solving, teamwork, ethics and resilience in every programme.
- Create an institutional internship policy and digital internship portal with verified partners and quality rubrics.
- Strengthen IEDC/IIC/ED Cell with pre-incubation, design thinking, business-model training, financial literacy and alumni entrepreneur mentoring.
- Run short immersion bootcamps in communication, data, AI, research tools, workplace readiness and interviews.

Mid Term: 2026-27 to 2030-31 - Scale and Differentiate

- Provide internship, field or project exposure for every eligible student, including social-sector and research pathways where industry placement is not discipline-appropriate.
- Create sector advisory panels for major discipline clusters and use live briefs, case studies, hackathons and industry assessments.
- Develop skill labs and certification pathways in areas identified through annual market scans.
- Build an entrepreneurship pipeline from idea to prototype, mentoring, incubation and funding linkage, with support for social and green enterprise.
- Strengthen higher-study and competitive-exam progression alongside placement.

Long Term: 2026-27 to 2035-36 - Lead and Future-Proof

- Position MAC as a regional talent and upskilling hub for students, alumni, professionals, local government and industry.
- Develop employer-recognised co-certified credentials and apprenticeship pathways in selected domains.
- Create an alumni-founder and investor network for student start-ups and social innovation.
- Sustain graduate progression outcomes comparable with leading national colleges.

Key Indicators	Lead Responsibility
Graduate progression; internship/field exposure; employer satisfaction; certifications earned; start-ups/pre-incubated ideas; competitive-exam success.	Career Guidance and Placement; IEDC/IIC/ED Cell; Academic Council; Departments; Alumni Association; Industry Advisory Panels.

6.3 Strategic Pillar 3: Research, Innovation and Knowledge Transfer

Convert MAC's expanded research base and instrumentation into higher-quality research, stronger external funding, doctoral productivity, IPR, consultancy, interdisciplinary problem-solving and public value.

Short Term: 2026-27 to 2027-28 - Stabilise and Enable

- Establish a Research Development and Grants Office (RDGO) as a single-window unit for funding calls, proposal review, budgets, ethics, data management, MoUs and reporting.
- Validate and map the eight research centres reported in 2026 and identify 3-5 interdisciplinary institutional research thrusts linked to regional and global needs.
- Introduce annual competitive seed grants with transparent review and emphasis on pilot work that can lead to external proposals.
- Create publication-quality support through writing circles, methods clinics, statistical support, journal screening, integrity guidance and bibliometric profiles.
- Create research dashboards covering proposals, grants, indexed outputs, citations, h-index, Ph.D. milestones, IPR and consultancy.
- Publish a consultancy and research-services catalogue based on laboratories, instrumentation, faculty expertise, data analytics, social research and training capacity.

Mid Term: 2026-27 to 2030-31 - Scale and Differentiate

- Increase faculty participation in externally funded projects and multi-institutional research networks.
- Expand research guides and doctoral enrolment in eligible departments and strengthen scholar progress monitoring.
- Establish thematic centres/labs in areas where MAC has a defensible advantage, subject to evidence and feasibility.
- Create IPR and knowledge-transfer support for patents, copyrights, datasets, software, policy outputs and community innovations.
- Develop recurring consultancy, testing, training and executive-education income, with each eligible department identifying at least one knowledge-transfer pathway.

Long Term: 2026-27 to 2035-36 - Lead and Future-Proof

- Position MAC as a recognised regional research hub with sustained externally funded programmes, international co-authorship and stronger citation impact.
- Develop interdisciplinary doctoral and postdoctoral collaborations subject to regulatory arrangements.
- Build an innovation ecosystem that produces IPR, start-ups, public-policy contributions and community-scale solutions.
- Create research endowments or chairs in selected fields through alumni and philanthropy.

Key Indicators	Lead Responsibility
External research income; funded-project participation; publications per faculty; indexed output and citation impact; Ph.D.s awarded; IPR; consultancy/training revenue; international co-authorship; impact cases.	Research Council/RAEC; RDGO; Research Centres; IIC/IEDC; Finance Committee; Library; Departments.

6.4 Strategic Pillar 4: Faculty Excellence and Capacity Development

Build a high-performing academic and professional workforce capable of delivering FYUGP, OBE, research, internationalisation, AI-enabled learning and student mentoring while supporting professional well-being.

Short Term: 2026-27 to 2027-28 - Stabilise and Enable

- Prepare a faculty-capacity map by discipline covering sanctioned and working strength, qualifications, research-guide status, retirements, FYUGP workload, skill gaps and succession risks.
- Create a Faculty Development Cell with an annual capability framework covering OBE, assessment, research methods, grant writing, AI pedagogy, digital tools, mentoring, inclusion and leadership.
- Prioritise hands-on, immersion-based development, laboratory/research attachments and peer practice over attendance-based training alone.
- Institute annual faculty development support for conferences, memberships, certifications, training and research networking, subject to budget.
- Support doctoral completion and advanced qualifications and create mentoring pairs between experienced researchers and early-career faculty.
- Monitor workload and well-being under fluctuating FYUGP choices and document evidence where staffing constraints are externally determined.

Mid Term: 2026-27 to 2030-31 - Scale and Differentiate

- Work toward at least 70% Ph.D.-qualified faculty, subject to staffing profile and recruitment policy, while increasing research guides and funded-project leadership.
- Expand national/international faculty mobility through visiting-scholar programmes, short research stays, study-leave mechanisms where available and virtual co-teaching.
- Use Professors of Practice, adjunct/visiting faculty and alumni experts where regulation permits to close specialised skill gaps.
- Create academic leadership development for HoDs, BoS chairs, programme coordinators, IQAC teams and administrators.
- Recognise excellence in teaching innovation, research impact, mentoring, institutional service, community engagement and sports/cultural coaching.

Long Term: 2026-27 to 2035-36 - Lead and Future-Proof

- Achieve a resilient faculty pipeline with strong doctoral qualification, research leadership, interdisciplinary teaching and wider academic exposure.
- Develop endowed visiting chairs or distinguished professorships in selected strategic areas.
- Create a MAC Faculty Academy that extends professional development to neighbouring institutions, building on the College's Paramarsh legacy.
- Institutionalise succession planning, distributed leadership and professional support for teaching and non-teaching staff.

Key Indicators	Lead Responsibility
Ph.D.-qualified faculty; annual FDP/immersion participation; mobility support; research guides; funded-project PIs; retention; teaching innovation; staff satisfaction and well-being.	Principal; Management; Faculty Development Cell; IQAC; Research Council; Department Heads; Establishment Section.

6.5 Strategic Pillar 5: Digital Transformation and AI-Enabled Campus

Complete the transition from fragmented digitisation to an integrated, secure and data-informed institution where technology improves student experience, academic quality and governance.

Short Term: 2026-27 to 2027-28 - Stabilise and Enable

- Complete the ERP/MIS roadmap across admissions, student lifecycle, faculty data, attendance, examination, finance, HR/leave, scholarships, grievance, alumni, assets, hostel and document workflows as feasible.
- Create a single institutional data dictionary, master-data governance policy and role-based dashboards for key decision makers.
- Adopt an institutional LMS standard and define minimum use for learning materials, assignments, feedback, blended support and course analytics.
- Issue a Responsible AI policy for education, research and administration covering integrity, disclosure, privacy, copyright, assessment design, bias and human oversight.
- Launch AI literacy for all students and role-specific AI capability development for faculty and non-teaching staff.
- Implement core cybersecurity practices covering access control, secure backup, endpoint management, incident response, phishing awareness and data retention.

Mid Term: 2026-27 to 2030-31 - Scale and Differentiate

- Integrate ERP, LMS, examination and finance data to support institutional reporting and reduce duplicate manual data entry wherever technically possible.
- Use early-alert analytics for attendance, performance, financial vulnerability and mentoring with privacy safeguards and human review.
- Introduce digital credentials, e-portfolios and verified co-curricular/skill records.
- Strengthen digital scholarship through repositories, datasets, integrity tools, licensed software and digital humanities support.
- Upgrade network, Wi-Fi, student computing and device access to reduce digital exclusion.

Long Term: 2026-27 to 2035-36 - Lead and Future-Proof

- Develop mature institutional-intelligence capability for enrolment, space, energy, outcomes and budget planning.
- Use AI-assisted but human-governed academic support and administration with transparent audit trails.
- Position MAC as a paper-light, data-driven autonomous college with interoperable systems and strong cyber resilience.
- Continuously redesign assessment to protect authentic higher-order learning in an AI-rich environment.

Key Indicators	Lead Responsibility
Core processes on ERP; courses using LMS standard; dashboard completeness; turnaround time; duplicate-entry reduction; digital satisfaction; cybersecurity audit status; AI-literacy completion; paper reduction.	ICT/MIS Cell; IQAC; Controller of Examinations; Finance; Library; Academic Council; Data Governance Group.

6.6 Strategic Pillar 6: Inclusive and Holistic Student Development

Ensure that every student, particularly first-generation, economically vulnerable and Divyangjan learners, can access, participate, belong, progress and flourish academically, socially, emotionally, physically and ethically.

Short Term: 2026-27 to 2027-28 - Stabilise and Enable

- Create an Access, Equity and Student Success framework integrating bridge programmes, remedial/enrichment support, mentoring, scholarships, language support, disability support and financial-risk referral.
- Conduct a universal-access audit of academic buildings, hostels, canteen, sports, library, websites/LMS and information systems, followed by a phased accessibility plan.
- Expand assistive technologies, accessible documents, tactile/signage solutions and specialist academic support for Divyangjan students.
- Strengthen counselling and mental well-being services and train mentors in early identification and referral.
- Redesign the mentor-mentee system around academic planning, well-being, career, values and early warning.
- Create a Student Experience Survey with action-taken reporting and an inclusion dashboard.

Mid Term: 2026-27 to 2030-31 - Scale and Differentiate

- Create a Centre for Student Success and Well-being integrating counselling, mentoring, accessibility, academic support and scholarship navigation.
- Develop multilingual and functional-communication support for students from diverse linguistic backgrounds.
- Expand residential, transport and safe-mobility solutions to address barriers identified in the SWOC.
- Institutionalise credit-linked experiences in values, constitutional citizenship, community engagement, arts, wellness and leadership.
- Strengthen athlete-scholar support, sports science, academic flexibility and career pathways, building on MAC's sporting distinction.

Long Term: 2026-27 to 2035-36 - Lead and Future-Proof

- Achieve universal accessibility across physical and digital learning systems subject to technical feasibility and site constraints.
- Create a nationally recognised Athlete-Scholar and Holistic Development model combining elite sport, academic support, health and career planning.
- Sustain high retention, completion and progression across socio-economic groups with minimal outcome gaps.
- Build a campus culture measured by belonging, ethical climate, diversity, safety, well-being and student voice.

Key Indicators	Lead Responsibility
Retention; progression gaps; scholarship coverage; mentoring completion; student satisfaction; accessibility compliance; counselling/well-being outcomes; sports performance; student leadership and community participation.	Student Support; Mentoring Committee; Equal Opportunity/Accessibility Cells; Counsellor; Physical Education; NSS/NCC; IQAC; PTA; Hostel/Transport Committees.

6.7 Strategic Pillar 7: Green and Climate-Resilient Campus

Advance from an eco-friendly campus identity to quantified environmental performance and a campus that functions as a teaching, research and community learning site for sustainability.

Short Term: 2026-27 to 2027-28 - Stabilise and Enable

- Create a 2026-27 sustainability baseline covering electricity, renewable share, operational carbon estimate, water, waste, biodiversity, transport and green procurement.
- Integrate energy, water, waste and biodiversity data into annual dashboards and green audits.
- Expand solar/renewable energy, efficient equipment and monitoring where lifecycle cost is favourable.
- Strengthen source segregation, e-waste, laboratory/chemical waste, composting/biowaste and paper recycling with traceable disposal records.
- Prepare water budgeting, rainwater-harvesting, wastewater-reuse and climate/flood resilience plans.
- Use the medicinal garden, Miyawaki forest, tree park and RET garden for coursework, biodiversity monitoring and community education.

Mid Term: 2026-27 to 2030-31 - Scale and Differentiate

- Reduce grid-energy and water intensity per student through retrofit, behaviour change and metering.
- Increase renewable-energy share toward the proposed 50% level, subject to technical and financial feasibility.
- Use green-building/retrofit standards for new projects and lifecycle costing in capital decisions.
- Develop green mobility through walking/cycling design, EV charging, shared transport and lower-emission campus logistics.
- Launch interdisciplinary sustainability research and green-enterprise challenges linked to local communities and SDGs.

Long Term: 2026-27 to 2035-36 - Lead and Future-Proof

- Target a net-zero operational-carbon or equivalent verified pathway by 2036 using efficiency, renewable energy and limited credible offsets for residual emissions.
- Move toward zero waste to landfill and higher water circularity.
- Position the campus as a recognised biodiversity and sustainability learning site with external benchmarking where useful.
- Extend MAC's green-campus knowledge through consultancy, community partnerships and student-led climate action.

Key Indicators	Lead Responsibility
Renewable-energy share; energy and water intensity; annual carbon estimate; waste diversion; e-waste compliance; recycled/reused water; biodiversity indicators; green-audit action closure; student participation.	Green Campus Committee; Estate/Engineering; IQAC; Departments; NSS/NCC; Finance; Procurement; Research Council.

6.8 Strategic Pillar 8: Global, Industry, Community and Alumni Engagement

Transform MAC's network of MoUs and large alumni base into a smaller number of high-value, active partnerships that create mobility, research, internships, curriculum inputs, community impact, funding and reputation.

Short Term: 2026-27 to 2027-28 - Stabilise and Enable

- Strengthen an Office of International Relations (OIR) as the single point for academic collaborations, visiting scholars, mobility and international student support.
- Audit all MoUs and classify them as active, strategic, transactional or dormant; renew or close them based on evidence.
- Create a Top 25 Strategic Partner portfolio across universities, research institutions, industry, local government, NGOs and professional bodies.
- Build a professional alumni CRM/portal for chapters, expertise, mentoring, internships, jobs, scholarships, philanthropy, research and entrepreneurship.
- Launch Alumni-to-Classroom and Alumni-to-Career programmes and structured employer/alumni curriculum feedback.
- Create community partnership forums around long-term local challenge themes for service-learning and research.

Mid Term: 2026-27 to 2030-31 - Scale and Differentiate

- Run recurring student/faculty exchange, COIL, visiting-scholar and joint-research activity with selected partners.
- Develop industry-linked labs, sponsored projects, internships, live cases and co-certified programmes where appropriate.
- Build active alumni chapters in major Indian/global locations and named funds for scholarships, research, sports and infrastructure.
- Measure community impact through beneficiary outcomes, policy contribution, solutions adopted and student learning.
- Where eligible, progress UGC-compliant twinning/joint/dual-degree collaboration and support for international students.

Long Term: 2026-27 to 2035-36 - Lead and Future-Proof

- Develop MAC as a globally connected regional knowledge hub with sustained mobility, joint research and international student presence.
- Build a substantial alumni endowment/corpus and multi-year philanthropic commitments linked to institutional priorities.
- Create industry/community professorships, applied research chairs and challenge labs.
- Become a preferred partner for local/regional governments and civil society on evidence, training and community innovation.

Key Indicators	Lead Responsibility
Active strategic partnerships; mobility; international co-authorship; industry internships; joint programmes; alumni active profiles and giving; partner-funded projects; community impact cases; international student numbers.	OIR; Alumni Association; Industry Interface; Research Council; IQAC; Departments; NSS/NCC; Management.

6.9 Strategic Pillar 9: Governance, Quality Assurance and Institutional Data

Create agile, participatory and evidence-based governance in which the IDP, IQAC, statutory bodies, finance and data systems operate as one strategic management cycle.

Short Term: 2026-27 to 2027-28 - Stabilise and Enable

- Constitute an IDP Steering Council and an IQAC-based IDP Coordination Unit; appoint pillar leads and departmental IDP coordinators.
- Publish the IDP with annual milestones, responsible units, budget linkages and evidence requirements and communicate it to stakeholders.
- Create an institutional KPI dictionary aligned with UGC IDP, NIRF and evolving accreditation attributes, with named data owners and evidence sources.
- Institute quarterly dashboard reviews by the Principal and half-yearly strategic reviews by the Steering Council; publish an annual IDP Progress Report.
- Conduct Academic and Administrative Audit, financial audit, green/energy audit, IT/cyber audit and stakeholder-satisfaction review on defined cycles.
- Create departmental and functional quality circles to solve recurring process and learning problems.

Mid Term: 2026-27 to 2030-31 - Scale and Differentiate

- Move from retrospective accreditation documentation to continuous evidence capture through ERP/MIS and departmental dashboards.
- Benchmark departments against peer institutions using outcome and research indicators, not only activity counts.
- Conduct scenario planning for enrolment, programme demand, faculty workload, finance, regulation and technology every two years.
- Use performance-informed budgeting so strategic priorities and outcome evidence influence resource allocation.
- Invite external academic and industry experts into advisory/governance structures where statutes permit.

Long Term: 2026-27 to 2035-36 - Lead and Future-Proof

- Build a mature self-regulating quality culture where institutional improvement is demonstrable independent of accreditation cycles.
- Create a public institutional performance and impact dashboard with appropriate privacy safeguards.
- Sustain leadership in autonomous-college governance, peer mentoring and higher-education policy dialogue.
- Use foresight, data analytics and periodic external review to prepare the next IDP beyond 2036.

Key Indicators	Lead Responsibility
Annual milestone completion; audit action closure; data completeness; stakeholder satisfaction; accreditation/ ranking performance; budget-to-strategy alignment; process cycle-time improvement; timely public disclosures.	Governing Body; Principal; IQAC/IDP Coordination Unit; Academic Council; Finance Committee; Controller of Examinations; Data Owners; Department Heads.

6.10 Strategic Pillar 10: Infrastructure and Financial Sustainability

Create a modern academic, research, residential and student-support environment while diversifying income, protecting affordability and ensuring that capital projects are financially and environmentally sustainable.

Short Term: 2026-27 to 2027-28 - Stabilise and Enable

- Prepare a 10-year campus master plan and asset-condition register covering classrooms, laboratories, library, sports, accessibility, hostels, staff quarters, transport, safety, utilities and future expansion.
- Prioritise FYUGP fourth-year research infrastructure, arts/humanities/social-science digital scholarship needs, smart classrooms, student computing and laboratory modernisation.
- Create lifecycle-based preventive-maintenance budgets and service standards for critical equipment, ICT and buildings.
- Establish a Resource Mobilisation function that maintains a pipeline of government grants, CSR, alumni/philanthropy, research grants, endowments and partnership funding.
- Create programme-level financial dashboards covering costs, demand, scholarships, revenue, strategic value and sustainability.
- Develop a campus-safety and resilience plan including disaster preparedness, laboratory safety, cyber risk and insurance review.

Mid Term: 2026-27 to 2030-31 - Scale and Differentiate

- Complete priority modernisation of classrooms, research labs, learning commons, accessibility and student-support spaces.
- Develop staff quarters and/or a viable staff-accommodation support strategy, subject to land, finance and approvals; strengthen hostel and student transport solutions.
- Diversify revenue through continuing education, certificate programmes, consultancy/training, responsible facility use, alumni giving, CSR and funded projects without compromising the academic mission.
- Create named endowments/corpus funds for scholarships, research, sports and chairs with transparent utilisation policies.
- Use green-finance and lifecycle principles for solar, efficiency, water and sustainable infrastructure projects.

Long Term: 2026-27 to 2035-36 - Lead and Future-Proof

- Achieve a resilient financial model in which strategic innovation is not dependent on a single grant source.
- Maintain a modern campus through rolling capital renewal rather than episodic infrastructure drives.
- Build a substantial corpus/endowment and predictable non-tuition income to support scholarships, research seed funds, faculty development and maintenance.
- Develop selected revenue-generating centres and facilities into sustainable service platforms for the region.

Key Indicators	Lead Responsibility
Capital-plan completion; classrooms/labs modernised; computing access; maintenance compliance; non-tuition revenue; external grants; alumni/CSR funds; corpus/ endowment; cost recovery of selected services; annual financial stress-test outcome.	Management; Finance Committee; Principal; Resource Mobilisation function; Estate/Infrastructure Committee; Research Council; Alumni Association; IQAC.

7. Institutional Performance Scorecard

The scorecard brings together a limited set of institution-wide indicators for annual review. Targets are proposed and should be ratified only after the 2026-27 baseline is verified. Indicators marked as aspirations are directional and remain subject to regulatory, staffing, financial and institutional feasibility.

Indicator	Baseline Signal	2-Year Target	5-Year Target	10-Year Direction
Student enrolment / seat utilisation	~87% average over SSR period	>=92%	>=95%	Sustain >=95% with programme-level demand management
Graduate progression: placement / higher study / self-employment	59.11% SSR period	>=70%	>=80%	>=85%
NIRF College rank	92 in 2025	Return to Top 75	Top 50 aspiration	Top 30 aspiration / sustained national leadership
Ph.D.-qualified faculty	58% in SSR 2024	Validate and raise trajectory	>=70% subject to staffing profile	>=80% or discipline-appropriate equivalent research qualification
Research centres	8 reported in 2026 working notes	Stabilise all; common dashboard	10+ / all eligible departments networked	Interdisciplinary centres with national/ international programmes
External research funding	Rs.40.34 lakh to 10 faculty, 2018-23	At least 25 quality proposals/year; improve award pipeline	Multi-crore five-year portfolio	Sustained annual multi-source research portfolio
Indexed research quality	Research-quality gap identified in DVV analysis	Faculty bibliometric baseline and annual targets	Strong rise in Scopus/WoS outputs and citations	Nationally competitive citation impact in selected fields
Consultancy / training revenue	Rs.1.6 lakh in SSR period	>=Rs.10 lakh annual aspiration	>=Rs.30 lakh annual aspiration	>=Rs.50 lakh annual aspiration plus major training portfolio
Internship / field / research exposure	18 internships reported through MoU activity, 2018-23	>=60% eligible students	100% eligible students	100% plus quality-rated external experiences
ERP/MIS digitisation	Examination automation near complete; student data implemented	100% core academic/student/ faculty modules	Integrated finance/ HR/assets/alumni and automated quality reporting	Mature institutional-intelligence capability

Indicator	Baseline Signal	2-Year Target	5-Year Target	10-Year Direction
LMS adoption	Multiple LMS/e-resources used	Institution-wide minimum LMS standard	100% courses with active blended-learning evidence	Learning analytics and adaptive support with governance
Internationalisation	Opportunity area; OIR proposed	OIR + 3-5 active international partnerships	Recurring exchange/COIL and collaborative programmes	Meaningful inbound/outbound mobility and joint academic/research portfolio
Alumni activation	70,000+ alumni; under-utilised opportunity	Verified CRM and active chapters	Named funds/ endowments; regular mentoring/ internships	Large sustainable corpus/endowment and global alumni network
Accessibility	Ramps/lift/assistive software present	Universal-access audit; priority gap closure	All core learning/ admin spaces accessible	Universal design across physical and digital campus
Renewable / carbon pathway	Strong green-campus base	Carbon and energy baseline; expanded renewables	~50% renewable-electricity aspiration	Net-zero operational-carbon / equivalent verified pathway
Student experience	SSS gap in previous DVV analysis	Institutional survey + action closure	>=85% positive institutional experience	>=90% positive experience with minimal inclusion gaps

8. Resource Mobilisation and Financial Sustainability

8.1 Financial Strategy

The financial architecture of the IDP should protect affordability while creating the capacity to invest. MAC's past mobilisation of RUSA, UGC/DST/DBT and philanthropic/shareholder resources shows that resource mobilisation is an institutional strength. The next phase should manage funding as a diversified portfolio rather than as isolated grants.

Revenue Stream	Strategic Use
Government and competitive grants	RUSA/PM-USHA where eligible, UGC/MoE, DST, DBT, ICSSR, ICHR, KSCSTE, KSHEC, State departments, sports and green-energy schemes.
Research and innovation	External projects, consortium grants, sponsored research, testing, instrumentation access, IPR/ commercialisation and innovation grants.
Alumni and philanthropy	Named scholarships, research seed fund, sports excellence, endowed chairs, capital projects, planned giving and global chapters.
CSR and industry	Skill labs, scholarships, research equipment, sustainability projects, internships, community projects and industry chairs.
Earned academic income	Continuing education, executive training, certificate/ micro-credential programmes, summer schools and professional upskilling.
Consultancy and services	Scientific testing, data analytics, business/accounting training, social research, biodiversity/environmental services, language/communication and sports-performance expertise.
Asset optimisation	Responsible use of auditoria, training facilities, sports infrastructure and specialised facilities during available periods, subject to policy and mission fit.
Green finance	Lifecycle savings, renewable-energy models and available public/CSR green funding for energy/water retrofits.

8.2 Budgeting Rules

- Every IDP initiative should state capital cost, recurring annual cost, staff-time cost, funding source, maintenance/ lifecycle cost and measurable outcome.
- Annual budgets should distinguish Mission Critical, Strategic Growth, Compliance/Safety, Asset Renewal and Discretionary expenditure.
- At least one annual budget review should test whether resources are moving toward IDP priority gaps rather than merely repeating historical allocations.
- Large projects should undergo scenario analysis for enrolment, inflation, regulation, operating cost and funding delay.
- Self-financing and continuing-education programmes should be evaluated on academic quality, market demand, student protection and strategic fit as well as revenue.

9. Governance, Monitoring and Review

9.1 IDP Governance Structure

Layer	Role
Governing Body / Management	Approve strategic direction, major capital and resource decisions, risk appetite and annual progress.
IDP Steering Council	Principal; IQAC Coordinator, senior academic/ administrative leaders, finance, research, student, alumni/industry representation as appropriate. Provides strategic oversight.
IQAC - IDP Coordination Unit	Maintain KPI definitions, dashboards, evidence, annual activity plan, review calendar, cross-pillar coordination and annual IDP report.
Strategic Pillar Leads	Own initiatives, milestones, risks and indicators; convene cross-functional teams.
Department IDP Cells	Translate institutional pillars into department-specific targets, action plans and evidence.
Data Governance Group	Define data ownership, validation, access, privacy and reporting standards across ERP/MIS.
External Advisory Forum	Selected alumni, employers, international academics, researchers and community leaders provide futures-oriented advice at least annually.

9.2 Annual IDP Cycle

Cycle Point	Action
June-July	Refresh baseline; review previous-year outcomes; identify departmental priorities; scan regulatory and external changes.
August	Approve Annual Activity Plan and budget alignment; lock targets in the institutional dashboard.
Quarterly	Review milestones, expenditure, KPI movement, risks, evidence and corrective action.
December-January	Conduct mid-year strategic review; decide what to stop, continue or scale; review NIRF/accreditation gaps.
April-May	Complete annual outcome review, stakeholder feedback, audit-action closure and IDP Progress Report.
2031	Conduct formal mid-term strategic reset for 2031-36 using evidence, scenario change and external review.

9.3 Evidence and Data Management

Each institutional indicator should have a definition, verified baseline, target, data owner, source system, reporting frequency, validation rule and action trigger. ERP/MIS should progressively reduce duplicate manual reporting across external quality and ranking requirements, while recognising that agencies may still require different reporting formats.

10. Risk Register and Mitigation

Risk	Potential Impact	Mitigation	Priority
Regulatory uncertainty	Changes in accreditation, FYUGP, affiliating-university or staffing rules delay implementation.	Use scenario plans; separate institution-controlled actions from externally dependent actions; maintain a regulatory tracker.	High
Faculty recruitment / workload constraint	Vacancies and fluctuating FYUGP choices overload faculty.	Capacity mapping; visiting/ adjunct/PoP where permitted; cluster sharing; workload evidence; automation of clerical tasks; policy advocacy.	High
Enrolment decline / outward migration	Traditional programmes lose demand.	Programme-demand dashboard; curriculum renewal and rebranding; visible career outcomes; residential quality; national recruitment and internationalisation.	High
Research underperformance	Infrastructure does not translate into funded or high-impact output.	RDGO; proposal pipeline; seed grants; research clusters; bibliometric review; mentoring and research leadership.	High
Financial stress	Capital plans exceed recurring capacity or grants are delayed.	Stage-gate approval; lifecycle costing; diversified income; contingency reserves; phased projects.	High
Digital / cyber risk	ERP integration creates privacy, downtime or security vulnerabilities.	Data governance; backups; access control; incident response; cyber audit; user training; vendor service standards.	High
AI integrity risk	Generative AI weakens authentic assessment or research integrity.	Responsible AI policy; assessment redesign; disclosure norms; faculty/ student literacy; human review.	Medium-High
Partnership inflation	Large number of MoUs with low activity.	Active-partnership scorecard; annual renewal/ closure; focus on high-value strategic partnerships.	Medium
Project fatigue / administrative burden	Too many initiatives dilute execution.	Annual priority cap; stop/ continue/scale review; coordination; automation; remove low-value activity.	Medium-High
Climate / disaster risk	Extreme weather, energy/ water stress or campus disruption.	Resilience master plan; drainage/flood review; emergency preparedness; energy/water diversification; insurance.	Medium-High

11. Phased Implementation Roadmap

11.1 Short-Term Flagship Deliverables: by 2027-28

- IDP Steering Council, pillar teams and IQAC-IDP Coordination Unit fully operational.
- 2026-27 baseline and institutional KPI dictionary approved; quarterly dashboard functioning.
- FYUGP maturity review and full OBE implementation/action cycle across programmes.
- Integrated ERP/MIS core academic, student, faculty and examination functions operational; digital data-governance policy approved.
- Responsible AI policy and campus-wide AI literacy programme launched.
- MAC Career Studio, internship policy/portal and employability baseline established.
- Research Development and Grants Office established; interdisciplinary thrust areas and proposal pipeline active.
- Faculty Development Cell and annual hands-on capability calendar established.
- Accessibility audit, sustainability/carbon baseline and 10-year campus master plan completed.
- Office of International Relations strengthened; MoU audit and strategic partner portfolio created.
- Alumni CRM/portal operational with mentoring, internship and giving channels.
- Annual IDP Progress Report and strategic budget review institutionalised.

11.2 Mid-Term Flagship Outcomes: by 2030-31

- Graduate progression reaches the proposed >=80% threshold.
- MAC competes for a Top-50 NIRF College position through stronger research, graduate outcomes and perception performance.
- At least 70% Ph.D.-qualified faculty aspiration, subject to staffing structure and recruitment policy; stronger research-guide base.
- All eligible students receive quality-assured internship, field or research exposure.
- Sustained externally funded research portfolio, stronger indexed/cited research and meaningful consultancy/training revenue.
- Recurring national/international exchange, COIL and collaborative research with selected partners.
- All core institutional processes integrated through ERP/MIS, with automated quality/ranking data pipelines where feasible.
- Universal accessibility of core academic/administrative spaces and mature student-success/well-being systems.
- Approximately 50% renewable-electricity aspiration with measurable reductions in energy and water intensity.
- Named alumni/CSR endowments and diversified non-tuition income supporting scholarships, research and faculty development.

11.3 Long-Term Institutional Outcomes: by 2035-36

- Sustained national leadership with a Top-30 NIRF aspiration or equivalent high national benchmark performance.
- Globally connected academic ecosystem with meaningful mobility, joint research and selected collaborative academic pathways.
- Nationally visible interdisciplinary research centres with quality publications, citations, doctoral output, IPR and societal impact.
- Graduate progression >=85% with strong employment, higher-education, entrepreneurship and public-service pathways.
- Mature digital institution with secure institutional intelligence, AI-enabled services and authentic assessment architecture.
- Universal-design campus and a recognised model for first-generation learner success, holistic development and athlete-scholar excellence.
- Net-zero operational-carbon or equivalent pathway and a campus used as a sustainability learning site.
- Substantial alumni/corpus support and diversified recurring non-tuition income enabling innovation without compromising access.
- Recognised leadership in quality mentoring, autonomous-college governance and regional higher-education collaboration.
- Next-generation IDP for 2036 onward developed using a decade of evidence, external review and strategic foresight.

12. Conclusion

Mar Athanasius College has the institutional assets required for its next stage of development: legacy, autonomy, social trust, strong faculty, a green campus, research infrastructure, sporting distinction and an unusually large alumni community. The central challenge is to convert these strengths into measurable student outcomes, research impact, global engagement, institutional intelligence and financial resilience.

The 2026-2036 IDP therefore treats the coming decade as a period of disciplined capability building. The first two years establish and stabilise the systems required for improvement. The five-year horizon scales what works and strengthens institutional differentiation. The ten-year horizon seeks sustained national leadership, stronger global relevance and long-term resilience.

The most important strategic commitment is continuity. The IDP must remain visible in Academic Council decisions, department plans, budgets, research priorities, infrastructure projects, student-support systems and IQAC review. When the plan is integrated into normal institutional decision-making, accreditation and rankings become consequences of quality rather than the purpose of institutional activity.