

PAVANATMA COLLEGE MURICKASSERY

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Pavanatma Road Map for Development (2024 - 2033)

PRMD (2024 - 2033)

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Foreword

Pavanatma Road Map for Development (PRMD)-2024 is the master plan created by the Internal Quality Assurance Cell(IQAC) of Pavanatma College Murickassery on instructions from the Administrative Council, the top Managing Body of the institution. PRMD 2024 is the perspective plan of the institution for the next ten years from 2024 on the strategies to be adopted to make it a center of excellence in Arts and Science education in the economically backward district of Idukki in the state of Kerala. It has been prepared following the guidelines and regulations of the NEP 2020, the notifications of the central and state governments, statutes of Mahatma Gandhi University and the recommendations of the NAAC peer team during the past three cycles of accreditation.

Pavanatma Strategic Plan comprises of two documents :

- ❖ Pavanatma Quality Manual
- ❖ Perspective Plan of the College (Pavanatma Road Map for Development)

Pavanatma Quality Manual implements and enforces the system of the College by cells and clubs by their procedures. The second part of the strategic plan comprises of the Road Map for the next ten years. First Road map was developed in 2014 and it envisioned the development of the College from the year 2014 to 2024. The new strategic plan was developed in tune with the previous strategic plan and we are happy to asses that, almost all the plans envisioned in the previous road map have been implemented successfully. The next roadmap envisions the development of the College during the next ten years.

PRMD 2024 was developed by IQAC in the year 2023-2024 through the suggestions and feedback of a series of brainstorming sessions for all the college's stakeholders. The draft of PRMD 2024 so developed included the perspective plan of the institution for the next 10 years and was submitted to the staff council for further deliberations. After incorporating the modifications suggested by the staff council, the plan was submitted to the managing board. The managing board assessed the proposal and after suitable modifications recommended to the Administrative Council for its implementation. The Administrative Council gave the final approval to PRMD 2024. The PRMD 2024 will come into effect from 01/06/2024.

Rev. Fr. Msgr. Jose Karivelickal, Manager

Dr. Bennichen Scaria,Principal

Dr. Saji Joseph,Vice Principal

Mr. Saji K.Jose,Vice Principal

Mr. Santhosh George, IQAC Coordinator

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Introduction

1.1 About the College

Founded in 1982, Pavanatma College is a minority institution under the Corporate Educational Agency, Diocese of Idukki. The College is a regular, grant-in-aid, co-education institution affiliated to Mahatma Gandhi University, Kottayam, Kerala. The institution has a rich legacy of more than four decades in revitalizing the academic aspirations of the region. Pavanatma college was upgraded to a degree-college in 1991. It was upgraded to a post-graduate college in 1993 and was recognized in 1997 by the UGC under 2(f) and 12(b) of the UGC Act of 1956. The College now offers ten UG programmes, 6 PG programmes, one research centre and many add-on programmes to the student community. Pavanatma college was accredited by NAAC at Three Star level during the first cycle of accreditation in 2000. During the second cycle in 2006, the college was graded at B+ and during the third cycle in 2016, the grade was improved to A, with a grade point of 3.01.

1.2 Vision

Vision of the college is to create a vibrant, enlightened, and responsible community founded on a relentless pursuit of excellence.

1.3 Mission

The mission of the College are

- ❖ To assist the individual in fostering spiritual and humane values to become a blessing to the society and to the nation at large.
- ❖ To enable individuals to become intellectually powerful, socially responsible, emotionally mature and self-reliant.
- ❖ To infuse a genuine love for nature and interest in protecting the environment, to inculcate sound moral values in the individual, and to be a pioneer in providing quality cum holistic education, responsive to the needs of the society.

1.4 SWOC Analysis

1.4.1 Strength

- ❖ Strong reputation for providing quality education in the region, attracting students from all over Kerala.
- ❖ Qualified faculty with extensive experience, excellent infrastructure, and innovative teaching methods.
- ❖ large pool of successful alumni who can contribute to institutional excellence
- ❖ efficient mentoring system
- ❖ adoption of diverse teaching methods
- ❖ adoption of participative management in academic and administrative activities
- ❖ efficient HR policies encouraging professional development activities
- ❖ sufficient infrastructure and library facilities, which create a conducive learning environment for students.
- ❖ excellent sports facilities
- ❖ ample hostel facility for women

1.4.2 Weakness

- ❖ Insufficient research activity and output
- ❖ limited diversity among the student body
- ❖ Lack of hostel facilities for men

1.4.3 Opportunities

- ❖ Possibility to include more specialized programmes for attracting a more diverse student body.
- ❖ Opportunity for more academic collaboration, for expanding and diversifying the academic programmes
- ❖ Possibility to leverage technology to enhance teaching and learning methods, which could improve student engagement and performance, and can overcome regional limitations

1.4.4 Challenges

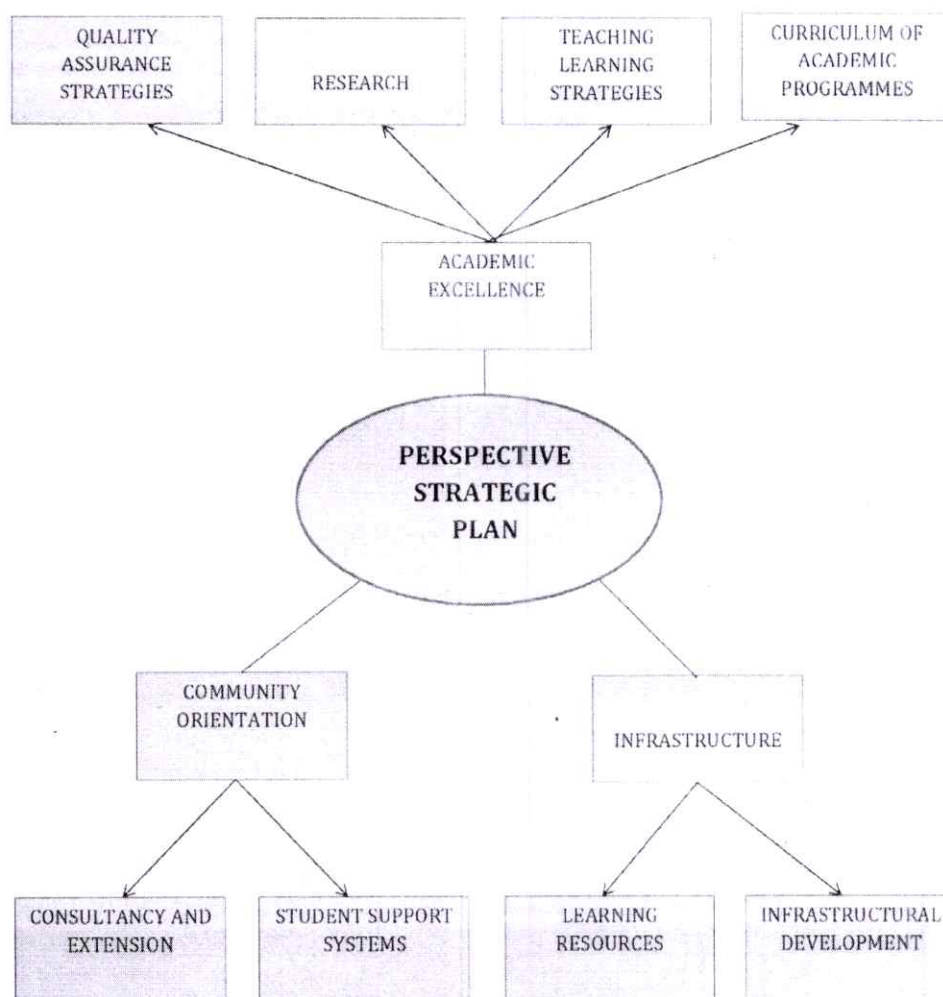
- ❖ Socio-economic and educational backwardness of the region and the lack of transportation facilities
- ❖ Increasing competition from other institutions, both within the district and beyond.
- ❖ Changing higher education scenario, such as the growing importance of online learning
- ❖ Dependence on the government for policy framing, funding and approval of new programmes
- ❖ Difficulty in making industry linkage and mobilisation of funds due to the under-developed nature of the locality

1.5 Evolution of Thrust Areas

The thrust areas are developed from the Mission, Vision and SWOC Analysis of the College. The PRMD 2024 sets out the Institutes Perspective Plan from the year 2024 to 2033 under three thrust areas:

1. Academic excellence
 - (a) Curriculum of Academic Programmes
 - (b) Teaching Learning strategies
 - (c) Research
 - (d) Quality Assurance strategies
2. Community orientation
 - (a) Consultancy and Extension
 - (b) Student Support Systems
3. Infrastructure
 - (a) Learning Resources
 - (b) Infrastructural development

For each area, the Road map sets out targets to be achieved and the procedures for their accomplishment.



Thrust Areas of the Roadmap 2024-33

2

Academic Excellence

The college recognizes the importance of achieving excellence in all its academic endeavors as reflected in the quality assurance policy:

Pavanatma will strive to pursue national standards of excellence in teaching, learning, research, and consultancy, and to remain accountable in our core and support functions, through processes of self-evaluation and continuous improvement.

For the next ten years from the year 2024, the college is committed to adopt the following measures in its journey to academic excellence.

2.1 Curriculum of Academic Programmes

2.1.1 Curriculum Planning & Implementation Committee (CPIC)

As the college is affiliated to Mahatma Gandhi University, Kottayam, the curriculum of all UG and PG programmes are supplied by the University. The college is bound to follow that curriculum and achieve the learning outcomes set by the University. However, to imbibe in all students the Graduate Attributes of the college, many enrichment and value added programmes are being conducted along with the regular academic programmes. The Curriculum Planning & Implementation Committee (CPIC) is in charge of designing, implementing and reviewing the curriculum of different programmes of the college in accordance with its mission and vision. At present, workshops are organized by the CPIC separately for the faculty and students of each department to make them familiar with all aspects of the curriculum framework, including learning objectives and expected outcomes. Presently, the CPIC consists of

1. The Principal (Chairperson)
2. Coordinator (Deputed by the College Council)
3. The Vice Principal
4. The IQAC Coordinator

5. The EOC coordinator
6. Heads of all departments
7. One senior faculty from each department
8. The Physical Education Director
9. Representatives of Alumni (One from each programme, with very commendable academic records)
10. Student representatives (One from each programme, with very commendable academic records)

2.1.2 Future plan

1. Include external experts to the maximum extent possible while formulating the curriculum of enrichment and value added programmes
2. At least two workshops annually on curriculum framework for the faculty and students of each department.
3. Two months before the commencement of the academic year, department-wise discussions should be held to decide the courses to be taught by each teacher, the teaching plans (in accordance with the curriculum implementation plan), and the work should be divided among the faculty to give them sufficient time to get prepared for the effective implementation of the curriculum.
4. The CPIC should try to increase the average number of annual actual lecture hours per faculty from its present value of about 350 to 400. CPIC should encourage the faculty members to take more special classes and monitor the number of such hours entered in the Teacher Performance Record (TPR) in PAAMS.
5. ITPC must collect various innovative teaching strategies adopted by the faculty members and publicize it properly so that others can adopt them.
6. The best innovative practice in teaching learning must be identified each year by a committee constituted by the ITPC and should be communicated to all faculty members for implementation.
7. Maximum number of career-oriented add-on programmes with the assistance of UGC/other funding agencies should be launched with the intention of skill development among the educated youth of the locality.
8. At least one new regular academic programme should be launched each year. The CPIC should suggest to the Academic Council the most suitable programme keeping in mind the regional and global requirement.

9. The value education programme should be developed as a full-fledged regular academic programme. Continuous evaluation methods adopted for regular academic programmes must be extended to the value education programme also.
10. More enrichment programmes dealing with Gender equality, Climate Change, Environmental education, Human Rights and Moral values should be arranged.
11. The Pass rates in all academic programmes of the college are really high (above 90%). In the coming years, CPIC should initiate steps to achieve and maintain 100% pass rate in all programmes.

2.2 Teaching Learning strategies

The SASC identifies the advanced learners of all programmes through a Pre-test immediately after admission.

- ❖ Innovative programmes should be devised by CPIC to nurture the creativity of the Advanced learners.
- ❖ Modules/units of curriculum delivered with ICT assistance should be increased by 10% every year.
- ❖ At least three staff training programmes on ICT enabled teaching every year
- ❖ Improve systems to assess the achievement of OBE.

2.2.1 Equal Opportunity Cell (EOC)

The admission policy of the college has provision to include maximum number of students from various marginalized/weaker sections of the society. As a result, about two-third of the student population are girls and most of them are from very backward financial background. However, the data of the previous year admissions show that the percentage of SC/ST students are very low, despite the fact that the college is situated in a tribal area. The college cannot afford to be a mere spectator while the tribal population of the area is denied the opportunity of higher education. The college is presently conducting some awareness programmes in nearby tribal settlements about the higher education opportunities offered by the college, but this need be strengthened.

- ❖ The EOC should initiate steps for better inclusion of the weaker sections of the society including SC/ST.

2.2.2 Demand for various programmes

The average demand for programmes of Pavanatma is really high, and the college receives first option applications roughly 3 times the seats it has.

- ❖ The college should approach the University for marginal increase in the sanctioned strength whenever necessary to meet this high demand.

It has been observed that the extremely high demand ratio is due mainly to the huge demand for UG course in Commerce. Science and Arts programmes do not have the demand for Commerce programmes. As the advancement in the area of Science and Arts is fundamental to the development of any civilization, these programmes can not be neglected and more students should be attracted to these programmes.

- ❖ The CPIC should initiate steps to enhance the employability of these programmes by incorporating more enrichment programmes.

2.2.3 Teacher Quality

An appreciable percentage of the faculty possesses higher degrees like M.Phil. or PhD. In the coming years, more emphasis should be given to increase this percentage. The Faculty Development Committee should initiate steps in this regard so that by the year 2033 at least 80% of the faculty possess PhD. degree. The FDC should

- ❖ Track percentage of faculty possessing Doctoral degree
- ❖ Track number of recognitions, awards, received by the faculty
- ❖ Track the number of faculty having membership in professional bodies
- ❖ Organize sufficient staff training programme at the college level
- ❖ Review and modify periodically the policies of the institution to recharge faculty

2.2.4 Learning outcomes

The college has developed a programme to automate the process of calculation of outcome attainments. This calculation process is integrated into the Pavanatma Academic and Administrative Management System (PAAMS), a software system used for academic and administrative purposes. PAAMS records internal and external marks, as well as the OBE style of each course. Using this information, PAAMS generates various attainments related to OBE. This procedure outlines a systematic way of assessing and analysing the attainment levels for Course Outcomes (COs), Programme Specific Outcomes (PSOs), and Programme Outcomes (POs).

2.3 Research

2.3.1 Research Centers

Pavanatma has only one research center at present.

- ❖ By 2033, all the post graduate departments should either open research centers or be able to approach the University for starting research centers.

2.3.2 Research committee

Pavanatma has constituted a research committee in 2013 to monitor and give direction to the research activities of the institution. It looks into the research projects undertaken by the faculty in various disciplines and the projects done by the students as per the requirements of their programme. The research committee is chaired by the Principal, with the IQAC coordinator and the heads of the departments as members. One senior faculty member possessing Ph.D. degree nominated by the Staff Council acts as the Coordinator of the committee. In future the committee should

- ❖ Strengthen existing institutional efforts and device new ones in developing scientific temper, research culture and aptitude among students
- ❖ Make efforts to encourage all faculty to engage in active research by 2024.
- ❖ Ensure that a teacher should undertake at least two minor projects or one major project in a span of ten years.
- ❖ Track Key Performance Indicators of research activity, such as number of patents, awards, faculty acted as resource persons, no of publications, minor and major projects, number of seminars organized etc.
- ❖ Increase the amount for research activity by availing financial assistance from external funding agencies.
- ❖ Encourage research projects relevant to local needs.
- ❖ Strengthen the infrastructure available for research.
- ❖ Start incubation centres.

2.3.3 Consultancy

As Pavanatma is situated in a tribal region where industries are non-existent, the college mainly links with NGOs working for the development of the region, self-help groups and civic bodies for extending its expertise in different areas. The expertise of the faculty are extended to different mercantile organizations and Government

departments like Krishibhavan etc. 'Outreach' is a cell working in the college with the intention to help different departments and forums identify various agencies and the possible areas of collaboration with them. In future, the cell should

- ❖ Review the consultancy policy of the college and make timely modifications, if necessary
- ❖ Initiate steps to encourage more faculty to extend consultancy in their respective areas of expertise.
- ❖ Track the number of staff extending consultancy services

2.4 Collaborations

- ❖ The research committee should initiate steps to encourage faculty and departments to enter into collaborations with industry and research institutes of national eminence for skill development, curriculum enrichment, and for getting expert advice and guidance on research activities of faculty and students.
- ❖ The research committee should track the number of MOUs each year and should ensure that it increases at least by 10% every year.

2.5 Quality Assurance System

The quality assurance system as developed by the IQAC ensures the delivery of the quality policy at a number of levels:

- ❖ Through the Administrative Council and the Managing board, which will ensure that the overall mission of the college is being achieved.
- ❖ Through IQAC, CPIC, and the Staff Council which hold the ultimate responsibility for academic quality in the college and advise the various academic departments in matters of quality assurance.
- ❖ At a Departmental level through the HoD and faculty, who are responsible for quality in their specific departments.
- ❖ At a student level through student services, the class mentors, student mentors, and class representatives.

The systems and subsystems involved in the quality assurance process are documented in the PQM and the IQAC closely monitors its implementation at all the above levels.

- ❖ External peer team visit should be arranged annually to assess the effectiveness of quality assurance procedures of the college.
- ❖ The AQAR should be prepared by the IQAC and should be placed before the academic council and Administrative Council for approval.

2.5.1 Quality improvement strategies in Teaching & Learning

- ❖ Management of underperformance (Bridge courses, Remedial coaching etc.) should be strengthened. Through these process, the pass rate should be increased to 100% in all programmes by 2033.
- ❖ Assessing stakeholder feedback of teaching-learning should be strengthened by including community feedback, industry feedback and faculty feedback along with student feedback.
- ❖ Number of Faculty Enrichment Programme, Orientation Programme, Seminars, and Field Visits should be increased by 10% to enhance continuous professional development , staff training and support.

2.5.2 Quality improvement strategies in Research

- ❖ Management of underperformance (Refresher courses, research methodology seminars etc.) should be strengthened.
- ❖ Number of Faculty Development Programme, Orientation Programme, Seminars, awards and grants should be increased by 10% to enhance continuous professional development , staff training and support.

2.5.3 Quality improvement strategies in Community engagement

- ❖ The Outreach Cell should assess the impact of the community engagement programme on the community by taking feedback from community, report of the cell/department involved, and tracking the no. of persons benefited. It is expected that these parameters increase favorably at least by 10% every year.

3

Community Orientation

3.1 Institutional Social Responsibility (ISR)

Located in a remote place engulfed from all sides by forests of Idukki, Pavanatma college has vowed to be always responsive to the needs of the society and will foster in the students and faculty a sense of concern for the less privileged fellow beings. Pavanatma realizes that the growth of the institution entirely depends on the well-being of the community around, and undertakes various community-oriented programmes. As the students of Pavanatma are an integral part of all these extension programmes, this contributes to good citizenship, service orientation and holistic development of students. The college has created a cell 'Outreach' for coordinating and guiding all the extension activities of different clubs, forums and departments. The coordinator plans, organizes and monitors the effectiveness of the extension programmes of Pavanatma.

In the coming years Outreach should initiate steps to

- ❖ Strengthen institutional mechanism to track students involvement in social movements.
- ❖ Strengthen the linkages with local agencies, NGOs etc. for the upliftment of the local community.
- ❖ Device formal mechanism to obtain and analyze feedback on ISR activities of the institution.
- ❖ Encourage social surveys on issues pertaining to local population as part of the student projects.
- ❖ Ensure the involvement of local population in the ISR activities of the institution.
- ❖ Initiate steps to assess the impact of community oriented programmes through feedback from the community

3.2 Support Systems

3.2.1 Mentoring Cell

The college employs faculty members as student mentors for rendering personal care for freshers, and organizes many initiation programmes and ice breaking programmes. However, it was felt that sometimes the freshers in the early days are not feeling very relaxed while being in the presence of teachers who are strangers for them and do not disclose to the class mentors their difficulties.

To overcome this uneasy situation the mentoring cell of Pavanatma has devised a new method-employ some senior students for mentoring the freshers. 'Student mentors' are role models and resources for new students; their job is to enrich the college experience by engaging freshers in campus activities, sharing experiences, pointing to university/college services, and being available for those who need advice or encouragement. These mentors interact with the freshers in a very friendly manner and initiate them to the Pavanatma culture in a very natural and easy way.

- ❖ The student mentors rendering meritorious service to the college must be given certificate of recognition at the Annual Day Celebrations of the college.
- ❖ The college should deliberate on the possibility to provide remuneration to the student mentors based on the hours they spent for mentoring.

3.2.2 Scholarship Cell

Pavanatma has a scholarship cell which informs and assists the students to apply for various scholarship schemes of state/central governments. A full-time faculty member coordinates the support services of the cell.

- ❖ The cell ensure that maximum students get scholarships from various agencies, management and government.
- ❖ The cell should track the number of students getting scholarships annually.
- ❖ Increase the number of students getting scholarships at least by 10% annually.

3.2.3 The Career Guidance and Placement Cell (CGAP cell)

- ❖ Increase the number of support initiatives of the CGAP cell at least by 10% annually to benefit the student population of the college.
- ❖ Increase the number of recruitment drives conducted in the campus at least by 10% annually.
- ❖ Increase the number of students getting campus placements at least by 10% annually.

3.2.4 Cultural and Extracurricular activities

Cultural and Extracurricular activities are organized by the college union, the department associations and the clubs. The college arts fest is organized by the students' union and competitions ranging from literary events to stage performances are conducted.

Various inter-departmental competitions like Com-Fest (Commerce), Histo-Dance (History), Sargotsav (Malayalam), Swaraj (Maths), Physi-Carnival (Physics) are organized by the individual associations. In the coming years all departments must be given the opportunity to organize cultural fests.

- ❖ The number of students participating in the cultural festivals should be tracked by individual departments.
- ❖ The number of students participating in the cultural festivals should be increased at least by 10% every year.

3.2.5 Other Support Systems

- ❖ The Department of Physical Education should initiate steps to increase the sports awareness of students. The number of students winning medals in intercollegiate/University meets should be increased at least by 10% annually.
- ❖ The Arts Club should initiate steps to increase the number of students winning prizes in intercollegiate/University cultural competitions at least by 10% annually.
- ❖ The Mentoring cell should ensure that all students of the college participate in the activities of at least one cell/club/forum.
- ❖ The counseling cell activities should be strengthened immediately to target students at the risk of dropout and to provide better psycho-social counseling service to the students.
- ❖ The Equal Opportunity Cell (EOC) should address the issues related to SC/ST, the OBC and minorities and the physically challenged on a continual basis. It should monitor the Counseling services provided for psychological problems of these category of students.

4

Infrastructure

4.1 Learning Resources

Pavanatma is committed to provide appropriate infrastructure to support and enhance student learning, teaching, and staff development. The Infrastructure committee should elaborate activities to support the development of an appropriate infrastructure including:

- ❖ Develop the college library as a flexible and multi-skilled learning space, which is capable of accommodating a diversity of learning and teaching approaches and provides access to a wide range of learning support resources.
- ❖ Develop the departmental libraries to a similar standard by which the students and faculty are able to access learning support resources of their respective disciplines.
- ❖ Develop equipment specifications for class rooms, seminar halls, laboratories, and conference rooms to reflect the changes in educational technology.
- ❖ Create a digital institutional repository for the benefit of the stakeholders.
- ❖ Library committee should initiate steps so that library services are available to all stakeholders round the clock.
- ❖ Specialized services provided by the library such as e-mail alerts on new arrivals should be strengthened.
- ❖ Increase the number of library books and journals by 10% every year.
- ❖ Streamline the MIS of the institution and provide adequate training to staff.

4.2 Infrastructural development

4.2.1 Facilities for curricular and co-curricular activities

- ❖ Herbal Garden in the campus must be expanded and more access must be given to the local population.

- ❖ The facilities available in the Gymnasium should be enhanced.
- ❖ The college should approach the Sports Council for the establishment of a Sports Hostel for women.
- ❖ Priority should be given for sophistication and maintenance of equipment
- ❖ Infrastructure Committee should conduct Annual performance audit of all the equipment in the month of May by constituting an internal committee comprising of the technical staff and faculty.

5

Expected Periodic Growth - An Overview According to Thrust Areas

The Perspective Plan of Pavanatma College is designed in accordance with the vision of NEP 2020. We have identified a number areas to be either developed or enhanced. The targets are distributed in a tabular form in which the target year to accomplish the same is also mentioned.

Expected Periodic Growth - An Overview According to Thrust Areas

Sl.No	Strategic Plan	Target Year	Thrust Area
1	Implementation of a well-defined and time bound plan of cooperation with the networked institutions / industries and open up avenues for collaborative research with Institution of importance.	2024 Onwards	Academic Excellence
2	Special focus on student research: set standards for UG/PG to be worthy of publication (Research training through assignments and field action programs, Additional credit for student publication)	2024	Academic Excellence
3	Faculty publication by each department. (Minimum one publication per faculty an year)	2024	Academic Excellence
4	Industry collaboration for research (MoUs with industry partners for research)	2024	Academic Excellence
5	Faculty career advancement policy (Encouraging research, Support for publication and conference participation, Encouraging membership in professional bodies, Each faculty member to have at least one such membership, Provisions for international exposure)	2025	Academic Excellence
6	Strengthening faculty expertise (Identify key areas of skill or expertise and getting faculty members trained for the same)	2025	Academic Excellence
7	Promote higher placement (Placement at the end of a particular program to be fixed and plan accordingly)	2024	Academic Excellence
8	Introduce Finishing school for all UG degree programmes through CGPS	2025	Academic Excellence

Expected Periodic Growth - An Overview According to Thrust Areas

Sl.No	Strategic Plan	Target Year	Thrust Area
9	Enhancing digital presence(Make the website fully, Activate Twitter, each department /club to have its BLOG)	2024	Academic Excellence
11	Excellent faculty should be recruited, nurtured, and kept.	Gradual	Academic Excellence
12	Enhancing the research outcomes.	Gradual	Academic Excellence
13	A comprehensive faculty development program to encourage innovative teaching practices, outcome based tertiary education, time relevant courses, self-propelled growth in research and development through participation and contributions in International/ National Conferences, Seminars, Symposiums, Workshops, and initiation of academic exchange programs both at post graduate and doctoral levels.	2024	Academic Excellence
14	To provide training for technical, administrative and supporting staff for enhancement of their skills.	2024	Academic Excellence
15	Achieve success in national and global rankings, accreditations, and certifications	2033	Academic Excellence
16	Strengthen consultancy(Create a division for consultancy in areas such as green audit, academy college LMS and pedagogy)	2026	Community Orientation
17	Preserve and nurture the lush green campus and promote and encourage eco-friendlier concepts (viz water harvesting).	Gradual	Community Orientation

Expected Periodic Growth - An Overview According to Thrust Areas

Sl.No	Strategic Plan	Target Year	Thrust Area
18	Recruiting out-of-state students to diversify campus	Gradual	Community Orientation
19	Enhancing campus life and student development	Gradual	Community Orientation
20	Increasing the use of electronic governance solutions in the administration and student services in order to provide openness and efficiency.	2024	Infrastructure
21	Expansion and modernization of existing infrastructure so that each department is equipped with basic infrastructure for UG, PG and PhD programs.	Gradual	Infrastructure
22	Establishing renewable energy systems and promote international exchange programme in the area of green energy.	2026	Infrastructure
23	Establish the Centre for Research and Innovation (CRI) to foster the research activities and attain the global standards	2025	Infrastructure
24	Enhancement of facilities for demand driven research and development to augment postgraduate and doctoral level studies, which in turn will open up new areas for providing consultancy and carrying out industrial/social testing.	Periodical	Infrastructure
25	Adapt the infrastructure and facilities to evolving technological demands.	Gradual	Infrastructure
26	Infrastructure designed to improve the quality of life in campus.	Gradual	Infrastructure
27	Enhancing physical assets and infrastructure for research contributions.	Gradual	Infrastructure

Expected Periodic Growth - An Overview According to Thrust Areas²³

Sl.No	Strategic Plan	Target Year	Thrust Area
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