Pushpanjali College of Education

Papdy, Vasai

Institutional Developmental Plan

Vision

Education for the Life of the World

Mission

To impart

Liberating

Inspiring

Formative

Empowering Education

Our Core Values

Commitment to Excellence
Holistic Development
Respect for Diversity
Discovery and Innovation
Concern for Environment

Objectives of the College

- To develop educational professionals by nurturing their knowledge, skills, values, and capacities.

- To nurture the potential of each student with a focus on value for diversity

- To provide Teacher Education, that is grounded in values and bears a quest for excellence, bearing in mind the principles expounded in NEP 2020

- To inculcate in student-teachers a zeal for social responsibility and social commitment

- To nurture, within the student-teachers, skills essential to a networked world

- To promote a learning ethos that is committed to fulfilling the present and projected needs of the nation and the world

- To network with society to create a learning ethos committed to the values enshrined in the Constitution.

- To promote a zeal for research that will address local, national, and global needs through education

Gap Analysis (conducted in April 2024)

Area	Current Status	Desired status
Curricular Aspects	Curriculum followed as per University of Mumbai.	Curriculum of University of Mumbai to be followed
	Value Added Courses 4 per year	update courses as per the needs of students and society
	Self-study courses pursued by approx. 30% students	All students should do at least one Self Study course/ MOOC
Teaching learning and evaluation	All faculty use LMS and multi modal learning	Continue to use LMS and Multi modal learning and keep exploring contemporary ways in this area.
	Need analysis of students done annually. Exit survey taken at end of two years.	Continue with need analysis and exit survey
	Evaluation done as per University guidelines. 100% results each year. Remedial teaching organised regularly	Evaluation will continue as per University guidelines. Best practices in remedial teaching will be documented and shared
	Outcome Based Education (OBE) is followed and PLOs and CLOs are mapped.	Continue with OBE.
	Internship is well planned and conducted in schools affiliated to different Boards.	Continue to have internship that will give effective and practical school experiences.

Faculty recruitment and progress	50% faculty create E resources (excluding ppt) 33% faculty with PhD. One PhD in progress Two to three FDPs organised for faculty every year	All faculty will create E Resources other than ppt Encouraging all faculty to be PhD holders. Having at least four FDPs per year with a blend of face to face and online. Online FDPs could be optional as per need of the faculty.
Community outreach	Based on SDGs. 4 MoUs with NGOs in community-based work.	Continue with the community outreach. Have more MoUs with NGOs
Innovations	9 prizes won for innovative endeavours in last five years Students share innovative ideas online	Continue offering a platform for innovation in education. Innovative ideas presented by students will be refined and given wider try out.
Collaboration with HEIs and schools	Academic events conducted through MoUs with St. Teresa's Institute of Education and National English School 8 to 10 consultancy programmes conducted for schools and HEIs per year	Continue with the same. Add one or two more collaborations with HEIs and innovative schools. Continue with the same by conducting programmes on emerging trends in education
Research	Research undertaken at college or local level Faculty publications are an average of 2 papers per year	Research at macro level preferably with sponsorship Publishing in UGC listed and other reputed journals

	Student action research on need-based areas	Continue with action research. E-publication for disseminating action research findings.
	Videos have been created to support students' understanding of action research	The college YouTube channel can showcase student presentation of Action Research. Creating Videos on research methodology and statistics
Physical and digital infrastructure	Books in library adequate for students and faculty	Add reference books regularly.
	E library blog is updated regularly	Continue to leverage the potential of library blog adding at least two resources per month
	NLIST initiated. Student response is satisfactory.	Monthly review of use of NLIST to have maximum readers onboard.
	Existing Infrastructure is well maintained	Upgrading infrastructure as needed. Procuring sponsorship for the same.
	OERs are prepared by faculty	Add at least three to four OERs per year.
Student support and progression	About 22-25 cultural events held every year. 100% student participation.	Continue with existing activities. Social media coverage in form of reels to continue.
	At least 4 to 5 prizes won every year at inter collegiate level	Continue to depute students for intercollegiate events.

	Approximately 6 to 7 Workshops held each year in areas like drama and art, mental health, innovative teaching learning, life skills	Continue with Workshops that cater to the needs of students.
	TET training given each year. Average 4 to 5 students have passed TET per year	Aim for maximum students to pass TET (CTET) and MahaTET)
Participation in national priority programmes	100% student participation in Yoga, Water Mission, Gender sensitivity programmes, AIDS awareness, Electoral literacy, Swacchh Bharat, Digital India.	Continue with national priority programmes.
Alumni support	Active core committee. About 7 programmes per year have alumni as experts. Exploring registration of alumni association	Leverage alumni potential to mentor students and share their expertise. Registration of Alumni Association to be completed.
Governance and Management	Four CDC meetings held annually. Planning and budgeting done annually. Internal and External Financial Audits done annually. Academic Audit held in 2023. E governance initiated in office and library.	Continue with four CDC meetings per year. Planning and budgeting to be continued. To be continued as being done. Academic audit every two years. Upgrade to newer versions as and when required. Explore Open-Source Enterprise Resource Planning (ERP) portals like Samarth

	Mobilisation of resources – procured through funds from philanthropists	Procuring funds for sponsored events and upgradation.
IQAC	Approximately 15 quality initiatives undertaken every year IQAC website used effectively. Four meetings held each year.	Continue with relevant quality initiatives as before. Continue to leverage the website to disseminate quality related information for perusal of IQAC members and stake holders. Continue to have four meetings per year
Green endeavours	Campus is pleasant and green. Segregation of waste, proper disposal of E waste in place. Vermi culture initiated. Adequate emphasis on local and indigenous practices	Continue with green endeavours. Collaboration with NGOs like Dhyaas Foundation, Save the Earth Foundation and Luna Story Foundation to continue. Give wide coverage/ social media coverage to local and indigenous practices.
NEP 2020 related matters	Multidisciplinary approach is followed in all courses Academic Bank of Credits – students have created their ABC accounts Transition to ITEP: Discussions in progress Indian Knowledge Systems (IKS): Students are oriented about IKS through workshops, Nai Talim etc.	Continue the multidisciplinary approach Newly admitted students will be oriented about ABC Transiting to ITEP either independently or in collaboration with a nearby HEI Prepare E-material on IKS. Programmes on IKS will be held each year.

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	A MOOC on IKS created by college is initiated.	
	Collaborating with schools to facilitate the implementation of NEP 2020: Till date, over 200 teachers have been oriented regarding NEP 2020.	College will continue to collaborate and help schools to follow NEP 2020 recommendations.
	Workshops held on game based pedagogy, activity based learning	Relevant workshops for teachers will be held.
	Jadui Pitara initiated.	Jadui Pitara will be continued

Based on the analysis of present status and projected(desired) status the following strategic goals have been formulated.

Note: Short Term plans are targets that can be achieved in one to two years. Mid term plans are expected to take up to 5 years and those needing more than five years are classified as long-term plans.

Strategic Goals

1. To integrate the recommendations of the National Education Policy 2020 and develop as an institution aligned to the core values enshrined in the Policy
2. To initiate need-based courses that will help In-service Teacher Education
3. To offer avenues for gaining knowledge in emerging domains of global significance
4. To foster entrepreneurship and experiential learning among both students and faculty
5. To support both students and faculty in achieving their academic aspirations
6. To contribute to the field of Teacher Education by collaborating with institutions of national repute
7. To augment the resources of the college and add infrastructural amenities required by changing scenario of Teacher Education
8. To undertake research that will be based on the interdisciplinary nature of education.
9. To cultivate a sense of community, cultural appreciation, and connection with nature
10. To streamline recruitment, training, motivation, and retention of skilled faculty
11. To enhance student employability through capacity building
12. Strengthen Academia-School and Academia-Community partnerships via diverse initiatives
13. To foster relationships with alumni, communities, industries, and other stakeholders

The above-mentioned goals translate into six developmental objectives based on UGC guidelines for IDP. These are depicted in the diagram below. The enablers for the same are also shown on the next page.
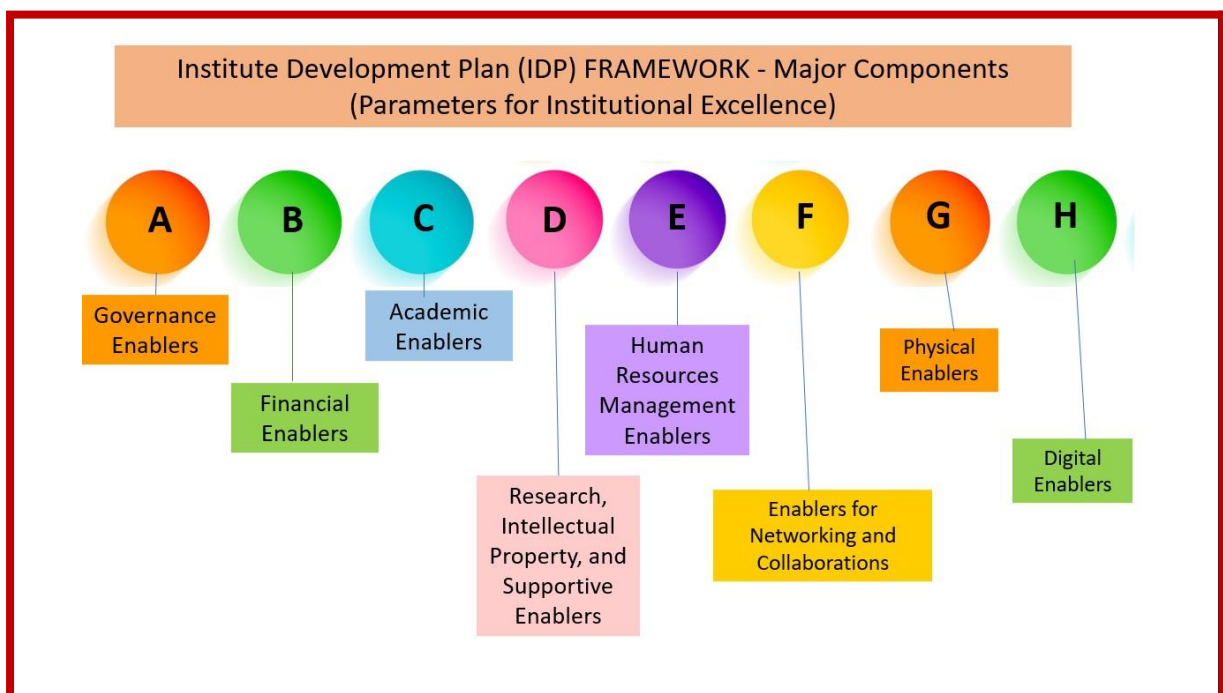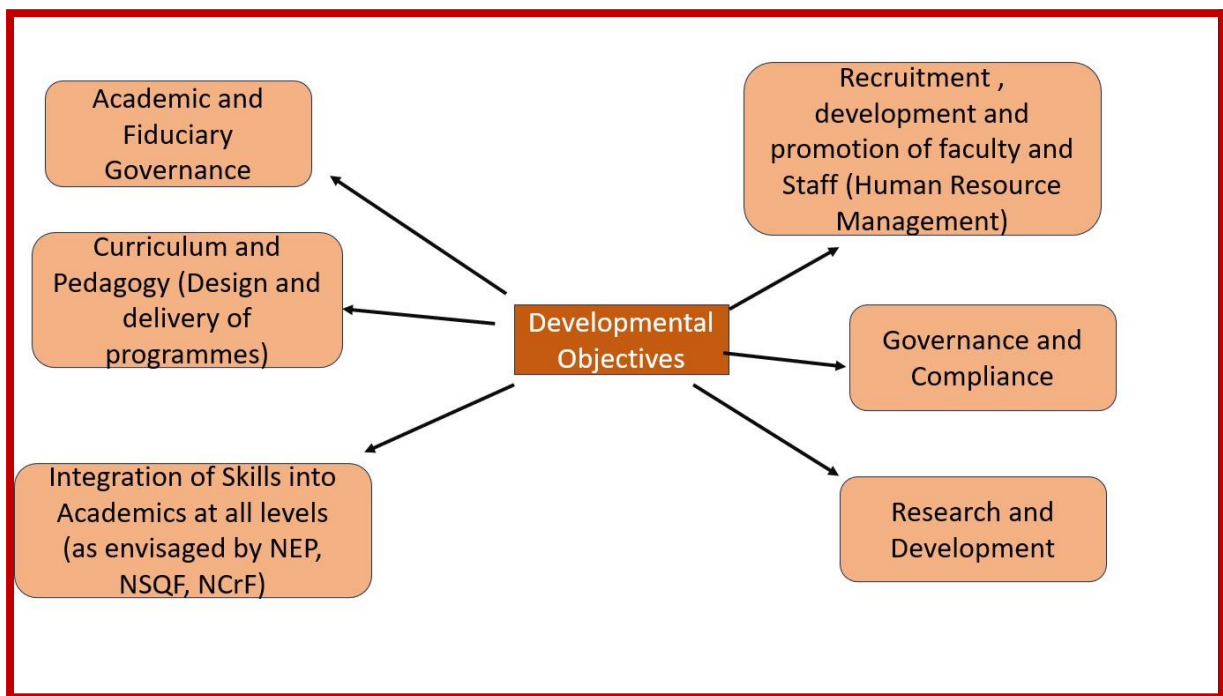
Ref: UGC guidelines for Institutional Developmental Plans for HEIs

The tables below show the short term, midterm and long-term plans with respect to the six developmental objectives. The relevant enablers (as suggested by UGC guidelines on IDP for HEIs) are indicated. The suggestions made by Dr K Radhakrishnan Committee and guidelines given by NAAC regarding binary accreditation have also been taken into account.

Note: Enablers mentioned are indicative. More enablers will be integrated.

1. Curriculum and Pedagogy (Design and Delivery of Programmes)		
Area	**Plans**	**Enablers**
1.1 Outcome Based Curriculum	**Short Term**: revisit and revise the PLOs, PSOs and CLOs, conduct annual course exit and programme exit surveys **Mid Term:** implement various strategies for OBE, identify structured ways to assess attainment of outcomes, action research on OBE **Long Term**: institutionalise best practices in OBE	Governance enablers: Ensuring consistent quality assurance through structured governance Human Resource Management Enablers: training faculty in OBE
1.2 Pedagogic Approaches	**Short Term**: revisit present approaches and align the same to contemporary changes in education **Mid Term**: institutionalise best practices in teaching learning approaches with focus on andragogy **Long Term**: collaborate with institutions of repute to work on pedagogic approaches relevant to 21st century Teacher Education	Academic enablers: blended mode of learning, Creation and delivery of digital content Digital enablers: Create a digital content repository

1.3 Focus in Indian Knowledge System	**Short Term**: conducting programmes on IKS, Faculty enrichment on IKS **Mid Term**: develop resource material on IKS **Long Term**: integrate IKS into all courses	**Research enablers**: Training programs to educate faculty and students about IKS **Digital Enablers**: dashboard for documentation
1.4 Assessment	**Short Term**: revisit existing assessment and identify gaps if any **Mid-term**: build a strong system for continuous comprehensive assessment	**Digital enablers**: Elevate the digital presence through dynamic websites, online systems **Academic enablers**: Develop learning material, Qs bank, rubrics for assessments
1.5 Catering to diversity	**Short Term**: need analysis of students every year. Plan activities every year for skill-based learning, remedial learning, enrichment for gifted students **Mid-term**: identify best practices for catering to diversity **Long term**: institutionalisation of best practices	**Academic enablers**: Courses catering to professional/future requirements ensuring 360° access to teaching & learning, skill & capacity building resources
1.6 LMS to augment curricular activities	**Short term**: leverage complete potential of present LMS Google Class . Explore LMS like canvas.instructure for Value Added Courses. **Mid term**: share experiences of best practices of use of LMS. Collaborate with other colleges to learn from their experience of effective use of LMS	**Digital enablers:** Transition to a paperless system, incorporating digital processing for curricular activities and providing stakeholders with online access

2. Integration of Skills		
Area	**Plans**	**Enablers**
2.1 Practical and Industry Focus	**Short Term**: identify needs of schools and education related industry **Mid Term**: design workshops, Value added courses in counselling, technology in education **Long Term**: offer courses to meet changing needs of schools and society	**Enablers for networking and collaboration**: collaborate with schools for effective internships **Academic enablers**: Curriculum updated as per industry requirements
2.2 Skill Development for projected needs of Teachers	**Short Term**: identify skills that will be needed by teachers in next five to ten years. Organise at least two programmes/workshops each year on counselling skills, AI integration in education, Global Perspectives **Mid Term**: develop resource material for skills that teachers will need in the future	**Enablers for networking and collaboration**: actively engage with industry, alumni, other higher education institutions and schools **Academic enablers**: Value added courses updated as per industry requirements
2.3 **Development of Value-Added Courses (VACs)**	**Short term**: continue with existing Value-added Courses. Identify needs to develop further courses **Mid Term**: develop VACs for pre service and inservice teachers on topics like cyber security, new avenues in education like AI, Virtual Reality, Socio Emotional Learning	**Enablers for networking and collaboration**: network with resource persons **Digital enablers**: disseminate courses to inservice teachers
2.4 Focus on Community building skills	**Short term**: continue with work being done as part of MoUs **Mid term**: collaborate with local NGOs that are focused on local social and environmental issues.	**Enablers for networking and collaboration**: actively engage with NGOs

3. Resource Management		
Metrics	**Plans**	**Enablers**
3.1 Faculty recruitment and development	**Short Term**: recruitments to be done when faculty retire. orientation of newly appointed faculty. regular FDPs for existing faulty, annual performance-based appraisals	**Human Resource Management Enablers:** Recruitment processes aligned with academic standards
	Mid Term: encourage all faculty to register for PhD, faculty to be NEP ready	
	Long Term: encourage more faculty exchange for hybridisation of ideas	
3.2 Extended curricular engagements	**Short Term**: leverage student and faculty potential through extended curricular programmes. at least 15 such programmes to be conducted each year **Mid Term**: Faculty to develop skills to promote student potential	**Human Resource Management Enablers**: identify and promote talent
3.3 Collaboration for growth mindset	**Short Term**: having sessions to introduce basics of growth mindset for students and faculty	**Governance Enablers**: onboarding, orientation, training of faculty and students
	Mid Term: infuse growth mindset in all college activities. Develop a policy for growth mindset	
3.4 Physical resource management	**Short Term**: adding physical and digital resources as required. Budget and needs to be considered at the start of the academic year **Mid Term**: enhancing the exisitng curriculum laboratory	**Financial enablers:** resource mobilisation and resource allocations as needed

4. Research and Development		
Metrics	**Plans**	**Enablers**
4.1 Undertaking Research	**Short Term**: identify topics for action research/ minor/ major research by faculty. Mentoring faculty to take up research **Mid Term**: encourage all faculty to register for PhD, faculty to be NEP ready **Long Term**: have a research centre	**Research enablers:** Encouraging faculty participation in research projects **Financial enablers:** allocating budget for research
4.2 Innovations in Teacher Education	**Short Term**: faculty and students to share innovative ideas in education on a suitable E forum **Mid Term**: adapt and adopt innovative strategies in teaching learning evaluation **Long Term**: institutionalise best practices	**Research enablers**: Cultivating a culture of innovative thinking **Human Resource Management enablers:** Encourage a culture of continuous improvement where HR practices are periodically assessed and refined
4.3 Encouraging collaborations	**Short Term**: have at least one or two collaborative programmes with HEIs/TEIs **Mid Term**: selected collaborations could be converted into MoUs	**Research Enablers**: explore evolving roles in a knowledge-based society through collaboration

5 Governance and Compliance		
Metrics	**Plans**	**Enablers**
5.1 Building a Quality Assurance system	**Short Term**: regular orientation/ development programmes through IQAC. conduct Stake holder satisfaction surveys	**Digital Enablers**: connecting with institutions to build quality in the college using ICT to gather relevant data.
	Mid Term: bi annual Academic and administrative audits	
	Long Term: build a quality assurance model suited to the institution	
5.2 Promoting Student and Employee Welfare	**Short Term**: health camps for students and employees. mentoring for holistic health	**Enablers for networking and collaboration**: collaborating with local institutions for student and employee welfare
	Mid Term: plan for a mental and physical health club in collaboration with suitable institutions	