Plan of Action for
The Academic Year 2021-22

I	**Curricular Aspects**
	• To integrate significant concepts like Outcome Based Education (POs & LOs), Inclusive Education and 21st Century Skills in curriculum, syllabus and transaction.
	• Offer significant aspects of the program in Blended mode in line with UGC guidelines
	• To initiate incremental redesigning of curriculum framework and syllabi to meet the needs of 21st century educator progressively.
	• Follow up with NCTE for the four year B.A.B.Ed. Course.
	• Pursue with RUSA for Health and Well Being Certificate Course.
	• Collaborate with GACE, Israel to initiate value added certificate courses
	• Explore feasibility of starting one year Certificate Course in ECCEd.
	• Organize Continuing Professional Development Programs with national and international organizations
II	**Teaching, Learning and Evaluation**
	• Continue incorporating advances in ICT in teaching, learning and evaluation
	• Explore possibilities for restructuring teaching, learning and evaluation in Blended mode
	• Incorporate Outcome Based teaching, learning and evaluation practices
	• Bring in Higher Order Thinking Skills based practices for internal assessment
	• Integrate learning outcomes in focus areas (Knowing the Learner, Lesson Planning, Managing Resources, Technology Integration & Assessment and Evaluation) in reflections for better teaching practices
	• Organize National or International Webinar on current themes or trends in education
	• Integrate Art Based and Performing Arts Based education into the syllabi
	• Strengthen partnership with existing international organizations and explore more possibilities
	• Strengthen feedback mechanisms to incorporate all stakeholders' perspectives
	• Continue with participative, collaborative, experiential, constructivist and other innovative learning approaches in curriculum transaction
	• Continue providing holistic co-curricular and other experiences in the online mode
	• Continue with existing reflective practices through reflections on lessons, course assignments, community work and action research
III	**Research, Consultancy and Extension**
	• Promote dissemination of quality research through publication of annual online research journal
	• Publish Learning Resources developed through Action Researches
	• Seek funding from organizations like RUSA for research projects (minor or major)
	• Administer faculty developed Academic Resilience Scale for the current batches

	and use the research data for providing better interventions. • Leverage our key expertise areas for institutional consultancy. • Expand Extension work meaningfully to the Covid impacted underprivileged children
IV	**Infrastructure and Learning Resources** • Develop more Learning Resources for emerging trends (authentic learning, theories of learning, 21st century skills, etc.) • Linkages with local, national and international institutions for use and exchange of learning resources • Increase the bandwidth for MOODLE • Use MIS for administration and student support • Augmenting technology, examination facilities, maintenance of Solar Panels and aesthetic uplifting of the premise
V	**Student Support and Progression** • Create an environment for student well being - mental health and resilience • Strengthen connect with alumni for their support and progression and vice versa to create a symbiotic relationship (like creating a newsletter, putting up job vacancies, etc.) • Provide unstructured lectures on the timetable for students to allow for free expression of feelings and emotions • Create a blog to capture sharing of pandemic experiences • Explore and provide different ways of supporting student employment (connecting with NGOs, overseas placements, register on UGC's academic job portal) • Continue with existing practices for providing support for competitive exams, academic performance and communication skills (Language Lab) • Provide 'Library at a click' services for student learning • Continue providing platform for communicating concerns through formal and informal channels
VI	**Governance, Leadership and Management** • Create visit possibilities for faculty and student exchange in the existing international collaboration • Seek funds from Management for infrastructure and technology up-gradation • Align institutional vision and mission for seeking academic autonomy • Provide opportunities to faculty for research based projects (seed funding, infra support, etc.) • Explore Microsoft Teams for providing data management systems in tune with NAAC expectations • Provide opportunities for support staff through training workshops to build their competencies • Strengthen the IQAC by seeking expert advice and emulating good practices from other exemplary educational institutions • Innovate and disseminate new ideas and pedagogies in education

VII	**Institutional Values and Best Practices** • Work with NGOs to use pre-service teacher skills to reach out to socially disadvantaged children • Continue with workshops aimed at creating gender sensitivity. Integrate the issue with theory papers in the course • Introduce Universal Design Training for faculty and students for building inclusive classrooms • Create an institutional policy for inclusion on the campus • Continue with good practices to create sustainable attitudes to protect the environment • Build on paperless practices to reduce carbon footprints • Conduct a green audit for the institution