



# The Lord's Universal College of Education

The Institution present perspective plan has repeated a few unfulfilled activities and programs that were considered in the earlier perspective plan and has added significant ones that would prove to be the measures to face the challenge that the situation has posed before us and to enhance the quality benchmark of the Institution to create the facilitators that the stakeholders expect. While planning from the futuristic point of view, the 7 criteria recommended earlier by NAAC have been considered for setting the benchmark and thereby ensuring the quality enhancement of the Institution.

## 1. Curricular Aspects

The Institution follows the prescribed curriculum of the University of Mumbai. The following aspects are required to be considered to set the benchmark in line with the expectations of the B.Ed. program.

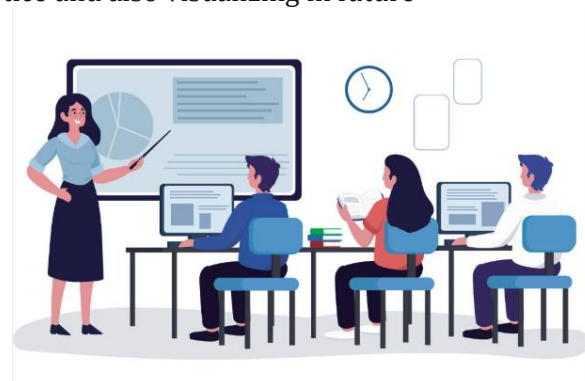
- Shift to Integrated Teacher Education Program (ITEP) as prescribed by NEP 2020
- Revisit vision and mission statements.
- Develop online courses (MOOCs)
- Create a Dedicated YouTube channel to share course material developed by the staff for other B.Ed. students



- Develop certificate courses that would support the learning of the prescribed content
- Develop programs to train student teachers to enhance global competencies.
- Take up Post Graduate programs run by Open Universities i.e. M.Ed. M.Phil. etc.

**2. Curriculum transaction:** Strategy and Techniques that we practice and also visualizing in future to be implemented as follows:

- Incorporate advances in ICT in curriculum transactions, as well as evaluation and assessment.
- Equip students for curriculum transactions to meet the challenges of inclusion and global competencies.
- Network with organizations to promote traditional Indian and universal values.
- Integrating Bloom's Taxonomy and constructive approach for Capacity building in higher order thinking in all three domains.
- Providing opportunity and scope for innovative practices in teaching learning process.
- Opportunities for Academic freedom to create learning resources and teaching aids to facilitate learning
- Bridge the gap between the institution and Universal schools by making the school internship program more relevant and need-based for stakeholders.



### 3. Research Consultancy and Extension

- Set up Institution's Ph.D. research cell and adding the title to the College Name.
- Develop capacity building among students for carrying out research in the future.
- Promote dissemination of quality research through annual publication.



- Encourage students to conduct research and publish through different forums.
- Encourage faculty to meaningfully utilize the data that is created through students' research projects.
- Encourage faculty to conduct research-based community development programs.
- Encourage faculty to take up the sponsored minor and major research projects.
- Develop and share the research Methodology certificate course for students and others in the community

### 4. Infrastructure and Learning Resources

- Ensuring the fulfilment of the infrastructural requirement for beginning the Integrated B.Ed. program.
- Plan for providing staff with facilities and provisions to ensure effective curriculum transactions.
- Complete Digitization of the library
- Creation of online learning resources

### 5. Student Support and Progression

- Strengthen mentoring, and counselling facilities for students.
- Make available a doctor on the panel for attending to the physical health of the students and faculty.
- Strengthen the placement cell to absorb them in the Universal Group-run Schools.
- Develop a strong alumni relationship and utilize the potential of past students for the quality enhancement of the Institution.
- Organize soft skills courses for grooming students for future careers.
- Strengthen the remedial programs.
- Enriching book bank facilities for financially needy students.



### 6. Governance, Leadership, and Management

- Develop the all-round personality of the students to make them Globally competent leaders.
- Plan the strategy of working to maintain the democratic culture of the Institution and make the ground for creating inclusive leaders.
- Provide flexibility, support, and facilities to the faculty for their professional growth as effective leaders.
- Capacity building of pre service teachers to master the leadership lifeskills.



**7. Institutional Values and Best Practices:** Planned strategies to strengthen the activities considered as the Best practices of the Institution via its hidden curriculum are as follows:

**- Community outreach**

- Create the parallel online B.Ed. short-term course for the degree college teachers who do not have any exposure to teacher training which can also be utilized as the refresher course for in-service teachers of our management's other degree programmes and junior colleges.
- Assigning round the year remedial and tutor training to the BMC students for making Std. X student board examination ready.
- Creating Value formation to become socially active teachers.



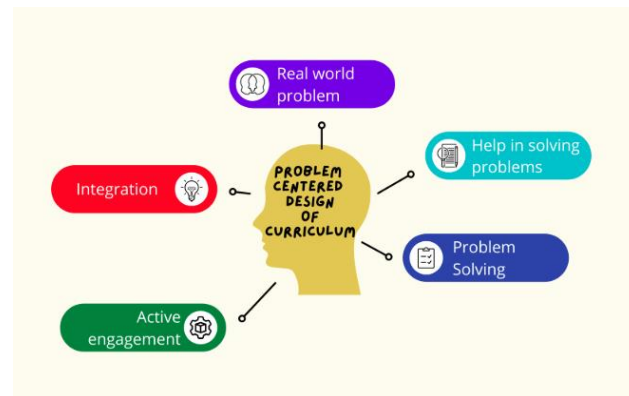
**- ICT Branding**

- Shifting the entire B.Ed. program to virtual settings to make it suitable for Hybrid and also online learning.
- Training students to be well equipped with the use of the latest Internet-based technology to comfortably handle it in the profession.
- Create online certificate courses to support students training to be effective facilitators.
- Capacity building of the faculties to conduct ICT-related sessions as the resource persons in other institutions.
- Develop flexibility and readiness among students to master and adapt the technological advances.
- Providing opportunities for online training through MOOC, SWAYAM etc. for AI.



**- Research-cantered curriculum**

- Develop a MOOC to inculcate Basic Research skills in the context of Action Research
- Task-based curriculum transaction.
- Theme-based assemblies with researched reviews of related articles.
- Community work as the basis of the need-based research.
- Action research projects based on the observed problems during the Internship programs
- Reflective practices in all the curricular activities.



**Conclusion:** - The Institution claims to have enhanced the quality bar in the last five years and commits to executing the aforesaid perspective plan effectively within the stipulated period.

We have reached the level of our progress as visualized in the aforesaid perspective plan which undoubtedly is not sufficient to realize our vision. The efforts that we put in this direction are reflected in raising the quality of teacher education wherein we work hard towards following programme outcomes in line with the mission statements formulated. i.e.,

- Teacher who is ICT enabled facilitator engaging her/his learners in the classroom by throwing challenges and motivating to Learn to Learn.
- The teacher is creatively planning the learning experience for the students focusing on Higher order thinking system.
- A teacher being the role model to engage in community outreach programmes for her learners.