



# **DWIJENDRALAL COLLEGE**

**CURRICULUM DELEVERY STRATEGY  
FOR CBCS SYLLABUS**

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## **Introduction:**

Curriculum, derived from the Latin word 'currere' meaning a course to run (for reaching a particular goal), encompasses the comprehensive body of knowledge and skill sets that students are anticipated to acquire through various forms of interactions, structured experiences, meticulously planned educational activities, and even spontaneous occurrences, when pursuing a particular course of study. This educational framework is inherently concerned with two pivotal aspects: content, denoting the specific subject matter and competencies students are expected to grasp, and process, signifying the methodical arrangement of instructional materials and pedagogical strategies extended to students. This pedagogical orchestration encompasses the delineation of course units and lessons, the formulation of assignments and projects, the provision of learning resources such as textbooks and multimedia materials, as well as the diverse array of assessment techniques employed to gauge students' grasp of the subject matter. The overarching objective is to construct an environment conducive to students' acquisition of knowledge and understanding, the honing of essential skills, and the refinement of their attitudes.

Curriculum delivery constitutes the strategic conduit through which a curriculum facilitates the attainment of students' learning objectives. This intricate process is underpinned by multifaceted elements, including the act of teaching, the provision of learning support, the dissemination of guidance, interactive engagements, mentorship, collaborative and participatory learning methodologies. Moreover, it encompasses the cultivation of reasoning faculties, the provision of constructive feedback, the deployment of various assessment modalities, and the availability of counselling resources.

Dwijendralal College strictly adheres to the curriculum framework designed and implemented by the University of Kalyani. The institution's educators play an active role in shaping the curriculum landscape through their involvement in syllabus committees as members of Board of Studies, and participation in syllabus revision workshops. Dwijendralal College has meticulously crafted a well-defined policy and procedural framework aimed at the seamless implementation of the institutional curriculum, with an unwavering focus on optimising the learning experience for its students.

## 1. Policy Statement

Dwijendralal College has diligently crafted a comprehensive and meticulously sequenced policy for curriculum delivery. This policy serves as a steadfast guidepost, ensuring the consistency of teaching and learning outcomes while providing a clear framework for assessing progress across different academic levels. It is founded upon evidence-based teaching methodologies and is harmoniously aligned with assessment and reporting procedures.

### Our Commitments

- **Learner-Centric Approach:** The cornerstone of our curriculum delivery policy is a resolute commitment to a learner-centric approach. This approach permeates every facet of teaching, learning, and assessment (TLA). It encompasses unwavering support and guidance, empowering students to seamlessly transition into the workforce or pursue higher education.
- **Equitable TLA Support:** We are dedicated to extending equal opportunities to all learners. Our commitment is to ensure that every individual has an equitable chance to excel in their educational journey.
- **Empowerment through Guidance:** Empowering learners to meet curriculum expectations and unlock their individual potential is a paramount objective. Our faculty members provide clear, unambiguous, and unbiased guidance by assessing each individual's skills, knowledge, aspirations, and potential.
- **Promoting gender equality :** Our curriculum delivery policy is a resolute commitment in maintaining gender equality and individual empowerment.
- **Personalised TLA :** Recognising the diversity of our learners' qualities, such as skills, knowledge, and prior experiences, we tailor our instruction, coaching, and support to effectively guide them toward their personal goals.
- **Assessment for All Abilities :** We assess learners' initial abilities comprehensively and develop strategies that cater to both advanced learners and those who may progress at a slower pace.

- **Diverse Learning Methods** : Recognising that learners have varying abilities, we offer a range of learning methods that cater to their individual strengths and preferences.
- **Continuous mentoring and Tailored Programmes of Study** : Through continuous mentoring, our commitment is to provide each learner with a customised program of study that best aligns with their current and future needs, fostering a personalised educational experience.
- **Stringent use of Library and rare references**: We incorporate the practice of stringent use of library and rare references for specialised understanding of courses offered.
- **Continuous use of ICT and Learning Management System**: We use ICT tools for better dissemination and understanding of knowledge and digital learning management system to store and circulate learning resources.
- **Robust, Varied and Fair Assessment**: We employ a robust and diverse range of valid, trustworthy, adequate, and equitable assessment methods. These methods encompass both formative and summative assessments, ensuring a holistic evaluation of learners' progress.
- **Regularised Constructive Feedback Mechanism**: Our policy emphasises the formulation of mechanisms for constructive and regularised feedback on assessments and students' performance from teachers and parents. . This feedback empowers teachers to gauge whether learning outcomes have been achieved and enables them to provide effective guidance to learners in need.
- **Examination related Grievance Redressal**: We provide examination related grievance redressal in a democratic and time-bound way.
- **Student's Profile and Accurate Assessment Records** : We maintain accurate and comprehensive assessment records and compile individual Student's Profile to trace the learning-curve, build upon strategies for better curriculum delivery and report progress to learners and other stakeholders.
- **Regularised Parents-Teachers Meeting**: We conduct departmental parents-teachers meeting on a regular basis to discuss and improve student performance.
- **Supporting Independent Learning** : Through constructive feedback and guidance, we equip learners with the knowledge, competence, and professional skills necessary to support independent learning and self-improvement.

## 2. Graduate Attributes at Our Institution

Our institution places a strong emphasis on developing well-rounded graduates who possess the knowledge, skills, and attitudes required to excel in their chosen professions and become leaders in their respective fields. These attributes are nurtured through personalised mentoring and close collaboration with other educational institutes. Below, we outline the key graduate attributes that our educational approach fosters.

### Academic Excellence

Graduates from our institution exhibit a commitment to academic excellence, characterised by:

- **In-Depth Disciplinary Knowledge:** A profound understanding and mastery of their chosen discipline, coupled with an appreciation of the interconnectedness of various fields of study.
- **Contributors to Knowledge:** A willingness to actively contribute to the creation of new knowledge and insights through research and inquiry.
- **Real-World Application:** The ability to apply academic knowledge to address complex real-world challenges effectively.
- **Collaborative Problem Solvers:** A capacity to engage in collaborative learning and tackle unfamiliar problems with confidence.
- **Relevance and Innovation:** The utilisation of up-to-date and relevant knowledge and skills, combined with creativity, critical thinking, analysis, and research skills, to solve both theoretical and practical problems.
- **Effective Team Players:** Proficiency in working collaboratively within a team, adeptly navigating negotiations and resolving conflicts, while demonstrating initiative and strong organisational skills in managing workloads.
- **Professional and Personal Integrity:** A deep sense of pride in upholding professional and personal integrity in all endeavours.

### Communication

Our graduates excel in communication, manifesting in:

- **Versatile Communicators:** The ability to communicate effectively for diverse purposes and across varying contexts and situations.
- **Engagement in Constructive Discourse:** Active participation in constructive discussions and debates.
- **Adaptive Communication:** The use of appropriate communication styles, methods, and resources to convey ideas effectively.

### **Personality and Leadership**

We cultivate attributes related to personality and leadership, including:

- **Self-Awareness:** An acute awareness of personal strengths and weaknesses.
- **Self-Reflection and Development:** A capacity for continuous self-reflection, self-discovery, and personal development.
- **Discipline and Confidence:** The cultivation of self-discipline in everyday life and work, coupled with the confidence to embrace risks and challenges.
- **Change Agents:** The ability to initiate and implement constructive changes in their communities, including their professions and workplaces.
- **Public Engagement:** An aptitude for meaningful public discourse, driven by a profound awareness of community needs.

### **Global Citizenship**

Our institution is committed to nurturing global citizenship by instilling:

- **Social and Civic Responsibility:** An understanding of social and civic responsibilities, along with the readiness to embrace them.
- **Cultural Diversity:** An appreciation of social and cultural diversity and a commitment to secularism.
- **Human Rights and Constitutional Awareness:** An awareness and appreciation of human rights, equity, and ethical principles.

- **Comprehensive Thinking** : Awareness to deal with issues within their professions from a comprehensive standpoint.
- **International Outlook**: Ability to implement a balanced approach across professional and international boundaries.
- **Cultural Sensitivity**: Ability to understand issues in their professions from the perspective of other cultures and communicate effectively in diverse cultural settings.
- **Technological Proficiency**: Ability to make resourceful use of technology in their learning and professional lives.
- **Ethical Prowess** : Awareness to embrace ethical behaviour in both their professional and personal lives.

### 3. Learning Objectives

The college has affirmed learning objectives as follows.

As graduates of Dwijendralal College, students will be able to:

- Display the ability to lead and work with others constructively.
- Utilise computers and new technologies systematically to gather, process, and communicate information.
- Obtain and reveal analytical and problem solving skills using critical and creative thinking and scientific reasoning within various disciplines.
- Identify ethical issues in organisations and its application to social affairs.

### 4. Curriculum Delivery Strategies

Curriculum is the formal mechanism through which intended educational means are achieved. Krishnagar Dwijendralal College implements the curriculum designed by The University of Kalyani. Application is an interaction between those who have created the programme and those who oversee its delivery. The coordination and involvement of different individuals is essential for the successful implementation of the curriculum programme. The college has a clear, sequenced plan for curriculum delivery that ensures consistent teaching, learning and assessment procedures which has a clear reference for monitoring learning. Among the key players identified are: teachers, students, Principal, etc. to facilitate the implementation process, following measures are taken:



## 4.1 Academic Planning

### Faculty Meetings

In staff council meetings the entire teaching staff comes together and discusses. This provides a precious opportunity for enhancing the instructional capacity of the students. The principal *organises faculty meetings at the commencement of every semester*. The principal is the facilitator of the activities. He leads the meeting and promotes the participation of all teachers through discussions. In the meeting detailed discussions are held regarding *the academic calendar*, the changes in the curricula if any, workload distribution as well as the measures to be taken for the *effective implementation of the curricula*. Sometimes, critical decisions require input from the entire staff of the college. Head of the departments and faculty members are free to express their view. Fruitful suggestions given by them are incorporated in the planning. Distribution of committees among staff members is facilitated in the first meeting of first semester. Through these meetings the college gets a vivid idea about the changes in the curricula and accordingly the principal gives instructions to the Librarian for the expansion of the library in relation with the curricula.

At the end of each semester, the faculty meeting is arranged in which there is a detailed discussion of execution of teaching learning activities.

### Departmental Meetings

Departmental Heads organise faculty meetings at department level. In these meetings distribution of workload and its effective implementation are discussed. Workload distribution is submitted to the principal as well as timetable committee. Regular discussions are held between Head and staff of the department. In these discussions strategies are decided to attain program specific outcomes and course outcomes.

### Time Table

The timetable is a necessary instrument for the efficient working of a college. It reflects the entire educational programme of the college. Time table provides the framework within which the work of the college proceeds. It is the tool through which the purpose of the college is to function. Proper time table helps in following:

- Time table helps to plan everything in advance. It ensures smooth and orderly working of curricular activities. Teachers and students know in advance their roles as well as the time they are to devote to each activity. The timetable places proper persons at their proper places, at the given time and in the proper manner.
- The timetable guides students and teachers what is to be done at a particular time which prevents wastage of time and energy. This enables both learner and the teacher to pay attention on one thing at a time. It ensures that the activity and energy of an individual is directed in a particular direction. It helps students and teachers to prevent confusion, duplication, overlapping and unnecessary repetition of the work.

- The timetable helps to distribute workload to each teacher according to guidelines. With the help of the timetable, the principal can keep track of the working of each teacher.
- The timetable helps the college to adjust curricular activities according to needs of students. This helps students to plan their study as well as their activities. This is very essential for the all round development of the students.
- The time table ensures equitable distribution of time to different subjects and activities.
- The timetable directly aids discipline in the college to a great extent.

Thus, a good timetable not only facilitates work, but also adds efficacy in various spheres. In order to set up a good timetable, the college has a time table committee. The committee objective is “Smooth and efficient management of academic programme through the year” Working of timetable committee:

- To prepare the Academic Calendar and get it approved from the principal.
- Collect the information of classes, courses and the number of lectures allotted for each course.
- Collect Individual faculty’s teaching load in the department from head of the department.
- Lab-wise subject allotment.
- To prepare the following timetables at the beginning of each semester:
  - Consolidated timetable for the whole college
  - Faculty wise time table (Commerce, Arts, Science, Management Studies, Cosmetic Technology, etc.)
  - Class timetable
  - Individual Teacher's timetable
- Assign classrooms and tutorial rooms according to the requirements of each department.
- Ensure optimal use of infrastructure required for curriculum delivery.
- Using class timetables, prepare the timetables of individual faculty and labs.
- Make the class timetables available on the notice board for students’ reference.
- With regard to the individual faculty and lab timetables, provide signed copy to HOD, Principal and the concerned faculty member/ lab in charge.
- Ensure that the functioning of the college is going according to time table. The timetables are prepared by the time table committee.

### **Induction Program**

Every Year the Principal of the college addresses students who are new entrants in their first year of study. Principal’s address is arranged faculty wise to new students. In this address the Principal gives information of vision and mission of the college, curriculum delivery policies and processes, facilities available in the college. He also motivates students to participate in co-curricular and extracurricular activities which are arranged in the college every year. In the same meeting the Office Superintendent gives information of different scholarships available to the students and how to take benefit of these scholarships.

## 4.2 Role of Teacher

Teachers are central figures who translate curriculum into specific learning experiences. The Code of Conduct and the Declaration of Rights and Responsibilities for Teachers identify them as major promoters for the educational welfare of students. The teacher introduces many aspects of variance into the instructional system. The level of intelligence, content knowledge, communication competence, and experience are important aspects of a teacher. All these elements influence the teacher's choices of verbal and non-verbal communication behaviours in instruction. The college has a well defined code of conduct for teachers. Any two teachers may not communicate the same way. According to Mc Croskey et.al. (2004), teacher communication behaviour introduces considerable variance into the instructional process. What teachers say and what they do nonverbally constitute a continuous stream of messages which impact meanings which are simulated in students' minds. Typically, individual teachers tend to have consistent communication behaviour patterns which are observable by students. Sometimes students have perceptions of a teacher even before they take a given class with that teacher. The perception may be based on information received from other sources. However, students will begin to develop perceptions of the teachers as soon as they begin to be exposed to him or her. These perceptions may be weak and stereotypical at first, but they become stronger as exposure continues. These perceptions will be generally primarily on the basis of the teacher's verbal and non-verbal behaviours. Teachers put their heart and soul in developing the sense and awareness of the following aspects among the students:

- **Incorporation of cross-cutting issues during the transaction of teaching learning process:** Cross-cutting skills such as communication, critical thinking, teamwork, problem-solving, and working with diverse others are introduced to students as part of both their curriculum and overall development, by the teachers. Overall, both the practices and their elements demonstrate a valuable means of helping students develop cross-cutting skills in preparation for future careers.
- **Gender equality:** Attitudes and values that promote gender equality are emphasized along with ensuring that the content of the course syllabus and the classroom activities include values and attitudes of gender equality, by the teacher. Revised textbooks and learning materials to become gender-sensitive are proposed and included which aids in removing gender-based stereotypes which contribute towards perpetuating gender inequalities.
- **National Integrity and Constitutional Rights:** The progress and security of any nation depends upon national unity and emotional integration of its people. The aim of education is not merely individualistic. The purpose of education is to make the individual acquire social efficiency. Nationalism and patriotism are indeed noble virtues. Our education must create a lively realisation among the students that they are all members of one world. We cannot afford to live in isolation without detriment to individual progress. Hence the teachers make sure that the students are induced with the feeling of National Integrity and are well versed about the constitutional rights, being able to take stands for individual as well as social cause whenever necessary.

- **Democratic Issues:** Democracy has a very close relationship with Education. The principles of democracy like liberty, equality, fraternity, dignity of the individual, co-operation, sharing responsibility etc. are the dimensions which deeply influence education. Teachers provide learners with opportunities to experience autonomy and freedom of choice in what to study, how to study it and when to study as well as the application of the key tenets of democracy in real life.
- **Environmental Sustainability:** Teachers promote awareness and understanding of the environment, its natural resources, and the need for sustainable practices, through various educational drills inside the classroom and field works. By integrating environmental education and sustainability, teachers are preparing future generations to become responsible citizens who value and protect the natural environment.

#### **College Advices teachers on:**

- Improving teaching skills
- Making lectures interactive and student centric
- Using technology in instructional transactions
- Promoting group work among the students
- Arranging co-curricular activities
- Improving assessment methods
- Making students aware of importance of feedback

### 4.3 Initiatives by the institution

Though the curriculum is designed and revised by the University, the college strives for effective curriculum delivery by taking specific measures. The college has taken the following initiatives:

#### **Initiatives Taken up by the College:**

- The college promotes the faculty to upgrade themselves by sending them to complete Short Term Course, FDP, the Orientation and Refresher Courses.
- The college inspires the faculty to attend Syllabus Revision Workshops in order to upgrade them with the changed syllabi.
- The college organises Syllabus Revision Workshops in different subjects in order to update the faculty with the new curricula.
- In addition to the regular subject classes, the college also organizes expert talks by inviting experts from various fields to share their knowledge with the students.
- All departments organise study tours and field visits which enable students to relate the theoretical knowledge with its practical application.

- For effective curriculum delivery, the college has got the provision of special/ remedial teaching for slow learners.
- The faculty members are encouraged to use ICT for effective teaching.
- Students' feedback is obtained and the necessary steps are taken to improve teaching performance of the teachers to benefit the learners.
- Project work and assignments are taken to promote self-learning.

### **Teachers' activities**

- Teacher Training programmes conducted regularly in ICT in which the faculty was provided training in developing ICT teaching materials.
- The college provides grants to teachers for attending workshops, seminars, conferences, and symposiums

### **Students' Activities**

- Students are encouraged to participate in debates, quizzes, and extempres on different levels.
- Students' seminars are organised with Power Point presentations.
- Peer Tutoring: Students are often encouraged to mentor and teach their peers.

### **Special Contributions by the Institution**

The college provides the following resources for the effective delivery and transaction on the curricula:

- Library with enough books, e-journals, N-list and periodicals
- Computers in all departments with Internet facility and requisite software
- Communicational excellence through English language Lab
- Smart Classrooms

Thus, the initiatives taken by the college play a major role in the effective curriculum delivery.

## **5. Teaching Approaches**

Teaching learning outlooks are based on following:

- Student learning
- Teaching
- Teacher's thinking and role playing
- Instructional media and methods
- Assessment
- Evaluation

The classroom is a place of amalgamation of students from multiple socio-economic backgrounds. These students possess different levels of potential and personalities. Hence, to fulfill the need, the effective learning tends to adhere with the personalized needs.

## 5.1 Traditional Lecture methods

In the conventional lecture based teaching is aiming to impart the course content whereby the pivot is on the delivery of the material by the lecturer. In this condition students remain passive. The participation of the learner here is restricted. However, teachers are instructed to design this method of teaching in a way so the students avail themselves to engage in the class. The effective learning in lecturing method is achieved by the discussion with them. For this, the teachers are advised to enhance the verbal and non - verbal skills. The involvement of students will construct a traditional lecture method compelling.

## 5.2 Participative learning

Participatory learning is the approach which develops and empower a learner to share, analyse and strengthen their knowledge of their life related condition, to act, identify, detect, assess and reflect. This approach allows a learner to participate in different activities so to play, making decisions which uplift the level of effective learning.

- Seminars are organised for the students.
- Expert talks from eminent people on different topics of curriculum are arranged.
- Students are encouraged to prepare Powerpoint presentations of various topics from their courses.

## 5.3 Cooperative learning

The objective of cooperative learning is to plan classroom activities into academic and social experience. This teaching method provides a method of group making from a mixed level of ability. The successful group is rewarded on the basis of the provided activity. No individual success is acknowledged, rather it's a group.

Following are the instances of cooperative learning experiences practised in the college:

- Classroom activity that allows a student to depend mutually on each other to succeed.
- Assignments that include group problem- solving and decision making

## 5.4 Inquiry-based instruction

Inquiry based learning approach deals with active learning where a student is encouraged to form questions, problems or scenarios rather than an effortless established fact or a straightforward path to knowledge. This kind of instruction is a lifelong achievement, it tends to frame their experiences, skills applications, and expression of thoughts and ideas.

Following are the inquiry based learning that are performed in the college.

- Case studies that will inspire student to seek and learn
- Group projects are given to the assigned groups for a task to inquire
- Field work for the students of geography
- Special exercise for students' to find its solution

## 5.5 Experiential Learning and Field Work

Experiential learning is a kind of learning in which learning is preceded by experience. A student "learn by doing ". Kolb says, that learner will get genuine experience when she or he has four abilities:

- The student is willingly and actively involved in the experience;
- The student must be able to reflect in the experience;
- The student must possess and use analytical skills to conceptualise the experience; and
- The student must possess decision making and problem solving skills in order to use new ideas gained from experience.

Experiential learning is promoted by different departments and learning environments. Following are some undertakings carried out for this purpose.

- Activities such as workshops, museums and botanical places tours;
- Visit to surrounding areas to participate in community services.
- Activities such as field trips, projects etc.

## 5.6 Use of Problem Solving Methodology

The problem solving methodology involves a student to derive the solution through a condition or situation. The situation is analysed and hence, leads to the solution. It helps to identify the problem then to find the root cause of the problem. The condition will be complex or straight but it will reach the issues. This approach begins with identification of the problem, then to generate the potential solution, that leads to choosing one particular solution , then implementation of the chosen solution, and ends with the evaluation of the results. It enables the student to learn through decision making for a situational problem with an appropriate or most suitable solution.

Following are some activities for problem solving methodology:

- Brainstorming
- Thought stimulation
- Role playing
- Compare and contrast method to identify similarity and differences within the problem matrix
- Concept sketches

## 5.7 Technology in the classroom and laboratories

The most effective way of teaching is student centric learning and hence, to deal with the present scenario one must use technological usage in the classroom to allow a student to achieve all around development. This is a student centric process of learning.

- Computer and internet facility for download variety of academic content
- Projector to facilitate the presentations, display of images and videos to visualise ambiguous concepts
- Teaching learning software like Tally, etc are made available to the students.
- Communication through emails, whatsApp with students are used to provide them online feedback, notes, presentations, suggestions etc. at the individual level.
- E-resources such as Infilbnet, LANOpac based WEBOPAC, SOUL 2. 0 are made available to the teachers as well as students and research scholars.
- Online tests through the classroom, whatsApp group and also with Google Forms are prepared for the students by the teachers.

Different strategies are meant and implemented from time to time to enhance the learning outcome by different teachers depending on students ' skills and ability.

## 6. Support Services

### 6.1: Support to the Teachers

#### **Procedural Support:**

- Faculty Meeting: Teachers are directed through various faculty meetings. These meetings initiate the distribution of various workload, organization of programmes, workshops, students' activities, teaching learning method and evaluation procedure for effective delivery of the curricula.
- Teaching Strategy: taking into account the results of the previous examination and the academic condition of the newly enrolled students, the teaching strategies are adapted and vigorously discussed for the betterment of learning. Organization of Inter-departmental faculty exchange programme, remedial and tutorial classes, counselling – these measures are also taken up.
- Purchases: the college purchases new textbooks, reference books and equipment that are essential for the teaching learning method.
- Time Table: The Routine committee of the college prepares master routine with suitable number of classes for each course.
- Teacher Diaries: Teacher Diaries are provided to the teachers to prepare teaching plans and to document their academic, research, students' support and extension activities.
- Others: the college provides e-classroom, seminar halls, library access, computer, departmental laptops, internet facilities to the teachers.



### **Practical Support:**

- The college also encourages teachers to participate in the orientation/refresher courses/ workshops/seminars organised by the affiliating university to upgrade the knowledge and to improve the teaching practices.
- The college encourages the faculty members to attend the syllabus Revision Workshop for keeping them informed with the new revised syllabus.
- Charts, models, instruments and other class work related materials are made available to teachers for effective implementation of teaching learning procedures.
- Internet facility is provided in the campus and in the central library for the teachers.
- The college promotes the use of ICT facilities such as smart boards, LCD projectors etc.
- The college regularly upgrades its library facilities. The college provides access to the library database via Intranet Opac.
- The college regularly upgrades its software in the Language Laboratory.
- The college regularly upgrades the facilities of the Geography Laboratory.
- The college has also provided an e-library facility to the teachers by taking the membership of INFLIBNET for every teacher.

## **6.2: Support to the Students:**

With the valuable insights of the curriculum developer, administrators and other stakeholders, teachers bridge the curriculum with the students by translating it to a meaningful learning experience. The college takes these key steps to support students' overall learning and developments.

### **Academic Support:**

- **Various skills Development:** To develop the communicative/technical/ laboratory/field skills of students and to develop their proficiency in respective subjects, the college organises various seminars, essay competition, field visits, study tour, alumni engagement initiatives etc. which are duly supervised by respective Head of the Departments.
- **Competence development:** To develop competence among the students for self-learning, the students are encouraged to perform extra projects and practicals for better understanding of course objectives.
- **Development of Reading Habit:** Teachers encourage the students to read various types of reference books along with their textbooks and to have group discussions among peers regarding various topics.
- **Students' Seminar:** Students seminars are organised in various departments in which students are encouraged to present research papers on various topics related to their syllabus.

- **Problem Solving Method:** Class tests, viva voce, tutorials are conducted in order to identify the students' difficulties, problem areas and then the teacher tries to solve the problem by addressing it individually. Remedial teaching is arranged for slow learners. The motto behind arranging remedial classes is to help the students to understand the problem area of the subject.
- **ICT:** ICT teaching learning tools are made available to the students and teachers.
- **Library Facility:** Library visit is conducted by the departments to make the library facilities, book catalogue access and reading room available to the students.
- **Grievance Redressal:** The students can state their grievance regarding any academic and non-academic matter, faculty members and other stakeholders look into the matter with the intention to resolve it.
- **Anti-ragging Initiatives:** The college has an anti-ragging committee and anti-ragging squad to prevent any kind of harassment on the campus.

### **Mentorship:**

For the sole purpose of mentee's growth, learning and career development, our college has a mentor system. To monitor the overall performance of the students each faculty member has been assigned the mentorship of some students. The mentor records the profile of all the assigned students with regards to their academic performance and participation in club activities and any other initiative. Students can contact their mentor for any academic or non-academic support. The actual role of the faculty or staff mentor is one of nurturing and providing support for a student during the difficult learning acquisition period. List of students with their mobile numbers, email id is made available to the respective faculty member/mentor. The mentor contacts his/her mentee and identifies their interests of learning, their difficulties etc. Mentor also keeps track of students' attendance in the classroom by taking information from other teachers about class attendance. Defaulter students are called by mentor and their difficulties are identified and solutions suggested. Thus the college strives to ensure that the stated objectives of the curricula are accomplished in the course of implementation.

## **7. Assessment and Evaluation Strategy:**

### **7.1 Assessment:**

Assessment is about learning. Assessment in its various forms has always been a central part of educational practice. Traditionally assessment is intended to find out and report on what

has been learnt thus its relation with classroom activities. Assessment is integral to teaching and learning activities and mediates the interaction between teachers and students in the classroom. A well-structured curriculum is provided by University of Kalyani. This curriculum enables the college to follow a procedure of teaching intervention, incorporating assessment, programme planning and evaluation. Student assessment and evaluation are an integral part of curriculum development and delivery. It should not be something external or added on at the end of a learning sequence simply to satisfy administrative or reporting needs. The college has designed a strategy to assess students throughout the learning process in addition to the assessment through semester end examinations conducted by University.

### **Purposes of Assessments:**

A variety of assessment strategies are used to

- facilitate the teaching/learning process
- identify areas of a student's learning strengths and weaknesses
- make decisions about a student's progress and specific learning outcomes have or have not achieved
- help teachers plan and/or revise educational activities for the students.
- identify interventions needed by the college administration.

### **Process in Assessment:**

- **Diagnostic tests:** A diagnostic test is performed to identify learners' strengths and weaknesses. It also helps to determine the kinds of information students need to correct their learning deficiencies and misconceptions.
- **Continuous Class Tests:** Class tests are arranged very frequently to monitor the progress of the individual students.
- **Internal Assessments:** Internal examinations are screened and analysed properly. Detailed report is prepared and on the basis of this evaluation internal marks are assigned to the students. The assessment results reflect the student's strengths and weaknesses. These assessment methods help teachers to measure the student's specific skills and abilities.
- **Diversified mode of Examination:** Objective short answer type, subjective essay type, multiple choice type, hybrid mode using google forms – all these types of diversified mode of assessments are introduced to speed up their learning ability.
- **Viva voce:** Viva voce is conducted to enrich the spoken ability of the students.
- **Group discussion:** group discussions are organised for sharing ideas and develop general awareness, confidence and problem solving skills.
- **Project work:** Project works are encouraged for further engagement in the subject.
- **Home Assignments:** The students are given home assignments on the varied topics from the syllabi.
- **Student Seminar:** Students' seminars are arranged to judge their verbal abilities. Internal assessment is set according to course outcomes and programme outcomes.

### **Improving Examination Standards:**

- Peer reviewing of Answer Scripts: this method allows the students to clarify their own ideas as they explain them to their classmates and as they analyse their classmate's answers.
- Examination Related Grievances: any grievances related to the strategy of the assessments are immediately addressed by our faculty members.
- Regularised Feedback System: the feedback from the students as well as the parents will highlight the areas that require attention, providing a guide for improvement.

## 7.2 Evaluation by Feedback:

In the final step, it is important for the teacher to evaluate the actual effectiveness of instruction. It uses methods and measures to judge students' learning progress and understanding of the material for purposes of grading and reporting. To get the total picture, teacher must evaluate the entire instructional process. The evaluative process may take place in a variety of formal and informal ways including group discussions, exit interviews, distribution and collection of assessment instruments, and semester end examinations. Gathering the data regarding instructional effectiveness will provide a basis for subsequent revision to the curriculum itself.

## 8. Feedback from Stakeholders:

Feedback from Faculty, Students, Alumni, Employers and Academic Peers is important to judge effectiveness of curriculum. The college will collect feedback from all these stakeholders. The feedback on respective courses and programs will be analysed by the concerned departments. The detailed reports will be made and wherever necessary conveyed to Board of Studies members in workshops conducted for revision of curriculum. The outcome of parent-teacher meetings as well as the report from the administration will also be taken into consideration while forwarding suggestions to the higher authority. The policy ensures the following:

- stakeholders have the opportunity to provide feedback, including: current students, current staff, alumni, industry partners, academic peers, community groups and other interest groups.
- Feedback related to the examination process is also invited from the stakeholders.
- feedback can be provided by individuals on their initiative or in response to requests by the College.
- feedback processes will be systematic, rigorous and respectful of the rights of students, staff and other stakeholders.
- feedback responses will be considered and, where appropriate, enacted in a timely manner.
- protection of privacy and reputation of all stakeholders involved.