

POLICY FOR CURRICULUM DELIVERY BY BLENDED SYSTEM OF TEACHING LEARNING

In order to provide an enhanced learning ambience for the students in the institution blended teaching system should be highlighted in the curriculum delivery. The blended teaching systems encompass both student centric mode (SCM) and teacher centric mode (TCM) of teaching learning process. Executing Activity Based Learning Education system (ABLE) can emphasize student centric teaching methodology. The student-centered approach of learning enhances student empowerment, critical thinking skills, conversations, independence, confidence and problem-solving techniques.

In teacher-centered mode there is very less chance that students miss any of the important concepts or topics. The teacher centric teaching methodology can also be supplemented with small teaching learning activities, continuous and daily evaluative tests, assignments and feedbacks for grabbing improved output from the students. Accordingly a policy for blended mode of curriculum delivery is being framed as follows.

- Initially at the commencement of the new batch the curriculum delivery should be carried out in teacher centric mode of lecture system for 60% of the academic tenure focusing on completion of the whole topic. This time is intended to cover all the topics in an accelerated manner in teacher centric mode (TCM)
- Every class should be compulsorily incorporated with any small teaching-learning activities such as Concept Mapping, Critical Pedagogy, quiz etc.

- Each class should be concluded with an short evaluative post test (possibly MCQ, a partially filled concept mapping, fill in the blank questions, one word questions, critical pedagogy questions etc.), which either the students can submit via LMS the same day itself for evaluation or the teacher may evaluate in the class itself or may do a peer review for evaluation in the class. The teaching faculty should document the marks of each such evaluative test.
- In order to keep the students in focus regarding the lecture / topic taught, a short assignment (not more than 10 minutes) to be allotted in each class, which should be uploaded by the students in Moodle within the given time limit. The teacher has to set the time limit accordingly and should convey the guidelines and purpose during the class hour.
- A uniform grading of the activity/assignments should be followed in which the grade distribution should be allotted as follows.

- Content	- 2 points
- Additional reading	- 2 points
- Presentation of answer	- 1 point
- A class feedback should be collected at the end of every theory hour in a prescribed format for quality maintenance
- Accordingly for proper incorporation of the teaching-learning activities topic wise, teaching faculty should list out the ABL based teaching schedule which should be discussed and finalized with the subject In-charge and HOD of their department and also as a preparative phase faculty should prepare a question bank for each topic focusing the evaluative posttest and the assignment (theory / practical) and to be finalized after discussing with the subject In-charge and HOD.

- The subject In-charge of each department should evaluate the content size, accuracy and adequateness along with the apt activity, assignment and evaluation questions.
- The remaining 40% of the academic period to be completely focused on extensive revision in SC Mode.
- For revision classes, extensive group activities like Peer Based Learning, Jigsaw, Think pair and share, peer review, debate, role play etc. can be given. This has to be done prioritizing university exam questions.
- Such classes should conclude with proper coaching and practice on attending university questions pattern, emphasizing the long essay, short essay and the short notes. Faculties should give thorough training on including the most appropriate / relevant answer key points during this and should also discuss the key points of each question in the revision class. A copy of the same may be also distributed to students.
- During this revision classes no assignments should be given but the students should be encouraged to come prepared for the revision topics only. The faculty may also encourage student presentation regarding the topic during this revision session.
- In order to ensure complete student involvement and participation in teaching learning process, and to encourage timely submission of daily assignments, the class activity score (mid class activity, post class evaluation and home assignments) should be incorporated to the internal marks. A percentage of monthly test marks will also be added to the sending average so as to emphasize continuous learning process.

- As per the University norms in order to be eligible to appear for the university examination the student should secure the minimum requirement of 40% of internal assessment marks. A weightage of 10% of the activity marks and 20% of the monthly test marks will be added to the sending averages for the eligible candidates.
- Assignment overlapping to be avoided by maintaining a schedule for assignment in consent with Associate Dean Academics.
- The subject handling faculties should be prepared with sufficient lecture videos/ e-contents suitable for student reference in the form of digital library
- Faculty along with HOD and Subject In-charge should plan out short academic projects (3D modeling / research based projects etc.) for the students in their respective discipline. This will provide more opportunities to advanced learners.
- For online classes, activities should be incorporated with the help of zoom break-out-room, Kahoot, Online Quiz, Digital concept mapping, virtual model preparations etc. to make the online classes more interactive and beneficial for the students.

Principal