



HISLOP COLLEGE

Nagpur

BEST PRACTICE-I

1. Title of the Practice :

Curriculum Enrichment Programmes (CEP) - A Holistic Approach

2. Objectives of the Practice

- To enhance curriculum to add value to the students' degree.
- To practice effective blended method of teaching and learning.
- To upgrade the ICT components/elements and take part in National Digital India mission.
- To assist slow learners enabling them to complete the course and acquire employable skills.
- To facilitate advanced learners to acquire specialized skills, undertake research work and improve their profile.
- To promote lifelong learning outside standard curriculum.
- To encourage multifaceted development of its stakeholders and multiple intelligences.
- To create a domain that fosters experimentation, curiosity and creativity.

3. The Context

Curriculum is a crucial component of any educational system, a focal point for all associated factors, which include infrastructure, academic resources, student support activities, research as well as TLE.

Hislop being an affiliate college, curriculum restructuring is regulated by the parent university. Despite being an affiliate institution and restriction on curriculum restructuring, Hislop is mindful that curricular designing is a continuous process and each student has a unique set of needs, varied learning abilities, their experiences and backgrounds. A few students require remediation to bridge the gap while others need an enriching challenge.

In order to serve this diverse section of student, the IQAC engages with the departments towards curricular enrichment and evaluation of the progress through TSA.

A student participate in any of the following practices for curriculum enrichment:

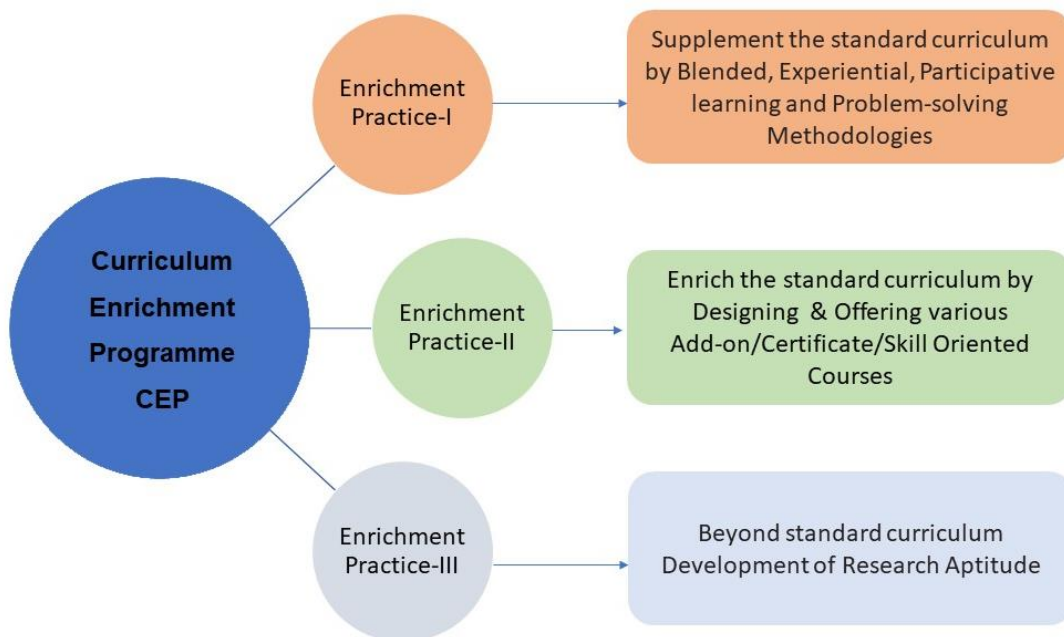


Fig: Curriculum Enrichment Programme (CEP) at Hislop College

Enrichment Practice 1- To supplement/complement the standard curriculum by providing frequent opportunities and activities.

Enrichment Practice 2-To design and introduce courses for students to help them acquire skills beyond the standard curriculum.

Enrichment Practice 3-To motivate students investigate real problems as individuals or small groups making them think independently.

4. The Practice

The objectives are achieved through the following practice:

Enrichment Practice 1

The college follows a learner centered approach of teaching-learning through blended, participative learning, problem-solving methodologies and experiential learning. This enriches the student's knowledge in the classroom and helps them to develop their analytical, critical-thinking and practical skills. Through group discussions, case studies, debates, and other classroom activities, students are exposed to socially, technically, scientifically and economically pertinent issues that go beyond classroom teaching.

This stage of enrichment is supported by the use of ICT, video lectures, departmental LMS, etc. which are available to the students 24*7.

Enrichment Practice 2

The college has designed a set of courses at the institutional and departmental levels, offering courses beyond the core curriculum.

Over a period of five years, the college has conducted 27 Certificate programmes to enhance the curriculum, covering areas like Heritage and Cultural studies, Women's studies, Banking, Insurance, Allied Agricultural skills, Robotics, JMOL application & Bio Python, Bioinformatics, Food preservation and Quality control to name a few.

In the past five years, the institution has arranged 152 capacity building programmes to meet the demand for skill development. These included soft skills, life skills, language skills and ICT skills.

College serves as an IIRS/ISRO Nodal Center for the study of technologies like remote sensing, the Global Navigation Satellite System, and its applications.

In collaboration with IIT, Powai the college conducted Spoken Tutorial Open Online Programme. In addition to this, college programmes concentrated on making the best use of open access learning platforms like MOOC, MOODLE, Swayam, NPTEL, etc.

To add value to the students' personality as a responsible human being, a range of activities, discussions and events on moral principles, civil liberties, professional ethics, gender sensitivity and environmental awareness are conducted.

The college launched the B. Voc. Tourism programme in 2018–19 with the aim of providing necessary information and skills connected to tourism for employment and entrepreneurship. In 2017–18, the College established an IGNOU study centre offering 15 programmes.

Enrichment Practice 3

A programme called "Student Research Projects" has been introduced by the department of Biotechnology. Students are encouraged to develop their analytical and critical thinking abilities in this subject starting in their first year of study because Biotechnology is a sector that places a strong emphasis on research. The PG students and teachers mentor the UG students as they work on in-house projects.

The "Samyojana" initiative is a research paper reading and discussion programme that nurtures a culture of literary survey.

The department publishes a biennial edition of "Biotechknowledge - The e-magazine". The contents comprise both articles on science-related topics and non-scientific materials. Its editorial board is composed up of faculty members and students.

5. Evidence of Success

A noticeable increase in the students' growth, performance and placement, support the success of the CEP.

Over 850 students benefited from the add-on and certificate courses. Numerous programmes for improving students' abilities, such as those for computer literacy, communication in English, learning Sanskrit and French, work skills, campus to corporate, etc., have benefited about 9000 students.

The Heritage and Culture Studies certificate programme was not just a classroom experience. As part of the initiatives to raise awareness of the cultural diversity and richness of the area, study tours, heritage walks, heritage exhibitions, and tribal and folk-dance festivals were conducted.

The NMEICT-funded Project at IIT-Spoken Tutorial, Mumbai had 177 student participants. Hislop College was designated as a Lead College because of their extensive use of online lessons. 44 students enrolled in a variety of NPTEL's online courses.

Students have the opportunity to present their unique research by taking part in oral and poster presentations at national and international conferences. In Avishkar, the State level Research Festival, several students have won awards. Additionally, some students advanced to the zonal level (Anweshan). Furthermore, it has led to student co-authorship in various publications. Students have benefited greatly from this practice, which has allowed them to progress to Ph.D. programmes at top universities in India and abroad.

Students have the opportunity to read a scientific article or study paper on the "Perusall" platform each week under the activity "Samyojana." As they advance in their research careers, students get the opportunity to improve their writing skills through "Biotechknowledge". Together, the students brainstorm and develop their capacity to come up with original ideas.

6. Problems Encountered and Resources Required

- Both teachers and students had to put in extra time outside of class.
- Affordability and reluctance to pay additional fees for the add-on courses.
- Added responsibility on teachers to motivate students to enroll for these courses.
- Balance between classes and project work requires a lot of time management.