

Institutional measures to adopt framework of National Education Policy 2020

1. Multidisciplinary/interdisciplinary:

The National Education Policy NEP 2020 states that pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, learner-centred and flexible. The policy envisions the curricular structures to enable creative combinations for study that would offer multiple entry and exit points removing the rigid boundaries of disciplines and creating new possibilities of lifelong learning and evolve interdisciplinary thinking. In view of the mandate of NEP it is required of the institution to prepare itself to implement it through the institutional mechanism of the college. Kamala Nehru College offers Honours courses under various streams of Humanities and Social Sciences. The General Elective (GE) provides a wide range of such courses which are designed to deliver knowledge combined with skills for undergraduate students of all years while maintaining the rigor of learning. Similarly, all departments offer discipline papers under B.A. (Program) course which makes it interdisciplinary in nature. Under the RISE (Research and Innovation Sustainable Education) cell of KNC, an initiative to make students imbibe the academic culture of research in an holistic and multidisciplinary manner, students are grouped inter- departmentally to pursue research in an area other than their core subject, thus ensuring more integrated and cohesive learning to find solutions to society's pressing challenges. The multidisciplinary journal of RISE invite research articles to promote the same aspect. The college organized a Two- Day Multidisciplinary National Conference on "Investing in Our Water Future: Opportunities and Challenges" in collaboration with 'Jal Sansadhan Mantralaya' to experience the multidisciplinary approach in context of water as a universal resource thus combining humanities and science with STEM. In the coming time the conferences and workshops would take the holistic view of things in the course of academic deliberations and discourse.

2. Academic bank of credits (ABC):

Kamala Nehru College is a constituent college of the University of Delhi. The implementation of Academic bank of Credits will be governed by the rules and regulations of the University of Delhi. The internal assessment, case study assignments, supporting reading material, and viva assessments are conducted as per the prevailing norms. The faculties and students are encouraged to give constructive feedback to enhance the efficiency of the teaching-learning and bring in flexibility. It will assume larger significance with Academic Bank of Credits and provision of multiple entry and exit under NEP.

3. Skill development:

The emphasis on skill development is a prerequisite to employability. Kamala Nehru College has the vision of empowering women by attaining various skills while pursuing the curriculum under the graduation program. Skill Enhancement Courses (SEC) are offered at present in all courses as per the structure of the course curriculum of the University of Delhi. Two Skill Enhancement Courses are done by students of Honours in Semesters 3 and 4 and four Skill Enhancement Courses

are done by students of Programme in Semester 3, 4, 5, and 6. Further, in keeping with the vision of the college and to ensure that the students gain practical and applied knowledge, the institution has been conducting various community engagement programs under NSS, EOC and Enabling Unit, etc. and encourages hands-on experience through industry interaction, outreach and internship programs. In the same vein, the college has successfully conducted two certificate courses under NSQF (National Skill Qualifications Framework), UGC. More recently the college has become a part of Skill Hub under PMKKVY (Pradhan Mantri Kaushal Kendra Vikas Yojna) and assumed the job role of Jewellery designing. The workshops on Soft skills, YOGA and well-being are also organized to promote the skillset of students as well as the staff.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

To ensure an enriching amalgamation of the Indian knowledge system and modern education the institution lays emphasis on adopting the Indian languages as the channels of imparting knowledge rooted in indigenous wisdom. Ability Enhancement Compulsory Course (AECC) in Hindi and Sanskrit is offered to students of all courses in the First Year of the curriculum to implement the same. Hindi and Sanskrit are offered as GE to all the students. Students who study their courses in the Hindi medium are encouraged and assisted. Study material and references in Hindi are provided to them and separate tutorials are held to support them as remedial measures. The workshops are also held to harness the linguistic skills in Hindi and English. The annual college magazine APPORVA means “Incredible Woman” is a students’ forum that encourages them to contribute creative and informative articles. It has separate sections in Hindi, English, Sanskrit, and French.

5. Focus on Outcome based education (OBE):

The Institution regularly evaluates the performance of students through methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes and Course Outcomes. The progress of a student towards achievement of learning outcomes are assessed by: semester end examinations in time-bound manner; practical; project assignment/case- study reports; group assignment; oral presentations. The faculty measures the performance of the students and provides remedial support for improvement. Mentoring is also provided during the tutorial sessions to slow learners to keep pace with the desired progression. Students enrolled for Add On/Certificate Courses offered by the institution are evaluated by the institution itself. Methods of Measuring Attainment of Programme Outcomes and Course Outcomes

Direct Method

- a) Semester End Examination: End Semester examination (theory or practical) are the metric to assess whether all the course outcomes are attained or not. End Semester Examination uses a descriptive question and is of 75 marks.
- b) Internal Assessment: The IA marks in a theory paper shall be based on various methods such as Assignments, Class Test, MCQ, Group Discussion and Paper Presentation. Lab Assignments is a qualitative performance assessment tool designed to assess students' practical knowledge and problem-solving skills. It is a metric used to continuously assess the attainment of course

outcomes with respect to course objectives.

Indirect Method:

- a) 1.Feedback Evaluation: The Institution collects feedback from its stakeholders-students, Alumni, Employers and Parents. The feedback system provides inputs on the relevance of the course, availability of the teaching material, course importance and required support from the institution to the students.
- b) 2. Internships: Students are encouraged to take up internships, projects, fieldwork, etc. This helps them to obtain necessary skills and practical experience in their chosen discipline. We observe student's performances in extra-curricular activities and their off-campus co-curricular engagements for assessing their personality development qualities like leadership, teamwork, perseverance, etc.
- c) Placements: Kamala Nehru College has a proactive Placement Cell which caters to the demands of companies from different sectors. 4.Higher Studies: Another parameter to measure attainment of POs,PSOs and COs is through progression of students towards higher studies in reputed educational institutions in India and in Foreign Universities.
- d) Contribution in Societies: We assess their contribution and achievements in departmental seminars, presentations in seminars, student clubs, inter-college competitions etc. In the context of NEP, the institution will follow with the continuous evaluation system as envisaged in the education policy and energize the points of internships, placements and progression etc. to maximize the impact of NEP.

6. Distance education/online education:

Pandemic of Covid-19 brought a major shift in the education system as the teaching- learning process was imparted on the online mode. Despite the unprecedented situation worldwide, with the consistent efforts of teaching community, optimum utilization of various online resources and the IT infrastructure, the teaching-learning process in the college did not face a slowdown. Rather, the creation of online study material on Google classrooms, regular zoom meetings, lecture series on teams, group discussions, and continuous research contributions using remote access given by the college to all the students helped in the enhancement of the knowledge base of the students as the prime stakeholder. NEP envisages the higher education to be completely accessible for the stakeholders with the expanded range of the content resources of the curricula. The college strives to create best of e-resources, inter-library references and knowledge repository for distance and online education.