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(Criterion 7.2:Best Practice1)

1. Title of the Practice:

Course Management and Learning Outcome Delivery Mechanism

2. Objectives of the Practice:

- a. To conduct a planned approach for an effective teaching, learning and evaluation mechanism.
- b. To create a conducive learning environment that caters to the student specific needs.
- c. To make teachers and students aware of the POs, COs and PSOs of courses
- d. To strive towards achieving academic excellence by the institution in the long run.

3. The Context:

Students with diverse backgrounds including economic, linguistic, cultural differences and varied strengths and paucities at learning have been experienced by the teachers of the College. Thus, along with the standard protocols of duties laid by affiliating universities, governments or at the college specific administrative level, each teacher have designed their own unique ways to carry out their teaching-learning and evaluation activities. However, in the undergraduate level of study, each student has to undergo learning in multiple disciplines as per the requirements of curriculum. Accordingly, a need was felt for an institutionalized process of dissemination of teaching, learning and evaluation activities catering to the student specific needs which allows for discipline specific flexibilities at the same time. Again, the success of each activity lies in constant monitoring and a periodical analysis of the gains anticipated. Thus, the practice of course management and learning outcome delivery mechanism evolved over the years.

4. The Practice:

The ultimate aim of any higher educational institution is to yield human resources and therefore academic excellence is of prime importance. In this context, the course management and learning outcome delivery mechanism practice was initiated in Lalit Chandra Bharali College. The practice can be illustrated in three dimensions; viz. course file maintenance, periodical review by the department and monitoring as below.

a) Maintenance of course file: An institutionalized approach was initiated to streamline the normal academic activities of each department with the ultimate aim of achieving the vision and mission of the college. The practice merely lies in the maintenance of course files by each teacher which mandatorily contains the following features.

i. Vision and mission: The courses have a vision and mission that is at par with the vision of the institution.

ii. Syllabus: Each course file contains the syllabus, the COs of the courses and PO and PSO.

iii. Academic Calendar: Each department prepares academic calendar including continuous internal evaluation schedules developed within the broad frame of the academic calendar of the University and the institution. This is for ready reference and planning for the teacher.

iv. Teaching plan: Every teacher always plans their teaching, learning and evaluation process. So, in the course file they maintain the periodic plan of teaching as per the syllabus, mode of teaching each topic, methods for the same and the evaluation methods and the strategy to identify slow and advanced learners.

v. Retention of scripts: Answer scripts of good, moderate and weak performers in the course file is aimed at future reference for students to understand what is expected of them.

vi. Tutorial Sheets/ Class test papers/ quizzes: Teachers also maintain the said evaluation tools for the benefit of their students and future reference.

b) Periodical Review by the department: This is done by the following ways:

i. Class attendance: Teachers maintains a consolidated statement of attendance and has a periodical analysis of the attendance of the students. This is aimed at coordinating with the students in case of absence and also intimating the concerned mentor of the college (mentor-ward system) if need arise.

ii. Result analysis: Result analysis at the departmental level is done to analyze the effectiveness of the teaching learning activities.

c) Monitoring: The IQAC keeps a vigil on the smooth functioning of the practice with periodical review.

5. Evidence of Success:

The success of the practice is outlined in the following

- a) The course management and learning outcome delivery mechanism is a tool for making teachers and students aware of the POs, Cos and PSOs
- b) The course management and learning outcome delivery mechanism has helped in self-assessment of the teaching learning and evaluation activities of all teachers.
- c) Its success lies in that it is a comprehensive plan to measure the fulfillment of course and programme outcomes.
- d) The success also lies in evaluating how far the teachers have succeeded in tailoring the teaching methodologies including ICT usage in their discourses.
- e) Consolidated student attendance and mentor ward system reveal students' specific problem. An instance may be cited in the context. During the pandemic students could not attend classes due to lack of internet connectivity. This was true for all the departments. The teachers after discourses came up with several strategies to deal with the problem.

6. Problems encountered and resources required:

The course file has to a great extent changed the entire perspective through which academics are addressed and worked upon. However, some problems have been encountered in the practice.

- a) A mutual discussion on periodic basis to plan out the ways to deal with challenges and continuous upgradation is important. Such periodical analysis was not sufficient and this was mostly due to the pandemic.
- b) Another major hurdle encountered was that many vacancies in the college have long not been filled. So this has hampered the planning and execution of the courses of the different disciplines.