

## NEP-2020

Once given the go-ahead by Fr Dominic, has tried to implement the NEP curriculum keeping in mind existing resources (faculty, infrastructure, IT systems), limitations, and also the very short notice given to get things ready. Departments have been working extremely hard to get things ready for a preliminary meeting with the Principal to discuss and ratify progress made with regard to syllabus creation.

This report covers: curriculum and credit structure/ preparedness/ future plans.

### 1. **Total Credits** for the 4-year Hons/Hons with Research Program: 174/ 176

The credits have been calibrated according to the NEP requirement to hypothetically allow:

- a) Student to exit at the end of Year 1 with 40 credits to qualify for a Certificate
- b) Student to exit at the end of Year 2 with 80 credits to qualify for a Diploma
- c) Student to exit at the end of Year 3 with 120 credits to qualify for a BA degree
- d) At the end of the course, 174 credits qualify a student for BA/ B.Sc. Hons/ Hons with research/ 176 credits for B.Com.

Students with minimum 75% aggregate marks in the first 6 semesters will be eligible to undertake research in Sem 8.

Students not undertaking research will complete 3 papers in the final semester.

### **Courses:**

have been structured according to the NEP template particularly with regard to Sem 1 and 2  
Major Sem 1-8 (minimum 80) 106 credits (4 credits per paper/ 6 credits per paper in 7 and 8  
Minors Sem 1-6 32 credits (8 papers at 4 credits each  
Multidisciplinary 9 credits Sem 1 and 2 (9 credits – 3 credits per paper  
Ability Enhancement 8 credits Sem 1 and 3 (2 papers at 4 credits each  
Skill Enhancement 9 credits Sem 3 and 4 (3 papers at 3 credits each  
Value Added 8 credits Sem 1 to 4 (4 papers of 2 credits each  
Internship 2 credits to be completed by Semester 4.

In due course and with careful planning we may even consider the NEP suggestion of allowing 40% of credits to be earned from online courses approved by department and institution. With preparation of appropriate data management and programming, this is a genuine opportunity to create a blended system of offline and online learning.

### 2. Preparation

- a) Departments have created course syllabi according to the tentative curriculum structure. Syllabi have been discussed and prepared keeping the entire course program in mind to ensure calibrated progression from basic level courses to advanced level courses in year 3 and year 4.  
They will present a report on their preparedness to the Principal after which BOS meetings will discuss and ratify syllabi which will then be presented to the Academic Council for ratification and then uploading on the website
- b) Departments have begun to prepare suitable guidelines and manual for internship programs within the college and in other institutions, and through the newly set-up School of Social Sciences. The intent is to involve them in the practical side of their learning, to facilitate experiential learning, to obtain work experience and involve in

social and other kinds of community engagement or opt for project based activity which may give them qualifications for better employability.

- c) Value added courses are in Environmental Science, Inter-Religious Discourse, Personality and soft-skills development, and a specially designed course Understanding India designed by the departments of Pol Sc and History.

We are also planning courses advised by NEP, such as Health and Wellness, yoga education, subject to availability of faculty and infrastructure.

- d) Other activities: include participation in NCC and NSS programs for literacy initiatives and mentoring school children.
- e) Developing the NEP curriculum is an ongoing and challenging process of discussions and planning.

So our multidisciplinary courses have begun to evolve to assume an exciting shape and content with departments creating new and contemporary courses unlike anything in current syllabi.

Many of them are interdisciplinary in nature and developed to expose students to new ideas, and ways of thinking and approaching and understanding a subject. The Social Science courses in particular have been designed to promote understanding of individuals, social behaviour, society and nation which implements NEP guidelines.

These courses introduce students to studies in departments in their broad discipline and in other disciplines, since MDS papers form part of liberal arts and science education.

Students are required to choose three courses relating to 4 broad disciplines:

Natural and Physical Sciences/ Maths, Stats and Computer Sc/ Media Sciences/ Humanities and Social Sciences.

A sampler of courses: Introduction to Cultural and Comparative Studies/ Studying Society: Fundamentals of Social Science / Media and Gender/ Cultural Exchanges in Bengal/ Cinema History and Society- An Interdisciplinary Dialogue/ Foundations of Empirical Science/ ABC of Critical Scientific Thinking/ Digital Literacy/ Introduction to Instrumentation, Methodology, Safety and Ethics in the Natural Sciences / and even courses in Tally and Python.

Future plans:

Such courses are a positive step forward in the way we think about and create syllabi which have a contemporary value, connect to real world needs, and are in keeping with NEP recommendations.

This is part of our careful preparation for a fully developed curriculum structure supported by requisite infrastructure, admin procedures and data management systems to allow learner flexibility in course options, and encourage creative disciplinary combinations in multidisciplinary contexts, with emphasis on conceptual understanding and technological skills across disciplines, and to ensure a system in which students are required to be more personally involved and responsible in the overall pedagogical process in terms of self-preparation and study.

Finally, the principal has initiated the setting up of a School of Humanities and Social Sciences whose charter is to propagate interdisciplinary research and collaboration between departments, and build up research orientation and skills among students, and help students to network and facilitate opportunities for internship.

This charter will then be extended as we set up Schools of natural Sciences and Media Studies and Commerce and management.

The objective is to stimulate inter-department understanding and collaboration for research and internship that can provide a foundation for implementing the NEP curriculum in spirit, value and content.