



ST. ALOYSIUS' COLLEGE

AUTONOMOUS
JABALPUR- 482001
MADHYA PRADESH, INDIA

CRITERION-6

GOVERNANCE, LEADERSHIP AND MANAGEMENT



Key Indicator – 6.1

Institutional Vision and Leadership

Metric No.: 6.1.1

The institutional governance and leadership in accordance with the vision and mission of the institution and its visibility in NEP implementation, sustained institutional growth, decentralization and participation in the institutional governance

Document Name

Institutional NEP Document



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Institutional NEP Document

Navigating Learning Challenges in implementing National Education Policy : From Policy to Action

Madhya Pradesh, as the second state to fully implement the National Education Policy (NEP) 2020, faced the multifaceted challenge of aligning its educational landscape with the policy's objectives. In the context of St. Aloysius College, like other higher education institutions in the state, many specific challenges emerged. This endeavor demanded meticulous planning, effective coordination, and tailoring approaches to Glocal requirements. Some significant challenges faced were:

- **Curriculum reform:** Adapting the existing curriculum to align with the NEP's recommendations was the primary challenge faced in the learning process. Integrating vocational courses, critical thinking modules, and skill-based education into the existing curriculum was vital. This transformation demanded substantial curriculum restructuring, aligning the curriculum with local, regional, national and global needs. Curriculum enrichment practices like incorporating course/topics related to employability, entrepreneurship, gender issues, environmental issues and professional ethics that equips students with practical skills, fosters critical thinking, and prepares them for real-world requirements as envisioned by the NEP was challenging.
- **Teaching Pedagogical development:** Preparing teachers to deliver the objectives of the NEP and develop innovative pedagogical methods was cumbersome, due to the need for a substantial shift in teaching paradigms. Overcoming these challenges demands extensive teacher training and a systemic shift towards student-centered methods and outcome based learning.
- **Assessment practices:** NEP advocates a shift from traditional rote memorization-based assessments to more holistic internal evaluation methods. This change requires maintaining authenticity and transparency in assessment and evaluation. It also required redefining examination formats, teacher training in new assessment techniques, and reimagining the role of assessments as tools for learning rather than just for grading.
- **Digital infrastructure and inclusive education:** Implementing the NEP requires technology integration ensuring that students have access to the necessary technology and internet access. Due to its demographic location, many students hail from underprivileged, semi urban, rural and tribal backgrounds and often lack essential skills and access to modern technology. The challenge of student diversity coupled with limited skills and the need to bridge the technological divide is a pivotal concern at (SAC) to ensure seamless implementation NEP.



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- **Community Engagement and Internships:** Engaging with local communities for gainful projects and internships, as per NEP presents the challenge of aligning student skillsets with community needs. Identifying relevant, projects fostering sustained collaboration and actual implementation is a challenge.
- **Resource Allocation Quality assurance:** Implementing NEP's reforms demanded substantial financial investments in infrastructure, faculty development and technology. Moreover, maintaining quality standards in learning while expanding access and introducing innovative pedagogical methods required robust monitoring, assessment, and faculty training.

The journey from policy to action in implementing the NEP has been marked by commendable efforts and significant challenges. While aligning with NEP's visionary objectives, St. Aloysius is committed to providing holistic and inclusive education, making strides toward a brighter future in education.

Implementation of NEP 2020

The implementation of the National Education Policy 2020 at St. Aloysius College has impacted various crucial areas of the institution's academic and operational systems. The challenges faced and the areas they impacted were not isolated but interconnected, requiring a holistic approach to address them. The impact of curricular reforms has been comprehensive and transformative.

- The Primary area of impact was the existing Program and Course structure which was not in line with Major and Minor system as proposed by NEP. It was vital to restructure the curriculum to incorporate NEP's directives, such as vocational courses, critical thinking modules, and skill-based education. This restructuring required a comprehensive review of existing courses and the development of new ones that aligned with the NEP's goals.
- The challenge of teaching pedagogical development under the NEP has influenced teacher training, teaching methods and techniques at St. Aloysius College. It needed moving away from traditional approaches towards more innovative and student-centric techniques, thus redefining the way education is delivered. The impact extends to the expected learning outcomes, emphasizing not just academic achievement but also critical thinking, problem-solving, and practical skill development among students.
- The challenge of assessment practices under the NEP has led to a significant impact on the examination ordinance at St. Aloysius College. Specifically, the institution has transitioned from the old examination ordinance 17 of the Parent University to the adoption of Ordinance 14 (a) and 14 (b) of the Madhya Pradesh Higher Education system. This change reflects a shift in assessment methods and practices. The multiple entry and exit during a degree program as envisioned by NEP impacted the credit system, examination formats and grade sheets,



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- Technology Integration required the need to invest in technology infrastructure and resources to enable the integration of digital tools and resources into the educational process. The diverse student background required that digital skills and competencies are matched with the requirements of NEP.
- The challenge of community engagement and internships, in line with the NEP's objectives, has specifically impacted collaborations, project identification and community engagement. It also required professional and industrial collaborations and MOUs for components of internship, field work and apprenticeship.
- The challenge of resource allocation and quality assurance has influenced financial investment, faculty development, quality standards, monitoring and assessment practices at St. Aloysius College in the context of NEP implementation.

Innovative Ideas in NEP 2020

The institution introduced innovative ideas, **focusing on multidisciplinary education, pedagogical development, learner reskilling and Proactive management Practices.** The programs offered span diverse disciplines of Arts, Science, Commerce, and Management, aligning with the National Education Policy (NEP). Pedagogy saw systematic upgrades, transitioning from Bloom's Taxonomy to the **Wedge Shaped Model**, emphasizing NEP's learning needs. Outcome-Based Education with the **Backward Design Framework** further encouraged student-centered methods. Additionally, the Centre for Value Added Courses (VACC) was established to streamline vocational courses, featuring concise modules taught by experts through MOUs, enhancing students' readiness for the job market. **Proactive management practices** at the institution were characterized by prompt decision-making, prioritizing student welfare. This approach not only ensured that students' well-being and academic progress were at the forefront of decision-making but also contributed to a dynamic and responsive educational environment needed for effective NEP implementation.

A systematic approach was adopted in terms of planning strategically ideas that would help to navigate the challenges. The innovative ideas implemented by the institution focused to **Multidisciplinary approach, Pedagogical development, reskilling its learners and Proactive Management Practices.** A mapping of the ideas and the challenges was done to come up with an institutional model as a guide for executing NEP. This is a clear indication that the institution forged with proper planning.

The idea of Multidisciplinary approach, offering maximum options under NEP helped to overcome the challenge of curricular restructuring and streamlining assessment practices. The institution's innovative approach in curricular reforms is evident in offering undergraduate and post graduate programs in diverse disciplines of Arts, Science, Commerce and Management. These programs offer **Maximum options** under NEP with Major, minor, electives and vocational courses allowing students to choose pathways that resonate with their skills and prepare students for the ever-evolving job market. In spite of transiting into a new system there was no delay in commencement of academic sessions and declaration of results.



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Implementing **teaching pedagogical development**

proved instrumental in addressing the challenge of adapting to evolving student-centric teaching methods and overhauling assessment practices. The institution methodically enhanced teaching pedagogy, initially basing it on Blooms' taxonomy as a guiding heuristic for shaping teaching and learning approaches. In response to the learning requirements of the National Education Policy (NEP), the institution adopted and institutionalized the revised Blooms' Taxonomy, which took the form of a wedge-shaped model. This revision placed greater emphasis on fostering higher-order thinking skills. To further bolster this shift towards student-centered methods and outcome-based learning, the institution also implemented Outcome-Based Education, following the Backward Design Framework. These strategic steps facilitated a systematic transition, ensuring that teaching practices aligned more closely with student needs and objectives while accommodating the evolving landscape of education.

The strategy of **reskilling learners** played a pivotal role in addressing the challenge of fostering **Community Engagement** and facilitating **Internship opportunities**. To effectively streamline vocational and skill-based education, St. Aloysius College established the Centre for Value Added Courses (VACC), bringing various programs under a unified umbrella. VACC meticulously designed concise, modular courses and collaborated with seasoned professionals and industrial experts to ensure that students received training from experienced mentors. Furthermore, the institution forged strategic Memorandums of Understanding (MOUs) with multiple agencies to streamline internships and field projects, offering students invaluable real-world exposure. This comprehensive approach was designed to elevate students' employability and prepare them thoroughly for their chosen industries, establishing VACC as an indispensable asset for hands-on and practical education.

Prompt Management Practices played a pivotal role in surmounting the challenges associated with **digital infrastructure, inclusive education, quality assurance and resource allocation**. The swift and informed decision-making, coupled with transparent resource allocation, facilitated the substantial upgrade of educational facilities, transforming traditional classrooms into modern smart classrooms. These advancements in infrastructure were critical for harnessing the potential of digital tools and technologies in the educational landscape. Moreover, the commitment to inclusive education was reinforced through these practices, ensuring that resources were allocated to support diverse student needs, including assistive technologies and specialized educators. Simultaneously, robust quality assurance measures upheld the efficiency and effectiveness of resource allocation, guaranteeing that funds were channeled towards initiatives that enhanced student outcomes. In sum, the conscientious application of Prompt Management Practices revolutionized the educational environment, making it more technologically adept, inclusive, and resource-efficient, ultimately benefiting both educators and learners.

Digital disruption was pervasive in numerous areas, including the introduction of revised curricular feedback software, assessment software, Teacher's Diary software, and grade sheet generation tools. These innovations reshaped traditional educational processes, offering more efficient and data-driven solutions.



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The revised curricular feedback software enabled educators to tailor their teaching approaches more effectively, while assessment software streamlined evaluation processes. Teacher's Diary software facilitated better communication and organization, enhancing the teaching experience. Grade sheet generation tools simplified administrative tasks, saving time and resources. Collectively, these digital advancements significantly transformed the educational landscape, improving both teaching and administrative aspects of the institution.

In conclusion, the institution's innovative strategies for implementing the National Education Policy (NEP) encompassed multidisciplinary programs, upgraded teaching pedagogy, the establishment of the Centre for Value Added Courses (VACC) and Proactive management Practices when mapped with challenges very effectively aided in addressing the challenges. These initiatives collectively aimed to enhance students' skills, prepare them for the job market, and align with the NEP's goals. By offering diverse educational pathways and real-world experiences, the institution demonstrated a commitment to providing a comprehensive and forward-thinking educational landscape.

PROCESS FOLLOWED TO REACH THE OUTCOME

The envisioned outcome for the institution was the successful implementation of the National Education Policy in action, where the objectives of the policy were not just on paper but were tangibly experienced and realized by the students for whom the policy was intended. The **Curriculum reform** process was that feedback on curriculum was taken from various stakeholders like alumni, professional experts, peer academician and students. To effectively manage this feedback, the institution designed software specifically for collecting and analyzing feedbacks. These feedbacks were discussed in the respective Board of studies of various departments then approved by Academic Council and Governing Body. Overall, this well-structured curriculum reform process resulted in a thorough and systematic restructuring of the curriculum to align with NEP.

The process of teaching pedagogy development was initiated by training teachers for the requirements of NEP the institution sent its faculty members to attend FDPs and Teacher training programs from world class Institutions like Harvard Bok Teaching Learning Centre and United Board and NEP based orientation programs. The Program Outcome, Program Specific Outcomes and Course Outcomes were realigned with different cognitive levels and were mapped with the institutional vision, Mission statement. This was helpful in ensuring that NEP objectives are interwoven in the teaching learning process of St. Aloysius College. To gauge the effectiveness of these efforts, an attainment measurement software tool was implemented. Consequently, this process facilitated the assessment of students' progress and competence in alignment with the NEP objectives. The assessment process was implemented by restructuring the credit system and designing unit wise mark allocation schemes for courses under Major, Minor Electives and vocational courses. The examination software was tailored for generating grade sheets as per NEP under annual pattern and then semester pattern.



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The Upskilling process, facilitated through the Center for Value Added Courses (VACC), aimed to institutionalize skill-based courses. The placement cell introduced the "UDAAN" training module for graduate upskilling, while a partnership with Bajaj Finserv led to the Certificate Program in Banking, Finance, and Insurance (CPBFI), further enhancing student skills. Industry professionals served as trainers, bridging the academia-industry gap. The field Project Internship and Community service, guidelines and formats given by the higher education were translated and provided to the students which enable them to understand and undertake these components beneficially. EPWF database was purchased for students to undertake data analysis in project work.

The Proactive management practices were evident in infrastructure upgradation. All classrooms (33) were equipped with multimedia Interactive panels. The institution has acquired 75 Mbps Internet Leased Line (ILL) 1:1 over OFC (Optical Fiber Cable). The college automation system eCAS has web-based OPACs which was upgraded. The institutional servers (IBM Xseries) were deployed in in-house data center which is backed by hardware firewall quick heal sequire. The google cloud subscription and VPS webhosting enabling massive data management.

These processes facilitated the seamless and successful implementation of the desired outcomes outlined in the NEP.

OUTCOME OF THE INNOVATION

The implementation of various processes to execute the NEP yielded diverse outcomes, both tangible and intangible. Curricular reforms, enabling a wider range of subject combinations, led to increased student enrollments as they could select preferred subjects. Aligning teaching pedagogy with NEP's learning objectives resulted in over 3500 video lectures across B.Sc, B.A, B.Com, BBA, and BCA programs on various subjects were made available to students. The institution gained recognition as a Swayam local chapter for MOOC courses, resulting that the learning needs of the students were met from various MOOC courses.

The tangible outcome of assessment reforms made by the institution while transiting to NEP annual and semester scheme is that inspite of the change in systems the planning was so strong that no delay was caused in declaration of results. All the end examination results were declared on time which ensured that the new academic session was commenced without delay. The upskilling initiatives led to student recognition at Intershala for internship performance and many students got selected for paid internships. The establishment of the Entrepreneurship Development Cell as an MSME India center and participation of students in IIT Mumbai E-Cell activities is testimony that the students were able to showcase their skills at National level. The institution also achieved Atal Ranking of Institutions on Innovation Achievements and Institution Innovation Council (IIC) by the Ministry of Education.

The Principal and Faculty of the college were invited as resource persons to other institutions for sharing NEP implementation expertise. In national rankings, the institution secured 75th in Arts, 82nd in Commerce, and 97th in BBA by India Today. The Open Magazine recognized the institution's faculties, placing Arts at 1st, Science at 2nd, Commerce and BCA at 3rd position in Madhya Pradesh and 19th in the western zone.



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The State government awarded the institution for successfully implementing NEP in Madhya Pradesh. All Faculty members were awarded by MLA (Cant.) Jabalpur for their outstanding contribution to the field of education in context of NEP.

In conclusion, the institution's diligent efforts in implementing the NEP have resulted in a transformative educational journey, marked by increased enrollment, recognition, and excellence. The institution has a profound sense of moral fulfillment that with its earnest efforts it has been actively contributing to the nation-building process.