



BAMANPUKUR HUMAYUN KABIR MAHAVIDYALAYA

(Affiliated to the West Bengal State University and recognised under section 2(f) and 12B of the UGC Act)

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REPORT ON CRITERA 2.3.1 STUDENT CENTRIC METHODS

Student Centric Method:

Students succeed when what they're learning matters to them. In student-centered learning, students' interest drives education. Student-centered learning gives students the opportunity to decide two things: what material they learn and how they learn it. (This concept is also sometimes referred to as personalized learning) In contrast to teacher-centered approaches, SCL engages students as leaders and decision-makers in their own learning. Because SCL is so personalized for each student, it can take many different forms. However, successful SCL programs share some common features including a deep connection between curriculum and student interests, assessment as a tool to measure learning and help students

grow, learning plans tailored to individual students and emphasizing on flexibility and adaptability—especially evident during the shift in virtual learning.

Why is SCL necessary ?

Once teachers and administrators take the time to understand individual student needs, they can guide students toward meaningful engagement by:

- a) Helping students envision how successful learning looks
- b) Giving students the chance to express their ideas in their terms
- c) Helping to set the goals of student-centered classes
- d) Helping students learn how to set and achieve their personal, educational goals
- e) Giving students enough room to fail and learn from their missteps
- f) Helping students develop their critical-thinking and self-reflection skills

The faculty members of BHK Mahavidyalaya practice teaching methodology which focuses on imparting education through a student centric approach. This methodology helps to transform students from being relegated to the role of passive recipients to active and involved stake holders, apart from boosting their confidence and encouraging independence. Since students vary in their ability to comprehend and absorb it is not possible to address the needs and expectations of individual students and expect a uniform learning outcome from them all in a teacher centric class. The teacher facilitates learning by allowing each individual student to comprehend at their personal level by ensuring their involvement in class activities so that they can absorb and grasp information at their own pace.

SCL within the college

Within the college premises SCL takes two forms: first, the traditional lecture method with its corollaries in tutorials, assignments and remedial classes and second, the co-curricular/extracurricular activities carried out for the overall development of the student.

Lecture method:

This conventional method is commonly adopted by all teachers in BHKM. This method facilitates the teacher to interpret, explain and revise the content of a text-only for better understanding of the subject by the learners. The tutorial system also is a method of university education where the main teaching method is regular, but is conducted very small group sessions. In general, while Lectures have more in common with your average classroom setting, a tutorial is usually closer in nature to a ‘grind’ class. They are usually more interactive than a lecture.

Assignments and paper presentations:

Overall, completing assignments not only reinforces learning but also cultivates essential skills, boosts academic achievement, and fosters motivation, all contributing to improved academic performance. The assignments provided to the students in the schools are an essential part of the college education system, in which the teacher offers different types of work to the student, such as essay writing, dissertations, coursework etc. Internal assessments

are so planned so as to encourage students to work independently. Written Assignments are required to be submitted by students and these need to be done individually by researching on the given topic so as to enhance confidence, develop writing skills and hone style, apart from inculcating an interest in research activities. The primary aim of the assignment-giving process in college is to improve students' learning process and help them succeed.

The transparency of assignment giving is a multi-tiered process at BHKM and several stakeholders are involved in it. The individual departments in their meeting resolution distributes papers amongst faculty members, and the paper-setter carries out the task of setting internal assignment question paper following which the external member is informed about it. Next in a bid towards achieving both transparency and standardisation, the Examination Cell issues a notice to all departments regarding the commencement of CIE. After the examinations, students are shown answer-scripts and their queries are addressed.

Student seminars:

Further student seminars encourage active participation from students rather than passive listening. They provide opportunities for students to engage in discussions, ask questions, and present their ideas. This active engagement enhances their understanding of the topic and helps them retain information better. *The importance of seminars and workshops for students* for students at BHK Mahavidyalaya are as follows.

First, it helps develop proficiency in verbal communication. Most of the young graduates lack the confidence and fluency while interacting verbally. Coming either from rural or sub-urban background, many students hold good academic record and industrial skills but lack behind while expressing themselves. This small yet major drawback often hinders the achievements of students while campus placements. Speaking about a researched topic in seminars and workshops before a gathered audience boosts the confidence of the students preparing them precisely for interviews and group discussions. Talking and learning about a new topic also encourages the students to explore new areas relevant to the topic. Students will feel motivated to research and learn new things. Most importantly, student seminars provide a different environment than classroom. In a learning environment different and unique from classrooms, students learn more effectively and efficiently. Far from the textbooks and academic syllabuses, students research and learn on their own which boost their confidence, performance, and productivity.

Remedial Lectures:

Remedial lectures at BHK Mahavidyalaya are organized with a view to improve academic skills among the students in various subjects and raising their level of comprehension of basic subjects to provide a stronger foundation for further academic work. The objectives of the remedial lectures is to identify slow learners so that it can facilitate better handling of students according to their academic needs and to make the students assess their academic score and to revise the subject knowledge. It also helps to strengthen their knowledge, skills and attitudes in such subjects where quantitative and qualitative techniques are involved so that proper guidance and training provided under the program may enable the students to come up to the level necessary for pursuing higher studies efficiently and effectively. Some departments of BHKM have taken qualitative steps to identify slow learners so that it can facilitate better handling of students according to their academic needs.

The Departments of English and Education, BHKM provide remedial lectures to students. These departments conduct remedial classes, provide course notes for students especially to the slow learners and those students who are at the verge of dropping out due to back papers. Such students are given regular class tests in order to improve their performance in the university exam. Remedial classes are planned on a weekly basis for the slow learners to facilitate them in their learning process and their progression is tracked.

Use of ICT in power point presentations:

PowerPoint is a presentation program. It automatically creates a sense of formality in a classroom. Many students respond to PowerPoint the same way they respond to a lecture. They tend to be quieter, more inclined to listen than to talk, and even may take notes. Using PowerPoint when the teacher is in the seminar style classroom can create a sense of technological continuation between the classrooms. At BHKM, teachers make classes as interactive as possible and encourage innovative thought and novel interpretations. Power Point Presentation through Overhead LCD Projectors is a common practice in the Department of Education of the College providing avenues to participative learning.

Co-curricular/ Extra-curricular method: The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, discussion, and questions and answers on current affairs. Faculty members provide an effective platform for students to develop the latest skills, knowledge, attitude, values to shape their behaviour in the correct manner. The college conducts innovative programs which stimulate the creative ability of students and provide them a platform to nurture their problem-solving skills and ensure participative learning. It enhances learning by providing a better understanding of the topic as well as motivating students.

SCL outside the college:

Field trips:

Field trips are not merely outings; they are vital components of a comprehensive educational strategy. They bridge the gap between theoretical knowledge and its real-world application. By providing students with tangible experiences, field trips make learning more engaging, memorable, and relevant. Furthermore, they promote critical thinking, enhance observational skills, and nurture a sense of curiosity and wonder. These are undertaken for fostering curiosity and engagement among students, promoting holistic development, and building resilience.

Outdoor challenges, be it overcoming physical obstacles or adapting to unpredictable situations, build resilience. Students learn to step out of their comfort zones, confront challenges head-on, and emerge more confident in their abilities. These experiences instill a belief in one's potential, fostering a growth mindset. Field trips often expose students to diverse cultures, traditions, and communities. Interacting with different socio-cultural environments broadens perspectives, fostering cultural awareness and empathy. Perhaps one

of the most enduring benefits of outdoor education is its potential to inspire lifelong learning. The transformative experiences, profound insights, and memorable moments encountered outdoors often kindle a lifelong passion for exploration, inquiry, and discovery. Students become lifelong learners, driven by curiosity and a thirst for knowledge. At BHK Mahavidyalaya, the NSS wing carries out several field trips to its adopted village in Christian Para on world Geriatric Day and other calendar days wherein students are exposed to experiential learning.

Miscellaneous SCL methods:

Courses of BHK Mahavidyalaya are defined highlighting course objectives, programme specific objectives and programme outcomes. This provides a comprehensive understanding to the student right at the beginning of the course as to what should be the primary focus. It also helps them in self-evaluating their performance at the conclusion of the course. Feedback of the Course and teachers, given by students at the end of each semester provides an opportunity to identify any lacunae which can then be addressed.

Seminars, which form an important component of internal assessment, help students present their assignments before the entire class helping them overcome stage fear and develop oratory prowess.

Student representation in administration is an important initiative taken by the University. Representatives of students serve as members on committees like Internal Complaints Committee, Grievance Cell in order to involve them in the decision making process and maintain transparency apart from inculcating a sense of responsibility in them.

The ultimate purpose of Student centric methods, such as experiential learning, participative learning and problem solving methodologies followed in our Institution is to improve the participation of each learner in the learning process and to improve the outcome of the learning process.

List of Student Centric Methods followed in the college:

- Class room lecture
- Interactive session
- Remedial Class
- Power point presentation
- Practical class
- Field trip
- Collecting data & analysing
- Screen shot of material supply prior to class
- Assignment & paper presentation
- Taking classes by senior student
- Quiz

- Debate
- Extempore
- Student seminar
- Library day
- Publication of departmental wall magazine
- Online classes
- Drawing competition

Future plan of student centric methods:

Summative to Formative Assessments: There will be a shift from summative to formative assessments. Adopting a student-centred approach extends beyond the classroom – it also requires a fundamental re-assessment of the assessment process itself. Instead of “summative” assessments in the form of tests, essays and exams that are the domain (and bane) of teachers working lives, student-centred learning utilises far more “formative” assessments. In effect, the assessment process is more developmental rather than evaluative. However, many teachers at all levels of the educational ecosystem and many professional bodies still view summative assessments as the gold standard for demonstrating the transfer of knowledge. We still need some form of summative assessment. But the teacher centred approach is more focused on learning efficiency than learning effectiveness.

Anticipating AI: The role of AI in higher education is set to grow big in future. Yet generative AI has the capacity to make misinformation seem persuasively real and that some faculty are responding to the broad accessibility of generative AI by prohibiting or tightly controlling its use in the classroom.

As a prerequisite of ensuring SCL, the usage of learning outcomes needs to be generalised and the faculty members of BHK Mahavidyalaya are trying their best to implement the same. However there is a stark difference between prescribing the usage of learning outcomes and developing a system which supports writing of coherent sets of learning outcomes based on what is intended to be realistically achieved. The former doesn't imply full implementation of learning outcomes. Learning outcomes should not be written in order to impress potential candidates but should be clear and linked with what is happening in the learning process. Students need to be made aware of why learning outcomes are used and what they mean in order to enable students to understand the rationale of the learning process and to enhance their agency.

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