

## **1. Curriculum Aspect**

### **1.1 Curricular Planning and Implementation**

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment.

The institution has adopted a curriculum framework provided by GGSIPU (Guru Gobind Singh Indraprastha University) while proactively embracing academic flexibility. This approach ensures that the institution can maintain a strong foundation while also adapting to the evolving needs and aspirations of its students.

MERI meticulously develops its institutional calendar in accordance with the university's proposed Academic Calendar (AC). This comprehensive calendar encompasses a wide range of elements, including the planning of events, activities, class tests, holidays, and semester-end examinations, all structured within a semester-based system.

The process of creating the academic calendar is initiated before the commencement of each semester, with the Dean collaborating closely with Heads of Departments (HoDs). This collaboration ensures that the calendar takes into account the total number of available teaching days and adheres to the minimum teaching hours mandated by University regulations.

To support effective teaching, the institution prepares a detailed compendium of lesson plans. This compendium covers all theory and practical subjects across all semesters within a particular program. It provides comprehensive information, including unit-wise topics, subtopics, allocated teaching hours, recommended reference materials, incorporated enrichments, chosen teaching methodologies for specific topics, and schedules for related assignments.

To promote transparency and accessibility, the Institutional Academic Calendar, Lesson Plans, and Datasheets for internal examinations (both Theory and Practical) are made readily available through multiple communication channels. These include the institute's website, the Knowledge Portal, notice boards, as well as distribution to Heads of Departments (HoDs), Program Coordinators, Class Mentors, students, and faculty members. Furthermore, class timetables are meticulously crafted to align with the Academic Calendar, ensuring that teaching and learning activities, internal examinations, Project Viva assessments, and End Term Examinations are scheduled according to the pre-established framework.

Subject allocation, a pivotal step in this process, is meticulously undertaken by the Academic Coordination Committee. This committee considers several crucial factors such as the expertise of faculty members, the preferences of students, and valuable feedback received from various stakeholders. This holistic approach to subject allocation ensures that each subject is matched with the most suitable faculty members, thus enhancing the overall quality of instruction.

Moreover, the institution places great importance on detailed lesson planning for each subject within its curriculum. These lesson plans serve as comprehensive roadmaps for effective teaching. They include unit-wise details, specifying topics and subtopics, and allocate appropriate time for each element of the curriculum. Furthermore, these plans outline recommended resources, ranging from textbooks to additional enrichments that enhance the learning experience. Teaching methodologies are thoughtfully chosen, aligning with modern pedagogical practices. Additionally, the plans encompass schedules for relevant assignments, fostering a structured learning environment.

The Program Administration Committee, consisting of Program Coordinators (PCs) and Mentors, plays a pivotal role in translating curriculum plans into practical actions. Working closely with faculty members, these committees initiate the development and deployment of detailed action plans for curriculum implementation. This collaborative approach ensures that the curriculum is not only well-planned but also effectively executed.

To maintain accountability and ensure that the curriculum is covered as intended, the institution employs a systematic monitoring system. Faculty members are required to submit monthly syllabus coverage forms, detailing the topics covered and the progress made. In addition to this, class representatives also submit separate forms. The Program Coordinators (PCs) meticulously review these submissions and, if necessary, take corrective measures to ensure that the curriculum is effectively covered within the stipulated time frame.

Moreover, the institution actively employs various monitoring instruments, to ensure that teaching practices are both effective and punctual. Faculty members regularly submit teacher assessment forms, detailing the number of classes they had planned and the actual number of classes conducted. These submissions are then reviewed and approved by Program Coordinators (PCs), ensuring that the schedule remains adherent to the academic calendar.

In addition to this, the institution places great importance on the conduct of continuous internal assessments. These assessments serve as a cornerstone of the educational process, enabling faculty to gauge student progress, identify areas of improvement, and provide timely feedback. By consistently evaluating student performance, the institution ensures that learning outcomes are met and that students are adequately prepared for their academic and professional journeys. Continuous internal assessment is done by taking assignments, conducting quiz, presentation and mid-term examinations. Assignments and mid-term exam specifically designed with analytical and practical implication based questions and case study so that students analytical skills can be evaluated.

The institution's commitment to excellence is further reinforced by its comprehensive feedback and feed-forward mechanism. This mechanism serves as a valuable conduit for gathering input from various stakeholders, including faculty, students, and other participants. The insights gleaned from this mechanism are instrumental in enhancing the curriculum, imparting essential skills, and empowering students to achieve their desired learning outcomes. This robust feedback

loop ensures that the institution remains responsive to the evolving needs and expectations of its academic community.