



Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
NEW ARTS, COMMERCE AND SCIENCE COLLEGE
PARNER – 414 302
Dist.-Ahmednagar (MS), India

Curriculum Delivery

Policy and Procedures



Curriculum Delivery

“Excellence is a continuous process and not an accident.”

... Dr. A P J Abdul Kalam

Introduction:

New Arts, Commerce and Science College, Parner is an affiliated college of SPPU, Pune. It is catering the diversified educational needs of all kind of learners. HEI provides an inclusive environment for the learners with the help of 17 undergraduate, 11 postgraduate and 4 doctoral programmes across arts, commerce and science disciplines. HEI follows the curriculum designed by SPPU, Pune across all programmes. Curriculum typically refers to the knowledge and skills students are expected to learn in an environment through interactions, experiences, planned and unplanned activities, events. It is concerned with both content and process. The process includes the units and lessons that teachers teach; the assignments and projects given; reading materials (books, notes, audio-visual materials) provided in a course; and the assessment methods employed to evaluate student learning. This must be set in such a way that learners gain knowledge and understanding, develop skills, and alter attitudes.

Curriculum delivery is a key aspect of teaching-learning process. It is a strategy by which a curriculum enables students to achieve their learning goals. The processes involved in it are teaching, learning support, advice, guidance, interaction, mentorship, participative and collaborative learning. Along with this cultivation of reasoning skills, robust feedback, assessment and counselling are also varied processes involved in curriculum delivery. Teachers from the college are actively involved in curriculum design through members of BoS, members of syllabus committees, and participation of syllabus revision and training workshops. The college has designed its policy and procedure to implement University curriculum for student learning.

Objectives:

1. Inculcate the healthy teaching learning environment among teachers and students.
2. Ensure the learning ambience among the students.
3. Establish learner centric approach through support and guidance to higher education.
4. Provide different learning method that suit learners' abilities.
5. Effective assessment of learners abilities and planning strategies for slow and advanced learners.

Scope of the Policy:

1. Students enrolled at the various programmes and courses;
2. Teachers of HEI;



The college has commitment to:

1. Learner centric approach in curriculum delivery through teaching, learning and assessment (TLA) which provides support and guidance for higher progression
2. Empowerment of learners towards curriculum expectations and to build individual's potential. This is done through assessing the skills, knowledge, aspirations and potential.
3. Provide different learning method that suit learners' abilities.
4. Ensure that learners are provided with a programme of study which best fulfils their current, and future needs.
5. Strategies to identify advanced and slow learners, and remedial coaching for capability building
6. Assessment through formative and summative methods
7. Mechanism for constructive feedback on assessment to enable teachers to see whether learning outcomes achieved or not
8. Guidance to needy learners based on feedback to enable them to improve knowledge, competence, and the professional skills necessary to support independent learning.
9. Keep accurate and sufficient assessment records. This helps in planning of delivery and reporting of progress to learners as well as other stakeholders.

Graduate Attributes

Our graduates have the knowledge, skills and attitudes. Hence students succeed in their profession are able to become leaders in their field.

1. Academic Excellence

1. In-depth and extensive knowledge, understanding and skills in their chosen discipline and understanding of the interconnectedness of different disciplines
2. Attempt to contribute in the creation of new knowledge and understanding through research and inquiry.
3. Ability to apply knowledge to the real world problems
4. Ability to participate in collaborative learning and to deal with problems.
5. Employ up-to-date and relevant knowledge and skills.
6. Use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems.
7. Work collaboratively as part of a team, negotiate, and resolve conflict.
8. Display initiative to use their organization skills to plan and manage their task.
9. Take pride in their professional and personal integrity



2. Communication

1. An ability to communicate effectively for different purposes and in different situations
2. An ability to participate in constructive discussions and debates
3. An ability to use appropriate style, methods and resources in communication

3. Personality and Leadership

1. An awareness of personal strengths and weaknesses
2. A capacity for self-reflection, self-discovery and personal development
3. An awareness of self-discipline in everyday aspects of life and work.
4. Confidence in taking risks and challenges
5. An ability to initiate and implement constructive change in their communities, including professions and workplaces.
6. An ability to engage in meaningful public discourse, with a profound awareness of community needs

4. Global Citizenship

We support students to gain the knowledge and confidence to be global citizens.

1. Understanding of social and civic responsibilities and readiness to accept them
2. Awareness and appreciation of social and cultural diversity and secularism
3. Awareness of human rights, equity and ethics.
4. Demonstrate the traditions and cultural heritage

Thus the graduates from our institute can:

1. Think globally about issues in their profession;
2. Adopt a balanced approach across professional and international boundaries
3. Understand issues in their profession from the perspective of other cultures;
4. Communicate effectively in diverse cultural and social settings;
5. Make creative use of technology in their learning and professional lives;
6. Imbibe moral and ethical behavior in their professional and personal lives.

Learning Objectives

The college has stated learning objectives as follows.

As graduates of New Arts, Commerce and Science College Parner, students will be able to:

1. Demonstrate the ability to prepare and communicate effectively using listening, speaking, reading, and writing skills
2. Demonstrate the ability to lead and work effectively.



3. Use modern technologies to gather, process, and communicate information.
4. Acquire analytical and problem solving skills using critical and creative thinking and scientific reasoning and demonstrate the skills.
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
6. Recognize ethical issues and its application to issues in society

Curriculum Delivery Strategies

New Arts, Commerce and Science College Parner implements the curriculum designed by Savitribai Phule Pune University, Pune. Curriculum delivery is a planned and sequential process. College has a coherent mechanism for curriculum delivery that ensures consistent teaching, learning and assessment procedures which has a clear reference for monitoring learning across the year levels. Among the key players identified are: teachers, students, Vice Principals, Principal.

To facilitate the implementation process, following measures are taken.

A) Academic Planning

a) Faculty Meetings

Faculty meetings provide a precious opportunity for enhancing instructional capacity of the students. The Principal organizes faculty meetings at the commencement of every semester. The Principal is the facilitator of the activities. He or she leads the meeting and promotes the participation of all teachers through discussions. In the meeting detailed discussions are held regarding the academic calendar, the changes in the curricula if any, workload distribution as well as the measures to be taken for the effective implementation of the curricula. Sometimes, critical decisions require input from the entire staff of the college. Head and the faculty members are free to express their view. Fruitful suggestions are incorporated in the planning. Formulation of committees by active participation of staff members is facilitated in the first meeting of odd semester. The suggestions on curriculum are communicated to respective BoS of university. At the conclusion of semester review meetings are arranged which help to get feedback.

b) Departmental Meetings

Heads of the Departments organize faculty meetings at department level. In these meetings distribution of workload and its effective implementation are discussed. Workload distribution is submitted to the principal as well as timetable committee. Academic calendar of the departments are prepared and submitted to IQAC for preparation of AC of HEI. Regular discussions are held between Head and staff of the department. In these discussions strategies are decided to attain program specific outcomes and course outcomes.

c) Time Table

The timetable is a necessary instrument for the efficient working of a college. It reflects the entire educational programme of the college. Time table provides the framework within which the work of the college proceeds. The proper time table helps in following:



1. Time table helps to plan everything in advance and ensures smooth and orderly working of curricular activities. Teachers and students know in advance their roles as well as the time they are to devote to each activity.
2. It ensures that the activity and energy of an individual is directed in a particular direction. It helps student and teacher to prevent confusion, duplication, overlapping and unnecessary repetition of the work.
3. The timetable helps to distribute workload to each teacher according to guidelines. With the help of the timetable, the Principal can keep track of the working of each teacher.
4. The timetable helps college to plan curricular activities according to needs of students. This helps students to plan their study as well as their activities. This is very essential for the all-round development of the students.
5. The time table ensures equitable distribution of time to different subjects and activities.
6. The timetable directly aids discipline in the college to a great extent.

Thus a good timetable not only facilitates work, but also adds efficacy in various spheres.

In order to setup good timetable college has time table committee. The committee objective is “Smooth and efficient management of academic programme through the year”

The Time Tables are:

- a. Consolidated timetable for the whole college,
- b. Faculty wise time table (Commerce, Arts, Science etc,)
- c. Class timetable
- d. Individual Teacher's timetable

d) Training/ Induction Program

IQAC organizes and conducts induction and training programmes. Every year Principal of the college address the newly enrolled students in their first year of study. Principal's address is arranged faculty wise to new students. In this address Principal gives information of vision and mission of the college, curriculum delivery policies and processes, facilities available in the college. He also motivates students to participate in co-curricular and extracurricular activities which are arranged in the college every year. In the same meeting the administrative officer gives information of different scholarships available to the students and how to take benefit of these scholarships.

B) Role of Teacher

Teachers are important assets of HEI who transform curriculum into specific learning experiences.

The Code of Professional Conduct and the Declaration of Rights and Responsibilities for Teachers identify them as major promoters for the educational welfare of students. The teacher introduces many aspects of variance into the instructional system. The level of intelligence, content knowledge, communication competence, and experience are important aspects of teacher.



All these elements influence the teacher's choices of verbal and non-verbal communication behaviours in instruction.

HEI has well defined code of conduct for teachers. Any two teachers may not communicate exactly the same way. Teacher communication behaviour introduces considerable variance into the instructional process. What teachers say and what they do nonverbally constitute a continuous stream of messages which impact meanings which simulated in students' minds. Typically, individual teachers tend to have consistent communication behaviour patterns which are observable by students. Sometimes students have perceptions of teacher even before they take a given class with that teacher. The perception may be based on information received from other sources. However, students will begin to develop perceptions of the teachers as soon as they begin to be exposed to him or her. These perceptions may be weak and stereotypical at first, but they become stronger as exposure continues. These perceptions will be generally primarily on the basis of the teacher's verbal and non-verbal behaviours.

College Advices teachers on ...

- Improving teaching skills
- Making lectures interactive and student centric
- Using technology in instructional transactions
- Promoting group work among the students
- Arranging co-curricular activities
- Improving assessment methods
- Making students aware of importance of feedback

C) Initiatives by the institution

Though the curriculum is designed and revised by the University, the college strives for the effective curriculum delivery by taking specific measures. The college has taken the following initiatives:

a. Initiatives Taken up by the College:

1. The college promotes the faculty to upgrade themselves by motivating them to complete the Orientation and Refresher Courses.
2. The college encourages the faculty to attend Syllabus Revision and Training Workshops in order to upgrade them with the changed syllabi. Also organizes Syllabus Revision Workshops in different subjects in order to update the faculty with the new curricula.
3. The curriculum for add on certificate courses is designed and developed by a panel of faculties of college and experts.
4. In addition to the regular subject classes, the college also organizes special lectures by inviting experts from various fields to share their knowledge with the students. The college also organizes special lectures under the Quality Improvement Programme of the University for its students. Through these lectures the students get an additional input on the syllabi.



5. Bridge courses are designed by teachers and conducted to bridge the gap between subjects studied at Pre-university level and subjects they would be studying in graduation.
6. Different departments organize study tours and field visits which enable students to relate the theoretical knowledge with its practical application.
7. Furthermore, for effective curriculum delivery, the college has got the provision of special/ remedial teaching for slow learners.
8. The faculty members are encouraged to use ICT for effective teaching.
9. Students' feedback is obtained and the necessary steps are taken to improve teaching performance of the teachers to benefit the learners.
10. Project work and assignments are taken to promote self-learning.

b. Contributions Made by the College:

The college provides the following resources for the effective delivery of the curricula:

1. Library with sufficient number of books and periodicals
2. Computers in all departments with Internet facility and requisite software
3. Smart boards, projectors and LCD- TV
4. Virtual Classrooms
5. Classroom materials such as chemicals, charts, models, specimens, instruments, slides.
6. Training workshop on ICT for developing teaching materials.

The college provides grants to teachers for attending workshops, seminars, conferences and symposiums.

Thus the initiatives taken by the college play a major role in the effective curriculum delivery.

Teaching Approaches:

Teaching learning approaches are based on following:

- a. Student learning level
- b. Teaching
- c. Teacher's thinking and acting
- d. Instructional media and methods
- e. Assessment
- f. Evaluation

The classroom is a dynamic environment, bringing together students from different socio-



economic and educational backgrounds. These students have various abilities and personalities. For effective learning by student the implementation of creative and innovative teaching strategies are necessary to meet students' individual needs. Teacher has to plan such strategies. There is a range of effective teaching strategies teacher can use to inspire students classroom environment.

In addition to traditional classroom teaching following are some strategies used by the teachers:

A) Lecture methods

A traditional lecture is aimed at transmission of course content whereby the focus is on the delivery of the material by the lecturer. Students are passive learners in this case. However, teachers are advised to make these lectures effective by discussion with students while lecturing making them engaged in the classroom. For this purpose teachers are advised to improve their verbal and non-verbal skills. This will change students' perception of teacher and make traditional lectures interesting.

B) Participative learning/ Student Centric Method

Participatory or student-centric learning is the approach which enables and empower learner to share, analyze and enhance their knowledge, and to plan, act, monitor, evaluate and reflect. CBCS has provided a very good mechanism to involve the learners while teaching learning process. This includes range of activities enabling learner to play an active part in decisions that affect their learning. The college arranges following activities for participatory learning:

1. Students participate in activities and make their contributions e.g. Soft skill development programme, student induction programme, etc.
2. Science exhibitions are arranged in which students present their experiments;
3. Seminars are arranged for the students;
4. Guest lectures from eminent personalities on different topics of curriculum are arranged;
5. Students are motivated to prepare PowerPoint presentations on different topics.

C) Cooperative learning

Cooperative learning is the approach which aims to organize classroom activities into academic and social learning experience (Robyn, 2016). This is a teaching method where students of mixed levels of ability are arranged into groups. Activities are provided to these groups and rewarded according to the group's success, rather than the success of an individual member. Following are cooperative learning experiences practiced in the college:

- Classroom activity that makes students dependent on each other to succeed;
- Assignments that involve group problem-solving and decision making;
- Laboratory or experiment assignments as group activities;
- Peer review work for editing and evaluating each other's assignments.



D) Inquiry-based instruction

Inquiry-based learning is a form of active learning in which questions, problems or scenarios are provided to learners rather than simply presenting established facts or portraying a smooth path to knowledge. This provides opportunities for students to build on their experiences, apply their skills, and express their knowledge and ideas.

Following are the inquiry-based learning activities are practiced in the college:

- Case studies that will motivate students to inquire and learn
- Group projects
- Research projects
- Field work, especially for science lessons
- Unique exercises for students' to search for its answers

E) Experiential Learning and Field Work

Experiential learning is the process of learning through experience, whereby students “learn by doing” and by reflecting on the experience. Experiential learning focuses on the learning process for the individual (Kolb, 1984). According to Kolb, learner will get genuine from an experience when he/she has four abilities:

- The student is willingly and actively involved in the experience;
- The student should be able to reflect on the experience;
- The student should use analytical skills to conceptualize the experience; and
- The student should have decision making and problem solving skills in order to use new ideas gained from the experience.

Experiential learning is supported in different departments and learning environments. Following are some activities carried out in the college for experiential learning:

- Activities such as workshops field tours, projects, and botanical tours;
- Visits to surrounding areas to engage in community services and scientific institutions.
- botanical collections for collection of raw data and development of skills in identification
- Visits to scientific places, exhibitions, water purification plants, banks, libraries and industrial visits.

F) Technology in the classroom and laboratories

Use of technology in the classrooms and laboratories make learning student centric.

- Computer and internet facility for downloading of learning materials
- LCD projectors for presentations, display of images and videos to visualize concepts
- Teaching learning commonly available to the students
- Computer data loggers and different types of sensors used in science laboratories for better understanding of the science concepts.
- Communications through email with students are used to send online feedbacks, distribution of class notes, presentations etc.
- E-resources such as INFLIBNET, DELNET are made available to the teachers as well as



students.

- Online test through google drive and WhatsApp groups are used by teachers to communicate with students.
- The flipped classroom is to increase in self-learning ability as well as involvement and understanding of the student.

Different strategies are used by different teachers depending on his skills and abilities.

Support Services

a) Support to the teachers

1. Procedural Support:

- Teachers are guided on the basis of feedbacks for the effective delivery of the curricula in terms of distribution of workload, organization of programmes, workshops, students' activities. Teaching strategies are adopted on the basis of feedbacks and discussed for their effectiveness. Organization of guest lectures, remedial teaching and counseling are the measures taken up.
- The college regularly upgrades the learning resources according to the requirements of syllabus.
- The time table with adequate number of lectures and practicals for each course/programme.
- Teaching diaries are provided to the teachers to prepare teaching plans and to document their academic, research and extension activities.
- The college provides seminar halls, computers, internet facility to the teachers.

2. Practical Support:

- The college encourages the faculty to participate, RC, OC, IC and the Syllabus Revision/Training workshops for updating with the new revised syllabus.
- Chemicals, charts, models, specimens, instruments, slides and class work materials are made available to the teachers for effective implementation of the curricula.
- Internet facility is provided to every department and in the central library for the teachers.
- The college promotes the use of ICT facilities, viz., smart boards, LCD projectors, Computer Interface Experiments etc.
- The college regularly upgrades laboratory and library facilities.
- The college has taken the membership of reputed libraries like Jaykar Library, SPPU, Pune. The teachers can issue books from these libraries.
- The college has also provided an e-library facility to the teachers by taking the membership of DELNET and INFLIBNET for every teacher.

b) Support to the Students:

1. Academic support

2. To develop the communicative skills/technical skills/laboratory skills/field skills of



students and thereby develop their proficiency in the respective subjects, the college organizes seminars, essay competitions, field visits and study tours etc. which are duly monitored by Heads of the Departments.

3. To develop competence among the students for self-learning, the students are encouraged to perform extra practicals, projects etc.
4. The students are encouraged by the faculty to read the various types of texts on their own and discuss them among peers.
5. Students' seminars are organized in which students are encouraged to present varied topics related to the curricula.
6. Postgraduate departments have allotted separate time slots in their time tables for library.
7. Class tests, tutorials, seminars are conducted in order to identify the students' difficulties, problem areas and guide them as well as to provide remedial teaching.
8. Remedial teaching is arranged for slow learners.
9. ICT teaching-learning tools are made available to the teachers and students.
10. Library facilities, book bank scheme, reading room are made available for the students.
11. Book Reading And Information Network (BRAIN) activity is practiced to enhance the reading ability.

2. Mentorship

The college has a well-structured mentoring system to counsel and guide for the betterment of students in academics as well as all round development. To monitor the overall performance of the students each faculty member has been assigned the mentorship of some students. The mentor records the profile of all the assigned students with regards to their academic performance and participation in activities and any other initiative. Students can contact their mentor for any academic or non-academic support. The actual role of the faculty or staff mentor is one of nurturing and providing support for a student during the difficult transition period.

A group of students is allotted to each teacher. List of students with their mobile numbers, email id are made available to mentor. The mentor contacts his/her mentee and identifies their interests of learning, their difficulties etc. Mentor also keeps track of students' attendance in the classroom by taking information from other teachers about class attendance. Defaulter students are called by mentor and their difficulties are identified and solutions suggested.

Thus the college strives to ensure that the stated objectives of the Curricula are accomplished in the course of its implementation.

Assessment and Evaluation Strategy

a) Assessment

Assessment of student learning enables teachers to identify learner's strengths and weaknesses. It



also helps to determine the kinds of information need to correct their learning deficiencies. HEI strongly believe that assessment is much more than grades.

A well-structured curriculum is provided by SPPU, Pune. This enables the HEI to follow a procedure of teaching, assessment, programme planning and evaluation. Student assessment and evaluation are an integral part of curriculum development and delivery.

College designed mechanism to assess students throughout the learning process in addition to the assessment through semester end examinations conducted by University. The internal assessment is an integral part of effective learning which helps to provide feedback to the students on their progress.

1. Purposes of Assessments:

A variety of assessment strategies are used to

- facilitate the teaching/learning process
- identify learning strengths and weaknesses
- make decisions about progress and achievement of specific learning outcomes
- help teacher plan and/or revise educational activities for the students;
- identify interventions needed by the college administration

2. Process in Assessment:

The action plan for the effective implementation of the curricula is deployed by the teachers in the following way.

1. Internal assessment is done through internal tests, assignments, tutorials, term end examinations, interviews or observation of students engaged in activities.
2. Regular internal assessment tests, orals are conducted by the teachers. These tests are screened and analyzed.
3. Detailed report is prepared and on the basis of this evaluation internal marks are assigned to the students.
4. The assessment results reflect the student's strengths and weaknesses.
5. These assessment methods help teacher to measure the student's specific skills and abilities.
6. On the basis of the analysis a remedial teaching programme is conducted for the students.
7. The students are given home assignments on the varied topics from the syllabi.
8. Students' seminars are arranged to judge their verbal abilities. Internal assessment is set according to course outcomes and programme outcomes.

b) Evaluation:

Finally, it is important for the teacher to evaluate the actual effectiveness practices of HEI to educate the students. Evaluation is feedback from the instructor to the student about the student's learning. It uses methods and measures to judge student learning and understanding. To get the total picture, teacher must evaluate the entire instructional process. The evaluative process may take place in a variety of formal and informal ways including group discussions, interviews,



distribution and collection of assessment instruments, and semester end examinations. Gathering the data regarding instructional effectiveness will provide a basis for subsequent revision to the curriculum itself.

Feedback from Stakeholders

Feedback from Faculty, Students, Alumni, Employers and Academic Peers is important to gauge effectiveness of curriculum. The college seeks feedback from all these stakeholders. The feedback on respective curricula is be analyzed by the concerned departments. The detailed reports will be made and wherever necessary conveyed to BOS, SPPU, Pune formally through workshops conducted on revision of curriculum. The outcome of parents-teacher meetings as well as the report from the administration will also be taken into consideration while forwarding suggestions to the BOS.

The policy ensures the following:

- Stakeholders have the opportunity to provide feedback.
- Feedback can be provided by individuals on their initiative or in response to requests by the College.
- Feedback processes will be systematic and respectful of the rights of students, staff and other stakeholders.
- Feedback responses will be considered and, where appropriate.
- Feedback on staff will allow staff them to reflect fully on their capacity to promote the principle of excellent teaching.

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We strive to follow a scheme of continuous improvement and upgradation in our procedures, practices and review the policy on a regular basis to evaluate continued relevance and to monitor compliance.

Date: 30.12.2018

Place: Parner

IQAC, N