



NAVNIIRMAN SHIKSHAN SANSTHA'S  
**LAXMIBAI SITARAM HALBE COLLEGE**  
**OF ARTS, COMMERCE AND SCIENCE, DODAMARG**  
(Permanently Affiliated to University of Mumbai and recognized by Govt. of Maharashtra)  
**Accredited by NAAC with "B" Grade**

At. Post - Kasai Dodamarg, Tal. Dodamarg, Dist - Sindhudurg - 416 512.

**Curriculum Delivery Policy**

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## INTRODUCTION

The term curriculum refers to the academic content and lessons taught in educational institutions in specific course or programme through interaction, experience, planned activities and events. It is related to content and process. Content refers to what students are expected to learn. Process means an arrangement of instructional material provided to the learners.

Curriculum delivery is a strategy by which a curriculum enables learners to achieve their goals. This process involves teaching, learning support, advice, guidance, interaction, mentorship, and participative and collaborative learning. Besides this, cultivation of reasoning skills, feedback, assessment and counseling are also involved in curriculum delivery process. Being an affiliated college, Navnirman Shikshan Sanstha's Laxmibai Sitaram Halbe College of Arts, Commerce and Science, Dodamarg follows the curriculum designed by University of Mumbai. Some of the faculty members of the college are in Syllabus Formation Committee of the affiliating university and taking part in framing and modifying curriculum as and when necessary. The college has designed its policy to implement the university curriculum in the teaching learning process.

### 1. Policy Statement

Navnirman Shikshan Sanstha's Laxmibai Sitaram Halbe College of Arts, Commerce and Science, Dodamarg has a policy for effective curriculum delivery of content. The primary focus here is to develop the personality of the learner, impart holistic knowledge and provide employability through an array of classroom techniques, facilitation of an atmosphere of research, recognition of outstanding performances and extending support in all areas related to the betterment of students as well as stakeholders.

The college is committed to

- The learner centric approach in curriculum delivery for teaching, learning and assessment. It provides support, guidance to progression to work and/or Higher Education
- Providing support in teaching learning and assessment which extends equal opportunity to all the students.
- Assure empowerment to the learners appropriately so that they can meet curriculum expectations and fulfill their individual goals. This is done through clear,

unambiguous and unbiased advice and guidance by faculty via assessing the skills, knowledge, aspirations and potential of each learner.

- Provide different learning methods that suit learners' abilities.
- Ensure that learners are provided with a programme of study which best fulfills their current, and future necessities.
- Actual assessment of learners' initial abilities and planning appropriate strategies accordingly for advanced learners and slow learners.
- Assessment to judge learners' progress through frequent use of a variety of valid, trustworthy, adequate, fair assessment methods generating formative, and summative methods.
- Formulation of mechanism for constructive feedback on assessment which will enable teachers to see whether learning outcomes achieved or not.
- Based on feedback provide effective guidance to needy learners that enables them to improve knowledge, competence, and the professional skills necessary to support independent learning.
- Keep accurate and sufficient assessment records. This helps in planning of delivery and reporting of progress to learners as well as other stakeholders.

## **2. Graduate Attributes**

Our graduates have the knowledge, skills and attitudes as we collaborate closely with industry and other stakeholders. Hence students succeed in their profession and are able to become leaders in their field.

### **Academic Excellence**

- In-depth and extensive knowledge, understanding and skills in their chosen discipline and understanding of the interconnectedness of different disciplines.
- Attempt to contribute in the creation of new knowledge and understanding through research and inquiry.
- Ability to apply knowledge to the real world problems.
- Capacity to participate in collaborative learning and to deal with unfamiliar problems
- Employ up-to-date and relevant knowledge and skills
- Use creativity, critical thinking, analysis and research skills to solve theoretical and real world problems
- Work collaboratively as part of a team, negotiate, and resolve conflict;
- Display initiative and drive, and use their organization skills to plan and manage their workload

- Take pride in their professional and personal integrity

### **Communication**

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

### **Personality and Leadership**

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

### **Global Citizenship**

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

- An understanding of social and civic responsibilities and readiness to accept them
- An awareness and appreciation of social and cultural diversity and secularism
- An awareness and appreciation of human rights, equity and ethics.
- Thus the graduates from our institute can:
  - Think comprehensively about issues in their profession;
  - Implement a balanced approach across professional and international boundaries
  - Understand issues in their profession from the perspective of other cultures;
  - Communicate effectively in diverse cultural and common settings;
  - Make resourceful use of technology in their learning and professional lives;
  - Imbibe moral and ethical behavior in their professional and personal lives

### **3. Learning Objectives**

The college has stated learning objectives as follows.

As graduate students of Navnirman Shikshan Sanstha's Laxmibai Sitaram Halbe College of Arts, Commerce and Science will be able to:

- Demonstrate the ability to lead and work with others effectively.
- Use computer and new technologies efficiently to gather, process, and communicate information.
- Acquire and demonstrate analytical and problem solving skills using critical and creative thinking and scientific reasoning within various disciplines.
- Recognize ethical issues in organizations and its application to issues in society.

#### **4. Curriculum Delivery Strategies**

Curriculum is the formal mechanism through which intended educational means are achieved. Navnirman Shikshan Sanstha's Laxmibai Sitaram Halbe College of Arts, Commerce and Science, Dodamarg implements the curriculum designed by University of Mumbai. The coordination and involvement of different individuals is essential for the successful implementation of the curriculum. The college has a clear and sequenced plan for curriculum delivery that ensures consistent and effective teaching, learning and assessment process. It clearly monitors the teaching-learning process. The key players identified in this process are: teachers, students, principal, etc. To facilitate the implementation process, following measures are taken:

##### **4.1 Academic Planning**

###### **Faculty Meetings**

The Principal organizes faculty meetings at the commencement of every semester. In these general staff meetings entire teaching staff discusses upon academic issues. The Principal is the facilitator of the activities. He 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 of the departments and faculty members are free to express their views. Fruitful suggestions given by them are incorporated in the planning. Distribution of committees among staff members is facilitated in the first meeting of the first semester. Through these meetings the college gets a vivid idea about the changes in the curricula and accordingly. At the end of each semester, the

faculty meeting is arranged in which there is a detailed discussion of execution of teaching learning activities.

### **Departmental Meetings**

In-charge of the faculty organizes 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. Regular discussions are held between In-charge and faculty of the department. In these discussions strategies are decided to attain program specific outcomes and course outcomes.

### **Time Table**

The timetable is necessary 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. It is the tool through which the purpose of the college is to function. Well prepared time table helps in following:

- Time table helps to plan everything in advance. It 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. The timetable places proper persons at their proper places, at the given time and in the proper manner.
- The timetable guides students and teachers what is to be done at a particular time which prevents wastage of time and energy. This enables both learner and the teacher to pay attention on one thing at a time. 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.
- 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.
- The timetable helps college to adjust 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 over- all development of the students.

- The time table ensures equitable distribution of time to different subjects and activities.
- 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 well planned timetable college has time table committee. The objective of the committee is to run the academic programme smoothly and efficiently throughout the year.

Functions of the of timetable committee:

1. To prepare the Academic Calendar and get it approval from the Principal.
2. To collect the information of classes, courses and the number of lectures allotted for each course.
3. Collect Individual faculty's teaching load in the department from head of the department.
4. To prepare the following timetables at the beginning of each semester
  - Consolidated timetable for the whole college
  - Faculty wise time table (Arts, Commerce, Hospitality Studies)
5. Assign classrooms and tutorial rooms according to requirement of each department.
6. Ensure optimal use of infrastructure required for curriculum delivery.
7. Using class timetables, prepare the timetables of individual faculty
8. Make the class timetables available on the notice board for students' reference.
9. With regard to the individual faculty and provide signed copy to HOD, Principal and the concerned faculty member.
10. Ensure that the functioning of the college is going according to time table.

## **Induction Program**

Every year Principal of the college addresses students who are newly admitted in the first year. 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. He also gives information of different scholarships available to the students and how to avail these scholarships.

## **4.2 Role of Teacher**

Teachers are central figures who translate curriculum into specific learning experiences. The Code of 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. The college has well defined code of conduct for teachers. According to Mc Croskey et.al. (2004) 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.

The Principal of the college Advices teachers on following areas

- Improving teaching skills
- Making lectures interactive and student centric
- Using technology in instructional transactions
- Promoting group work among the students
- Arranging co-curricular and extra - curricular activities



- Improving assessment methods
- Making students aware of importance of feedback

#### **4.3 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:

- The college encourages to the faculty members to upgrade themselves by relieving them to attend Short Term Course, Faculty Development Programme, Orientation and subject related Refresher Courses.
- The college encourages to the faculty members to attend Syllabus Revision Workshops in order to upgrade them with the changed syllabi.
- In addition to the regular subject classes, the college also organizes expert talks by inviting experts from various fields to share their knowledge with the students.
- Study tours and field visits are organized which enable students to relate the theoretical knowledge with its practical application.
- For effective curriculum delivery, the college has got the provision of special/ remedial teaching for slow learners.
- The faculty members are encouraged to use ICT for effective teaching.
- Students' feedback is obtained and the necessary steps are taken to improve teaching performance of the teachers to benefit the learners.
- Project work and assignments are taken to promote self - learning

#### **Contributions Made by the College:**

The college provides the following resources for the effective delivery and transaction on the curricula:

- The college library have sufficient number of text and reference books, e-journals, e- books are made available through N-List
- Computers with Internet facility is made available to the teachers

- Teacher Training programmes are conducted regularly in ICT in which the faculty was provided training in developing ICT teaching materials
- The college provides financial assistance to the teachers for attending and organizing workshops, seminars, conferences and symposiums. Thus the initiatives taken by the college play a major role in the effective curriculum delivery

## **5. Teaching approaches**

Teaching learning approaches are based on following:

- Student learning
- Teaching
- Teacher's thinking and acting
- Instructional media and methods
- Assessment
- Evaluation

### **5.1 Traditional Lecture methods**

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.

### **5.2 Participative learning**

Participative learning is the approach which enables and empower learner to share, analyze and enhance their knowledge of their life and conditions, and to plan, act, monitor, evaluate and reflect. This includes range of activities enabling learner to play an active and influential part in decisions that affect their learning.

The college arranges following activities for participatory learning:

The college organizes Teachers Day, Food festival, Sport Week, Traditional days, Annual Social Gathering, and visits to NGO's. The activities arranged in these events

are based on their curriculum. Students participate in activities and make their contributions; Geography model exhibitions, Poster presentations are arranged for the students in which students present their experiments; Seminars are organized for the students; Expert talks from distinguished personalities on different topics of curriculum are arranged; Students are inspired to prepare Power Point presentations on various topics of courses.

### **5.3 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 activities that makes students dependent on each other to succeed;
- Assignments that involve group problem-solving and decision making; projects, assignments as group activities;

### **5.4 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 - these are habits of lifelong learners. 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

### **5.5 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 or she has four abilities:

- The student is willingly and actively involved in the experience;
  - The student must be able to reflect on the experience;
  - The student must possess and use analytical skills to conceptualize the experience; and
  - The student must possess 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, museum and botanical places tours;
  - Visits to surrounding areas to engage in community services, visit to scientific institutions.
  - Activities such as field trips, project etc.
  - Industrial visits and visits to scientific places and exhibitions.

### **5.6 Technology in the classroom and laboratories**

In this present age use of technology in the classroom and laboratories make learning student centric.

- Computer and internet facility for downloading of learning materials.
- Projectors for presentations, display of images and videos to visualize academic concepts.
- Communications through e-mail, Google Classroom and Whatsapp with students are used to send online feedbacks, distribution of class notes, presentations etc.
- E-resources such as INFLIBNET, NDLI and other open sources resources are made available to the teachers as well as students.
- Online test through Google Classroom and Whatsapp groups are conducted by teachers. Different strategies are used by different teachers depending on their skills and abilities.

## **6. Support Services**

### **6.1 Support to the teachers**

#### **Procedural Support:**

- Teachers are directed through faculty meetings. The concerns regarding the distribution of workload, organization of various activities, workshops, students' seminars are deliberated for the effective delivery of the curricula. Taking into account the results of the previous exams and academic status of the newly enrolled students teaching strategies to be adopted are seriously discussed. Organization of guest lectures, remedial teaching and counseling are the measures taken up.
- The college purchases new text books, reference books according to the requirements of syllabus.
- The Time table committee of the college prepares master time table with adequate number of lectures and practical for each course/programme.
- Teacher diaries are provided to the teachers to prepare teaching plans and to document their academic, research and extension activities.
- The college has made available seminar hall, computers, internet facility to the teachers.

#### **Practical Support:**

- The college also encourages teachers to participate in the orientation/ refresher courses/ workshops/ seminars organized by the affiliating University to update the knowledge and to improve the teaching practices.
- The college encourages the faculty to attend the Syllabus Revision Workshops for keeping them informed with the new revised syllabus.
- WiFi facility is available in the college for the teachers and students.
- The college promotes the use of ICT facilities available in the college.
- The college regularly upgrades library facilities.
- The college has also provided an e-library facility to the teachers by taking the membership of INFLIBNET and NDLI for every teacher

### **6.2 Supports to the Students:**

The college has formed communication channels among all the stakeholders to ensure that the stated objectives of the curriculum are achieved in the course of implementation. The college takes the following measures:

### **Academic support**

- To develop the communicative skills/technical 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.
- To develop competence among the students for self-learning, the students are encouraged to conduct projects etc.
- The students are encouraged by the faculty to read the various types of texts on their own and discuss them among peers. Students' seminars are organized in which students are encouraged to present research papers on varied topics related to the curricula.
- Class tests, tutorials, student's seminars are conducted in order to identify the students' difficulties, problem areas and then the faculty tries to solve the students' problems by revising the topics.
- Remedial teaching is arranged for slow learners.
- ICT teaching-learning tools are made available to the teachers and students.
- Library facility, book bank scheme, reading room is made available for the students

### **Mentorship**

The college has a mentor-mentee system. 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. A group of students is allotted to each teacher. List of students with their mobile numbers and email ids is made available to the mentor. The mentor contacts his/her mentee and identifies their interests of learning, and their difficulties. Mentor also keeps track of students' attendance in the classroom by taking information from other teachers about class attendance. 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.

## 7. Assessment and Evaluation Strategy

7.1 Assessment of student learning at its best enables teachers to identify learners' strengths and weaknesses. It also helps to determine the kinds of information students need to correct their learning deficiencies and misconceptions. We strongly believe that assessment is much more than grades. It enables us to get data for improvement of teaching methods and guiding students to be actively involved in their own learning (Anne Fox and Hackerman, 2003). A well-structured curriculum is provided by University of Mumbai. This curriculum enables the college to follow a procedure of teaching intervention, incorporating assessment, programme planning and evaluation. Student assessment and evaluation are an integral part of curriculum development and delivery. It should not be something external or added on at the end of a learning sequence simply to satisfy administrative or reporting needs. Navnirman Shikshan Sanstha's Laxmibai Sitaram Halbe College of Arts, Commerce and Science designed strategy 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. Purposes of Assessments: A variety of assessment strategies are used

- To facilitate the teaching/learning process
- To identify areas of a student's learning strengths and weaknesses
- To make decisions about a student's progress and specific learning outcomes have or have not achieved
- To help teacher plan and/or revise educational activities for the students
- To identify interventions needed by the college administration;
- Process in Assessment: The action plan for the effective implementation of the curricula is deployed by the teachers in the following way. Internal assessment is done through internal tests, assignments, tutorials, term end examinations, orals or observation of students engaged in activities. Regular internal assessment tests, orals are conducted by the teachers. These tests are screened and analyzed.
- Detailed report is prepared and on the basis of this evaluation internal marks are assigned to the students. The assessment results reflect the student's strengths and weaknesses. These assessment methods help teacher to measure the student's specific skills and abilities. On the basis of the analysis a remedial teaching programme is conducted for the students. The motto behind the organization of the remedial programme is to help students to understand the problem area of the subject if any. The students are given home assignments on the varied topics from the syllabi.

Students' seminars are arranged to judge their verbal abilities. Internal assessment is set according to course outcomes and programme outcomes.

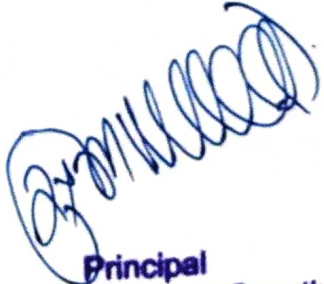
### 7.2 Evaluation by Feedback:

In the final step, it is important for the teacher to evaluate the actual effectiveness of instruction. 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 of the material for purposes of grading and reporting. 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, exit interviews, distribution and collection of assessment instruments, and semester end examinations. Collecting the data regarding instructional effectiveness will provide a basis for subsequent basis for subsequent revision to the curriculum itself.

7.3 Feedback from Stakeholders Feedback from Faculty, Students, Alumni, and Employers is important to judge effectiveness of curriculum. The college will collect feedback from all these stakeholders. The feedback on respective courses and programs will be analyzed by the concerned departments. The detailed reports will be made and wherever necessary conveyed to Board of Studies members in workshops conducted for revision of curriculum. The policy ensures the following:

- Stakeholders like current students, staff, alumni, employers, parents and other interest groups 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, rigorous and respectful of the rights of students, staff and other stakeholders;
- Feedback responses will be considered and, where appropriate, enacted in a timely manner;
- Protection of privacy and reputation of all stakeholders involved.



  
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