



॥ बहुजन हिताय । बहुजन सुखाय ॥
किसान शिक्षण प्रसारक मंडळ, उदगीर द्वारा संचलित

महात्मा फुले महाविद्यालय, अहमदपूर MAHATMA PHULE MAHAVIDYALAYA, AHMEDPUR

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स्थापना - जून २०००
कॉलेज कोड नं. : ३४५



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Curriculum Delivery: Policy and Procedure

Introduction:

Mahatma Phule Mahavidyalaya, Ahmedpur is permanently affiliated college of S.R.T.M.U. Nanded. It is catering the educational needs of B.A. students. College follows the curriculum designed by S.R.T.M.U. Nanded. 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 counseling 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.



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Policy Objectives and purposes:

- Inculcate the healthy teaching learning environment among teachers and students.
- Ensure the learning atmosphere among the students.
- Establish student centric approach through support and guidance to higher education.
- Provide different learning method that suit students' abilities.
- Effective assessment of students' abilities and planning strategies for slow and advanced learners.
- The policy is framed to design systematic curriculum delivery planning and documentation
- The policy aims at proper execution of well prepared academic calendar, Time table, updated university syllabus for better educational outcome of the students
- The policy aims to cater students' need for their overall development through curricular and extracurricular activities and to make them employable and a good human being.
- The policy aims at keeping systematic records of teaching plan, its implementation, subject files and other relevant documents by subject teachers & respective departments and to submit it to IQAC.

Policy Scope:

It applies to all stakeholders.

The college has commitment to:

- Learner centric approach in curriculum delivery through teaching, learning and



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assessment (TLA) which provides support and guidance for higher progression

- Empowerment of learners towards curriculum expectations and to build individual's potential. This is done through assessing the skills, knowledge, aspirations and potential.
- Provide different learning method that suit learners' abilities.
- Ensure that learners are provided with a programme of study which best fulfils their current, and future needs.
- Strategies to identify advanced and slow learners, and remedial coaching for capability building
- Assessment through formative and summative methods
- Mechanism for constructive feedback on assessment to enable teachers to see whether learning outcomes achieved or not
- Guidance to needy learners based on feedback to enable 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.

Curriculum Delivery Strategies

Mahatma Phule Mahavidyalaya, Ahmedpur implements the curriculum designed by S.R.T.M.U. Nanded. Curriculum delivery is a planned process. College has a coherent mechanism for curriculum delivery that ensures consistent teaching, learning and assessment procedures which



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has a clear reference for monitoring learning across the year levels. Among the key players identified are: teachers, students, Principal.

To facilitate the implementation process, following measures are taken.

Academic Planning

(a) Faculty Meetings

In faculty meetings entire teaching staff comes together and discusses. This provides a precious opportunity for enhancing instructional capacity of the students. The Principal organizes faculty meetings at the commencement of every Academic year and 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 syllabus if any, workload distribution as well as the measures to be taken for the effective implementation of the syllabus. Sometimes, critical decisions require input from the entire staff of the college. Head of the departments and faculty members are free to express their view. Fruitful suggestions given by them are incorporated in the planning. Distribution of committees among staff members is facilitated in the first meeting of first semester. Through these meetings the college gets a vivid idea about the changes in the curricula and accordingly the Principal gives instructions to the Librarian for the expansion of the library in relation with the curricula. At the end of each semester, the faculty meeting is arranged in which there is a detailed discussion of execution of teaching learning activities.



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(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. 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. It is the tool through which the purpose of the college is to function. Proper time table helps in following:

- 1) 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.
- 2) 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.



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- 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 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 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:

- 1) Class timetable
- 2) Individual Teacher's timetable

(d) Induction Program

IQAC organizes and conducts induction programmes. Every year Principal of the college address the newly enrolled students in their first year of study. Principal's address is arranged 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



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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.

Role of Teacher

Teachers are central figures who translate 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 behaviors in instruction.

The college has well defined code* of conduct for teachers. 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.



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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

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.



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- 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) Different departments organize study tours and field visits which enable students to relate the theoretical knowledge with its practical application.
- 6) Furthermore, for effective curriculum delivery, the college has got the provision of special/ remedial teaching for slow learners.
- 7) The faculty members are encouraged to use ICT for effective teaching.
- 8) Students' feedback is obtained and the necessary steps are taken to improve teaching performance of the teachers to benefit the learners.
- 9) 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:

- Library with sufficient number of books and periodicals
- Computers with Internet facility and requisite software
- Smart boards and projectors
- Classroom materials such as charts, instruments.

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



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Teaching Approaches:

- Teaching learning approaches are based on following:
- Student learning level
- Teaching
- Teacher's thinking and acting
- Instructional media and methods
- Assessment
- 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:

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.



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Participative learning

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:

- Students participate in activities and make their contributions student induction programme, etc.
- Seminars are arranged for the students;
- The teachers organize the group discussions in which the students take an active part and share their opinions on various topics.
- Through Literary Associations and Abhyas Mandal every department runs Wall Paper, students actively participate in preparing wallpaper on various themes.
- Guest lectures from eminent personalities on different topics of curriculum are arranged;
-

Experiential learning

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

- Study tours
- Field visits



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➤ Screening of Films

Problem Solving Methodology

Activities like debate, elocution, group discussions, mock interviews, essay writing contests, Wallpaper publications all help students in developing their problem-solving abilities.

[Signature]

IQAC Co-ordinator

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Principal

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