SWAYAM SIDDHI MITRA SANGH'S DEGREE COLLEGE.

(Affiliated to University of Mumbai, Recognised by Govt. of Maharashtra)
(An ISO 9001-2000 Certified Institute)

ESTD : 1988
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Curriculum Delivery Policies and Procedures

Introduction:

The curriculum is the heart of any educational institution. It reflects the institution's educational philosophy, goals, objectives and strategies. Therefore, it is important to have clear policies and procedures in place to ensure that the curriculum is delivered effectively and efficiently. This document outlines the policies and procedures for delivering the curriculum at our college.

Curriculum delivery is a strategy by which a curriculum enables students to achieve their learning goals. The processes involved in curriculum delivery are teaching, learning support, advice, guidance, interaction, mentorship, participative and collaborative learning. Along with this cultivation of reasoning skills, feedback, assessment and counseling are also varied processes involved in curriculum delivery. Curriculum used in Swayam Siddhi Mitra Sangh's Degree College is designed by Mumbai University . The college has designed its policy and procedure to implement University curriculum for student learning.

1. Policy Statement

1. Curriculum Design:

The curriculum design process should be collaborative, informed by best practices, and aligned with the institution's educational philosophy, goals and objectives. All programs and courses offered by the college should have clearly defined learning outcomes that align with the institution's mission and values.

2. Curriculum Review:

The curriculum should be reviewed regularly to ensure that it remains current, relevant and effective. The review process should involve all stakeholders, including faculty, students, and external experts where appropriate. The review should also include an assessment of the effectiveness of the curriculum delivery methods used.

3. Curriculum Delivery Methods:

The college should use a variety of delivery methods to ensure that the curriculum is delivered effectively and efficiently. These methods may include traditional classroom instruction, online instruction, hybrid instruction, experiential learning, and other innovative approaches.

4. Faculty Development:

The college should provide professional development opportunities for faculty to enhance their skills and knowledge in curriculum delivery. This may include workshops, seminars, conferences, and other training opportunities.

5. Student Support:

The college should provide appropriate support for students to ensure that they are able to successfully navigate the curriculum. This may include academic advising, tutoring, mentoring, and other support services.

6. Assessment:

The college should regularly assess the effectiveness of the curriculum delivery methods used. This may include gathering feedback from students, faculty and other stakeholders, as well as analyzing student performance data.

Procedure:

1. Curriculum Design:

a. The curriculum design process should be led by a designated committee or individual responsible for ensuring that the curriculum is aligned with the institution's educational philosophy, goals, and objectives.

b. The committee or individual should consult with faculty, students, and external experts where appropriate to inform the curriculum design process.

c. The curriculum should be designed to include clearly defined learning outcomes that align with the institution's mission and values.

2. Curriculum Review:

a. The curriculum is reviewed at least once every three years.

b. The review process should involve all stakeholders, including faculty, students, and external experts where appropriate.

c. The review should include an assessment of the effectiveness of the curriculum delivery methods used.

3. Curriculum Delivery Methods:

a. The college should use a variety of delivery methods to ensure that the curriculum is delivered effectively and efficiently.

b. The delivery methods used should be informed by best practices and aligned with the institution's educational philosophy, goals, and objectives.

c. The college should ensure that faculty are trained in the effective use of the delivery methods used.

4. Faculty Development:

a. The college should provide professional development opportunities for faculty to enhance their skills and knowledge in curriculum delivery.

b. The professional development opportunities provided should be informed by best practices and aligned with the institution's educational philosophy, goals, and objectives.

c. The college should ensure that faculty are aware of the professional development opportunities available to them.

5. Student Support:

a. The college should provide appropriate support for students to ensure that they are able to successfully navigate the curriculum.

b. The support services provided should be informed by best practices and aligned with the institution's educational philosophy, goals, and objectives.

c. The college should ensure that students are aware of the support services available to them.

6. Assessment:

a. The college should regularly assess the effectiveness of the curriculum delivery methods used.

b. The assessment process should involve gathering feedback from students, faculty and other stakeholders, as well as analyzing student performance data.

c. The assessment should inform the review process to ensure that the curriculum remains current, relevant and effective.

Curriculum Delivery Strategies

Curriculum is the formal mechanism through which intended educational means are achieved. Swayam siddhi Mitra sangh's degree college implements the curriculum designed by Mumbai University, . Application is an interaction between those who have created the programmed and those who are in charge of its delivery. The coordination and involvement of different individuals is essential for the successful implementation of the curriculum programme. The college has a clear, sequenced plan for curriculum delivery that ensures consistent teaching, learning and assessment procedures which has a clear reference for monitoring learning. Among the key players identified are: teachers, students, Principal, etc. To facilitate the implementation process, following measures are taken.

Academic Planning

Faculty Meetings

In staff council 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 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 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.

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

Time Table

The timetable is a necessary instrument for the efficient working of a college. It reflects the entire educational programmed 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.

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"

1) To prepare the Academic Calendar and get it approved from the Principal.
2) 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.
   (a) Consolidated timetable for the whole college
   (b) Faculty wise time table
   (c) Class timetable
   (d) Individual Teacher's timetable
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 and labs.
8) Make the class timetables available on the notice board for students' reference.
9) With regard to the individual faculty and lab timetables, provide signed copy to HOD, Principal and the concerned faculty member/ lab in charge.
10) Ensure that the functioning of the college is going according to time table. The timetables are prepared by HOD.

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. 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

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:

Initiatives Taken up by the College:

- The college promotes the faculty to upgrade themselves by sending them to complete Short Term Course, FDP, the Orientation and Refresher Courses...
- 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.
- All departments organize study tours and field visits 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:
1. Library with sufficient number of books, e-journals, N-list and periodicals
2. Computers with Internet facility and requisite software
- Teacher Training programmes conducted regularly in ICT in which the faculty was provided training in developing ICT teaching materials..

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

Conclusion:

Effective curriculum delivery is essential for the success of any educational institution. By implementing clear policies and procedures for curriculum delivery, our college can ensure that the curriculum is delivered effectively and efficiently, and that students are able to successfully navigate the curriculum.

I/C Principal

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NOTIFICATION

Swayam Siddhi Mitra sangh's Degree College works under the curriculum framed by Mumbai University. We hereby declare that we have made academic calendar ,log book & teaching Plan every year.

I/C Principal