

**Shree Gurudatta Gramvikas Pratishtan's
Jijamata Senior College
Jategaon Bk II, Tal-Shirur, Dist-Pune -412208**

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Curriculum Delivery and Assessment Policy and Procedures

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Policy and Procedures

Introduction

Shree Gurudatta Gramvikas Pratishtan's Jijamata Senior College, Jategaon Bk II is situated in rural area of Pune District in Maharashtra. As per needs of students of rural area and as per guidelines about curriculum by Savitribai Phule Pune University, the college has designed new curriculum delivery policy. Curriculum delivery is a strategy by which a curriculum enables students to achieve their learning goals. The students are expected to get knowledge and skills through the curriculum. For this purpose, the college has to provide environment through interactions, experiences, planned and unplanned activities, events. It is necessary to provide the content and hands on experiences. This is possible when there is planned policy and set procedures for curriculum delivery. Policy gives guidelines and procedure provide actual functioning which includes the units and lessons that teachers will teach; the assignments and projects to students and their assessment. Facility such as books, reading materials, audio-visual materials provided to the students. This must be set in such a way that learners gain knowledge and understanding, develop skills, and alter attitudes. Through policy and procedures, the college can give learning support, advice, guidance, interaction, mentorship, participative and collaborative learning. Along with this robust feedback can be obtained from stakeholders Curriculum used in College of BBA, BCA, BCS & B. Com. Jategaon Bk is designed by Savitribai Phule Pune University, Pune.

1. Policy Statement

Shree Gurudatta Gramvikas Pratishtan's Jijamata Senior College, Jategaon Bk II has a coherent, sequenced policy for curriculum delivery which enables consistent teaching and learning practices and evaluation across the year levels. The policy has been developed on the basis of evidence-based teaching practices and to which assessment and reporting procedures are aligned.

The college has commitment to

1. student centric approach in teaching, learning and internal assessment (TLA).
2. provide TLA support which extends equality of opportunity to all,
3. assure learners appropriately so they meet learning outcomes and graduate attributes and fulfil their individual potential,
4. provide clear, unambiguous and unbiased advice and guidance by teachers through assessment of skills, knowledge, aspirations and potential of each individual,
5. make TLA personalized through learners' qualities such as skills, knowledge and prior experiences,
6. provide an instruction, coaching and support through different learning methods which ensure students to progress effectively towards their personal goals,
7. ensure students that best fulfil their current and future needs of during their study in the college,
8. effective assessment of students initial abilities and planning appropriate strategies accordingly for advanced learners and slow learners.
9. use formative, and summative methods for evaluation that are valid, reliable, sufficient and fair,
10. obtain feedback from students to provide effective guidance to needy learners to improve their knowledge, competence, and the professional skills necessary to support independent learning.

2. Graduate Attributes

The students graduating from college have the knowledge, skills and attitudes obtained through their study in campus. The college has set following graduate attributes and plan curriculum delivery accordingly so that they succeed in their profession and are able to become leaders in their field. Following are the graduate attributes

1. Academic Excellence

- Students will have in-depth and extensive knowledge, understanding and skills in their chosen discipline and understanding of the interdisciplinary nature of different disciplines.
- Students will have ability to contribute in the creation of new knowledge and apply knowledge to the real world problems.
- Students will have ability to participate in collaborative learning and to deal with unfamiliar problems using creativity, critical thinking, analysis and research skills.
- Students will have ability to work collaboratively as part of a team, negotiate, and resolve conflict;

2. Communication

- Student will have ability to effectively communicate effectively with others on different problems and in different situations.
- Students will have ability to participate in useful discussions and debates.
- Students will have ability in using appropriate methods and resources for communication.

3. Personality and Leadership

- Student will be aware of personal strengths and weaknesses
- Student will have capacity for self-reflection, self-discovery and personal development and aware of self-discipline in every aspect of life and work
- Students will have confidence in taking risks and challenges
- Students will have ability to initiate and implement constructive change in their communities, including professions and workplaces and engage in meaningful public discourse.

4. Global Citizenship

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

Thus the graduates from our institute can:

- Think globally about issues in their profession;
- Adopt 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 social settings;
- Make creative 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 graduates of Shree Gurudatta Gramvikas Pratishthan's Jijamata Senior College, Jategaon Bk II student will be able to:

1. *Show the capacity to successfully prepare and communicate using his/her speaking, listening, reading, and writing abilities.*
2. *Demonstrate effectively lead and collaborate with others.*
3. *Collect, process, and share information efficiently using modern techniques*
4. *Attain and display analytical and problem-solving abilities in a variety of areas by applying critical, inventive, and scientific reasoning.*
5. *Show knowledge of diverse cultures, especially historical and global viewpoints.*
6. *Recognize ethical concerns in organisations and how they relate to societal problems.*

4. Curriculum Delivery Strategies

Shree Gurudatta Gramvikas Pratishthan's Jijamata Senior College, Jategaon Bk II is affiliated by Savitribai Phule Pune University, Pune. The college implements curriculum designed by affiliating university. The college has role in delivery of curriculum. For effective delivery there is need of coordination and involvement of and within different individuals in the college. The college has a coherent, sequenced plan 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, Principal, etc. To facilitate the implementation process, following measures are taken.

4.1 Academic Planning

(a) Faculty Meetings

In faculty meetings entire teaching staff comes together and discusses. The Principal will organize faculty meetings at the commencement of every semester and whenever required. The Principal will lead the meeting and promotes the participation of all teachers through discussions.

At the end of each semester, the faculty meeting will be arranged in which there is a detailed discussion of execution of teaching learning activities.

(b) Departmental Meetings

Heads of the Departments will organize faculty meetings at department level. In these meetings distribution of workload and its effective implementation will be discussed. Workload distribution will be submitted to the principal.

(c) Time Table

The timetable is a necessary instrument for the efficient delivery of curriculum. Time table provides the framework for the work of the academic and extracurricular activities. Time table helps to plan everything in advance to adjust curricular activities according to needs of students.

Working of timetable committee:

- 1) To prepare the Academic Calendar and get it approved from the Principal.
- 2) To prepare the following timetables at the beginning of each semester.
- 3) Ensure optimal use of infrastructure required for curriculum delivery.
- 4) Make the class timetables available on the notice board for students' reference.
- 5) Ensure that the functioning of the college is going according to time table.

4.2 Role of Teacher

Teachers should consider their level of intelligence, subject knowledge, communication skills, and experience. The teacher's decisions about verbal and nonverbal communication behaviours during instruction are influenced by all of these factors.

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

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:

Initiatives Taken up by the College:

- The college promotes the faculty to upgrade themselves by sending them to complete the Faculty Development Programmes.

- The college encourages the faculty 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 special lectures and functions for motivation.
- Furthermore, special/ remedial teaching is arranged for slow learners.
- The faculty members are encouraged to use ICT for effective teaching.
- Project work and assignments are taken to promote self learning.

5. Teaching Approaches

Following teaching-learning approaches are used:

5.1 Lecture methods

The goal of a typical lecture is to transmit the course material, with the lecturer's delivery of the subject taking centre stage. In this scenario, students are passive learners. Teachers are recommended to make these lectures effective by engaging students in conversation as they listen to them while lecturing. Teachers are urged to develop both their verbal and nonverbal skills for this reason. This will alter how students view the teacher and make boring lectures interesting.

5.2 Participative learning

The strategy known as "participatory learning" gives students the opportunity to share, analyse, and advance their knowledge of their lives and circumstances as well as to act, plan, monitor, and reflect. This comprises a variety of activities that let students participate actively and have an impact on choices that have an impact on their learning.

5.3 Cooperative learning

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;
- Peer review work for editing and evaluating each other's assignments.

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.

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. 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;
- The student must possess decision making and problem solving skills in order to use new ideas gained from the experience.

6. Support Services

6.1 Support to the teachers

Procedural Support :

- Teachers are guided through faculty meetings. The issues regarding the distribution of workload, organization of programmes, students' activities are discussed for the effective delivery of the curricula. Organization of guest lectures, remedial teaching and counseling are the measures taken up.

- Time table committee of the college prepares an annual 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.

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.
- The college promotes the use of ICT facilities, viz smart boards, LCD projectors, etc.

6.2 Support 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:

(a) Academic support

1. 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.
2. To develop competence among the students for self-learning, the students are encouraged to perform extra practicals, projects etc.
3. Class tests, tutorials, students' 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.
4. Remedial teaching is arranged for slow learners.

(b) Mentorship

The college will implement mentor system. To monitor the overall performance of the students each faculty member will be 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 club activities and any other initiative.

7. Assessment and Evaluation Strategy

7.1 Assessment

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

A well-structured curriculum is provided by Savitribai Phule Pune University. 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. College designed strategy to assess students throughout the learning process in addition to the assessment through semester or yearend 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.

(a) Purposes of Assessments:

A variety of assessment strategies are used to

- facilitate the teaching/learning process
- identify areas of a student's learning strengths and weaknesses
- make decisions about a student's progress and specific learning outcomes have or have not achieved
- help teacher plan and/or revise educational activities for the students;

- identify interventions needed by the college administration;

(b) Process in Assessment:

The following is how the teachers are implementing the action plan for the curriculum's successful implementation. Internal evaluation can take the form of tests, assignments, tutorials, term-ending exams, interviews, or simply watching pupils at work. Teachers regularly provide oral exams for internal evaluation. These tests are analysed after being screened. A thorough report is created, and the students are given internal grades based on this evaluation. The student's strengths and weaknesses are reflected in the assessment findings. These evaluation techniques aid teachers in determining the precise skills and abilities of each student. A remedial instruction programme is carried out for the students based on the analysis. 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:

It's crucial for the teacher to assess the real efficacy of education in the final phase. Evaluation is the process by which the instructor provides feedback to the learner regarding their progress. For the purposes of grading and reporting, it employs techniques and metrics to assess student learning and comprehension of the subject matter. A number of formal and informal methods, such as group discussions, exit interviews, the distribution and collecting of assessment tools, and semester-ending exams, can be used for the evaluating process. The collection of data on instructional effectiveness will serve as a foundation for a later reform of the curriculum.

8. Feedback from Stakeholders

Feedback from Faculty, Students, Alumni, Employers and Academic Peers 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 outcome of parents-teacher meetings as well as the report from the administration will also be taken into consideration.

The policy ensures the following:

- ✓ stakeholders have the opportunity to provide feedback, including: current students, current staff, alumni, academic peers, community groups and other interest groups;
- ✓ 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.
- ✓ mechanisms for providing feedback vary according to the needs of the College and stakeholder groups.

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