



# **C. M. College, Darbhanga**

Policy Document on Effective Curriculum  
Planning and Delivery Mechanism



# CHANDRADHARI MITHILA COLLEGE

(A Postgraduate Constituent Unit of L. N. Mithila University, Darbhanga )  
(Accredited with 'B' Grade (CGPA 2.84) by NAAC)



## Policy on Effective Curriculum Planning and Delivery

### Introduction

Curriculum refers to the knowledge and skills students are expected to learn through interactions, experiences, planned and unplanned activities, and events. It is concerned with both content and process. Content refers to what students are expected to learn. Process refers to an arrangement of instructional material provided to the students. The process includes the units and lessons teachers teach, the assignments and projects given to students, books, reading materials, audio-visual materials provided in a course, and the different assessment methods used 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 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 counselling are also involved in curriculum delivery.

The curriculum used in C. M. College is designed in accordance with the policies of Lalit Narayan Mithila University, Darbhanga, Bihar (India), since the college is the constituent unit of the university. An apex body of the college is the Academic Council. Our teachers are actively involved in curriculum design through members' academic council, members of syllabus committees, and participation in syllabus revision workshops.

## **The Objectives of the Policy**

### **Academic Objectives:**

1. The learner-centric approach in curriculum delivery forms the basis of teaching, learning and assessment. It provides support and guidance for progression to work and/or higher education.
2. Assures empowerment to the learners appropriately so they meet curriculum expectations and fulfil their individual potential. This is done through clear, unambiguous, and unbiased advice and guidance by faculty via assessing each student's skills, knowledge, aspirations and potential.
3. Personalization of teaching and learning is based on learners' qualities, such as skills, knowledge, and prior experiences. It also provides instruction, coaching, and support, which ensures they progress effectively towards their personal goals.
4. Provides different learning methods that suit learners' abilities.
5. Ensures that learners are provided with a programme of study which best fulfils their current and future necessities.
6. Assess the learners' initial abilities and plan appropriate strategies for advanced and slow learners.

## Student Centric Objectives:

1. To judge learners' progress by frequently using various valid, trustworthy, adequate, and fair assessment methods, generating formative and summative methods.
2. Formulation of a mechanism for constructive feedback on assessment, which will enable teachers to see whether learning outcomes are achieved or not
3. Based on feedback, provides practical guidance to needy learners that enables them to improve knowledge, competence, and the professional skills necessary to support independent learning.
4. In-depth and extensive knowledge, understanding and skills in their chosen discipline and understanding of the interconnectedness of different disciplines.
5. Attempts to contribute to creating new knowledge and understanding through research and inquiry.
6. Ability to apply knowledge to real-world problems.
7. Capacity to participate in collaborative learning and to deal with unfamiliar problems
8. Employ up-to-date and relevant knowledge and skills
9. Use creativity, critical thinking, analysis, and research skills to solve theoretical and real-world problems
10. Work collaboratively as part of a team, negotiate, and resolve conflict;

11. Display initiative and drive, and use their organisation skills to plan and manage their workload
12. Take pride in their professional and personal integrity
13. An awareness of personal strengths and weaknesses
14. A capacity for self-reflection, self-discovery, and personal development
15. An awareness of self-discipline in everyday aspects of life and work.
16. Confidence in taking risks and challenges
17. An ability to initiate and implement constructive change in their communities, including professions and workplaces.
18. An ability to engage in meaningful public discourse with a profound awareness of community needs

### **Social Objectives:**

1. Support students in gaining the knowledge and confidence to be responsible citizens.
2. An understanding of social and civic responsibilities and readiness to accept them
3. An awareness and appreciation of social and cultural diversity and secularism
4. An awareness and appreciation of human rights, equity and ethics

With the above objectives, the curriculum delivery mechanism strives to provide adequate training to students through teaching and learning to enable them to:-

1. Think comprehensively about issues in their profession.
2. Implement 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 common settings.
5. Make resourceful use of technology in their learning and professional lives
6. Imbibe moral and ethical behaviour in their professional and personal lives

## Curriculum Delivery Strategies

Curriculum delivery strategies include the following: -

- a) Academic Planning
- b) Faculty Meetings
- c) Departmental Meetings
- d) Timetable
- e) Induction Program

The above strategies are used to deliver the curriculum and its objectives effectively. At the beginning of each semester, the academic body of the college holds a meeting under the chairmanship of the principal and devises planning and mechanisms on account of the effective completion of the syllabus. As per the outcome of such meetings, the faculty members devise their own mechanisms for classes. Meetings of heads of various departments in the college are scheduled for the completion of the syllabus and scheduling of internal exams. Based on the outcomes of such meetings, each department holds meetings of the departmental council to build a robust mechanism for curriculum delivery. Each departmental council prepares a timetable for respective subjects. At the beginning of the session, an induction programme is scheduled for students of the college under the chairmanship of the principal of the college. In addition, the respective department also holds an induction programme for students.



## **Role of Teacher:**

Teachers are central figures who translate curriculum into specific learning experiences. They are seen as active 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 essential aspects of teaching. Teacher communication behaviour introduces considerable variance in the instructional process. What teachers say and what they do nonverbally constitute a continuous stream of messages which impact meanings that are simulated in students' minds.

## **The college encourages the teachers to:**

- a) Strengthen their teaching skills
- b) Make lectures interactive and student-centric
- c) Use technology in instructional transactions
- d) Promote group work among the students
- e) Arrange co-curricular activities
- f) Improve assessment methods
- g) Make students aware of the importance of feedback

### **Initiatives by the College:**

- a) The college encourages the faculty to upgrade themselves to attend Short Term Courses, Faculty Development Programme, Orientation and Refresher Courses.
- b) The college encourages its faculties to attend Syllabus Revision Workshops to upgrade them with the changed syllabi.
- c) The college organises workshops on changes incorporated into the curriculum for effective delivery mechanisms as per the new curriculum.
- d) Besides the regular subject classes, the college also organises expert talks by inviting experts from various fields to share their experiences and knowledge with the students.
- e) For effective curriculum delivery, the college has got the provision of special/ remedial teaching for slow learners.
- f) The faculty members are encouraged to use ICT for effective teaching.

## Teaching Approaches

Teaching Learning Approaches includes the following steps:

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

### The Teaching-learning Approaches Include:

- a) **Traditional Lecture Method-** A traditional lecture aims to transmit course content, focusing on the lecturer's delivery of the material. Students are passive learners in this case. However, teachers are advised to make these lectures effective by discussing 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 the teacher and make traditional lectures interesting.
- b) **Participative Learning-** Participatory learning is the approach that enables and empowers the learner to share, analyse, and enhance their knowledge of their life and conditions and to plan, act, monitor, evaluate, and reflect. This includes a range of activities enabling the learner to

play an active and influential part in decisions that affect their learning. The college arranges the following activities for participatory learning: - departments organise extra and co-curricular activities; students participate in activities in other colleges and universities; seminars are organised for the students; expert talks from distinguished personalities are arranged; and students are inspired to prepare presentations on diverse topics of courses.

c) **Cooperative Learning- Cooperative learning** aims to organise classroom activities into academic and social learning experiences. This teaching method is where students of mixed ability levels 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.

d) **Inquiry-Based Instructions-** 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.

### **e) Experiential Learning and Field Work-**

Experiential and field-based learning processes enhance students' ability to think beyond theoretical knowledge. It also helps students empirically investigate different aspects of expertise to solve issues relating to society. It runs certificate courses, which provide opportunities for fieldwork and experiential learning. This enables students to link theory with practice.

### **f) Use of technology in the Classroom and Laboratories-**

The college has technologically advanced language and computer labs for students. It helps students to get learning materials from different sources across the globe.

### **Assessment and Evaluation Strategies-**

Assessment of student learning enables teachers to identify learners' strengths and weaknesses. It also helps determine the information students need to correct their learning deficiencies and misconceptions. 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, which enables the college to follow a teaching intervention procedure, incorporating assessment, programme planning, and evaluation.

Student assessment and evaluation are an integral part of curriculum development and delivery. It should not be external or added at the end of a learning sequence to satisfy administrative or reporting needs. Efforts have been made to design a strategy to assess students throughout the learning process in addition to the assessment through semester-end examinations conducted by the University. Internal assessment is an integral part of effective learning, and it helps to provide feedback to the students on their progress.

### **Purpose of Assessment-**

1. Facilitate the teaching/learning process
2. Identify areas of a student's learning strengths and weaknesses
3. Make decisions about a student's progress and specific learning outcomes that have or have not been achieved.
4. Help the teacher plan and/or revise educational activities for the students.
5. Identify interventions needed by the college administration.

### **Process of Assessment-**

Internal assessment is done through internal tests, assignments, tutorials, term end examinations, interviews or observation of students engaged in activities. The teachers

conduct regular internal assessment tests and orals. These tests are screened and analysed.

A detailed report is prepared, and based on this evaluation, internal marks are assigned to the students. The assessment results reflect the student's strengths and weaknesses. These assessment methods help teachers measure the student's skills and abilities.

Based on the analysis, a remedial teaching programme will be conducted for the students. The motto behind the organisation of the remedial programme is to help students understand the problem area of the subject, if any. The students are given homework assignments on topics from the syllabi. Students' seminars are arranged to judge their verbal abilities. Internal assessment is set according to course outcomes and programme outcomes.

### **Evaluation by Feedback**

In the final step, the teacher needs 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.

The teachers must evaluate the entire instructional process, and 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 year-end examinations. Gathering the data regarding instructional effectiveness provides a basis for subsequent revision to the curriculum itself.

### **Feedback from Stakeholders-**

Feedback from faculty, students, alumni, employers, and academic peers is important in judging the effectiveness of the curriculum. The college will collect feedback from all these stakeholders, and the input on respective courses and programs will be analysed by the concerned departments. The detailed reports will be made and, wherever necessary, conveyed to the University for necessary action. 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 concerned authorities in the University.





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