



# ST PHILOMENA COLLEGE

Affiliated to Mangalore University Re-Accredited by NAAC at 'A' Grade

**MAI DE DEUS EDUCATIONAL INSTITUTIONS**

Managed by the Catholic Board of Education, Mangalore

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## POLICY ON CURRICULUM DELIVERY FRAMEWORK



## 1. PREAMBLE

St Philomena College was founded in 1958 by Fr Antony Patrao, a missionary, who conscientiously believed that education was the best means of empowerment. His conviction that the religious, spiritual, social, and economic interests of the students could be best served through education made this region an educational hub. Even in the nascent stages of its growth, the Institution showed all the signs of becoming a center of excellence. A full-fledged center of excellence is yet to be realized, but efforts towards this end have not ceased.

Affiliated with Mangalore University and recognized by the UGC under 2(f) and 12B, the Institution does attempt to treat the primary stakeholders in six UG programs and six PG programs with a rewarding educational experience. On the basis of the record of growth in student enrollment, physical infrastructure, and student achievements, the NAAC re-accredited the Institution at 'A' grade with a CGPA of 3.19 in the III cycle.

The IQAC of the Institution has created a methodical plan for the curriculum that is successful and encompasses the information and skills of students. It is focused on both the content and the delivery method. Here the Content means what are students expected to learn in the classroom as well as outside, while the Process refers to the then institutionalized practice in the Institution.

## 2. INTRODUCTION

The term "curriculum" typically refers to the knowledge and abilities that students are anticipated to acquire through interactions, experiences, planned and unplanned activities, and events. It is focused on both the process and the content. What is required of students to study is referred to as content. The process is the organization of the educational resources provided to students. In addition to the books, reading materials, and audio-visual materials provided in a course, the process also includes the units and lessons that teachers teach, the assignments and projects that students are given, and the many assessment techniques used to measure student learning. This needs to be structured so that students learn new information and concepts, acquire new abilities, and change their attitudes.

The method through which a curriculum enables learners to meet their learning objectives is called curriculum delivery. Teaching, learning support, counsel, direction, engagement, mentorship, and participatory and collaborative learning are all processes that go into delivering a curriculum. Feedback, assessment, and counseling are further different procedures included in curriculum delivery along with the development of reasoning abilities. Curriculum used in St Philomena College, Puttur designed by Mangalore University, Karnataka. Teachers of the Institution are actively involved in curriculum design through members of Boards of Studies, members of the Academic Council, members of Syllabus Planning Committees, and participation in syllabus revision workshops. The Institution has designed its policy and procedure to implement a University curriculum for student learning.

### 3. POLICY STATEMENT

St Philomena College, Puttur has a rational, sequenced policy for curriculum delivery that ensures consistent teaching and learning outcomes and a clear reference for observing learning 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 Institution has committed

- The learner-centric approach in curriculum delivery from teaching, learning, and assessment. It provides support, and guidance to progression to work and/or Higher Education
- Providing teaching, learning, and assessment support that extends equality of opportunity to all.
- Assure empowerment to the learners appropriately so they meet curriculum expectations and fulfill their individual potential. This is done through clear, unambiguous, and unbiased advice and guidance by faculty via assessing the skills, knowledge, aspirations, and potential of each individual.
- Personalization of teaching, learning, and assessment which is based upon learners' qualities such as skills, knowledge, and prior experiences, and provides instruction, coaching and support which ensures they progress effectively towards their personal goals.
- Provide different learning methods that suit learners' abilities.
- Ensure that learners are provided with a program 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, and 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 are 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 the planning of delivery and reporting of progress to learners as well as other stakeholders.

### 4. GRADUATE ATTRIBUTES

Knowledge is power, a tool for entitlement. Making students knowledgeable and skilled is the function of modern education. A skilled hand and a cultivated mind will help a student tread on new territory, transcend the existing boundaries, fix new fences, start from one point and go anywhere, and be global. In this context, graduate attributes come to the fore.

Graduate attributes are the qualities, skills, and comprehension that students should develop as a result of their learning. These qualities distinguish them from individuals who have not studied at the degree level. Graduates offer added value to employers and society.

St Philomena's graduate attributes are a wide-ranging set of qualities that students will develop towards graduation during their student term. Our graduates will demonstrate the following attributes

Attributes	Indicators
<p><b>1. Deep domain knowledge -</b> The ability to present information in a highly coherent manner across different contexts</p>	<ul style="list-style-type: none"> <li>▪ <i>in-depth and extensive knowledge, understanding and skills in their chosen discipline(s)</i></li> <li>▪ <i>a breadth of knowledge, understanding and skills beyond their chosen discipline(s)</i></li> <li>▪ <i>participation in the creation of new knowledge and understanding through research and inquiry</i></li> <li>▪ <i>contextual understanding of past and present knowledge and ideas;</i></li> <li>▪ <i>intellectual curiosity and a willingness to question accepted wisdom and to be open to new ideas</i></li> </ul>
<p><b>2. Creative and Critical Thinking -</b> The ability to analyze, assess, and utilize different thinking skills to determine the value of information and ideas</p>	<ul style="list-style-type: none"> <li>▪ <i>utilization of analytical thinking skills in different contexts</i></li> <li>▪ <i>employing problem solving skills to resolve issues</i></li> <li>▪ <i>creative thinking to generate new ideas</i></li> <li>▪ <i>use of critical thinking skills to formulate alternative approaches to learning</i></li> <li>▪ <i>identification of problem, collection of evidence, synthesis and analysis;</i></li> </ul>
<p><b>3. Effective communication skills -</b> The ability to present information in a coherent manner across different contexts</p>	<ul style="list-style-type: none"> <li>▪ <i>proficient speaking and writing</i></li> <li>▪ <i>effectively communicate for different purposes and in different contexts;</i></li> <li>▪ <i>attentive exchange, informed argument and reasoning</i></li> <li>▪ <i>working independently and as part of a team</i></li> <li>▪ <i>transferable and generic skills</i></li> <li>▪ <i>use of various information technology skills</i></li> </ul>
<p><b>4. Interpersonal Skills -</b> The ability to work effectively and productively as a member of a group</p>	<ul style="list-style-type: none"> <li>▪ <i>interaction and collaboration with others</i></li> <li>▪ <i>commitment and focus on group task</i></li> <li>▪ <i>integrity and passion for individual and group work</i></li> <li>▪ <i>acknowledging and appraising the contribution of others</i></li> </ul>
<p><b>5. Ethical and Civic Responsibility -</b> The ability to function as responsible individual with ethical values who is accountable to the local, national, and international community.</p>	<ul style="list-style-type: none"> <li>▪ <i>awareness and appreciation of ethical and moral issues</i></li> <li>▪ <i>understanding of social and civic responsibilities, and of the rights of individuals and groups</i></li> <li>▪ <i>accepting common responsibility to preserve the environment and its surroundings</i></li> </ul>

<p><b>6. Learning and personal development</b> - The attitude of having a high regard for and commitment to learning and personality development</p>	<ul style="list-style-type: none"> <li>▪ <i>openness to, life-long learning through directed and self-directed study</i></li> <li>▪ <i>awareness of personal strengths and weaknesses</i></li> <li>▪ <i>capacity for self-reflection, self-discovery and personal development</i></li> <li>▪ <i>Actively seeking new learning opportunities</i></li> </ul>
<p><b>7. Good citizenship</b> - The ability to function as responsible citizens honoring tradition, culture, diversity and national values.</p>	<ul style="list-style-type: none"> <li>▪ <i>striving for justice, equality, honesty, and integrity</i></li> <li>▪ <i>striving for an inclusive society</i></li> <li>▪ <i>awareness and appreciation of social and cultural diversity</i></li> <li>▪ <i>active contribution to the development of society</i></li> </ul>
<p><b>8. Global citizenship</b> - The ability to function in an international context with a deep appreciation for diversity:</p>	<ul style="list-style-type: none"> <li>▪ <i>greater appreciation for cultural and racial diversity</i></li> <li>▪ <i>effective communication in cross-cultural contexts</i></li> <li>▪ <i>thinking across national and international borders</i></li> <li>▪ <i>functioning in a global environment</i></li> <li>▪ <i>becoming more knowledgeable about international current issues</i></li> </ul>

## 6. LEARNING OUTCOMES

### Institutional

Upon completion of Degree programs the students of St Philomena Institution will be able to:

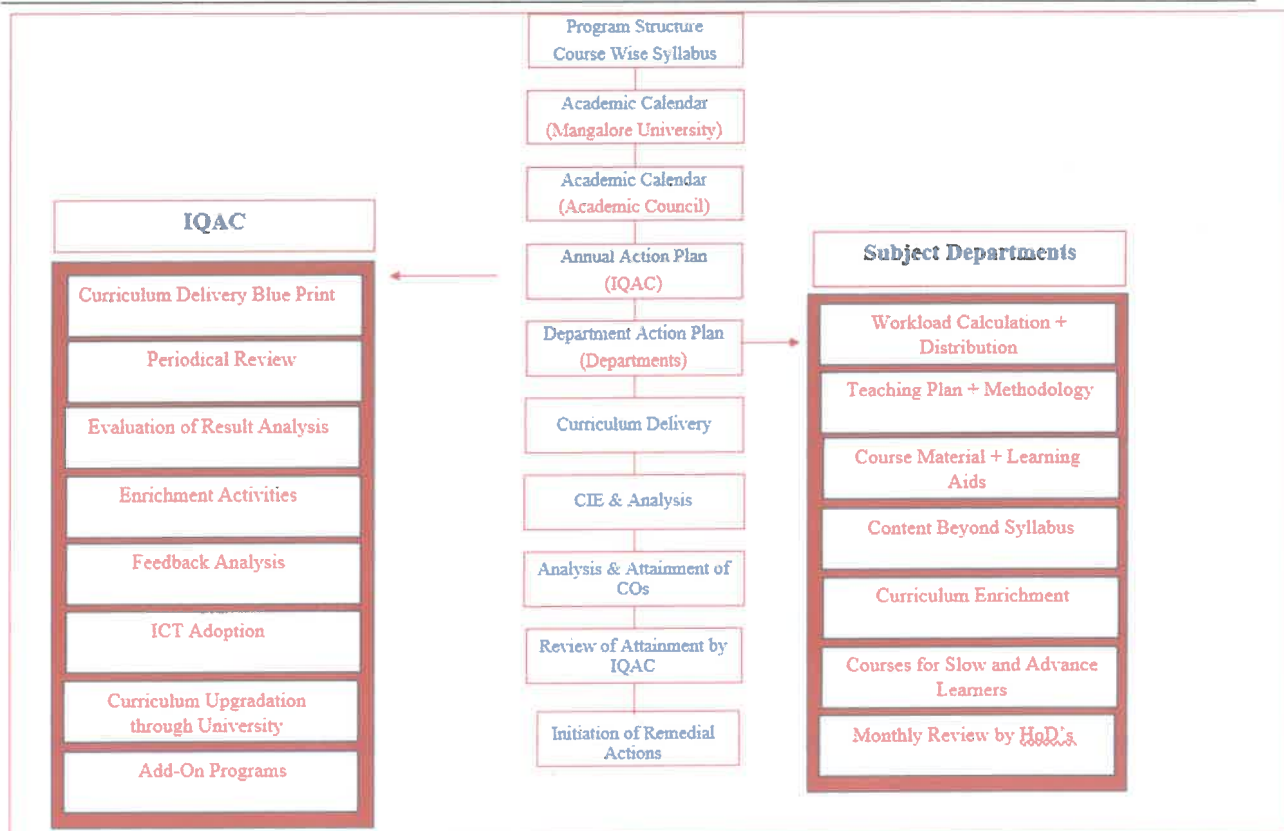
- Demonstrate insight into issues in learning and teaching both in their own studies and when working with other learners.
- Possess general study skills, including the ability to learn independently using a variety of media.
- Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study
- Demonstrate knowledge of diverse cultures, including global and historical perspectives
- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Carry out advanced tasks and projects independently or in collaboration
- Critically and independently assess and evaluate research methods and results
- Prove the research experience in a specified field
- Use technologies effectively
- Create strategies that can be used to fulfill personal, civic and social responsibilities
- Describe how natural systems function and recognize the impact of humans on the environment
- Have good time-management organizational skills.
- Work collaboratively as members and leaders of diverse teams and communities
- Demonstrate skills for life-long learning
- Find gainful employment in industry or government

## 7. CURRICULUM DELIVERY STRATEGIES

The curriculum is the formal mechanism through which intended educational means are achieved. St Philomena College, Puttur implements the curriculum designed by Mangalore University, Karnataka. Application is an interaction between those who have created the program and those who are in charge of its delivery. The coordination and involvement of different individuals are essential for the successful implementation of the curriculum. The Institution has a clear, sequenced plan for curriculum delivery that ensures consistent teaching, learning, and assessment procedures that have a clear reference for monitoring learning. Among the key players identified are: teachers, students, Principal, etc. To facilitate the implementation process and to ensure effective curriculum delivery, the Institution adopts a three-phase strategy comprised of Planning, Development, and Implementation & Evaluation.



### EFFECTIVE CURRICULUM PLANNING AND DELIVERY



## 7.1 CURRICULUM PLANNING

Each department submits a list of discipline-specific electives, open electives, the department's weekly workload, and any requests for additional staff during the planning phase to the Academic Council for approval and consideration. The Academic Council gathers the requests and checks the infrastructure to ensure the upcoming semester runs smoothly. The Academic Council develops its own Academic Calendar based on the University's academic calendar, which highlights significant academic and support activities such as the beginning and end of each semester, internal assessment exams, sports, cultural events, etc. The list of certificate programs to be offered for the academic year, together with intakes, is also approved by the Academic Council. It approves the workload, staff requirements, and departmental core and open electives. Departments plan the delivery of the curriculum accordingly. Various academic committees, such as the Calendar Committee, Time Table Committee, Examination Committee, Student Progression Committee, etc., are formed to organise and carry out various elements of curriculum planning and delivery.

## 7.2 CURRICULUM DEVELOPMENT

During Development Phase, based on the competence level of the faculty and as per their requests, subject allocation will be done by the HoD. The methods used to provide the curriculum include traditional teacher-centered classroom teaching, blended learning, and student-centered teaching-learning. Other approaches include collaborative learning, self-learning, competition-based learning, collaborative learning, and supportive learning.

**Traditional teaching methods:** It includes preparation of detailed lesson plans, study materials, a question bank, lab manuals, lecture notes, tutorials and assignments, and content beyond syllabus based on the feedback from industry, alumni, and the academic performance of the previous batch of students.

**Collaborative Learning:** The Institution has partnered up with a wide range of industry organizations and academic institutions. In order to bridge the gap between industry expectations and student learning, the institution organizes industrial/institution visits, field visits, guest lectures, interaction programs, workshops, training programs, and certificate courses. Fellowships, industrial projects, and internships all help students get practical experience.

**Self Learning:** The implementation of required registration and completion of the online courses offered by self-learning MOOC websites like NPTEL, Inofys Springboard, ICT Academy, etc. has established this practice among students. To further their knowledge and enhance their skills, students are also encouraged to make use of a variety of online learning resources. Students learn independently through activities including building working/artifact models, class seminars, competitions, etc.

**Competition-Based Learning:** Students are motivated to participate at the national, state, and university levels both inside and outside of their academic setting. The institution organizes a number of competitions to provide students the opportunity to learn by competing with others. I also encourage and support students to participate in such competitions hosted by other institutions by providing necessary training and covering travel expenses.

**Supportive Learning:** Students are classified as advanced and slow learners, and various supplemental methods are provided to help them succeed in university exams. Other supportive learning methods include peer learning, project-based learning, activity-based learning, and technology-enabled learning.

### 7.3 CURRICULUM IMPLEMENTATION & EVALUATION

A well-structured curriculum should enable the Institution to follow a procedure of teaching intervention, incorporating assessment, program planning, and evaluation. To achieve this aim, a criterion-referenced assessment designed by the university/institute/teacher is used.

Assessment should not be seen as something external to the learning process or something added on at the end of a learning sequence simply for administrative purposes or as a means of reporting to parents. Rather, it is an integral part of effective learning, whereby the students are provided with feedback on their progress.

#### **Purposes of Assessments**

- a) To identify the students learning needs;
- b) To help the teacher plan educational programs for the children;
- c) To indicate which specific educational objectives have or have not been achieved;
- d) To serve as a continuous evaluation.

#### **Process in Assessment:**

- a) Identifying the students' learning needs
- b) Assessing the student's baselines in specific subjects and establishing their pre-requisite

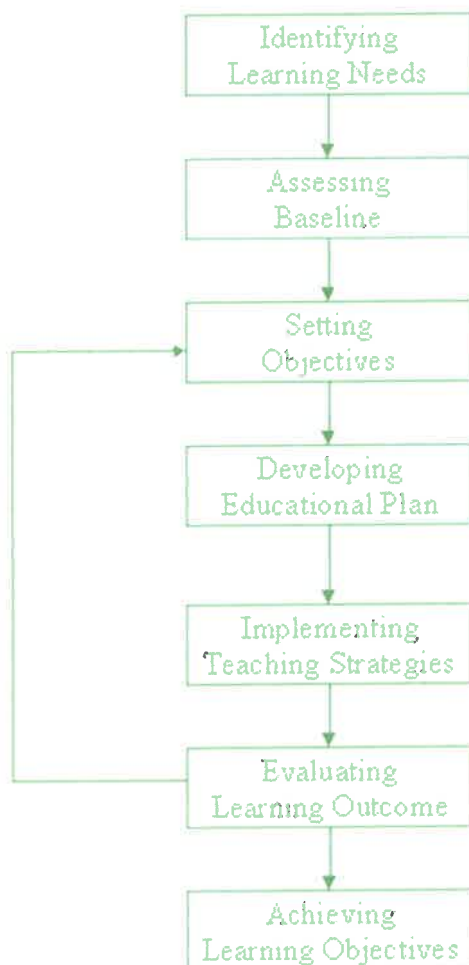


skills;

- c) Setting learning objectives
- d) Implementing curriculum programs
- e) Evaluating the effectiveness of curriculum programs & Making adaptations to curriculum programs.

### Assessment Flow Chart

The following flow chart will illustrate the assessment process :



## 8. ACADEMIC PLANNING

### 8.1 IQAC Meeting

Since quality improvement is a continuous process, the IQAC will strive to address the College's need for quality and commitment to excellence by becoming a part of the institution's system. In keeping with the College's heritage and identity, the primary task of the IQAC is to create a system for conscious, consistent, and catalytic improvement in the institution's academic and administrative performance. This can be accomplished by cultivating in its primary stakeholders, the staff and students, the capacity and dispositions for reflective and critical thought, creativity, research, and innovation. IQAC also aims to identify and cultivate extra-curricular talent and potential of both staff and students, which will go towards strengthening the vision of the college.

***IQAC facilitate / contribute to***

- Ensure a heightened level of clarity and focus in institutional functioning towards quality enhancement.
- Ensure internalization of the quality culture.
- Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices.
- Provide a sound basis for decision-making to improve institutional functioning.
- Act as a dynamic system for quality changes in HEIs.
- Build an organized methodology of documentation and internal communication.

***Functions***

- Work towards standardization of activities and processes and strive for continuous improvements in standards and their achievement. Also, promote measures for institutional functioning towards continuous quality enhancement through quality culture and establishment of best practices.
- Develop a sound basis for decisions required for improving institutional functioning and the building of an organized methodology of documentation
- Establish procedures and modalities to collect data and information on various aspects of institutional functioning for enabling easier and faster decision making
- Seek to achieve quality improvement by focusing on human resource development through education and training, which will help people do their job better.
- Work towards ensuring heightened level of clarity and focus in institutional functioning towards quality enhancement
- Bring about greater coordination among various departments and activities of the institution and institutionalization of all good practices
- IQAC will coordinate the creation of an exclusive window on the college website to regularly inform the stakeholders about all its initiatives and make available all the relevant, reports, documents, templates and data.
- Consistently developing and applying the quality benchmarks/parameters for the various academic and administrative activities of the institution through internal audits, departmental, functional units and management review meetings.
- Facilitating the creation of a learner-centric environment conducive to quality education which is done by implementing value-added/certificate courses by all the departments in order to keep the students abreast with developments in their subject.
- Arrangement for feedback response from all the stakeholders viz. students, parents, alumni, employers and other stakeholders on quality-institutional processes through online feedback system and by placing suggestion boxes at various places in the college and consequently preparing an action taken report based on the measures taken by management on suggestions/feedback received by IQAC.
- Dissemination of information on various quality parameters of higher education by circulating IQAC newsletter twice a year.

- Organization of intra and inter-institutional workshops, seminars on quality related themes and promotion of quality circles and personal visits across different institutions to study the best practices.
- Documentation of the various programmes/activities leading to quality improvement. This is to be done by specially created Documentation Center of the college with IQAC.
- Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of best practices as directed by the Management.
- Development and maintenance of institutional database through MIS for the purpose of maintaining/enhancing the institutional quality. This is to be done through ERP system.
- Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters as a post accreditation measure.
- Evolve mechanisms and procedures for
  - Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks which is done with the help of different departments and other units of college. Also, preparing policies, guidelines, standard operation procedures for different academic and administrative units, cells, committees and departments of the College.
  - The relevance and quality of academic and research programmes which is done with help of heads and research and publication cell.
  - Equitable access to and affordability of academic programmes for various sections of society which is done by the admission policy of the college under the supervision of Equal Opportunities Cell.
  - Optimization and integration of modern methods of teaching and learning which is done through timely conduct of Faculty Development Programmes and Knowledge Training Workshops.
  - The credibility of evaluation procedures which is done by an independent examination system through Examination Cell of the College.
  - Ensuring the adequacy, maintenance and functioning of the support structure and services which is done with the help of Counselors/Mentors, Heads, Deans and Vice Principal.
  - Research sharing and networking with other institutions in India and abroad. This is done by linkages with industries and the community service.

## **8.2 Faculty Meetings**

In staff meetings, the entire teaching staff comes together and discusses. This provides a precious opportunity for enhancing the instructional capacity of the students. The Principal organizes faculty meetings at the commencement of every semester. The Principal is the facilitator of the activities. The principal 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 Institution Head of the departments and faculty members are free to express their views. Fruitful suggestions given by them are incorporated into the planning. The distribution of committees among staff members is facilitated in the first meeting of the first semester. Through these meetings, the Institution 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 to the curricula. At the end of each semester, the faculty meeting is arranged in which there is a detailed discussion of the execution of teaching-learning activities.

### **8.3 Deans Meeting**

Deans are academic leaders who are responsible for a unit's academic, programmatic, managerial, and financial advice. Deans are in charge of student recruiting, admission, and academic advancement, as well as ensuring that education is effective. They are in charge of doing research in an ethical manner and fostering and maintaining a culture of compliance and integrity among faculty, staff, and students. They provide local guidance and resources for the education, training, and execution of union, state, and local regulations, as well as policies and procedures at universities and sponsoring agencies.

Deans report to the Principal and collaborate closely with the College Office and their faculty's department heads to maintain responsibility, resolve severe noncompliance issues, and limit the risk of future occurrences.

### **8.4 Department Meetings**

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

### **8.5 Time Table**

The timetable is a necessary instrument for the efficient working of an Institution. It reflects the entire educational program of the Institution. Time table provides the framework within which the work of the Institution proceeds. It is the tool through which the purpose of the Institution is to function. A proper timetable helps in the 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 on 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 to one thing at a time. It ensures that the activity and energy of an individual is directed in a particular direction. It helps students and teachers prevent confusion, duplication, overlapping, and unnecessary repetition of the work.
- The timetable helps to distribute the workload to each teacher according to guidelines. With the help of the timetable, the Principal can keep track of the work of each teacher.
- The timetable helps Institution to adjust curricular activities according to the 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.
- The timetable ensures equitable distribution of time to different subjects and activities.
- The timetable directly aids discipline in the Institution to a great extent.

- Thus a good timetable not only facilitates work but also adds efficacy in various spheres.
- In order to set up a good timetable Institution has time table committee. The committee's objective is
  - Smooth and efficient management of the academic program throughout year
  - Working of timetable committee:
    - To prepare the Academic Calendar and get it approved by the Principal.
    - Collect the information on classes, courses, and the number of lectures allotted for each course.
    - Collect Individual faculty's teaching load in the department from head of the department.
    - Lab-wise subject allotment.
    - To prepare the following timetables at the beginning of each semester.
      - Consolidated timetable for the whole Institution
      - Faculty-wisese timetable
      - Class timetable
      - Individual Teacher's timetable
    - Assign classrooms and tutorial rooms according to requirement of each department.
    - Ensure optimal use of infrastructure required for curriculum delivery.
    - Using class timetables, prepare the timetables of individual faculty and labs.
    - Make the class timetables available on the notice board for students' reference.
    - With regard to the individual faculty and lab timetables, provide signed copy to HOD, and the concerned faculty member.
  - Ensure that the functioning of the Institution is going according to time table.

### 8.6 Induction Program

Every year Principal of the Institution address students who are new entrants in their first year of study. Principal's address is arranged faculty wise to new students. In this address, the Principal gives information on the vision, and mission of the Institution, curriculum delivery policies and processes, facilities available in the Institution. He also motivates students to participate in co-curricular and extracurricular activities which are arranged in the Institution every year. In the same meeting, the Student Welfare Officers give information on different scholarships available to the students and how to take benefit from these scholarships.

The Induction programme is set up in accordance with UGC regulations. Newly enrolled students receive training on numerous academic and co-curricular topics over the course of six days in the Induction programme. Students are also given information about campus activities and facilities that they can use. The entry-level competency test and exit competency test are both part of the induction programme. One characteristic used to identify slow and gifted learners is the grades earned on the exit exam.

## 9 ROLE OF TEACHER

Teachers are central figures who translate curriculum into specific learning experiences. The Code of Conduct 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 the teacher. All these elements influence the teacher's choices of verbal and non-verbal communication behaviors in instruction.

The Institution has well-defined code of conduct for teachers. Any two teachers may not communicate exactly the same way. What teachers say and what they do nonverbally constitute a continuous stream of messages which impact meanings simulated in students' minds. Typically, individual teachers tend to have consistent communication behavior patterns which are observable by students. Sometimes students have perceptions of teachers 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 behaviors.

Institution advises teachers on ...

- Completely involved in defined and undefined academic activities of the institution
- Improving teaching skills
- Making lectures interactive and student-centric
- Using technology in instructional transactions
- Promoting group work among the students
- Arranging co-curricular activities
- Improve soft skills of students
- Improving assessment methods
- Ready students as lifelong learners
- Making students aware of importance of feedback

## 10 INITIATIVES BY THE INSTITUTION

Though the curriculum is designed and revised by the University, the Institution strives for effective curriculum delivery by taking specific measures. The Institution has taken the following initiatives:

*Initiatives Taken up by the Institution:*

- The Institution promotes the faculty to upgrade themselves by sending them to complete Short Term Course, FDP, the Orientation and Refresher Courses.
- The Institution inspires the faculty to attend Syllabus Revision Workshops in order to upgrade them with the changed syllabi.
- The Institution organizes Syllabus Revision Workshops in different subjects in order to update the faculty with the new curricula.
- In addition to the regular subject classes, the Institution 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 Institution has got the provision of special/ remedial teaching for slow learners. And effective measures to enhance the skill sets of advanced learners
- The faculty members are encouraged to use ICT for effective teaching.

- The Institution strives to add value addition to students learning by offering value-added/certificate courses
- Students' feedback is obtained and the necessary steps are taken to improve the teaching performance of the teachers to benefit the learners.
- Project work and assignments are insisted upon to promote self-learning.
- Exhibitions and competitions are arranged regularly to promote experiential learning

*Contributions Made by the Institution:*

The Institution provides the following resources for the effective delivery and transaction of the curricula:

- Library with a sufficient number of books, e-journals, N-list and periodicals
- Computers and printers in all departments with Internet facility and requisite software
- English language Lab
- ICT enabled Classrooms and Seminar Halls
- Teacher Training programmes were conducted regularly in ICT in which the faculty were provided training in developing ICT teaching materials.
- The Institution provides grants to teachers for attending workshops, seminars, conferences, and symposiums.
- Seed money is provided for research activities of the staff and students

## 11. TEACHING APPROACHES

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 the student, the implementation of creative and innovative teaching strategies are necessary to meet students' individual needs.

### 11.1 Traditional Lecture methods

A traditional lecture is aimed at the 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 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 teachers and make traditional lectures interesting.

### 11.2 Participative learning

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

### 11.3 Cooperative learning

Cooperative learning is the approach that aims to organize classroom activities into an academic and social learning experience. 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.

#### 11.4 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.

#### 11.5 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. The 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.

#### 11.6 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 learning materials
- Projectors for presentations, display of images and videos to visualize academic concepts
- Teaching learning software is made available to the students
- Communication through email, Google Classroom, and WhatsApp with students are used to send them online feedback, distribution of class notes, presentations, etc.
- E-resources such as Infilbnet are made available to the teachers as well as students,

## 12. SUPPORT SERVICES

### 12.1 Support the teachers

Procedural Support:

- Teachers are directed through faculty meetings. The concerns regarding the distribution of workload, organization of programs, workshops, and students’ activities are deliberated for the effective delivery of the curricula. Taking into account the results of the previous exams and the 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 Institution adds new titles to the library as the requirement of the syllabus.
- Timetable committee Institution prepares a master timetable with an adequate number of lectures and practical for each course/program.
- Teacher diaries are provided to the teachers to prepare teaching plans and to document their academic,



research, and extension activities.

- The Institution provides e-classrooms, seminar halls, computers, and internet facilities to the teachers.

### 12.2 Practical Support:

- The Institution also encourages teachers to participate in the orientation/ refresher courses/ workshops/ seminars organized by the affiliating University to update their knowledge and improve their teaching practices.
- The Institution encourages the faculty to attend the Syllabus Revision Workshops for keeping them informed about the new revised syllabus.
- Chemicals, charts, models, specimens, instruments, slides, and class work materials are made available to the teachers for effective implementation of the curricula.
- Internet facility is provided to every department and in the central library for the teachers.
- The Institution promotes the use of ICT facilities, viz smart boards, LCD projectors, etc.
- The Institution has subscribed to Google Workspace Education to enhance the teaching methodology.
- The Institution regularly upgrades laboratory and library facilities.
- The institution has also provided an e-library facility to the teachers by taking the membership of, INFLIBNET and parent university library for every teacher.

### 12.3 Support to the Students:

The Institution 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 Institution takes the following measures:

#### 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 Institution organizes seminars, essay competitions, field visits and study tours etc. which are duly monitored by Heads of the Departments.
2. To develop competence among the students for self-learning, the students are encouraged to perform extra practical, projects, etc.
3. The students are encouraged by the faculty to read the various types of texts on their own and discuss them with peers. Students' seminars are organized in which students are encouraged to present research papers on varied topics related to the curricula.
4. Class tests, tutorials, and students' seminars are conducted in order to identify the students' difficulties, problems, and areas and, then the faculty tries to solve the students' problems by revising the topics.
5. Remedial teaching is arranged for slow learners.
6. ICT teaching-learning tools are made available to the teachers and students.
7. Library facility, book bank scheme, and reading room is made available for the students.

#### Mentorship

The Institution has a mentor 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 club activities and any other initiatives. Students can contact their mentor for any academic or non-academic support. The actual role of the faculty or staff mentor is one of nurturing and providing support for a student during the difficult transition period.

A group of students is allotted to each teacher. List of students with their mobile numbers, email id are made available to mentor. The mentor contacts his/her mentee and identifies their interests of learning, their difficulties etc. Mentor also keeps track of students' attendance in the classroom by taking information from other teachers about class attendance. Defaulter students are called by mentor and their difficulties are identified and solutions suggested. Thus the Institution strives to ensure that the stated objectives of the Curricula are accomplished in the course of its implementation.

### **13. ASSESSMENT AND EVALUATION STRATEGY**

#### **13.1 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. The Institution strongly believes that assessment is much more than grades. It enables teachers 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 Mangalore University. This curriculum enables the Institution to follow a procedure of teaching intervention, incorporating assessment, program 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. The Institution designed a strategy to assess students throughout the learning process in addition to the assessment through semester-end examinations conducted by the university. The internal assessment is an integral part of effective learning which helps to provide feedback to the students on their progress.

#### **13.2 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 analysed. 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.

### 13.3 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. Gathering the data regarding instructional effectiveness will provide a basis for subsequent basis for subsequent revision to the curriculum itself.

## 14 MENTORSHIP

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Thus the Institution strives to ensure that the stated objectives of the Curricula are accomplished in the course of its implementation.

## 15. ASSESSMENT AND EVALUATION STRATEGY

### Assessment

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make decisions about a student's progress and specific learning outcomes that have or have not been achieved

- help the teacher plan and/or revise educational activities for the students;
- identify interventions needed by the Institution administration;

### 15. 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, the 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. Gathering the data regarding instructional effectiveness will provide a basis for subsequent basis for subsequent revision to the curriculum itself.

#### Feedback from Stakeholders

Feedback from teachers, students, alumni, employers, and academic peers is essential for evaluating the program's effectiveness. The Institute compiles feedback from each of these groups. With the cooperation of the relevant departments, the IQAC evaluates the feedback it has gathered. The in-depth reports would be produced during workshops for curriculum revision and, if necessary, delivered to the Board of Studies members. The outcomes of parent-teacher meetings and the administration's report ought to be considered when bringing recommendations to the BOS. In some situations, the Institution sends evaluated findings to the University authorities so they can take the necessary action.

The policy ensures the following:

- stakeholders have the opportunity to provide feedback, including current students, current staff, alumni, employers, academic peers, community groups and other interest groups;
- feedback can be provided by individuals on their initiative or in response to requests by the Institute;
- 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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*Effective From 01-07-2016*

  
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