



Swami Vivekanand Shikshan Prasarak Mandal's

Swami Vivekanand College of Nursing, Udgir

(Approved by Government of Maharashtra, Recognized by Indian Nursing Council, New Delhi and Maharashtra Nursing Council Mumbai)

Affiliated to Maharashtra University of Health Sciences, Nashik

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Curriculum Delivery Policy and procedures:

1. Introduction:

- Curriculum delivery is a strategy by which a curriculum enables the students to achieve their learning goals and involves teaching, learning support, advice, guidance, interaction, field visit, project work, mentor-Mentee System, participative, collaborative, and problem-solving Learning.
- The curricula used in the college for Undergraduate program have been designed and developed by Maharashtra University of Health Sciences, Nashik
- The college has designed its policy and procedure to ensure effective curriculum planning and delivery through a well-planned and documented process, including an Academic calendar and continuous internal Assessment for student learning.

2. Policy Statement;

- The policy and procedure are based on the college's evidence-based teaching practices, which are given below.
- The college has a coherent, sequenced policy for curriculum delivery that ensures consistent teaching and learning expectations and an apparent reference for monitoring learning across the year levels.
- The policy has been developed based on evidence-based teaching practices and to which assessment and reporting procedures are aligned. The college commits to:



- The learner-centric approach in curriculum delivery from teaching, Learning, and Assessment provides support and guidance to progression to work and Higher Education
- Providing teaching, Learning, and support for evaluation extends equality of opportunity to all.
- Assure the learners' empowerment to meet curriculum expectations and fulfill their potential. It is done through clear, unambiguous, and unbiased advice and guidance by faculty via assessing each individual's skills, knowledge, aspirations, and potential.

3. Faculty Meetings:

- In faculty meetings, the entire teaching staff comes together and discusses.
- It 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.
- They lead the session and promote the participation of all teachers through discussions.
- In the meeting, detailed discussions are held regarding the academic calendar, the changes in the curricula, workload distribution, and the measures to implement the curricula effectively. Sometimes, critical decisions require input from the entire staff of the college, and the 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 college gets a vivid idea about the changes in the curricula. Accordingly, the principal instructs the Librarian to expand the library concerning the curricula.
- At the end of each semester and sessional examination, a faculty meeting is arranged for a detailed discussion of the execution of teaching-learning activities.

4. Departmental Meetings:

- Heads of the Departments organize faculty meetings at the department level.



- In these meetings distribution of workload and its practical implementation are discussed. Workload distribution is submitted to the principal as well as the timetable committee.
- Regular discussions are held between the head and staff of the department.
- In these discussions, strategies are decided to attain program-specific and course outcomes.

5. Time Table:

- The timetable is a necessary instrument for the efficient working of a college, and it reflects the entire college educational program.
- Time table provides the framework within which the work of the college proceeds, and it is the tool through which the purpose of the college is to function.
- A proper timetable helps with the following:
- Time table helps to plan everything, ensuring smooth and orderly working of curricular activities. Teachers and students know their roles, and the time they must devote to each activity. The timetable places proper persons at their appropriate places, at the given time, and correctly.
- The timetable guides students and teachers on what is to be done at a particular time, preventing wasting time and energy. It enables both learner and the teacher to pay attention to one thing at a time. It ensures that the activity and power of an individual are 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 timeline, the principal can keep track of the work of each teacher.
- The timetable helps the college to adjust curricular activities according to the needs of students. It allows students to plan their studies and activities, which is essential for their overall development.
- The timetable ensures equitable time distribution to different subjects and activities.
- The timetable directly aids discipline in the college to a great extent; thus, a reasonable schedule facilitates work and adds efficacy in various spheres. To set up a proper timetable, the college has a timetable committee whose



objective is smooth and efficient academic program management throughout the year.

6. Induction Program

- Every year principal of the college address students who are new entrants in their first year of study.
- The principal's address is arranged faculty-wise for new students. In this address, the principal gives information about the vision and mission of the college, curriculum delivery policies and processes, and facilities available in the college.
- He/She also motivates students to participate in co-curricular and extracurricular activities arranged in the college every year.
- In the same meeting, information on different scholarships available to the students and how to take benefit from these scholarships is provided.

7. Assessment:

- It also helps to determine students information to correct their learning deficiencies and misconceptions.
- The college strongly believes that Assessment is much more than grades, enabling us to get data for improving teaching methods and guiding students to participate in Learning actively.
- The university provides a well-structured curriculum.
- This curriculum enables the college 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 external or added at the end of a learning sequence to satisfy administrative or reporting needs.
- The college designed a strategy to assess students throughout the learning process in addition to the Assessment through the semester or year-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.

8. 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 that have or have not achieved
- Help the teacher plan and revise educational activities for the students;
- Identify interventions needed by the college administration;

9. Process in Assessment:

- The teachers deploy the action plan to implement the curricula in the following way effectively.
- Internal Assessment is done through internal tests, seminars, assignments, tutorials, term-end examinations, clinical evaluation or observation of students engaged in activities.
- The teachers conduct regular internal assessment tests and viva. These tests are screened and analyzed. The detailed report is prepared, and internal marks are assigned to the students on this evaluation.
- The assessment results reflect the students strengths and weaknesses. These assessment methods help teachers measure students specific skills and abilities.
- Based on the analysis, a remedial teaching program is conducted for the students. The motto behind the organization of the remedial program is to help students to understand the problem area of the subject if any.
- The students are given home assignments on varied topics from the syllabi. Students seminars are arranged to judge their verbal abilities.
- Internal Assessment is set according to course outcomes and program outcomes.

10. Evaluation:

- 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 teacher must evaluate the entire instructional process to get the total picture.



- The evaluative process may occur in various formal and informal ways, including group discussions, exit interviews, distribution and collection of assessment instruments, and semester-end examinations.
- Gathering the instructional effectiveness data will provide a basis for subsequent revision to the curriculum itself, and it closes the loop from planning to execution and back to planning again.

11. Feedback from Stakeholders:

- Feedback from Faculty, Students, Alumni, Employers, and Academic Peers is essential to judge the effectiveness of the curriculum.
- The college will collect feedback from all these stakeholders, and the concerned departments will analyse the feedback on respective courses and programs.
- The policy ensures the following:
 - Stakeholders have the opportunity to provide feedback, including current students, current staff, alumni, industry partners, academic peers, community groups, and other interest groups;
 - Individuals can provide feedback 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 promptly;
 - Protection of privacy and reputation of all stakeholders involved.
 - Mechanisms for providing feedback vary according to the needs of the College and stakeholder groups.
 - Feedback shared with staff responsively and in sufficient detail that will allow staff enough information to reflect fully on their capacity to promote the principle of excellent teaching;

Principal

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