



Asmita College of Arts & Commerce For Women

● Affiliated to Mumbai University ●

Accredited by NAAC with 'B' Grade

E-mail : eoeasmitacollege@yahoo.com

ASMITA COLLEGE CHOWK, KANNAMWAR NAGAR NO. 2, VIKHROLI (EAST), MUMBAI - 400 083.

Policy and Procedure for Effective Curriculum Delivery

Curriculum delivery is a strategy by which a curriculum enables students to achieve them the 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 and assessment also varied processes involved in curriculum delivery. Curriculum adopted in Asmita college of Arts and Commerce for women, B. Sc IT and CS is designed by University of Mumbai. The college has designed its policy and procedure to implement University curriculum for student learning.

Planning of curriculum:

A. Departmental Meetings:

Principal in consultation with Heads of the Departments organize departmental meetings at department level. In these meetings distribution of workload and its effective implementation, preparation of teaching plan, departmental results and departmental activities are discussed. In addition to which, regular interactions are held between Head and faculty members of the department.

B. Time Table:

On the basis of workload distribution, time table is prepared by the time table committee. The time table ensures equitable distribution of time to different subjects and activities. The timetable helps college to adjust curricular activities according to needs of students. This helps students to plan their study as well as their activities.

Orientation Programme for first year students:

Every year Principal of the college address students who are new entrants in their first year of study. In this address Principal gives information of vision and mission of the college, code of conduct, facilities available in the college etc. The principal also motivates students to participate in co-curricular and extracurricular activities which are arranged in the college every year. In the same meeting information is given about different scholarships available to the students and how to take benefit of these scholarships.



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Teaching Plan/Lesson Plan:

Teaching plan serves as a guide that a teacher uses every day to determine what the students will learn, how the lesson will be taught as well as how learning will be evaluated. Lesson plans enable teachers to function more effectively in the classroom by giving a detailed outline that they adhere to during each class. Teaching plan is prepared by each teacher at the beginning of semester. It includes the tentative dates as well as the actual dates of completion of the syllabus, Student centric teaching learning and tentative dates for internal examination conducted by the college. Two copies are made i.e., one copy is teacher's copy prepared in the beginning of the semester and remarked at the end of the semester. The second copy is student remark copy which is remarked by students at the end of the semester. The teaching plan is checked and signed by the head of the department at the end of the semester.

Bridge Courses:

A bridge course in the subjects of Mathematics and English is conducted every year. The main objective of the course is to bridge the gap between subjects studied at higher secondary level and subjects they would be studying in degree college. A Bridge course aims to cover the gap between the understanding level of the high school courses and higher educational courses. Bridge courses are the tool to help students to understand the concepts in their graduate level studies.

Categorization of planning for slow and advanced learners:

College has developed its own mechanism to identify students into advanced and slow learners. The students are categorized on the basis of their earlier academic results. The categorization of students provides an opportunity to grow for the advanced learner along with boosting confidence and positivity among the slow learners.

Activities for Advanced learners:

- Teachers need to encourage students to participate in inter and intra collegiate competitions.
- Special guidance is to be provided to academically bright students to do research and paper presentations in the intercollegiate competitions.
- Teachers should guide the students to organize events of college like Traditional day, Annual Day etc.
- College should have special schemes like Book-Bank Scheme for advanced learners.



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Activities for Slow learners:

- Remedial classes are to be conducted to revise the difficult topics.
- Teachers must prepare notes in simple language for slow learners.
- Teacher must guide & motivate the academically bright students to take peer tutor sessions.
- Teachers should encourage slow learners to participate in institutional & social activities.

Integration of student centric teaching learning:

The student centric programmes are introduced so as to make them experience better methods of learning.

- A. Experiential Learning :** It is an engaged learning process whereby students learn by doing and by reflecting on the experience.

Following are some activities can be carried out in the college for experiential learning:

- i) Visit to museums and archeological places to make students understand about the rich cultural heritage of India.
- ii) Visit to banks, institutions and organizations to make students understand about financial system.
- iii) Language lab to improve their English Vocabulary and role play to educate and empower the students with different social issues.
- iv) Power point presentations by students on various issues related to their curriculum and social issues which provide a wide spectrum to help understand contemporary social challenges.

- B. Participative Learning :** It is the approach which enables and empower learner to share, analyze and enhance their knowledge of their life and conditions, and to plan, act, monitor, evaluate and reflect. This includes range of activities enabling learner to play an active and influential part in decisions that affect their learning. Following are some of the activities which can be carried out for participative learning:

- i) Activities like class assignments and seminars facilitate students to think analytically.
- ii) Activities like group discussion and quiz help students to develop team spirit and leadership qualities.
- iii) Activity like project work help students to work as a team with mutual cooperation.



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C. Problem Solving Methodologies : It enable the student to find solution of the emerged problem by developing critical thinking. Following are some of the activities which can be carried out for problem Solving Methodologies:

- Case Studies to students based on curricular/ environmental issues help in developing critical understanding of a problematic situation.
- Role plays enable the students to enact and understand life situations within a controlled environment.
- Socio-economic surveys can be conducted by the students to think about realistic solutions for various socio-economic problems.

Assessment and Evaluation Strategy:

A well-structured curriculum is provided by University of Mumbai. This curriculum enables the college to follow a procedure of teaching intervention, incorporating assessment, programme planning and evaluation. Student assessment and evaluation is an integral part of curriculum development and delivery. The college has designed strategy of two-unit tests per semesters to assess students throughout the learning process which helps to attain the course outcome of all subjects. In addition to the internal assessment, semester end examinations conducted by university.

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Raaghdahe

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