Channabasaveshwara Institute of Technology
Gubbi

CURRICULUM DELIVERY

STANDARD OPERATING PROCEDURE

Channabasaveshwara Institute of Technology

(Affiliated to VTU, Belgaum & Approved by AICTE, New Delhi)
(NAAC Accredited & ISO 9001:2015 Certified Institution)
NH 206 (B.H. Road), Gubbi, Tumkur – 572 216 Karnataka

CURRICULUM DELIVERY POLICY

Prepared by
IQAC

Introduction

Curriculum normally refers to the knowledge and skills students are expected to learn through interactions, experiences, planned and unplanned activities, events. It is concerned with both content and process. Content refers to what are students expected to learn. Process refers to an arrangement of instructional material provided to the students. The process includes the units and lessons that 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.
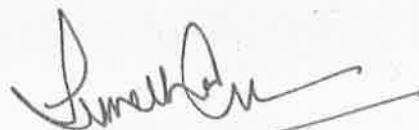
Curriculum delivery is a strategy by which a curriculum enables students to achieve their learning goals. The processes involved in curriculum delivery are teaching, learning support, advice, guidance, interaction, mentorship, participative and collaborative learning. Along with this cultivation of reasoning skills, feedback, assessment and counseling are also varied processes involved in curriculum delivery. Curriculum adopted by CHANNABASAVESHWARA INSTITUTE OF TECHNOLOGY is designed by the affiliating university, VISVESWARAYA TECHNOLOGICAL UNIVERSITY,Belagavi.. The institution has designed its own policy and procedure to implement University curriculum for student learning.

1. Policy Statement

Channabasaveshwara Institute of Technology 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 college has commitment to

1. The learner centric approach in curriculum delivery from teaching, learning and assessment (TLA). It provides support, guidance to progression to work and/or Higher Education

2. Providing TLA support which extends equality of opportunity to all.

3. Assure 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 the skills, knowledge, aspirations and potential of each individual.

4. Personalization of TLA which is based upon learners' qualities such as skills, knowledge and prior experiences and provide an instruction, coaching and support which ensures they progress effectively towards their personal goals.

5. Provide different learning method that suit learners' abilities.

6. Ensure that learners are provided with a programme of study which best fulfills their current, and future necessities.

7. Actual assessment of learners' initial abilities and planning appropriate strategies accordingly for advanced learners and slow learners.

8. Assessment to judge learners' progress through frequent use of a variety of valid, trustworthy, adequate, fair assessment methods generating formative, and summative methods.

9. Formulation of mechanism for constructive feedback on assessment which will enable teachersto see whether learning outcomes achieved or not.

10. Based on feedback provide effective guidance to needy learners that enables them to improveknowledge, competence, and the professional skills necessary to support independent learning.

11. Keep accurate and sufficient assessment records. This helps in planning of delivery andreporting of progress to learners as well as other stakeholders.

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3

2. Graduate Attributes

Our graduates have the knowledge, skills and attitudes as we collaborate closely with industry and other stakeholders. Hence students therefore they succeed in their profession and are able to become leaders in their field.

Academic Excellence

- In-depth and extensive knowledge, understanding and skills in their chosen discipline andunderstanding of the interconnectedness of different disciplines.
- Attempt to contribute in the creation of new knowledge and understanding through research and inquiry.
- Ability to apply knowledge to the real world problems.
- Capacity to participate in collaborative learning and to deal with unfamiliar problems
- Employ up-to-date and relevant knowledge and skills
- Use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems
- Work collaboratively as part of a team, negotiate, and resolve conflict;
- Display initiative and drive, and use their organization skills to plan and manage their workload
- Take pride in their professional and personal integrity

Communication

- An ability to communicate effectively for different purposes and in different situations.
- An ability to participate in constructive discussions and debates.
- An ability to use appropriate style, methods and resources in communication.
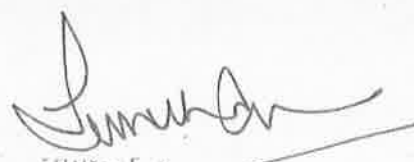
Personality and Leadership

- An awareness of personal strengths and weaknesses
- A capacity for self-reflection, self-discovery and personal development
- An awareness of self-discipline in everyday aspects of life and work.
- Confidence in taking risks and challenges
- An ability to initiate and implement constructive change in their communities, including professions and workplaces.
- An ability to engage in meaningful public discourse, with a profound awareness of community needs

Global Citizenship

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

- An understanding of social and civic responsibilities and readiness to acceptthem
- An awareness and appreciation of social and cultural diversity and secularism
- An awareness and appreciation of human rights, equity and ethics. Thus the graduatesfrom our institute can:
- Think comprehensively about issues in their profession;
- Implement 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 common settings;
- Make resourceful 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 Channabsaveshwara Institute of Technology, students will be able to:

1. Demonstrate the ability to lead and work with others effectively.
2. Use computer and new technologies efficiently to gather, process, and communicateinformation.
3. Acquire and demonstrate analytical and problem solving skills using critical and creative thinking and scientific reasoning within various disciplines.
4. Recognize ethical issues in organizations and its application to issues in society.

4. Curriculum Delivery Strategies

Curriculum is the formal mechanism through which intended educational means are achieved. Channabsaveshwara Institute of technology follows the curriculum prescribed by the Visveswaraya Technological University. Application is an interaction between those who have created the programme and those who are in charge of its delivery. The coordination and involvement of different individuals is essential for the successful implementation of the curriculum programme. The Institution has a clear, sequenced plan for curriculum delivery that ensures consistent teaching, learning and assessment procedures which has a clear reference for monitoring learning. Among the key players identified are: teachers, students, Principal, etc. To facilitate the implementation process, following measures are taken.

Academic Planning

Core Committee Meetings

The Core Committee of CIT comprise of HoDs.Programme Co-ordinators,DEANS,Senior Faculty members and faculty in-charges of various clubs.Discussion regarding the academic issues and planning starts with the meeting headed by the Principal. In this meeting major points like planning for academic year,process of curriculum delivery,measures to be taken related to enhancement in TLA process, action to be taken on feedback given by stakeholders, workload distribution as well as the measures to be taken for the effective implementation of the curricula. The Principal organizes such meetings at the commencement of every semester and also convenes anytime if necessity arises. The Principal is the facilitator of the activities. He leads the meeting and promotes the participation of all members through discussions. Head of the departments and faculty members are free to express their view. Fruitful suggestions given by them are incorporated in the planning. Distribution of committees among staff members is facilitated in the first meeting of first semester. Through these meetings the college gets a vivid idea about the changes in the curricula and accordingly the Principal gives instructions to all members of the core committee.

Departmental Meetings

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

Time Table

The timetable is a necessary instrument for the efficient working of a college. It reflects the entire educational programme of the college.

Time table provides the framework within which the work of the college proceeds. It is the tool through which the purpose of the college is to function. Proper time table helps in following:

1. 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.

2. The timetable guides students and teachers 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 on one thing at a time. It ensures that the activity and energy of an individual is directed in a particular direction. It helps student and teacher to prevent confusion, duplication, overlapping and unnecessary repetition of the work.

3. The timetable helps to distribute workload to each teacher according to guidelines. With the help of the timetable, the Principal can keep track of the working of each teacher.

4. 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. This is very essential for the all-round development of the students.

5. The time table ensures equitable distribution of time to different subjects and activities.

6. The timetable directly aids discipline in the college to a great extent.

Thus a good timetable not only facilitates work, but also adds efficacy in various spheres.

The Department prepares the Time Table in consultation with other Departments through the Department Time Table Co-ordinator. Time tables are framed amicably and in a way that "Smooth and efficient management of academic programme takes place throughout the academic year". DEAN/Academics will co-ordinate with the HoDs and Time Table coordinators and

1) Prepare the Academic Calendar in line with the Calendar of Events prescribed by the university and get it approved from the Principal.

2) Collect the information of classes, courses and the number of lectures allotted for each course.

3) Collect Individual faculty's teaching load in the department from head of the department.

4) Lab-wise subject allotment.

5) To prepare the following timetables at the beginning of each semester.

    (a) Consolidated timetable for the whole college

    (b) Department- wise time table

    (c) Class timetable

    (d) Individual Teacher's timetable

6) Assign classrooms and tutorial rooms according to requirement of each department.

7) Ensure optimal use of infrastructure required for curriculum delivery.

8) Using class timetables, prepare the timetables of individual faculty and labs as per the ISO norms.

9) Make the class timetables available on the notice board for students' reference.

10) With regard to the individual faculty and lab timetables, provide signed copy to HOD, Principal and the faculty member concerned/ lab in charge.

11) Ensure that the functioning of the college is going according to time table. The timetables are prepared by time table committee.

Induction Program

Every year Principal of the college 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 Principal gives information of vision and mission of the college, curriculum delivery policies and processes, facilities available in the college. He also motivates students to participate in co-curricular and extracurricular activities which are arranged in the college every year. In the same meeting the Dean/Students gives information of different scholarships available to the students and how to take benefit of these scholarships. Information regarding the norms of university, code of conduct to be followed within the Institution, information regarding the activities of various clubs etc are also communicated to the students. In-house Induction programs are also held for faculty members at regular intervals to make sure that

they are trained to be best teachers with a clear knowledge about the roles and responsibilities that they are required to perform. The Director of the Institution will explain the code of conduct to be followed by every staff member is also spelled out in such programs.

Role of Teacher

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

The college has well defined code of conduct for teachers. What teachers say and what they do nonverbally constitute a continuous stream of messages which impact meanings which simulated in students' minds. Typically, individual teachers tend to have consistent communication behavior patterns which are observable by students. Sometimes students have perceptions of teacher 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 behaviours.

Teachers are instructed to attend In-House Faculty Induction Programmes or Orientation Programmes to make them aware of the following points.

- 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

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 ShortTerm Course, FDP, the Orientation and Refresher Courses.
- The college inspires the faculty to attend Syllabus Revision Workshops arranged by the University in order to upgradethem with the changed syllabi.
- The college 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 college also organizes expert talks by inviting experts from various fields to share their knowledge with the students.
- All departments are instructed to organize and field visits which enable students to relate thetheoretical knowledge with its practical application.
- For effective curriculum delivery, the college has got the provision of special/ remedial teaching for slow learners.
- The faculty members are encouraged to use ICT for effective teaching.
- Students' feedback is obtained and the necessary steps are taken to improve teaching performance of the teachers to benefit the learners.
- Project work and assignments are taken to promote self -learning.

Contributions Made by the College:

The college provides the following resources for the effective delivery and transaction on the curricula:

Library with sufficient number of books, e-journals,and periodicals

Computers in all departments with Internet facility and requisite software

Seminar halls with AV facilities

Teacher Training programmes conducted regularly in ICT in which the faculty was provided training in developing ICT teaching materials.

The college provides support to teachers for attending workshops, seminars, conferences and symposiums.

Thus the initiatives taken by the college play a major role in the effective curriculum delivery.

1. Teaching Approaches

Teaching learning approaches are based on following:

- Student learning
- Teaching
- Teacher's thinking and acting
- Instructional media and methods
- Assessment
- Evaluation

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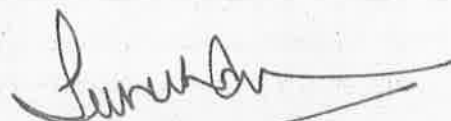
Traditional Lecture methods

A traditional lecture is aimed at 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 discussion 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 teacher and make traditional lectures interesting.

Participative & Experiential learning

Participatory learning 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. The college arranges following activities for participatory learning:

Channabasaveshwara Institute of Technology takes conscious and consistent efforts to involve students and explore participative ways to enrich their learning process. Activities like Ideathon,Hackathon,Robothon,poster presentations technical symposium,internship,field visits etc are organized regularly . The activities arranged in these events are based on their curriculum. Students participate in activities and make their contributions;

Expert talks from distinguished personalities on different topics of curriculum are arranged;

8

Cooperative learning

Cooperative learning is the approach which aims to organize classroom activities into academic and social learning experience (Robyn, 2016). 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;
Laboratory or experiment assignments as group activities;

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.

Following are the inquiry-based learning activities are practiced in the college:

- Case studies that will motivate students to inquire and learn
- Group projects
- Field work, especially for science lessons

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, By experiential learning, 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 newideas gained from the experience.

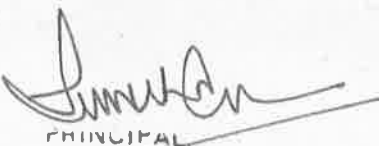Experiential learning is supported in different departments and learning environments.

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

- Activities such as workshops,hackathons etc
- Visits to surrounding areas to engage in community services, visit to scientific institutions.
- Activities such as field trips, project etc.
- Industrial visits and visits to scientific places and exhibitions

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 of learning materials
- Projectors for presentations, display of images and videos to visualize academic concepts
- Teaching learning softwares like Wordsworth Language Lab, Tally........... are made available
to the students
- Communication through email, Google Classroom and Whatsapp with students are used tosend them online feedbacks, distribution of class notes, presentations etc.
- E-resources such as Inflibnet, Delnet are made available to the teachers as well as students,

9

research scholars.

Online test through Google Classroom and whatsapp groups are used by teachers tocommunicate with students.

Different strategies are used by different teachers depending on his skills and abilities.

2. Support Services

Support to the teachers

Procedural Support:

- Teachers are directed through faculty meetings. The concerns regarding the distribution of workload, organization of programmes, workshops, students' activities are deliberated for the effective delivery of the curricula. Taking into account the results of the previous exams and 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 college purchases new text books, reference books and equipment according to therequirements of syllabus.

- Time table committee of the college prepares master time table with adequate number oflectures and practicals for each course/programme.

- Course records are provided to the teachers to prepare teaching plans and to document their TLA activities.

- The college provides seminar halls, computers, internet facility to the teachers.
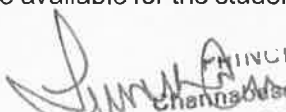
Practical Support:

- 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.

- 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 college promotes the use of ICT facilities, LCD projectors, etc.

- The college regularly upgrades laboratory and library facilities.

- The college has also provided an e-library facility to the teachers by taking the membership of DELNET, INFLIBNET and parent university library for every teacher.

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:

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, competitions, field visits 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 practicals, projects, pursue online courses etc.

3. Class tests, tutorials, on-line quizzes 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.

5. Motivation is given to advanced learners to do on-line courses,attend workshops etc

6. ICT teaching-learning tools are made available to the teachers.

7. Library facility, book bank scheme, reading room is made available for the students.

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Mentorship

The college has a well structured Proctoring system. To monitor the overall performance of the students each faculty member has been assigned the mentorship of some students. There is a Chief Proctor who co-ordinates and monitors the progress of the proctoring system.

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

The mentors are given training through a qualified counsellor to follow the dos and don'ts during the process of mentoring.

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 mentorand their difficulties are identified and solutions suggested.

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

7. Assessment and Evaluation Strategy

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. CIT strongly believe that assessment is much more than grades.

A well-structured curriculum is provided by the affiliating 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. It should not be something external or added on at the end of a learning sequence simply to satisfy administrative or reporting needs.The internal assessment is an integral part of effective learning which helps to provide feedback to the students on their progress.

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;

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, interviews or observation of students engaged in activities. Regular internal assessment tests, assignments are conducted by the teachers. The weightage of for the assignments and internal tests depends on the scheme of regulations of the university. 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.

Remedial classes are assigned for students who fail in end semester exams. The motto behind the organization of the remedial programme is to help students to understand the problem area of the subject if any. Internal assessment is set according to course outcomes and programme outcomes.

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.

8. Feedback from Stakeholders

Feedback on the curriculum delivery will be taken by the students twice in a semester and it will be shared with the respective faculty member. Root cause analysis is carried out for special cases where there are critical views and the faculty member concerned will be informed to rectify and improve on the parameters which requires attention.

In addition to this Feedback from Faculty, Students, Alumni, Employers and Parents is also taken to judge effectiveness of curriculum and its delivery. The Institution collects feedback from all these stakeholders. The feedback on respective courses and programs will be anlyzed by the departments concerned. The detailed reports will be made after the analysis and necessary actions will be taken by the department and in case if it is not possible do address the issues it will be taken to the management for further action . The outcome of parents-teacher meetings as well as the report from the administration will also be taken into consideration and issues that require attention will be taken to the management for further action
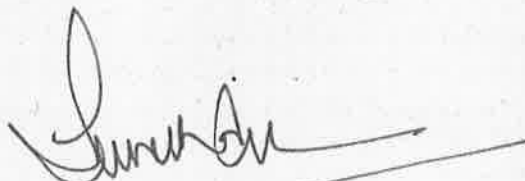
The policy ensures the following:

✓   stakeholders have the opportunity to provide feedback on curriculum,TLA, general issues etc

✓   feedback can be provided by individuals on their initiative or in response to requests by the Institution

✓   feedback processes will be systematic, rigorous and respectful of the rights ofstudents, 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.

Monitoring

 Channabasaveshwara Institute of Technology takes utmost effort to ensure that regular monitoring will be done to make sure that the process flow of TLA is as per the defined norms. Monitoring is done by ISO audit internal done in every semester and also a surveillance audit taken care by the ISO agency. In addition to this,the DEANS,HoDs are empowered to carry out surprise and random verification of the files with relation to the TLA process.

The Core committee of the Institution always reviews the effectiveness of the TLA and the academic performance of the faculty member is also reviewed in case if it misses the expectations.

12