



VTM NSS College
Dhanuvachapuram, Neyyattinkara
Thiruvananthapuram, Pin – 695503
Affiliated to the University of Kerala
Accredited by NAAC at B+ Level
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Curriculum Planning and Implementation Policy Document

Curriculum planning and implementation are critical components of the educational process for a higher education institution. This policy document outlines the principles, procedures, and responsibilities associated with the development, review, and execution of curricular programs followed by our institution to ensure a holistic development of a student. Institution functions with a clear understanding of the importance of planning and properly implementing an effective curriculum as it is the sum total of the knowledge, skill, and principles students are expected to acquire through various possible methods of learning. The institution also considers both the content of the curriculum and the mode of delivery of the content of the curriculum as very significant for a students' development.

As it is directly related to the development of student, institution follows a well-planned and structured method for curriculum delivery. Various strategies are adopted to enable students to achieve their learning goals. As part of ensuring effective delivery of curriculum, other than the teaching learning process that happens within the classroom various other interactive modes are also included in the process. Along with mentoring and guiding students through various academic and interpersonal challenges, college also stress experiential, participatory and collaborative learning by inculcating various programmes of multidisciplinary nature. VTM NSS College, Dhanuvachapuram being an affiliated college follows the curriculum prescribed by the University of Kerala. And our teachers are actively involved in curriculum design of the affiliating university as they are members of academic council and board of studies. Many also participate in syllabus revision workshops. Thus to ensure an effective implementation of the prescribed curriculum college adheres to a prescribed policy and procedure.

POLICY STATEMENT

Our institution is committed to provide high-quality education that equips students with the knowledge, skills, and competencies necessary for success in their academic pursuits and beyond. As such, this policy outlines the principles, guidelines, and procedures for effective curriculum planning and delivery across all levels and disciplines within our institution. The institution follows a rational and structured policy for curriculum plan and delivery that ensures quality teaching and learning process ensuring inclusiveness and equality.

The College is committed to

- ✚ Maintain standard procedures for the development, implementation, and evaluation of curriculum to ensure consistency, coherence, and relevance in educational programs.
- ✚ Foster a dynamic learning environment that promotes student engagement, critical thinking, and achievement of learning outcomes.
- ✚ Ensure learner centric approach in curriculum delivery recognizing the diverse needs, backgrounds, and learning styles of students.
- ✚ Ensure attainment of graduate attributes.
- ✚ Provide equality of opportunity to all.
- ✚ Ensure flexibility and adaptability- flexible and adaptable to accommodate changing educational needs, technological advancements, and societal developments.
- ✚ Ensure inclusivity through personalized teaching learning and mentoring programmes
- ✚ Implement fair, transparent and trustworthy assessment of student learning level to ensure proper curriculum planning and delivery.
- ✚ Implement valid and fair assessment method for learners' progress in attaining learning outcomes.
- ✚ Keep accurate and sufficient assessment records to help maintain transparency
- ✚ To provide effective guidance to needy learners that enables them to improve knowledge, competence, and the professional skills necessary to support independent learning
- ✚ Formulation of mechanism for constructive feedback on assessment which will enable teachers to see whether learning outcomes are achieved or not
- ✚ Conduct periodic programme review within the available flexibility sanctioned by the affiliating university

I. PROCEDURE/ STRATEGY

A. Curriculum planning

The college has a clear, sequenced and monitored plan for curriculum delivery that ensures consistent teaching, learning and assessment process.

Being an affiliated college, our institution adheres to the prescribed curriculum of University of Kerala. Teachers of our institution actively participate in the development and designing of university curriculum through their involvement in academic council and board of studies. Participation of teachers are always ensured by the institution during syllabus

revision discussions and workshops organised by the University. Teachers also participate in various other teaching –learning – evaluation related activities of the university as well as the academic committee of the institution. Teachers identify the clear learning objectives and outcomes of the prescribed syllabus so as to design and implement effective methods of delivery. At the institution level departments offer various Add-on and Value-added courses to ensure institutional contribution to a better and holistic development of students. Importance is given to include various topics of relevance in the design of the syllabus of aforementioned courses.

B. Curriculum Implementation

Regular interactions are held between all stakeholders of the Institution through various meetings. Principal being the facilitator of these activities leads the meetings 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. Meetings held in the very beginning of the academic year ensures effective distribution of responsibilities to ensure smooth conduct of programmes and a smooth implementation of the same throughout the academic year.

An Academic Committee is constituted in the institution level to oversee the quality assurance processes related to curriculum implementation. It is responsible to provide adequate training, resources, and support to facilitate effective instruction. The Committee may facilitate professional development opportunities for faculty members to enhance their pedagogical skills and stay abreast of advancements in their respective fields. This ensures that educators are equipped with the knowledge and tools needed to implement the curriculum effectively.

As per the Academic Calendar published by the University, the Academic Committee prepares college Academic calendar at the beginning of each academic year to ensure the proper functioning and balancing of academic and extra -curricular activities of the institution so as to bring out the maximum potential of the beneficiaries. As per the framework provided by the University and college academic calendar, Departments are instructed to prepare their own academic calendar for an effective planning and coordination of academic, non- academic and administrative aspects.

To ensure a planned and ordered implementation of curriculum College Time Table Committee sets and approves master time table for the institution at the very beginning of the academic year, according to which departments are instructed to set department level time

table. This ensures a proper and effective planning and delivery of curriculum. The timetable helps to distribute workload to each teacher accordingly and also contribute greatly in balancing the curricular and non-curricular activities.

Heads of the Departments are instructed to divide syllabus as per the approved timetable and specified hour allocations. Proper plan for teaching is maintained at the department level to ensure a structured method in teaching learning process. Regular academic audits are done at the department level by the Head of the Department and are submitted for the consideration and actions of the higher authority. Regular monitoring and assessment of curriculum implementation is conducted to identify strengths, weaknesses, and areas for improvement. Such monitoring is implemented through regular interactions between Principal, Heads of the Departments, teachers, mentors and students.

Effective channel of communication is established through the mentor-mentee system to increase the efficiency of teaching-learning process and teacher-learner relationship. To ensure adequate guidance for the student community, effective mentoring sessions are conducted at class level by tutors. Monthly tutorial meetings are held to ensure an open interaction between students and teachers so as to bring in effective redressing of grievances regarding curriculum, its delivery and the process of teaching and learning and other extra -curricular or non-academic matters.

Attendance registers are maintained at the department level to ensure proper monitoring of student attendance as it is crucial in ensuring university norms regarding attendance and exam registration of students.

Regular Parent-Teacher-Student (PTS) meetings are conducted to ensure transparency and involvement of parents in the curriculum delivery and teaching learning process.

Regular assessment of students is done to ensure intended learning outcome. The continuous assessment is done through Centralized Internal Examination system, regular class tests conducted both in oral and written mode, assignments, seminars and internal practical examination (science subjects). In order to ensure a democratic and equal treatment to the student community, retests of the internal examinations are conducted, to those who were deprived of the chance to write the internal examinations by virtue of their circumstances, on valid grounds.

College Level Monitoring Committee (CLMC) and the Department Level Monitoring Committee (DLMC) are constituted to monitor effective and transparent evaluation. Grievance

redressing system functions as a multi-tier system where in DLMC functions as a platform for students to come up with their evaluation related grievances. The grievances are addressed and rectified at the department level and are forwarded to the CLMC if needed. Matters requiring further clarifications are forwarded to the University Level Monitoring Committee (ULMC) if required. CLMC and DLMC conducts regular meetings to ensure a smooth, effective and transparent evaluation system in the college.

Academic and curricular orientation is provided to newly enrolled students through induction and bridge courses. The courses aim to bridge the knowledge gap between the school education system and the higher education system. Learning level of student is analysed and evaluated during the time of Bridge course, in order to provide required aid in learning. Both the advanced and slow learners are given necessary support in their academic journey. Minimum Learning Materials (MLM) are provided for the needy to help them better their academic performances.

Along with adhering to University curriculum, institution designs and conduct various Value added/Add-on courses to ensure academic flexibility within the regulations of the University. Value added/ Add on courses are offered for not less than 30 hours using the skill of internal or external faculties to ensure a continuous improvement and a comprehensive development of student community. Permissions for such courses are granted by College Council and conducted as per the directions and guidance of IQAC to ensure student needs, aspirations and success. Such courses are designed and disseminated to impart flexibility and innovation in a student centric manner focusing to instil “values of life, diligence and skill in students”.

An effective feedback system is maintained at the institutional level for ensuring inclusiveness and quality of curriculum delivery. Feedbacks on curriculum and teaching learning processes are collected every year from stakeholders by IQAC. A proper analysis of the feedbacks collected is done by the IQAC and is submitted for further considerations by higher authorities.

Departments, guided by IQAC, ensure inclusion of various skill enhancement programmes aiming to upgrade existing skills or develop new ones, catering to the evolving needs of industries and professions. It is designed to ensure institution’s adherence to the vision and mission by providing a platform for skill development allowing individuals to stay competitive, adaptable to new technologies, and meet the demands of evolving industries contributing significantly to personal and professional growth.

II. INITIATIVES BY THE INSTITUTION

Effective curriculum delivery and implementation require careful planning, ongoing assessment, and a commitment to continuous improvement. Though the curriculum is designed and revised by the University, the college strives for the effective curriculum delivery by taking specific measures. Institution promotes active learning, student engagement, and the integration of diverse teaching methodologies.

A. Student Centric Initiatives

To ensure effective curriculum delivery and implementation, institutions focus on implementing various student-centric initiatives aimed at enhancing the learning experience and promoting student success.

- a) **Student Feedback Mechanisms:** Institution follows a transparent, structured and an established formal mechanism for collecting feedback from students about their learning experiences, including the curriculum, teaching methods, and support services. Feedbacks gathered are analysed and used to make informed decisions about curriculum improvements and adjustments.
- b) **Student Representation:** To fosters a sense of ownership and empowerment among students and ensures that their perspectives are taken into account student involvement and representations are ensured in all activities of the college. Regular mentoring sessions and interactions are done where students can voice their opinions, provide input, and collaborate with faculty and administrators on curricular or extra -curricular matters.
- c) **Personalized Learning Opportunities:** Institution ensures opportunities for personalized learning that cater to students' diverse interests, learning styles, and academic goals. This include independent study projects, research opportunities, internships, field trips and flexible course options through open course etc. Attempts to empower students to pursue their passions and customize their educational experiences to suit their individual needs and aspirations are ensured.
- d) **Peer Mentoring and Support Programs:** Peer support networks create a sense of belonging and community among students and contribute to their academic and personal success. Thus peer mentoring is implemented as a support programs for students where experienced students mentor and support their peers. Peer mentors can provide academic guidance, share study tips, offer advice on course selection, and help new students navigate the academic and social aspects of college life. Various

departments provide additional support for the needy through remedial teaching and also by providing Minimum Learning Materials.

- e) **Active Learning Environments:** Active learning promotes deeper understanding, critical thinking, and retention of course material. Institution fosters active learning environment where students can actively engage in the learning process through hands-on activities, collaborative projects, discussions, and real-world applications of knowledge. Faculty are encouraged to incorporate active learning strategies into their teaching practices to create opportunities for students to apply theoretical concepts to practical situations. 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
- f) **Accessibility and Inclusivity:** Institution ensures that the curriculum and learning resources are accessible and inclusive for all students, including those with disabilities, diverse cultural backgrounds, and varying levels of prior knowledge and experience. College also provide support services to address the individual needs of students and promote equitable access to education through mentoring and similar methods. A culture of respect, tolerance, and acceptance where all students feel valued and included is also fostered.
- g) **Continuous Improvement and Innovation:** Our institution fosters a culture of continuous improvement and innovation in curriculum delivery and implementation. Constant encouragement is given for experimentation with new learning methods, technologies, and instructional approaches to enhance student engagement, learning outcomes, and overall educational effectiveness. Institution always embraces feedback, reflect on successes and challenges, and seek opportunities for growth and advancement.

B. Teacher centric Initiatives

- a) **Provides faculty development and support:** Institution provides faculty members with training, resources, and support to effectively deliver the curriculum. Offer workshops on pedagogy, instructional design, assessment strategies, and technology integration. Encourage collaboration and the sharing of best practices among faculty members. The college promotes the faculty to upgrade themselves by sending them to Short Term Course, FDP, Orientation and Refresher Courses. The college inspires the faculty to attend Syllabus Revision Workshops in order to upgrade them with the

changed syllabi. Constant encouragement is provided to improve teaching skills through various trainings in and out of the institution

- b) Incorporate active learning strategies:** Teachers are instructed to incorporate active learning strategies into the curriculum to promote student engagement and participation. Encouraging the use of group work, case studies, problem-based learning, simulations, and hands-on activities to enhance student learning experiences are always appreciated.
- c) Technology Integration in curriculum delivery:** Teachers are always encouraged to use technology to enhance curriculum delivery and implementation. They are instructed and trained in the use of learning management systems, online resources, multimedia tools, and interactive technologies to support instruction, facilitate communication, and provide opportunities for personalized learning.
- d) Assessment and Feedback Mechanisms:** Institution implements regular assessments to monitor student progress and to measure learning outcomes. Variety of assessment methods, including quizzes, exams, projects, presentations, and role plays are used to evaluate student performance. Timely and constructive feedback to students are also provided to help them understand their strengths and areas for improvement.
- e) Flexibility and Adaptability:** Institution always attempts to remain flexible and adaptable in response to changing student needs, emerging trends, and evolving educational practices. Review and updates in the curriculum implemented by the University are communicated in a time bound manner to incorporate new developments in the field. IQAC and Academic Committee organize Syllabus Revision Workshops in different subjects in order to update the faculty with the new curricula. Meticulous attention is given in designing the syllabus for add on courses to address emerging challenges, and to enhance relevance and effectiveness.
- f) Evaluation and Continuous Improvement:** Institution follows established processes for evaluating the effectiveness of the curriculum delivery and implementation. Feedback from students, faculty, alumni, employers, and other stakeholders are collected and analysed systematically to identify strengths, weaknesses, and areas for improvement. Data and evidence are used to inform decision-making and to make adjustments needed to enhance the quality of the curriculum.

III. LEARNING METHODOLOGIES/ PHILOSOPHIES

By designing and implementing effective learning principles in curriculum implementation, institution aims to create a more dynamic, responsive, and student-centered learning environment that prepares students for success in an ever-changing world.

A) Participatory Learning

Participatory learning is implemented to ensure active involvement of students, faculty, and other stakeholders in the delivery, and evaluation of the curriculum. It emphasizes collaboration, engagement, and shared decision-making to create a more student-centered and inclusive learning environment. Teachers as well as students are encouraged to use interactive teaching – learning methods such as problem-based learning, case studies, group discussions, role-playing, and hands-on activities to actively involve students in the learning process.

- a) **Problem-Based Learning (PBL):** Involves presenting students with real-world problems or scenarios relevant to the curriculum. Students are encouraged to work collaboratively to identify solutions, conduct research, analyse data, and present their findings. It is incorporated as a tool to impart critical thinking, problem-solving skills, and application of knowledge in practical contexts.
- b) **Project-Based Learning:** This strategy involves students working on an extended project that explores complex and more interesting topics related to the curriculum. Institution incorporates projects to engage students in inquiry, research, planning, and presentation of their projects. It is also adopted as a method to foster creativity, collaboration, communication, and critical thinking skills.
- c) **Role-Playing and visualised presentations:** Role-playing and visualised presentation activities immerse students in realistic scenarios related to the curriculum. Visualizing literary works can be a powerful strategy for curriculum implementation, especially in subjects like literature and language arts. Through role playing students are encouraged to assume different roles, make decisions, and experience the consequences of their actions. They are also encouraged to visually present literary works like poems to enhance their critical perspectives. Students are given tasks to act out scenes from the literary work. This helps them develop a deeper understanding of the characters, dialogue, and narrative structure while also improving their oral communication skills.

These activities enhance critical thinking, deeper understanding, decision-making skills, and empathy.

- d) **Consistent training and support:** Consistent trainings and supports are provided to faculty as well as students to help them effectively implement participatory learning approaches in their classrooms. Expert talks from distinguished personalities on different topics of curriculum are arranged to ensure diverse modes of knowledge acquisition. Seminars, workshops, competitions etc. are consistently organised for students to ensure their exposure to socially relevant contemporary issues on environment, gender inclusivity etc. Along with IQAC, departments and various clubs functioning in the college are directed to ensure platforms for students.

B) Cooperative Learning

Cooperative learning strategies involve structured activities where students work together in small groups to achieve common goals or complete tasks. These strategies promote active engagement, collaboration, critical thinking, and social skills development among students.

- a) **Cooperative Projects and activities:** Assigning group projects on topics of relevance for students to work together to research, plan, and create a final product. It aims at promoting interpersonal skills like teamwork, communication, and problem-solving skills. Cooperative projects can take various forms, such as presentations, reports, debates, simulations, role plays, mimes or multimedia productions like documentaries, podcasts etc.
- b) **Group Investigations:** Group investigations involve assigning small groups of students to explore a specific topic, problem, or question together. Students are guided to conduct research, analyse data, and draw conclusions collaboratively, fostering critical thinking, inquiry skills, and teamwork.
- c) **Peer Tutoring:** Peer tutoring involves pairing students with different levels of expertise or proficiency in a subject area. More advanced students serve as tutors or mentors to support their peers in understanding concepts, completing assignments, and mastering skills. Peer tutoring enhances academic achievement, builds confidence, and reinforces learning through teaching.
- d) **Group Discussions and Debates:** Structuring group discussions or debates around contemporary topics, complex issues, or relevant themes encourages critical thinking,

communication skills, and respectful dialogue. Facilitate discussions by providing clear guidelines, asking probing questions, and encouraging active listening and participation.

C) **Experiential Learning and Field Work**

Experiential learning strategies emphasize hands-on, immersive experiences that allow students to actively engage with course material, apply theoretical concepts to real-world situations, and reflect on their learning experiences.

- a) **Field Trips and Site Visits:** Institution organises field trips or site visits to relevant locations such as museums, historical sites, laboratories, businesses, or natural environments. Field trips provide students with first hand exposure to concepts and phenomena they are studying, fostering deeper understanding and appreciation.
- b) **Extension activities:** Institution integrates service-learning activities into the curriculum through extension activities where students apply academic knowledge and skills to address real community needs or social issues. These service-learning activities are included to promote civic engagement, empathy, and a sense of social responsibility while providing valuable hands-on experience.
- c) **Internships:** Institution facilitates internships that allow students to gain practical experience and insight into their field of study through supervised work placements in professional settings. Internships provide opportunities for students to apply classroom learning in real-world contexts, develop professional skills, and explore career paths.
- d) **Problem-Based Learning (PBL):** Problem-based learning (PBL) activities are integrated where students work collaboratively to solve complex, real-world problems or case studies. PBL encourages critical thinking, problem-solving skills, and interdisciplinary learning as students analyse information, identify solutions, and make decisions based on evidence and reasoning.
- e) **Role-Playing:** Use simulations or role-playing activities to recreate authentic scenarios or environments where students can practice decision-making, communication, and problem-solving skills in a low-risk setting.
- f) **Experiential Labs and Workshops:** Design and include experiential labs or workshops where students are given chances to engage in hands-on experiments, demonstrations, or practical exercises related to course concepts. Experiential labs provide opportunities for students to explore scientific principles, develop technical skills, and gain confidence in applying theoretical knowledge.

- g) **Manuscript magazines and Portfolios:** Encourage students to maintain manuscript magazines or portfolios where they document their experiential learning activities, observations, insights, and reflections. It promotes metacognition, and deepens the learning process as students critically analyse the lessons.

D) ASSESSMENT AND EVALUATION STRATEGY

Developing an effective assessment and evaluation strategy is crucial for ensuring the successful implementation of any curriculum.

- a) **Delineating clear assessment methods:** Institution chooses appropriate assessment methods that align with the learning objectives and the nature of the curriculum. These methods include:
- Formative assessments: such as quizzes, discussions, debates and observations during the learning process.
 - Summative assessments: including exams, projects, and presentations to evaluate overall learning outcomes.
- b) **Diversify Assessment Tools:** Teachers are encouraged to include a variety of assessment tools to accommodate different learning styles and preferences. This could include written assignments, oral presentations, group projects, practical demonstrations, etc.
- c) **Alignment with Curriculum:** Institution ensures that assessments are closely aligned with the content and skills taught in the curriculum. Assessments should accurately measure students' understanding and mastery of the material covered.
- d) **Provides Clear Rubrics and Guidelines:** Institution implements clear and transparent rubrics and grading criteria for each assessment sticking on to the statutes and regulations stipulated by the University. Details of the same are communicated to students during the induction programme and mentoring sessions. This helps students understand expectations and provides consistency in grading.
- e) **Monitor Progress Regularly:** Institution implements regular assessments at appropriate intervals to monitor students' progress and identify areas where additional support may be needed.
- f) **Consider Equity and Inclusion:** Ensures that assessment methods are fair, unbiased, and accessible to all students, regardless of their background or abilities. Institution always makes accommodations as needed to support diverse learning needs.


- g) **Proper Documentation:** Institution takes special effort in proper maintenance of documents related to evaluation. Departments and concerned tutors are vested with the responsibility of keeping documentation of score sheets of internal exams, details of exam registration etc.
- e) **Time bound assessment of university results:** Departments are instructed to provide time-bound assessment of university results so as to identify patterns, trends, and areas for improvement.
- f) **Evaluate the Effectiveness of Assessments:** Continuous evaluation of the effectiveness of assessment methods are done to make adjustments as necessary. Institution solicits feedbacks from students and instructors to identify areas for improvement.

E) **FEEDBACK**

Feedback is essential for effective curriculum implementation as it facilitates assessment, identifies areas for improvement, promotes continuous learning and development, enhances student engagement, and fosters collaboration among stakeholders. By incorporating feedback into the curriculum development and implementation process, institution believes to create a meaningful, relevant, and impactful learning experiences for students.

- a) **Assessment of Learning Outcomes:** Feedback helps to gather valuable information about whether students are meeting the intended learning outcomes of the curriculum. It helps educators gauge the effectiveness of their instructional methods and adjust accordingly as needed to ensure students engagement. Thus, institution follows proper strategy to collect feedback in a timely manner.
- b) **Identification of Strengths and Weaknesses:** Through feedback, educators aim to identify both the strengths and weaknesses of the curriculum as well as the modes of curriculum delivery. They identify and pinpoint areas where students are excelling and areas where they may be struggling, there by incorporating targeted improvements in curriculum delivery.
- c) **Continuous Improvement:** Feedback fosters a culture of continuous improvement in curriculum implementation. Institution works on a philosophy that feedbacks from various stake holders like students, teachers, administrators, and parents can provide a diverse and enhanced perspective about curriculum which can open an arena for continuous improvement.

- d) **Alignment with Student Needs:** Institution considers that feedback allows educators to align the curriculum with the evolving needs and interests of students. By listening to student feedback and adapting the curriculum accordingly, institution ensures that it remains relevant, engaging, and responsive to the diverse needs of learners.
- e) **Professional Development:** Feedback is also valuable for professional development purposes. Institution uses feedback from students, colleagues, and administrators to reflect on their teaching practices, identify areas for growth, and pursue opportunities for professional development and learning.



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