

1.1.1. Curriculum planning-documentation-delivery

Curriculum planning documentation and delivery involve the systematic process of designing, organizing, and implementing educational content and activities to meet specific learning objectives.

Academic year starts as prescribed by Andhra University. Principal forms a calendar committee by involving Vice-principal, Academic dean, HOD's and time-table committee members. The committee prepares the Academic Calendar containing plans for curricular and co-curricular activities based on the available working days as per the norms. Approval for the same is given by the Principal after making minor changes if required and it is published through the college website and communicated to the students.

The academic calendar provides the date of commencement of the academic session, duration of semester, period of Internal assessment tests, final semester examinations etc. The Time-table is prepared well before the start of every semester so that the syllabus is covered in time. During the interactions with students in the Class Committee meeting, the objectives of each subject/ learning outcomes are explained by the respective faculty and the Chairperson/principal of the meeting. The expected outcome from the student is also elucidated clearly. Syllabus completion is tracked through periodic checking of lesson plan sheets, class committee meetings, record of class work and Department meetings. The laboratory Schedule is prepared by the staff members in charge of the time table of each department and batch-wise details are specified in the laboratory schedule. Time-table of regular lectures for the semester is displayed on the notice board. There is an Academic Monitoring Committee appointed by the Principal, who monitors the day to day conduct of the lectures as per the time table.

Curriculum Planning	Documentation	Delivery
Reflecting curricular and cocurricular activities	Academic calendar and curricular plans	Slow and advanced learners
Design of course outcomes and program outcomes	Teaching notes	Student centric activities
Field visits and seminars	Teaching diaries	Question Bank
Certificate courses as per stakeholders feedback		Remedial classes
		ICT tools usage

1. Define Course/Program outcomes: The course outcomes are communicated by the University. These outcomes are defined on the basis of Bloom's Taxonomy, i.e., Knowledge, Understanding, Application, skill and remembrance. HOD's discuss the course outcomes of all the courses offered by the department with all the course coordinators and redefine if necessary. The program outcomes (7), program specific outcomes(4) are designed in view of the skills, i.e., 1.critical thinking 2.effective communication 3.social interaction 4.effective citizenship 5.ethics 6.environment and sustainability 7.self directed and lifelong learning 8.academic competence 9.personal and professional competence 10 research competence 11.entrepreneur and social competence. These are communicated to the students and published through the college website.

2. Curriculum Design: All the courses of the concerned programs are divided into 5 modules. The course coordinators may change the sequence of topics, units, and lessons while delivering the content. They will determine the scope and sequence of

content to ensure a logical progression of learning. Consider factors such as students' age, developmental stage, prior knowledge, and cultural background.

3. Alignment with Standards: Ensure that the curriculum aligns with educational standards, such as state or national standards, as well as any specific learning outcomes mandated by the University.

4. Learning Materials and Resources: Select appropriate learning materials, textbooks, resources, and ICT tools to support the curriculum. HOD's ensure that these materials are accessible, relevant, and engaging for students.

5. Assessment Strategies: Develop assessment strategies to measure students' progress and achievement of learning objectives. The assessment is of two types. Continuous Internal Assessment (CIA) and Semester End Examination (SEE). CIA is for 25 marks and SEE is for 75 marks. In the CIA process, two MID exams are conducted. Each one is conducted for 20 marks, best is considered. Home assignments, class assignments, quiz, debate, group discussion, seminar presentations, participation in any one NCC/NSS/Sports/cultural is compulsory for all students. University conducts SEE for 75 marks. CIA is 30 marks and SEE is 70 marks for 2023 admitted batch.

6. Differentiation: Plan for differentiation to accommodate diverse learning needs and styles. Students are divided into slow and advanced learners based on their previous semester/board exam performance and mentor observations. Student centric activities of teaching learning are designed in such a way to provide opportunities for students to learn at their own pace and in ways that suit their individual strengths and preferences.

7. Instructional Strategies: Choose instructional strategies that are effective for the content and learning objectives. Incorporate a variety of teaching methods such as lectures, discussions, group activities, hands-on experiments, projects, and multimedia presentations.

8. Integration of Technology: Integrate technology into the curriculum to enhance learning experiences and facilitate digital literacy skills. Use educational software, online resources, interactive simulations, and collaborative tools to enrich the curriculum.

9. Academic Flexibility: Certificate courses are introduced to accommodate the skill enhanced courses in accordance with the local needs.

10. Documentation and Evaluation: Document the curriculum plan, including lesson plans, unit outlines, assessment rubrics, and instructional materials. Regularly evaluate the effectiveness of the curriculum through feedback from students, teachers, and other stakeholders. Use evaluation data to make informed decisions about curriculum revisions and improvements.

11. Professional Development: Provide professional development opportunities for teachers to enhance their knowledge and skills in curriculum planning, instructional strategies, assessment practices, and technology integration.

12. Collaboration and Communication: Foster collaboration and communication among teachers, administrators, parents, and other stakeholders to ensure alignment and coherence in curriculum planning and delivery.