

# Course Delivery Plan (CDP): An Effective and Comprehensive Teaching Aid

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## Abstract

Course Delivery is a detailed lesson plan about how the entire course will be delivered in that term or semester including the outcomes expected, learning interventions planned and assessments to measure the achievement of outcomes. Student performance and student engagement in the course taught applying CDP is studied and a statistical percentage analysis is performed to understand the effectiveness of CDP and impact and outcomes of CDP implementation is briefed. Various prompts that can be used in an AI tool to download a basic CDP template is also discussed. The comparison among the lesson plan, CDP and other instructional design frame works are also discussed. A sample CDP plan is also shared in this paper.

*Keywords*—AI prompt: Course Delivery Plan (CDP): Lesson plan: Instructional design framework: Students performance: Student engagement.

## Introduction:

Course Delivery Plan (CDP) is a detailed lesson plan that is designed and applied at the School of Management, Anurag University to ensure that the expected learning outcomes are achieved. Course Delivery plan is about how the entire course will be delivered in that term or semester. It is similar to lesson plan but contains in-detail analysis of every day sessions. It contains 1. Units and sub topics to be covered, 2. Type of knowledge-descriptive or procedural 3. How do we make students learn or learning activities to be included is planned 4. Learning interventions used 5. Blooms taxonomy level 6. Types of assessment used. It is also mentioned whether the sub topic is Vital, Essential and Desirable.

## **Review of Literature:**

Iqbal M.H et.al (2021) expressed that theory-based lesson plan, seating arrangement in the classroom, monitoring class activities, and teaching experience are essential for designing and implementing lesson plans in the classroom. Findings of the study revealed to enhance the quality of teaching and assessment technique, an effective lesson plan is a must.

The key components of lesson plan and preparation are identified by Ushie EI., Daniel KG (2022) as What do I want to teach? Who to teach? and how to teach, what is to be taught?

Saoke, V. O., et.al., recommended a policy for student customized training to enhance the instructional effectiveness. The results demonstrate that teachers' approaches to lesson design and material delivery are significantly influenced by demographic characteristics of age, gender, experience and educational background.

## **Implementation Details:**

Course delivery plan demands teacher to go through all the units and concepts need to be covered. Then the facilitator needs to prioritize the topics, learning activities to be planned, Blooms taxonomy level and assessment method. It contains the following items

1. Sub topic of each course unit
2. Type of knowledge i) Theoretical or conceptual knowledge and ii) Procedural or step by step by process
3. The learning activity can be- asking the questions or indulging them in an activity to teach a concept; explaining real world examples to connect to the concept later.
4. Learning interventions are tools used by the teacher power point presentation, case study, debate, group discussion, role plays or any other teaching aid that enables to achieve the expected learning outcome.

The next phase is identifying the Blooms taxonomy level of the learning intervention. This helps us understand which cognitive level the specified topic is being taught. As we are aware, as per the Bloom's Taxonomy of learning, L4-analyze, L5-Evaluate, L6-Create are higher order thinking skills (HOTS) and L1-Remember, L2-Understand, L3-Apply are lower order thinking skills (LOTS).essential concepts (somewhat to know) and desirable (nice to know). It is recommended that learning interventions need to be designed to engage in HOTS for vital and essential concepts and LOTS for Desirable concepts. Interested students may be given further assignments to delve deeper even in desirable concepts but faculty must ensure that every student of the class must aware of vital and essential concepts.

5. Type of assessment depends on the facilitator's choice. However, it has to designed in such a way one will be able assess the degree to which learning outcome expected to achieve from the relevant concept is measured. It can be quiz, periodic test, presentation by the students, team work, task completion etc.

## **CDP using AI Tools:**

The course delivery plan can also be downloaded with necessary prompts asking AI tool to provide CDP with the columns mentioned as above like sub-topics, descriptive (theoretical) or procedural knowledge, learning activity, learning interventions (chalk and talk, Board, power point presentation, charts, sketches etc.). We need to attach the course syllabus copy in the AI tool.

### **1. Base prompt for CDP structure**

Act as an Associate Professor for MBA and create a Course Delivery Plan (CDP) for the subject “Predictive Analytics for Decision Making”. Prepare an Excel sheet with the following columns: Unit name, Topics allotted in units, Descriptive or Procedural Knowledge, Facilitator teaching approach, Learning Interventions, Prioritization (Vital/Essential/Desirable), Bloom’s Taxonomy Level, Assessment Method, Time allocation (75 minutes per topic).

Provide 6–7 detailed and elaborative topics per unit.

### **2. Refine Prompt for more details**

Refine each topic by adding:

- Real-life business examples
- Active learning methodologies
- Mini-project or lab-based interventions
- Assessment mapped to learning outcomes

Ensure elaboration suitable for MBA-level learners.

### **3. Correction Prompt**

- a) Ensure each unit has exactly 6–7 rows.
- b) Ensure every row includes all columns.
- c) Export the final structured table into an Excel file.

### **4. Finalization Prompt**

Finalize the CDP by ensuring consistency in Bloom’s levels, prioritization tags, and intervention types.

The same CDP is followed by the faculty after the approval from the Dean of the department, Head of the department, Area chair of that particular specialization and expert faculty. The faculty keeps in mind that vital parts of the sub topics of the units mentioned are taught or learning activities are covered.

## Research Methodology:

Students of sample size 46 responses (n=46) are collected randomly after implementing CDP for the course of Business Analytics. The students are post graduate students of management science. After review of literature studies, six relevant variables are classified under student performance and seven variables are considered under Student engagement. It is observed from the percentage analysis that more than 70 % of students expressed performance as high or very high. Similarly, more than 75% of the students expressed their engagement rate is high or very high.

**Table 1: Percentage analysis of Student Performance and Student engagement through CDP implementation**

Total responses=46

S.no	Factor	High	High	Neutral	Low	Very Low
<b>Student Performance</b>						
1	I feel interested and motivated during the classes.	11 (23.9%)	25(54.3%)	8 (17.4%)	2 (4.3%)	0 (0%)
2	I put in extra effort to understand complex ideas in the course.	9(19.6%)	28(60.9%)	9(19.6%)	0	0
3	The teaching methods keep me involved throughout the class	17(37%)	15(32.56%)	11(23.9%)	3(6.5%)	0
4	I am able to understand the concepts taught in this course clearly	18(39%)	19(41.3%)	5(10.9%)	2(4.3%)	2(4.3%)
5	I can connect the course concepts to real-world applications.	18(40%)	15(33.3%)	10(22.2%)	2(4.4%)	0
6	The course helped me develop practical and analytical skills	23 (50%)	11(23.9%)	8(17.4%)	3(6.5%)	1(2.2%)
<b>Student Engagement</b>						
7	I am able to recall, analyze, and apply the concepts learned	17(37%)	15(32.6%)	11(23.9%)	3(6.5%)	0
8	I am able to manage my time and plan my learning effectively.	13(28.9%)	20(44.4%)	11(24.4%)	1(2.2%)	0
9	I take initiative to clarify doubts and review study material.	12(26.1%)	23(50%)	7(15.2%)	3(6.5%)	1(2.2%)
10	I put effort into learning even when the content is challenging.	16(34.8%)	22(47.8%)	8(17.4%)	0	0
11	I feel motivated to learn more about the subject because of this course.	15(32.6%)	22(47.8%)	6(13%)	3(6.5%)	0
12	I regularly prepare for class and review the material.	13(28.3%)	14(30.4%)	14(30.4%)	4(8.7%)	1(2.2%)
13	I feel encouraged to ask questions and share my ideas in class	18(34.8%)	16(34.8%)	12(26.1%)	2(4.3%)	0

**Table 2: Comparative discussion of CDP with other planning tools or instructional design framework**

Criteria	Course Delivery Plan (CDP)	Teacher Lesson Plan	Instructional Design Frameworks (e.g., ADDIE, Gagné, Bloom's Taxonomy)
1. Planning Scope	Covers the entire course and plans at macro-level.	Covers one class or a short set of classes and plans for micro-level.	Covers used for designing programs/modules, not addressing to specific sessions.
2. Time Span	Long-term: full course duration.	Short-term: daily or weekly.	It is conceptual, not time-bound.
3. Purpose	Ensure structured delivery, Competency based learning, OBE alignment, and standardization.	Teacher guide for a specific class room session.	Provide principles and models for effective learning experiences.
4. Learning Outcomes	It is mapped with Bloom's levels, knowledge type (descriptive/procedural), and V-E-D priority.	Includes short-term objectives.	Provides the theoretical basis for defining outcomes does not list actual course outcomes.
5. Content	Very detailed: units, sub-topics, importance (Vital/Essential/Desirable).	Covers only the portion taught in a single class.	Focuses on how content should be organized, not actual breakdown of topics.
6. Learning Activities	Clearly specified for each topic (e.g., group work, case study, demonstrations).	Activities planned for the specific lesson; fewer and immediate.	Suggests general instructional events or strategies; not topic-wise.
7. Instructional Interventions	Lists teaching aids and interventions: PPTs, LMS, simulations, flipped learning.	Basic teaching aids (textbook, board work).	Provides principles for learning design but not specific interventions.
8. Assessment Methods	Includes formative and summative assessments mapped to Bloom's levels.	It includes very fast checks: questioning, assigning simple tasks.	Gives assessment principles, not specific types.
9. Prioritization of Topics	Unique feature: Vital, Essential, Desirable (V-E-D) categories.	No prioritization scheme.	Frameworks works about sequencing but no V-E-D categorization.
10. Standardization	High: ensures uniform teaching across sections and faculty.	Low to moderate: depends on individual teacher.	Moderate: frameworks provide consistency but depend on teacher application.
11. Flexibility	Moderately flexible; structure must be followed but teaches can adapt methods.	Highly flexible; teacher can change activities during class.	Very flexible; intended as adaptable guidelines.
12. Primary Users	Course coordinators, departments, accreditation committees.	Individual teachers conducting classes.	Curriculum designers, instructional designers, educators planning programs.

**Impact and outcomes:**

The CDP helps to see that teacher is prepared well before hand for the session. In Schools with multiple sections, where different faculty teach the same course, there may be lot of variability in the expected learning outcomes and the method of teaching. Planning and implementation of CDP as a team helps the faculty team has a clarity on which concepts are vital to the course and what outcomes are expected to be achieved from the course, thus leading to a common understanding. Also, though there may a variability as to what learning interventions are used by each faculty, standardization of overall outcomes expected leads to uniformity in assessment and student engagement. As the assessments are planned ahead according to the CDP, the scheduling and time management will be

effectively managed instead of last-minute rush to complete the syllabus. It also helps faculty to step in and effectively engage the sessions in case of absence of the assigned faculty leading to effective use of class hours. It is an effective planning chart for the teachers but by the end of the course it also helps the students to critically think and apply the concepts learnt.

### **Lessons Learned:**

As the management function itself starts with first and foremost function “planning”, Course delivery plan helps to follow the lesson plan every time. The faculty who followed CDP 70-80% of the times expressed it as very effective and holistic approach. Students expressed sessions as an enjoyable learning experience at the end of the semester for CDP structured course.

Sometimes it is not possible to apply the CDP exactly as designed due to lack of time and need revision classes or repetition of important topics based on the feedback from the assessments, but by and large CDP provides a comprehensive structure to the course delivery and in identifying the vital concepts of the course, planning for the learning activities and at the end of the course helps the teacher to assess if they were able to achieve the learning outcomes as expected.

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The author's name is Dr S. Lakshmi working as Associate professor at Anurag University, Hyderabad. The author has overall 20 years experience with 18 years in academics and 2 years in industry. Her research interests include business analytics, quality management and innovative learning practices. The co-authors are Professor Balaji Utlal, Dean, School of Management, Anurag University and Professor Vishnu Vandana, Head of the Department, School of Management, Anurag University.

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## Annexure: COURSE DELIVERY PLAN

S.No	Units	Concepts	Declarative (or) Procedural Knowledge	Expected learning Description (What do I want the students learn)	Learning Intervention (How do I want them to learn?)
1	Unit-1 Introduction	Need for the Quality, Evolution of Quality	Declarative	Ask the students what attributes help them in selecting a product. Whether they will select substandard products or quality products. What do you mean by quality?	Discussion and summary
2		Quality Control	Procedural	Introduction of on the concept of quality control and where is it used	Presentation and Practical Exercise – Write the exercise
3		Quality Management and quality Assurance	Procedural	Importance of quality and its _management explained, Checklist for Quality Assurance	Presentation, Exercise-write the exercise.
4		Basic concepts of TQM, TQM framework	Declarative	Meaning and basic elements of TQM, Emphasis on term 'total'	Self-reading by students and overview by faculty
5		Contributions by Deming, Juran and Crosby	Declarative	Explanation of quality contributions by Deming, Juran, Crosby.	Self-reading and presentation by students
6		Dimensions of quality, Benefits of quality and barriers to it	Declarative	Discussion on each of the dimension with an example across and product and service industries in data analytics context	Discussion
7	Unit-2	TQM principles, Customer focus	Declarative	Explanation of TQM principles	Chalk and talk
8	TQM Principles	Customer orientation, Customer Satisfaction	Declarative	Understanding customer satisfaction, its parameters of study and how to assess customer satisfaction, and their associated statistical tools	Case study-Example
9		Customer complaints, Customer retention	Procedural	Introduction of complaint management system, process of complaint management, and its importance to quality	Exercise-Asking them when they have complained, why do they complain, what is their experience, how it could have been improved. Followed by discussion of the complaint management process
10		Employee involvement: Motivation, Empowerment	Declarative	Usage of quality management system in HR practices of recruitment, selection and appraisal,	Presentation by students
11	Unit-3 Tools and Techniques-I	Seven traditional tools of TQM	Declarative	Explain the types of traditional tools of TQM	Chalk and Talk, Practical Exercises
12		New management tools of TQM	Declarative	Explain the types of new tools of TQM	Chalk and Talk, Practical Exercises

13	Six-sigma: Concepts, methodology	Procedural	Explain six-sigma with example	Mumbai Dabbawalla- a case study
	Benchmarking: Reason to benchmark	Declarative	Explanation of Benchmarking	Ask students if they did benchmarking any time, what were their steps to reach that level. Then explain the steps.
14	Benchmarking process	Procedural	Discussion on Benchmarking process	Discussion and presentation

Only a few columns are included in the above sample CDP template. The remaining columns can be accessed by below link for the sample subject ‘Quality Management System’ for MBA students.

<https://docs.google.com/spreadsheets/d/1D5JGCqek0iA6elpnYLIVqcXX3NmK3Cpi/edit?gid=417195667#gid=417195667>