



Salesian College

SONADA & SILIGURI

NAAC Accredited 'A' Grade (3rd Cycle) & twice UGC certified College with
Potential for Excellence (CPE)

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Faculty Development Program on Blended Learning – Phase I

28th August 2021 9:30 am onwards

Meet Link: <https://meet.google.com/uhn-oqdd-zdx>

The program started by prayer led by Fr. C. M. Paul, Vice Principal, Deanery of Science, Siliguri Campus. It was conducted in blended mode with the faculty from Siliguri Campus at the AV Hall, Savio Block and the faculty from Sonada campus joining through the google meet link.

Invocation was followed by a short address by Fr. George Thadathil, Principal, explaining the background that the FDP was a natural follow up from the National Webinar on Blended Learning that was held on 6th and 7th august. The goal was to be in preparation of the faculty and institution to adapt to the concept from UGC as well as NEP 2020. He laid emphasis on the fact that the resource personnel are our very own faculty and that we are indeed capable of educating our own.

Mr. Dhirodatta Subba, Dean, Sciences, Siliguri Campus then laid out the plan for the day. He further mentioned that the FDP would be conducted in phases to address many aspects of the teaching-learning process that are part of the New Education Policy.

First speaker was Ms. Ganga Parajuli, Department of Education. She spoke on the need to clearly define the Objectives – Institutional, Program specific and Course specific.

Faculty Development Program
Blended Learning
Phase I

28th August, 2021
Salesian College, Siliguri.

Slide-1

The Objectives
of my
presentation:

- To Discuss the meaning of Objectives-learning and instructional objectives
- To explain the types of objectives –Institutional objectives, Departmental objectives , program or course objectives.
- To assist the faculty members in framing Institutional, Departmental and Course objectives.

Slide-2

What is a
Teaching/
Educational
objective?

- It is a specific, **measurable**, short term observable statement.
- Indicates desirable knowledge, skills, or attitudes expected of students as a result of instructional activities.
- Outlines standards and expectations in a course.
- Is a framework for evaluating student understanding and progress.

Slide-3


Importance of
Educational
objectives

- An Educational objective thus describes what students should know or be able to do at the end of the course that they couldn't do before.-J. J Guilbert
- The Educational objectives are expressions of what a teacher hopes his/her students can accomplish as a result of his/her teaching

Slide-4

She elaborated on the different levels of objectives and how to identify them and define them.


What are the different types of Educational objectives according to domain?



- Bloom's Taxonomy can also be applied to learning objectives through Bloom's three "domains" of learning: cognitive, affective and psychomotor. These three types of learning include:
- Creating new knowledge (Cognitive)
- Developing feelings and emotions (Affective)
- Enhancing physical and manual skills (Psychomotor)

Slide-5

Bloom's Taxonomy



Slide-6

What are the components of Educational objectives?

- Audience (the learners) - Who will be doing the behavior?
- Behavior (performance) - What should the learner be able to do? It is important to make sure the behavior is seen or heard.
- Condition - Under what conditions do learners demonstrate their mastery of the objective?
- Degree (or criterion) - How well must the learned behavior be done? Common degrees include: speed, accuracy, quality, and quantity.

Slide-7

Types of Objectives


- Institutional
- Departmental
- Instructional specific



Slide-8

Institutional or General objective:

- A set of statements identifying major skills that all graduates should possess at the completion of a degree



Departmental objectives:

- A set of statements identifying the skills to be acquired by all students who are taught within a particular department/school. This skill must be consistent with the institutional objective.

Slide-9

Types of Instructional objectives:

- Basic/ General: a brief clear statement of basic skill or competence which is to be demonstrated at the completion of a unit instruction.
- Specific Instructional objectives : a brief clear statement of a single skill , directly related to the basic skills and stated in terms of observable clear statement.

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Second speaker for the day was Ms. Priscella Ghimire, faculty, Department of Education, Siliguri campus.

Her presentation was about **Learning Outcomes** – which are mapped against the stated objectives.

These correspond to the levels of Objectives that have been defined. It is possible that one objective could have multiple outcomes or multiple objectives could lead to a single outcome.

This presentation went into fair amount of detail in terms of how they are defined, supplemented by samples, and making reference to Bloom's Taxonomy, how they could be defined for each level.



Salesian College
Sonada | Siliguri

Faculty Development Programme
Blended Learning - Phase I
28 August 2021

LEARNING OUTCOMES

Priya Topno
Assistant Professor
Department of Education

Slide-1

Learning Outcomes- Session Plan

Objectives

This presentation aims to:

- State the meaning of/define the term learning outcomes
- Enumerate the features/characteristics of learning outcomes
- Exhibit examples/samples of learning outcomes
- Facilitate the construction/framing of learning outcomes (Padlet intervention) specific to -
 - a) the institution
 - b) programme
 - c) course

Outcomes

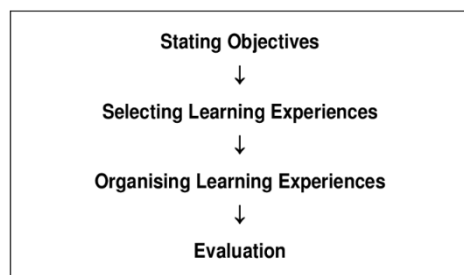
This presentation will enable the attendees to:

- Describe and communicate the meaning of the term learning outcomes
- Recognise the features/characteristics of learning outcomes
- Construct/frame learning outcomes specific to -
 - a) the institution
 - b) programme
 - c) course



Slide-2

Teaching-Learning Process



Slide-3

Teaching-Learning Process

- Teaching/ Instruction and Learning = Behavioural changes in the learner (Observable & Measurable)

- Behavioural Changes in 3 domains

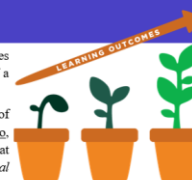
- Cognitive
- Affective
- Psychomotor



Slide-4

Learning Outcomes: Meaning

- Learning outcomes are statements of the knowledge, skills and abilities individual students should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences.
- Learning Outcome Based Education (LOBE) advocates the importance of establishing a clear picture of what is important for students to be able to do, organizing the curriculum, instruction, and assessment to make sure that learning ultimately happens (Evaluation Reforms in Higher Educational Institutions, UGC 2019).
- Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study (Learning Outcomes-based Curriculum Framework for Undergraduate Education, UGC 2020).



Slide-5

Characteristics/Features

Realistic	Well defined and Specific	Simple and not compound	Spelled out in future tense	Use of active (action) verbs
Attainable Based on: students' ability, developmental level, initial skill sets, time available	Clear and concise statements	Avoid the use of bundled or compound statements that join the elements of two or more outcomes into one statement	Students will be able to... Students should be able to...	Verbs: 'doing words' Define Write Critically analyze Discuss Enumerate etc.



Slide-6

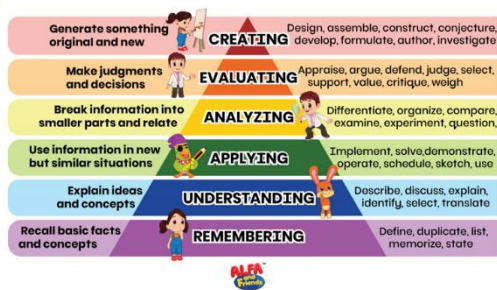
Characteristics/Features

Sufficient in number	Align with curriculum	Focus- learning products	Observable & Measurable	Framed in terms of programs
Between 3 to 5 For ease of assessment and evaluation	Learning outcomes should be in alignment with the program curriculum (Eg. Sciences/ Business studies/ Arts & Humanities etc.)	Concerned with the products more than the process Focus is on the expected student performance rather than on what the faculty intends to do while teaching	Learning outcomes (stated at the beginning) are connected with evaluation and assessment of students' progress	Broadly framed in terms of programs instead of specific classes (Eg. BA Honours Programme in Education)



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REVISED BLOOM'S TAXONOMY



Slide-8

Learning Objectives vs Learning Outcomes

- Learning objectives**, for example, may outline the material the INSTRUCTOR intends to cover in the course / Program or the disciplinary questions the class will address. **Known as IN-PUTS.**
- By contrast, **learning outcomes** focus on what the STUDENTS know, comprehend and realistically are able to **do...** [skill performance] by the end of an assignment, activity, class, or course [achievement]. **Known as OUT-PUTS.**



Slide-9

Benefits of Learning Outcomes for Teachers

Effective course design	By keeping learning outcomes front and center, teachers can develop courses in which all aspects of the course, including learning activities and assessments, support what they want students to learn (a).
Effective assessment of learning	Clear expectations make it easier to evaluate students' progress and ensure that assessments are targeting the appropriate level of knowledge or skill (a, b).
Better time management	Well-defined learning outcomes simplify difficult decisions about what content to include and what to omit when preparing lessons and assessments (b, c).
Improved communication	Teachers can use learning outcomes to have explicit and constructive dialogues with students about the course and their learning, and with colleagues about the expectations of courses (b).
Improved teaching experience	Teachers who use learning objectives report less anxiety, more confidence interacting with students, and use more diverse teaching and assessment approaches (b, c).

[4] Wang, X., Su, Y., Gohing, B., Wang, B., & Wang, T. (2013). An exploration of higher-constructive alignment in course design and its impact on students' learning approaches. *Assessment and Evaluation in Higher Education*, 38, 427-439.
[5] Green, B., & Teitel, J. (2008). What is the value of course-specific learning goals? *Journal of College Science Teaching*, 38, 50-57.
[6] Partridge, M. L., & Korman, K. G. (2017). A planning tool for incorporating student design, active learning, and authentic assessment in the college classroom. *College Teaching*, 65, 17-27. Created by Sara M. Palmer



Slide-10

Samples of Learning Outcomes

Physical & Biological Sciences

- Students will be able to demonstrate written, visual, and/or oral presentation skills to communicate scientific knowledge.
- Students will be able to acquire and synthesize scientific information from a variety of sources.
- Students will be able to apply techniques and instrumentation to solve problems.

Mathematics

- Students will be able to articulate the rules that govern a symbolic system.
- Students will be able to apply algorithmic techniques to solve problems and obtain valid solutions.
- Students will be able to judge the reasonableness of obtained solutions.

Business Studies

- Students will be able to work in groups and be part of an effective team.
- Students will be able to communicate business knowledge both orally and written.
- Students will be able to recognize and respond appropriately to an ethical and regulatory dilemma.
- Students will be able to recognize and diagnose accounting problems.



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Samples of Learning Outcomes

Social Sciences

- Students will be able to write clearly and persuasively to communicate their scientific ideas clearly.
- Students will be able to test hypotheses and draw correct inferences using quantitative analysis.
- Students will be able to evaluate theory and critique research within the discipline.

Arts and Humanities

- Students will demonstrate in-depth knowledge of historical, social and philosophical contexts.
- Students will be able to critique and analyze works of various philosophers, thinkers and historians.
- Students will be able to communicate both orally and verbally about different schools

Languages and Literature

- Students will be able to apply critical terms and methodology in completing a literary analysis following the conventions of standard written English.
- Students will be able to locate, apply and cite effective secondary materials in their own texts.
- Students will be able to analyze and interpret texts within the contexts they

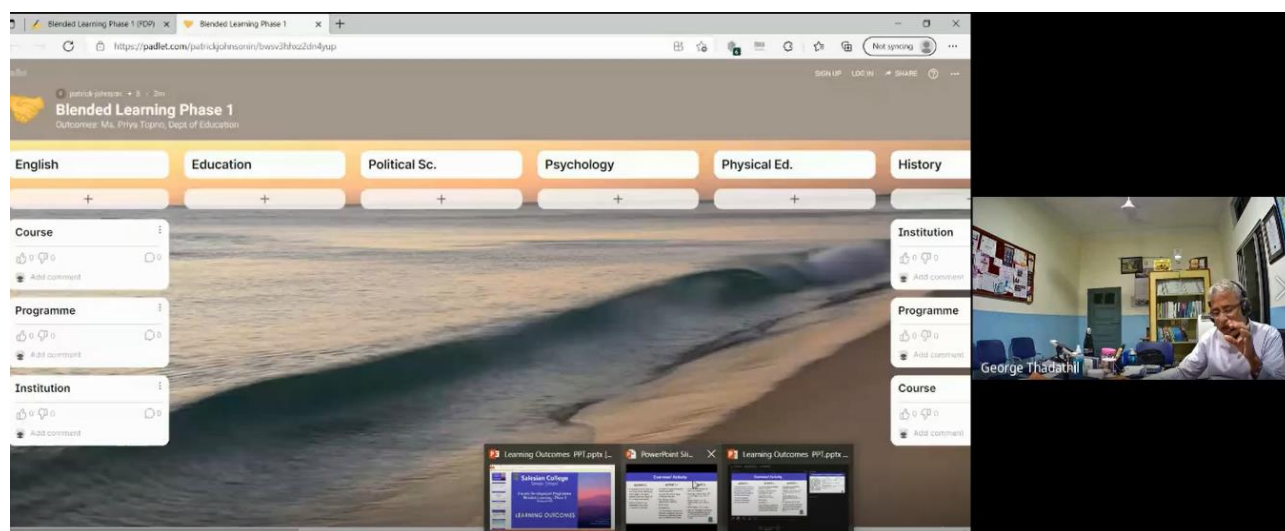
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Learning Outcomes Checklist

Sl. No.	Aspects to be considered	Check box		
		Institution Specific	Programme Specific	Course Specific
1.	Can be directly measured and observed			
2.	Maps directly to curriculum			
3.	Focuses on student learning outcomes and not teaching activity			
4.	Relies on action verbs in future tense			
5.	Is useful to identify areas to improve			
6.	Describes what students are intended to do, know, produce			

Slide-13

Meanwhile, Mr. Patric Johnson, Dean of Commerce and Management studies as well as Vocational studies, assisted in setting up Padlet app for participants to post their discussion points, queries and observations. Faculty utilized the lunch break also to post in the site.



Post lunch, the speaker was Mr. Peter Lepcha, Dean of Arts and Humanities, Siliguri Campus. His topic was Competencies. He laid emphasis on the fact that a number of competencies could be defined; but what is most relevant for our students today is what are called 21st Century competencies or Graduate attributes.

He illustrated the application of concepts from previous two talks in his own presentation as the Objectives and Expected Outcomes from his presentation. Then he went on to explain what competencies are and the 15 most desirable graduate aptitudes, segregated into three groups.



Slide-1

21st Century Competencies Graduate Attributes

Peter Lepcha
Dean, Arts/Humanities

Faculty Development Programme
28 August 2021

Plan for my Presentation

OBJECTIVES:

1. To make the faculty grasp the short historical trajectory of 21 Century Competencies/Graduate Attributes
2. To explain each of the attributes
3. To assist them to make/construct/adapt their own discipline specific graduate attributes

EXPECTED OUTCOMES:

1. The faculty will be able express the short historical trajectory of 21 Century Competencies/Graduate Attributes
2. The faculty will be able to explain each of the attributes
3. The faculty will be able to formulate (adapt) their own graduate attributes (competencies)

Slide-2



What are competencies?

Competence is the set of 'demonstrable' characteristics and skills that enable and improve the efficiency or performance of a job. (RW White, 1959)

....



Slide-3



What are 21st Century Competencies?



Slide-4

The Delors Report (1996) produced by the 'International Commission on Education' for the Twenty-first Century proposed one of the first frameworks to identify competencies needed in the coming century. The Delors Report also formulated four principles identified as the Four Pillars of Education: Learning to Know, Learning to Do, Learning to Be and Learning to Live Together.




Slide-5



1. Cognitive competencies
2. Interpersonal competencies
3. Intrapersonal competencies



Slide-6

Cognitive competencies

- Academic Mastery
- Critical Thinking
- Creativity




Slide-7



Interpersonal Competencies

1. Communication & Collaboration
2. Leadership
3. Global Awareness



Slide-8



Intrapersonal Competencies

1. Growth Mindset
2. Learning how to learn – metacognition
3. Intrinsic Motivation
4. Grit



Slide-9

Indian Story - UNESCO Member

(4 November 1946)

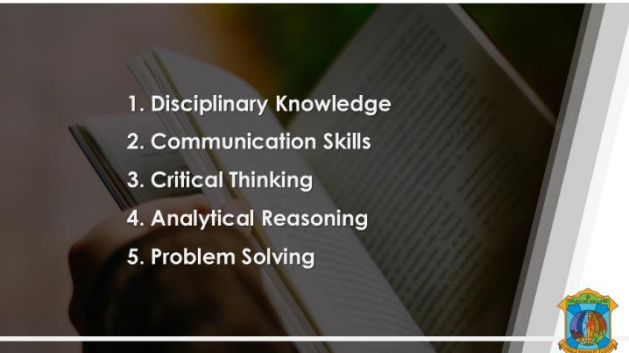
The University Grants Commission (UGC) came into existence on 28th December, 1953 and became a statutory Organization of the Government of India by an Act of Parliament in 1956, for the coordination, determination and maintenance of standards of teaching, examination and research in university education.





Slide-10



Graduate Attributes/Competencies

1. Disciplinary Knowledge
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving



Slide-11



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-

Slide-13

VISION

The educative community of Salesian College endeavours to excel in the preparation of noble citizens and leaders who are intellectually competent, socially sensitive, morally upright and emotionally balanced. We seek to be a transformational force through advancement of scholarship in diverse disciplines, providing services and championing justice, accountability and collaboration, thereby, becoming *flamma ardens et lucens* – a flame that enlightens and enlivens.

Slide-15

Slide-14

MISSION

1. Preparation of Noble Citizens
2. Advancement of Academic Scholarship
3. Providing Professional & Social Services
4. Providing right-based education specially to disadvantaged groups
5. To equip the students with skills for employability

Slide-16

CORE VALUES

1. Intellectual Competence and Reasonableness
2. Moral Uprightness
3. Social Sensitivity and Emotional Balance

Slide-17

References:

1. Soland, Jim et al. *21st Century Competencies Guidance for Educators*, Rand Corporation, 2013.
2. Central Board of Secondary Education. *21st Century Skills: A Handbook*. CBSE, 2020.
3. Fry, Heather et al. *A Handbook for Teaching and Learning in Higher Education*, Routledge, New York.
4. URL: www.ugc.ac.in (accessed on 20 August 2021)
5. URL: www.unesdoc.unesco.org (accessed on 20 August 2021)

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Making reference to the Vision and Mission statements of our Institution, we could see that many of the desirable competencies/ graduate aptitudes we are already addressing. There is scope to address others, specific to individual disciplines, and to fine tune the common and specific ones so that the goal would be to achieve maximum possible by all stakeholders.

Finally, there was discussion and feedback session, followed by final observations by Fr. Principal. He congratulated all presenters and organisers and all who participated. It was decided that Heads of Departments would complete the task of defining Department / Program level Objectives and Outcomes and each faculty would assist the Head of the Department to define Course Objectives and Outcomes. Further, Heads were to submit the same to the facilitators of this FDP for review. Eventually the reviewed information would be configured in Learning Management System for actual use.

Credits:

Technical support for AV Hall - Mr. Simon Lepcha & Mr. Cyril Singh

Padlet - Mr. Patric Johnson, Dean, Commerce & Management Studies

Google meet setup, record keeping – Ms. Yadika Prasad, Faculty, Department of CSA

Coordination & Reporting – Mr. Dhirodatta Subba, Dean of Science

Posters, Certificates – Mr. Amit Lepcha, Graphics Designer



Faculty Development Program on Blended Learning – Phase II

24th and 25th September 2021

9:30 am onwards

Meet Link: <https://meet.google.com/fic-zmwu-qxf>

First day of two-day Faculty Development Program was inaugurated with prayer by Fr. C. M. Paul, Vice Principal, Deanery of Science, Siliguri Campus. It was followed by welcome address by Fr. George Thadathil, Principal. He mentioned this program as being a continuation of the program held in August. He gave his best wishes to the faculty who would be presenting and also to all those attending in person as well as through google meet.

Mr. Dhiodatta Subba, Dean, Sciences, Siliguri Campus, then explained the schedule of the program and the topics that would be addressed, laying emphasis on the importance of interaction as this was a group learning process.

First session was about the Choice Based Credit System. Two faculty – Mr. Patric Johnson, Dean of Commerce and Management Studies, and Mr. Subhajit Paul, Head, Department of Mathematics, then led us into the details of the CBCS system.

- Core Course
- Elective Course (Discipline Specific Elective / Dissertation / Generic Elective)
- Ability Enhancement Courses (Ability Enhancement Compulsory Courses / Skill Enhancement Courses)

OUTLINE OF CHOICE BASED CREDIT SYSTEM

Slide-1

- An undergraduate degree with Honours in a discipline may be awarded if a student completes 14 core papers in that discipline, 2 Ability Enhancement Compulsory Courses (AECC), minimum 2 Skill Enhancement Courses (SEC) and 4 papers each from a list of Discipline Specific Elective and Generic Elective papers respectively

OUTLINE OF CHOICE BASED CREDIT SYSTEM

Slide-2

- A student can opt for more number of Elective and AE Elective papers than proposed under the model curriculum of UGC. However the total credit score earned will not exceed 160 credits for UG Honours and 140 credits for UG Program degree.
- It is suggested that wherever required, obtaining 24 credits in particular discipline may be considered as the minimum eligibility, for admission in the concerned discipline, for entry to PG/Technical courses in Indian Universities/Institutions.

OUTLINE OF CHOICE BASED CREDIT SYSTEM

Slide-3

5 Detailed Course Structure

Course Components	No. of Courses					
	B.Sc./ BCA		B.A.		B.Com./ BBA	
	Honours Program	Program	Honours Program	Program	Honours Program	Program
Discipline Specific Core Course (DSC)	14	12	14	12	14	12
Discipline Specific Elective (DSE) Course	4	6	4	4	4	4
Generic Elective (GE) Course	4	---	4	2	4	2
Ability Enhancement Compulsory Course (AECC)	2	2	2	2	2	2
Skill Enhancement Course (SEC)	2	4	2	4	2	4
Total Courses	26	24	26	24	26	24

CBCS – UNIVERSITY OF NORTH BENGAL

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7. Credit Details of the Courses of B.A./B.Sc./B.Com./B.A & BBA Honours Program under CBCS

Sl. No.	Courses	Credit			
		Practical Based Courses		Non-Practical Based Courses	
		Theory + Practical	Total	Theory + Tutorial	Total
1.	Core Course (14 Courses)	(14×4) + (14×2)	84	(14×5) + (14×1)	84
2.	Elective Courses (8 Courses)				
2.A	DSE (4 Courses)	(4×4) + (4×2)	24	(4×5) + (4×1)	24
2.B	GE (4 Courses)	(4×4) + (4×2)	24	(4×5) + (4×1)	24
3.	Ability Enhancement Courses				
3.A	AECC - 1 (ENVS)	(2×1)	2	(2×1)	2
	AECC - 2 (Com. Eng./ MIL)	(2×1)	2	(2×1)	2
3.B	SEC (2 Courses of 2 Credits each)	(2×2)	4	(2×2)	4
Total Credit			140		140

CBCS – UNIVERSITY OF NORTH BENGAL

Slide-5

8. Credit Details of B.A./B.Sc./B.Com. Program Course under CBCS

Courses	Credit			
	Practical Based Courses		Non-Practical Based Courses	
	Theory + Practical	Total	Theory + Tutorial	Total
1. DSC Course (12 Courses)	(12×4) + (12×2)	72	(12×5) + (12×1)	72
2. Elective Courses (6 courses)				
2A. DSE (6 Courses for B.Sc./ 4 Courses for B.A and B.Com.)	(6×4) + (6×2)	36	(4×5) + (4×1)	24
2B. GE (4 Courses)	----	--	(2×5) + (2×1)	12
3. Ability Enhancement Courses				
3A. AECC - 1	(1×2)	2	(1×2)	2
AECC - 2	(1×2)	2	(1×2)	2
3B. SEC (4 Courses taking 2 courses each from chosen DSC course)	(4×2)	8	(4×2)	8
TOTAL CREDIT		120		120

CBCS – UNIVERSITY OF NORTH BENGAL

Slide-6

Meanwhile a Padlet session was available for participants to provide their inputs.

Basic Rules of Examination

Evaluation System under CBCS for colleges affiliated under the University of North Bengal

Subhajit Paul

Head, Dept of Mathematics,
Salesian College, Siliguri Campus

September 24, 2021

Slide-7

- End-Semester examination (SEE):** There shall be one written and one practical examination (where applicable) at the end of each semester as per the prescribed syllabus in the course concerned.
- Internal evaluation (CIA):** The evaluation of the students shall be a continuous process and shall be based on their performances in internal and the SEE.
 - All the CIA's shall be conducted by the Teachers of the Department.
 - It shall be on the basis of term papers, reports, seminar presentations, class tests, field work or any combinations thereof, spread over the entire period of study.
 - The modalities of such assessment will be recorded and documents will be preserved by the colleges at least for a period of six months after the publication of the result of the relevant Semester-end Examinations. The University Authority may ask for any such records, if required.

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Basic Rules of Examination

2. Internal evaluation:

- ▶ The CIA marks shall be communicated to the Examination Branch of the University at least 10 days before the commencement of the University Examinations.
- ▶ The CIA marks will be carried over in case the student fails to pass the course(s).

3. Eligibility to appear in a Examination: A candidate shall be eligible for appearing at any of the SEE, fulfilling the following two essential conditions:

- ▶ Minimum 75% attendance of lectures delivered in all courses,
- ▶ Students should appear in all internal assessments.

4. Final Evaluation: The final evaluation in a course means the total or aggregate of the marks obtained in CIA and the marks obtained in the SEE (Theoretical & Practical).

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Basic Rules of Examination

7. Validity of student's registration: A candidate (Honours/Programme) shall have to complete each semester examination with 3 (Three) consecutive chances including his/her first appearance in the concerned semester examination.

8. A student will have, at the most, five academic years or ten semesters to complete the course.

9. Position in the merit list: To qualify for position in the merit list a candidate shall have to pass all the semesters in his/her regular chances.

Basic Rules of Examination

5. Qualifying marks: The qualifying marks for each course shall be 40% in each course of a semester taken together of CIA and SEE exams. However, there are the following relaxations:

- ▶ There shall be no qualifying marks for CIA but the candidates shall have to appear at the said part of the examination.
- ▶ To qualify in a practical-based course, an examinee is to appear in the theoretical as well as the practical portion of the examination in the same semester.

6. If a candidate secures qualifying grade ('P' grade) in all courses (s)he will be declared to have qualified the said semester and the result will be shown as 'Q'. However, if a student fails to secure qualifying grade P in a particular course his/her result of the concerned SEE will be declared 'SNC' (Semester Not Cleared).

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Marks Distribution of Papers (except AECC1 & AECC2)

Examination	Non-practical based course	Duration	Practical based course	Duration
SEE (Theory)	60	2 hours	40	2 hours
SEE (Practical)		Up to 5 hours	20	
CIA	10		10	
Attendance	5		5	

Slide-11

Question Patterns in SEE FOR 60 MARKS PAPERS

Group	Questions to be answered	Marks of each question	Total marks in the group
A	4 out of 6	3	12
B	4 out of 6	6	24
C	2 out of 4	12	24
Total marks			60

Slide-12

Question Patterns in SEE FOR 40 MARKS PAPERS

Group	Questions to be answered	Marks of each question	Total marks in the group
A	5 out of 8	1	05
B	3 out of 5	5	15
C	2 out of 4	10	20
Total marks			40

Slide-13

Results

- The final result of a candidate shall be determined on the basis of CGPA.
- Grade Card shall be made as per grading system.
 - ▶ Course-wise marks (SEE and CIA added together) will be converted into percentages.
 - ▶ Percentages will be converted into Grade Letter and Grade Point.
 - ▶ Credit and Grade point will be converted into Credit Point.
 - ▶ Finally, Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) will be computed.
- The Grade Card of a Semester shall be issued only after completion of that semester.

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Slide-14

CALCULATION OF SGPA/CGPA

Course	Full credit of the course	Grade Point obtained	Credit Point
Course	C	g	$C \times g$
Total credits	$\sum C$	Total credit Points obtained	$\sum C \times g$

$$SGPA = \frac{\sum(C \times g)}{\sum C},$$

where the sum runs over all the courses of the semester.

$$CGPA = \frac{\sum(C \times g)}{\sum C},$$

where the sum runs over all the courses of ALL the semesters.

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Then

$$CGPA = \frac{\sum (SGPA \times \text{Total credit of the semester})}{\sum \text{Total credit of the semester}}$$

where the sum runs over all the semesters.

$$(\text{Approximate}) \text{ Percentage of marks} = 10 \times SGPA \text{ (or CGPA)}.$$

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FINAL RESULT GRADE

CGPA	Result Grade	Class
[9.00, 10.00]	O (Outstanding)	Outstanding
[8.00, 9.00]	A+ (Excellent)	First Class Exemplary
[7.00, 8.00]	A (Very good)	First Class Distinction
[6.00, 7.00]	B+ (Good)	First Class
[5.50, 6.00]	B (Above average)	High Second Class
[5.00, 5.50]	C (Average)	Second Class
[4.00, 5.00]	P (Pass)	Pass Class
[0, 4.00]	SNC	SNC

Slide-19


Second speaker for the day was Ms. Pricella Ghimire, faculty, Department of Education, Siliguri Campus. Her presentation was about the Assessments and Evaluation. Though it was an introductory session, the subject matter was addressed in depth. At the end of it, it was clear to the participants how the two concepts are different and the purpose of conducting them as well as the methods/ techniques that need to be applied, were very informative.

Slide-18

This was a productive session as a number of new faculty were not familiar with the system when they joined the institution.

Moreover, some of the evaluation and grading concepts were not clear even to existing faculty.

Overall, it was a reminder about the system that our University is following in academics.




SALESIAN COLLEGE
SONADA / SILIGURI

Faculty Development Programme
Blended Learning – Phase II
24th September 2021

Introduction to Assessment and Evaluation

Pricella Ghimire
Assistant Professor
Department of Education
Salesian College Siliguri


Slide-1



OUTLINE

- ❖ Concept of Measurement, Assessment & Evaluation
- ❖ Relationship & difference between Measurement, Assessment & Evaluation
- ❖ List of Tools for Assessment – UGC Guidelines for Higher Education
- ❖ Mapping of Assessment Types –Revised Bloom's Taxonomy
- ❖ Activity / Exercise

Slide-2




Teaching-Learning Process

```

graph TD
    A[Stating objectives & outcomes of learning experiences] --> B[Instructional Strategies]
    B --> C[Assessment & Evaluation]
    
```

Slide-3



Certain Pre-queries

- Do the marks or grades obtained in different subjects represent the actual performance of the students?
- Do they tell anything about the learning style or the way of learning of the individual student?
- Do they indicate anything about the difficulties a student face during the learning process?
- Do they provide information on the areas of strengths and weaknesses of the student in the learning process?
- Do they tell anything about the extent and pace of learning?
- Is there any alternative or / and supplementary mechanism to assess learning in a better way?

Slide-4



What is Measurement?

- Measurement refers to the process by which the attributes or dimensions of some objects or phenomena are **quantified**.
- Measurement** answers the question **How much** (How much weight, height, time, area, volume, pressure etc.). Generally, some **standard instrument or scale** is used to measure the extent of any aspect or attribute of an object.
- To measure the **learning achievement** of students, we as teachers usually make students to answer oral or written questions by conducting **tests**. When we assign scores to students from a given test, we are performing an **act of measurement**.

For example, Alex secured 40 out of 100 in a Science Test during the half-yearly examination. His achievement (what is learned) has been quantified to be 40 in a scale of 100.

Slide-5



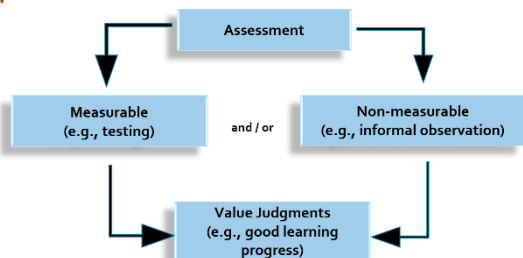
What is Assessment?

- In a generic term, assessment is a process of **collecting evidence and making judgements relating to outcomes**.
- Assessment of learning achievement** includes the full range of procedures used to gain information about students' learning (observation, ratings or performances or projects, paper-and-pencil tests) and the formation of value judgements concerning learning progress. It helps a teacher/assessor to develop a deep understanding of **what students know, understand and can do with their knowledge as a result of their educational experience**.
- On the basis of assessment data, steps can be taken for facilitating and enhancing learning of the students.

Slide-6



The Assessment Process



Slide-7



Forms of Assessment

- Placement Assessment
- Formative Assessment
- Diagnostic Assessment
- Summative Assessment

Slide-8



What is Formative Assessment?

- ✓ It is an ongoing assessment used to monitor learning progress of learners during instruction.
- ✓ It's purpose is to provide continuous feedback to both students and teachers concerning learning successes and failures.
- ✓ It is also known as **assessment for learning** as it is practiced by teachers to their students during the teaching-learning process.
- ✓ It uses a range of formal and informal assessment procedures employed by teacher during the teaching-learning process in order to modify teaching and learning activities so as to improve student attainments. For example: Class discussions, observations, questionnaires, interviews, checklists, teacher-made class tests, assignments etc.

Slide-9



What is Summative Assessment?

- ✓ Summative assessment typically comes at the end of a course as it is useful in determining how far the instructional objectives has been achieved.
- ✓ Summative assessment is the assessment of learning that 'sums' or 'summarizes' the development of students at a particular time.
- ✓ It is also known as **assessment of learning** as it basically focuses on learners' achievement against some predefined outcomes and standards.
- ✓ Some examples of Summative Assessment are – End Term Examinations, Final Projects, Graded Tests, Research Reports, Practical Examinations etc.

Slide-10



What is Evaluation?

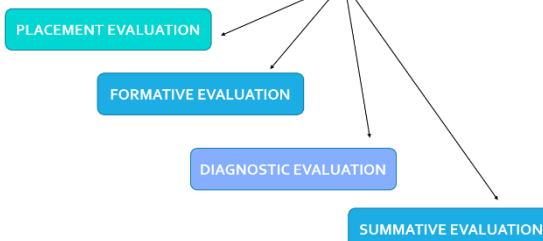
Evaluation is a wider and more inclusive term. This includes all the three terms discussed in the previous slides i.e., Test, Measurement and Assessment. When we compare the score of a learner with those of other learners and judge whether it is **good/average/satisfactory/unsatisfactory/bad**, we are performing an act of evaluation.

Here is an illustration. To say Alex has scored 32 out of 50 in a test is a report of measurement but, to say Alex is good in English is an instance of evaluation. To be more clear, let us take another example: A typist types 50 words per minute. Here, 50 is a symbol by which his/her ability is being measured. When we say that he/she types better than other typists in the office, we evaluate his/her typing ability. So in the case of evaluation, we assign a value judgement to measurement.

Slide-11



Forms of Evaluation Procedure

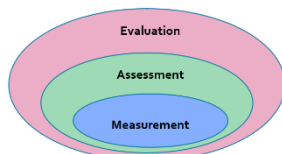


Slide-12



Relationship between Measurement, Assessment & Evaluation

- ✓ Evaluation may be considered as an umbrella term which includes measurement & assessment.



For example, Alex has scored 65 marks in Mathematics in the final year examination, which is above average performance but he has not performed well on test items related to Trigonometry. Alex has improved significantly while compared to his half-yearly examination.

In this, 65 marks is a measurement indicator, like above average performance, identification of area of improvement comes under assessment and judgement of his performance in relation to half-yearly examination is evaluation.

Slide-13



Differences between Assessment & Evaluation

BASIS FOR COMPARISON	ASSESSMENT	EVALUATION
Meaning	Assessment is a process of collecting, reviewing and using data, or the purpose of improvement in the current performance.	Evaluation is described as an act of passing judgement on the basis of set of standards.
Nature	Diagnostic	Judgmental
What it does?	Provides feedback on performance and areas of improvement.	Determines the extent to which objectives are achieved.
Orientation	Process Oriented	Product Oriented
Feedback	Based on observation and positive & negative points	Based on level of quality as per set standard
Relationship Between parties	Reflective	Perspective
Criteria	Set by both the parties jointly.	Set by the evaluator.

Slide-14

List of Tools for Assessment – UGC Guidelines for Higher Education				
Written Mode	Oral Mode	Practical Mode	Integrated Mode	
1. Exams	1. Viva/ Oral exam	1. Lab work	1. Paper Presentation/Seminars	
2. Class Tests	2. Group discussion/ Fishbowl Technique	2. Computer simulation/ Virtual Labs	2. SWOC Analysis	
3. Open Book Exams/ Tests	3. Role play	3. Craft work	3. Authentic Problem solving	
4. Open Notes Exams/ Tests/ CA	4. Authentic Problem Solving	4. Co-curriculars	4. Field Assignments	
5. Self-Tests / Online Test	5. WSQ (Watch Summarize Question)	5. Work Experience	5. Poster Presentation	
6. Essay/ Article Writing	6. One Question Quiz		6. Portfolios	
7. Quizzes / Objective Tests	7. End of the class quiz			

Slide-15

List of Tools for Assessment – UGC Guidelines for Higher Education				
Written Mode	Oral Mode	Practical Mode	Integrated Mode	
8. Class Assignment	8. Think-Pair-Share			
9. Home Assignment	9. Socratic Seminar			
10. Annotated Bibliographies	10. Rapid Fire Questions			
11. Reports	11. KWL (Know – Want To Know – Learned)			
12. Portfolios				
13. Dissertations				
14. Book Review				

Slide-16

List of Tools for Assessment – UGC Guidelines for Higher Education				
Written Mode	Oral Mode	Practical Mode	Integrated Mode	
15. Article Review				
16. Journal Writing				
17. Case Studies				

Slide-17

Sample of Mapping Assessment Types to Revised Bloom's Taxonomy Levels for Courses related to the Academic Disciplines						
Assessment Type for Academic Activities	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Daily Home Assignment -Objective						
Daily Home Assignment -Subjective						
Class Assignment						
Seminar and GD						
LAB Quiz						
Project						
Term Exam						

Slide-18

Activity / Exercise

Prepare a list of at least 6 formative assessments for your respective courses using the tools of assessment as suggested by the UGC Guidelines.

EXAMPLE: Sample - 1

Formative Assessments applied for Course – C302: Curriculum Construction

1. Class Tests
2. Essay / Article Writing
3. Home Assignments
4. Group Discussions
5. Quizzes / Objective Tests
6. Oral Exam
7. Class Assignments
8. Paper / PPT Presentations

Slide-19

Activity / Exercise

EXAMPLE: Sample - 2

Formative Assessments applied for Course – SEC-1A: Statistical Analysis

1. Class Test
2. Home Assignment
3. Authentic Problem Solving
4. Rapid Fire Questions
5. Class Assignment
6. Viva / Oral Exam

Slide-20

Speaker for the post lunch session was Ms. Ranita Chakraborty, Head, Depart of Education, Siliguri Campus. Her presentation was about the tests and how they are constructed for assessments and evaluations of academic learning, and to assess whether students have met the outcomes and whether faculty have been able to achieve the objectives. This was an intense session going into great depth.

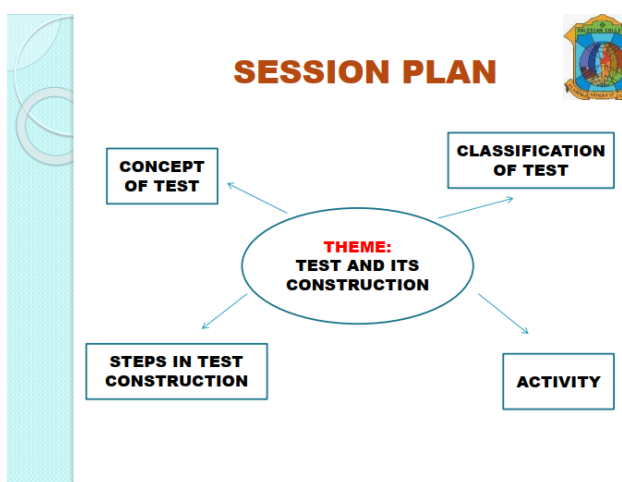
**Salesian College
Sonada & Siliguri**

Faculty Development Programme
Blended Learning-Phase II
24th September, 2021

**TEST AND ITS
CONSTRUCTION**

RANITA CHAKRABORTY
ASST. PROFESSOR
DEPT.. OF EDUCATION, SCSC

Slide-1



Slide-2

CONCEPT

A test is a procedure in which a sample of an individual's behaviour is obtained, evaluated and scored using standardised procedures (AERA et al., 1999).

The main goal of classroom testing is to obtain valid, reliable and useful information concerning the learning outcomes and various other indirect evidences.

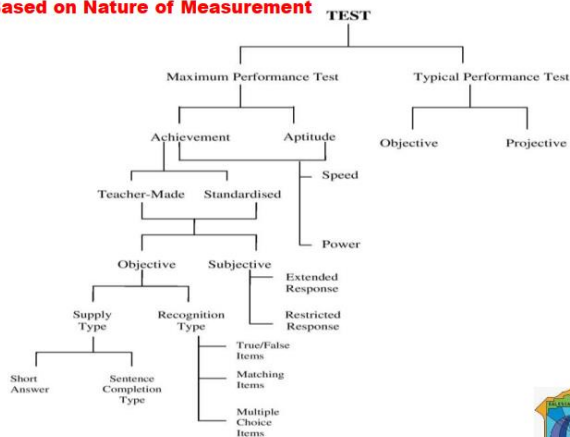
Slide-3

CLASSIFICATION

- ✓ **BASED ON NATURE OF MEASUREMENT**
- ✓ **BASED ON FORMAT OF TEST**
- ✓ **BASED ON SCORE INTERPRETATION**

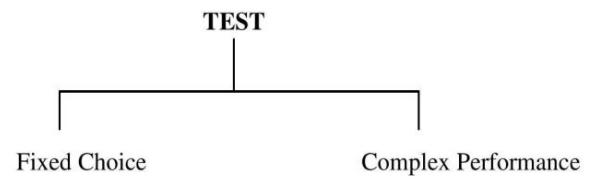
Slide-4

Based on Nature of Measurement



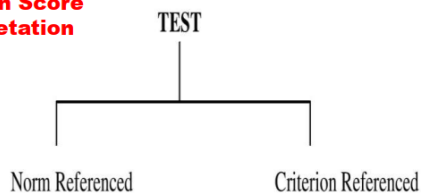
Slide-5

Based on Format of Test



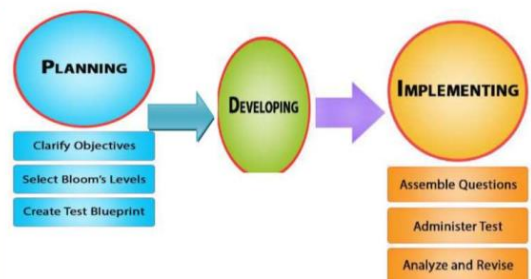
Slide-6

Based on Score Interpretation



Slide-7

STEPS IN TEST CONSTRUCTION



Source: Created by the Center for Instructional and Institutional Effectiveness, Weber State University <https://weber.instructure.com/courses/351442>

Slide-8

PLANNING



I. Clarify Objectives & Weightage to the Content

- ✓ Before creating any assessment, write down all the learning objectives of a lesson or unit first.
- ✓ Objectives should be neither too broad nor too specific.
- ✓ Use those objectives which focus more on higher learning
- ✓ Do not include only objectives that are easy to measure and ignore the difficult ones
- ✓ Brainstorm ideas with your colleagues, assessment experts, and/or instructional designers
- ✓ Revisit those objectives to make sure they are still relevant

Slide-9

PLANNING



II. Select Bloom's Taxonomy Level

- ✓ Each objective indicates learning in one of the three learning domains (cognitive, affective, or psychomotor).
- ✓ Each level differs in its complexity. Each level may be assessed by some test formats.

Slide-11

PLANNING

The **Cognitive Domain** will reflect items being prepared under the objectives namely remembering, understanding, applying, analyzing, evaluating, and creating. For example, if a learning objective focuses on remembering facts (e.g., dates, names, terminology, or process), test questions should assess memorization of these facts, not assess analysis or application.

The **Affective Domain** reflects feelings and emotions. Learning in this domain is reflected by behaviours that indicate things such as interest, awareness, values, and attitudes. These kinds of learning are important in all classrooms and may be demonstrated in activities such as debate, teamwork, ethical case studies, and others.

The **Psychomotor Domain** reflects physical functions, reflex actions, and interpretive movement objectives. These objectives reflect movement done to encode or demonstrate concepts; not simply physical acts done in support of cognitive learning. For example, looking through a microscope to describe cell division is not considered psychomotor as the physical act is only done to support the cognitive goal of understanding cellular division, whereas tuning instruments, performing dance movements, or dismantling/reassembling electronic components in proper order would be.

Slide-13

EDUCATION (HONOURS)

PAPER CODE/TITLE: CC6 / Educational Evaluation and Statistics
SEMESTER: 3rd (UG) YEAR: 2021
FULL MARKS: 60
ASSESSMENT TYPE: Selection Examination (Summative)
QUESTION TYPE: Subjective
WEIGHTAGE: VS: Very Short (5marks); S: Short (10marks); L: Long (12marks)
3-5 questions from each unit

BLUEPRINT (COGNITIVE DOMAIN)

Topic	Instructional Objectives	Remembering			Understanding			Applying			Analyzing			Evaluating			Creating			TOTAL
		VS	S	L	VS	S	L	VS	S	L	VS	S	L	VS	S	L	VS	S	L	
Unit 1: Measurement and Evaluation in Education	To critically examine the concept of measurement and evaluation in education	1					2	1												4
Unit 2: Educational Statistics	To understand about the different aspects related to the basics of educational statistics				1			1	1			1								4
Unit 3: Tools and Techniques of Evaluation	To analyse about the various tools and techniques in the field of evaluation	1			1	1					1							1		5
Unit 4: Evaluation Process	To develop ideas regarding the process of evaluation							1			1			1						3
TOTAL		2			2	3	1	2	1		2	1		1			1			16

PLANNING



I. Clarify Objectives & Weightage to the Content

- ✓ For determining the weightage to the content refer the LOCF document for each Course as given in the UGC website
<https://www.ugc.ac.in/subpage/LOCF.aspx>
- ✓ Alternately, content weightage can also be decided based on the total course marks (as given by the University), number of lecture hours for each Unit (as mentioned in the syllabus), total number of questions (if allotted previously), topics in each unit etc. according to the discretion of the faculty.

Slide-10

PLANNING

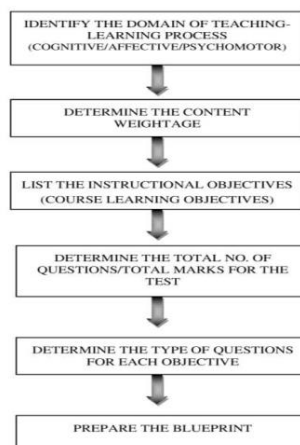


III. Test Blue Print

A test blueprint is a document that reflects the content of an assessment that you will give your students. It contains :

- ✓ the instructional objectives that you have for your students,
- ✓ the questions or tasks that you design to match all the instructional objectives, and
- ✓ the learning domains and levels therein at which you ask students to think and perform on the test.

Slide-12



Test Blue Print (Preparation)

Slide-14

Instructional Objective	Test Question	Affective Domain				Characterisation by Value or Value Complex
		Receiving	Responding	Valuing	Organization	
After hearing experts debate a topic in a video provided by the teacher, the student will objectively summarize the viewpoint of each participant.	After you watch a video excerpt (during which you may take notes) of a televised debate among experts discussing the U.S.'s presence in Iraq, list each expert and objectively summarize his or her views on the topic.	✓				
Following class discussion of several workplace scenarios, the student will list 3 criteria that he/she will look for in a future workplace environment and explain why he/she values those characteristics.	Read the following list of 10 behaviors that you might encounter from coworkers or supervisors at a future place of employment. Choose the 3 that best represent the kind of workplace where you would enjoy working and write a paragraph explaining why you chose them.			✓		
Given 3 classroom rules for showing respect (to the teacher, to classmates, and to property), the student will demonstrate respectful behavior during an observation period of 5 consecutive days.	Now that we have discussed respect and how to show it in this classroom, I will observe your behavior each day this week and rate it using the chart below. Each day you will rate your own behavior on a similar chart kept in your desk. Friday afternoon you and I will compare charts and reflect on how respectful your behavior has been during the week.					✓

Source: Created by Kevin Moberg, Department of Language & Literature and Teacher Education, Dickinson State University.

https://www.clemson.edu/otet/documents/Teaching%20Review%20Resources/Test_Blueprint_Guide_final.pdf



Slide-15

Instructional Objective	Test Question	Psychomotor Domain					
		Perception	Set	Guided Response	Mechanism	Complex Overt Response	Adaptation
Given access to an out of tune guitar and an in-tune piano, the student will adjust the tuning pegs and afterward demonstrate that the guitar plays in tune with the piano.	Show that you can tune a guitar by doing so using the out of tune guitar and in-tune piano provided. When you are done, play each string of the guitar followed by its corresponding note on the piano to demonstrate their being in tune with one another.	✓					
Using a table saw, the student will change one blade for another, remove and then replace the blade guard, and turn the saw on and off following standard safety precautions.	Follow the safety procedures that you saw demonstrated yesterday for using a table saw and show me that you can change the blade, remove and replace the blade guard, and turn the saw on and off.			✓			
Following a 10-minute warm-up period, the student will take no more than 5 minutes to shoot one right-handed layup, one left-handed layup, one free throw, and one three-point jump shot on the first attempt for each.	To show your proficiency at shooting the basketball, demonstrate the following shots in only one attempt each: a right-handed layup, a left-handed layup, a free throw, and a three-point jump shot. You will have 5 minutes maximum to complete all 4 shots. You will have 10 minutes first to warm-up and practice shooting.				✓		
Drawing upon standard square dancing steps learned in class, the student will choreograph an original routine including at least 5 steps and then teach it to and perform it with 3 classmates.	Choreograph an original square dancing routine that includes at least 5 of the standard steps that you learned in class. On Wednesday you will teach it to the other 3 people in your group, and on Friday the 4 of you will perform it for the class.						✓

Source: Created by Kevin Moberg, Department of Language & Literature and Teacher Education, Dickinson State University.

https://www.clemson.edu/oteli/documents/Teaching%20Review%20Resources/TestBlueprint_Guide_final.pdf

Slide-17

ACTION VERBS (COGNITIVE DOMAIN: REVISED BLOOM'S TAXONOMY)

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> Choose Define Find How Label List Match Name Omit Recall Relate Select Show Spell Tell What When Where Which 	<ul style="list-style-type: none"> Classify Compare Contrast Demonstrate Explain Extend Identify Interpret Interpret Outline Relate Rephrase Show Summarize Translate 	<ul style="list-style-type: none"> Apply Build Choose Construct Develop Experiment with Identify Interview Make use of Model Organize Plan Select Solve Utilize 	<ul style="list-style-type: none"> Analyze Assume Categorize Classify Compare Conclusion Contrast Conclude Discover Dissect Distinguish Divide Examine Function Inference Inspect List Motiv Relationships Simplify 	<ul style="list-style-type: none"> Agree Appraise Assess Award Choose Compare Conclude Criteria Criticize Decide Deduct Defend Determine Disprove Estimate Evaluate Explain Importance Influence 	<ul style="list-style-type: none"> Adapt Build Change Choose Combine Compile Compose Construct Create Delete Design Develop Discuss Elaborate Estimate Formulate Happen Imagine Improve

Slide-19

ACTION VERBS (PSYCHOMOTOR DOMAIN: SIMPSON'S CLASSIFICATION)

Level	Definition	Possible Verbs
1. Perception	The ability to use sensory cues to guide physical activity	Distinguish, identify, select
2. Set	The readiness to act; requires the learner to demonstrate an awareness or knowledge of the behaviors needed to carry out the skill	Assume a position, demonstrate, show
3. Guided response	The early stage of learning a complex skill; includes imitation; can complete the steps involved in the skill as directed	Attempt, imitate, try
4. Mechanism	The ability to perform a complex motor skill; the intermediate stage of learning a complex skill	
5. Complex overt response	The ability to perform the complete psychomotor skill correctly	Carry out, operate, perform
6. Adaptation	Can modify motor skills to fit a new situation	Adapt, change, modify, revise
7. Origination	The ability to develop an original skill that replaces the skill as initially learned	Create, design, originate.

Slide-21

Slide-16

DEVELOPING

- ✓ Many test formats can be used to assess learning.
- ✓ The format for the test depends on the instructional objectives prepared, scope of each topic, total marks allotted, level of the students, availability of resources etc.
- ✓ Good tests should exhibit following characteristics:
 - ✦ Assess only important information
 - ✦ Write simple and clear questions
 - ✦ Include questions appropriate for age, ability, individual limitations
 - ✦ Do not use interrelated questions
 - ✦ Avoid irrelevant cues and give-away questions
 - ✦ Ask someone to review the test questions

Slide-18

ACTION VERBS (AFFECTIVE DOMAIN: KRATHWOHL'S CLASSIFICATION)

receiving	responding	valuing	organisation	characterisation
observe be conscious realise be sensitive attend listen discriminate be alert prefer assume cooperate contribute volunteer	willing comply obey look engage display practice respond prefer accept devote is loyal to exhibit consider participate extend enrich explore	continuing desire grow feel participate assume responsibility enable initiate examine	crystallise form judgement relate weigh is realistic judge regulate	ready revise change view approach plan arrive relay examine judge is consistent

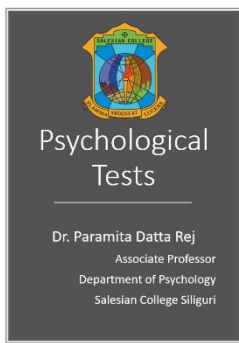
Slide-20

INSTRUCTIONAL OBJECTIVE	TEST TYPE	TEST ITEM
Remembering	Subjective	What is measurement?
	Objective	The scale of measurement which represents the concept of absolute zero is -----
Understanding	Subjective	Illustrate using suitable examples, the different scales of measurement
	Objective	The process of adding value judgement to a construct is -----
Applying	Subjective	Construct a frequency distribution table from the given raw scores: 34, 45, 62, 72, 30, 44, 67, 88, 90
	Objective	Choose the most appropriate option : a. Measurement is the quantitative description of data b. Assessment is the process to achieve the data c. Evaluation is the value judgement of the data d. All of the above
Analyzing	Subjective	Distinguish between formative and summative evaluation
	Objective	The function of Rorschach Ink Blot test is -----
Evaluating	Subjective	Determine the significance of educational statistics in teaching learning process.
	Objective	Select the odd one out: a. Teacher-made tests are used locally b. No norms are followed in teacher made tests c. Teacher-made tests have proper difficulty index d. Teacher-made tests are prepared by classroom teachers
Creating	Subjective	Develop a plan for using different assessment techniques in classroom evaluation at college level.
	Objective	In order to give an idea of the personality of a student to the teacher, CRC can be combined with: a. Thematic Apperception Test b. Differential Aptitude Test c. Sociometric Test d. Wechsler Individual Achievement Test

Slide-22

This was followed by Question and Answer session and a review and feedback by Fr. Principal. First day of the program was a great learning experience.

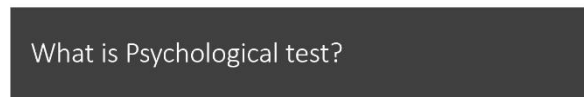
Second day program started with prayer by Fr. George Thadathil, Principal and Rector (Siliguri Campus). First session speaker for the second day was Dr. Paramita Datta, faculty, Department of Psychology. She spoke on the importance of Psychometric tests and how it plays an important role in identifying the personality types. Faculty could then do the mentoring of students accordingly. Over time there are changes in behaviours and regular personality assessments are also important to know the progress made by students in attitudes and behaviours.



Slide-1



Slide-2



- A standardized measure of sample of behaviour.



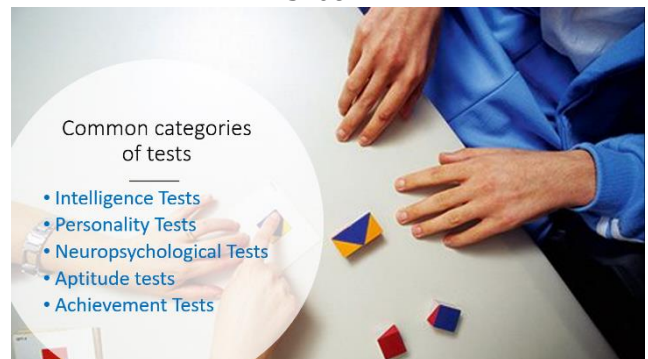
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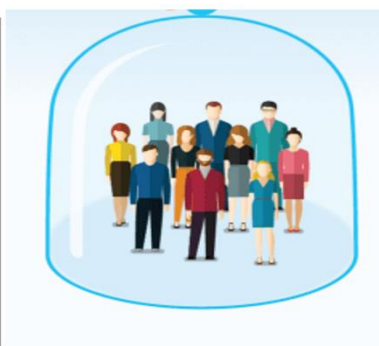
Slide-4



Slide-5



Slide-6



Slide-7

Interpretation

- Grade I= 95th percentile **Intellectually Superior**
- Grade II= 90th Percentile **Definitely above average in intellectual capacity.**
- Grade III= 50th percentile **Intellectually Average**
- Grade IV= 25th percentile **Below Average**
- Grade V= 5th percentile or below **Intellectually impaired**

Slide-8

After she was done introducing the concepts, faculty were subjected to a fairly involved test which was amusing and interesting to participate, and difficult at times to answer. Finally, we could tally the correct answers we had given individually and depending on the grade, we could assess our own intellectual capacity.

In the second session, there were discussions related to the Phase-I FDP. Also, Departments which were ready with their Objectives and Outcomes submitted them.

Post lunch we moved on to the next session which was on the introduction to implementation of concepts learnt in Phase-I in our institution Learning Management System (LMS). This was conducted by Mr. Dhiodatta Subba, Dean, Sciences, Siliguri Campus.

He showed some available competency frameworks and the one we have configured for our institution based on the 21st century aptitudes. He also showed Outcomes configured for a subject/ course being taught by him.

Full name	Short name	Scale
Demonstrate understanding of logic, Boolean algebra, sets, functions, and relations	DM-01	Custom
Demonstrate understanding of logical arguments and logical constructs	DM-02	Custom
Ability to construct simple mathematical proofs and evaluate a proof	DM-03	Custom
Demonstrate understanding of Permutations & Combinations	DM-04	Custom
Ability to apply counting principles to determine probabilities	DM-05	Custom
Ability to model problems in Computer Science using graphs and trees.	DM-06	Custom
Demonstrate understanding of complexity of algorithms	DM-07	Custom

Salesian College Standards for Students

This is the umbrella framework that incorporates 15 twenty first century core

Competencies

Search...

- Salesian College Standards for Students
 - Disciplinary Knowledge
 - Communication Skills
 - Critical Thinking
 - Analytical Reasoning
 - Problem Solving
 - Research
 - Team Work
 - Scientific Reasoning
 - Reflective Thinking
 - Self Directed Learning
 - Digital Literacy
 - Multicultural Competence
 - Values (Moral, Ethical, Human)
 - Leadership
 - Lifelong Learning

Competency framework

Competency breakdown

Competency ratings in this course are updated immediately in learning plans.

Competency	Rating
[BCA-CC7-1] ADU of set theory, logic, switching circuits and boolean algebra BCA-CC7-1	Not rated
[BCA-CC7-2] ADU of combinatorics and probability BCA-CC7-2	Not rated
[BCA-CC7-3] ADU of mathematical proof BCA-CC7-3	Not rated
[BCA-CC7-4] ADU of functions and relations BCA-CC7-4	Not rated
[BCA-CC7-5] ADU of graph theory BCA-CC7-5	Not rated

Competency assessment



The final session was on clearing any LMS or ERP related issues. This was facilitated by Ms. Yadika Prasad, IT Coordinator. It was very interactive as faculty expressed many issues and difficulties they face in working on the system. With experience and familiarity, things get better.

Finally, Fr. George Thadathil, Rector and Principal, delved into the concepts of the day and reminded all how we should be planning and implementing them in our day to day activities to excel in what we are doing. With congratulatory words, he concluded the day's program mentioning this was another day well spent in learning.



Credits:

Technical support for Marengo Hall - Mr. Simon Lepcha & Mr. Cyril Singh

Photography - Mr. Badshah Das – Department of Mass Communications & Journalism.

Conference setup and recording – Ms. Yadika Prasad, Department of CSA and IT Coordinator

Coordination & Reporting – Mr. Dhirodatta Subba, Department of CSA

Posters & certificates – Mr. Amit Lepcha, Graphics Designer



Salesian College Siliguri Campus

29th and 30th October 2021

Faculty Development Programme: Blended Learning Phase III

Salesian Tech team in collaboration with the Department of Education, Salesian Research Center and IQAC organised a two day Faculty Development Programme (FDP) as part of the series on Blended Learning on 29th and 30th of October. First day of the FDP was held in blended mode where some faculties mainly from Sonada Campus attended the session online on Google meet platform and the rest attended offline in the A.V Hall Siliguri Campus. The phase three FDP commenced with a welcome speech by Dr. Dhirodatta Subba, Dean Sciences which was followed with a prayer initiated by Father Dr. Babu Joseph Vice Principal of Commerce and Management invoking the blessings of the Lord. Father Dr. George Thadathil, Rector and Principal, presented the opening comments, informing the faculty of the re-opening of the college on the 16th of November as per the Government's order, and the required actions done in preparation for it. He further said that the aim of conducting the FDP was to have 100 percent computer literate and ITC enabled faculty in line with the learning objectives and outcomes as suggested by UGC. In accordance to this, Mr. Subba mentioned the importance of Learning Management System Moodle as a tool to achieve the goal.

The first session of the day was conducted by Mr. Pinak Dey, Assistant Professor department of Education who delivered his presentation on 'Rubrics' explaining the faculties how rubrics can be used as an assessment tool that articulates the expectation for assignment and performance task by listing criteria and describing levels of quality. In the process, students will know what is expected out of them and the teacher will be aware of where the student is lacking and work towards improving them. This, he explained, will be useful to both the faculty and the students.

He also mentioned that it is not necessary to stick to Blooms Taxonomy at the category level as it is inherently present in the evaluation.

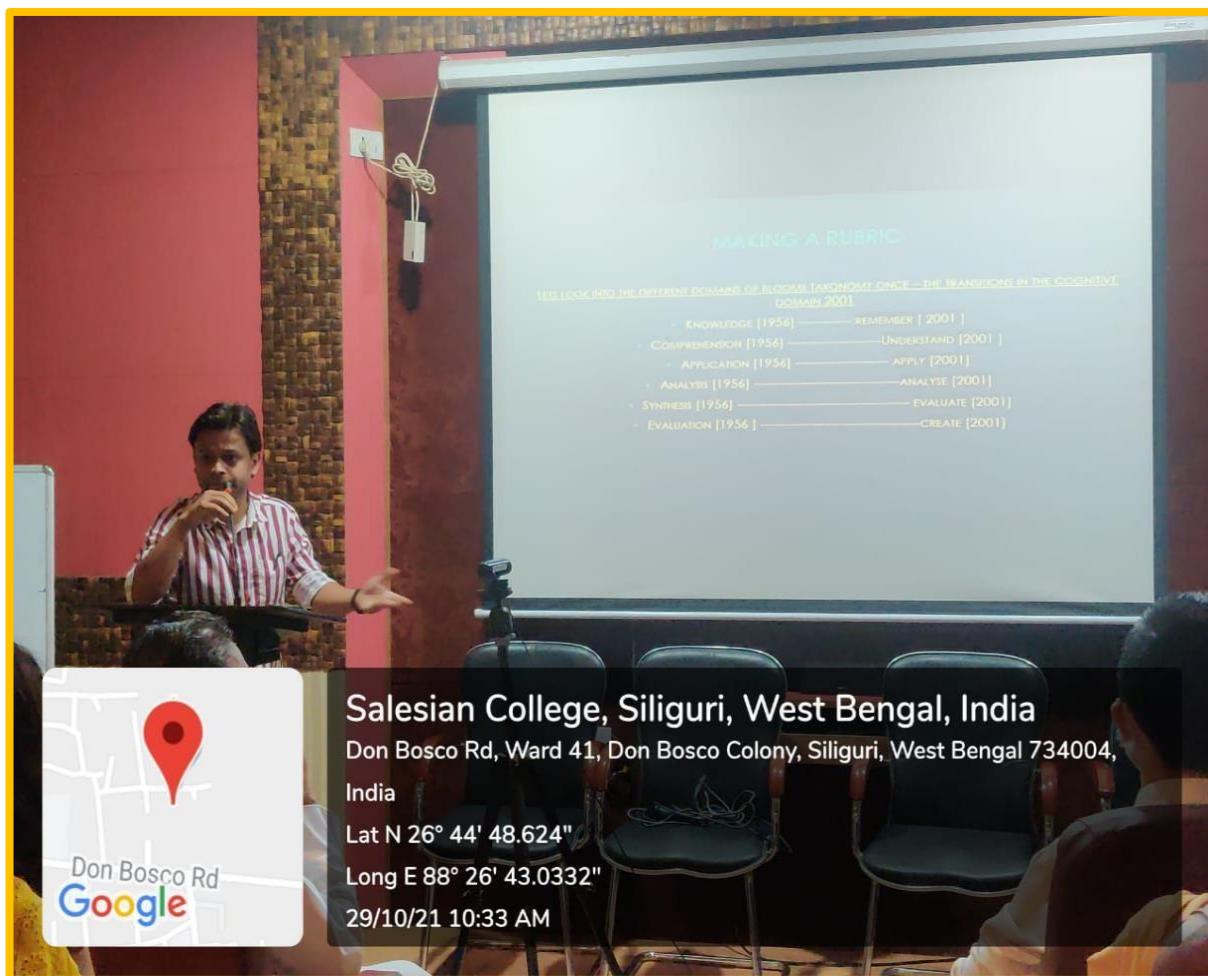
In the next session Miss Yadika Prasad, Faculty Computer Science and Applications, Siliguri Campus explained the 'Advanced features of Moodle LMS' like proctoring, virtual labs, gamification, Rubrics, and H5P. Faculties of both the campuses actively participated in the session going through the sample activities created for all the features mentioned.

This was followed by lunch and the session resumed with a presentation by Mr. Ravi Bhushan Singh, HOD Department of Mass Communication and Journalism Siliguri Campus on 'Making Video for Lessons.' He explained the process of making a video using the video editing application InShot and preparing an audio visual presentation using Microsoft PowerPoint programme. Faculties were asked to edit the pre-recorded video of their lesson as an activity after the session. The session came to an end with a vote of thanks given by Mr. Peter Lepcha.

Second day of the FDP was held in Sonada i.e., on 30th October which was in physical mode where all faculties were present under one roof. The programme was invoked by Father Tomy Augustine Kumplankal, Rector, Sonada which was followed by LMS training session on entering Objective, Outcomes and Competencies conducted by Dr. Dhirodatta Subba, Dean Science Section and Miss Yadika Prasad, Faculty Computer Science and Applications, Siliguri Campus.

For this all faculties of both the campuses were asked to sit together as per their departments and follow the instructions for updating the LMS as well as to clarify their doubts. This was followed by a lunch break and soon after that all gathered back for a session on Question Paper Construction conducted by Mr. Subba and Ms. Prasad. Second day of the FDP came to an end with a session of Father Dr. George Thadathil, Rector and Principal, regarding feedback on all three phases of FDP from the faculties as well as with a vote of thanks.

Report: Nawaneeta Subba and Bhabya Chandra Khati, Asst. Professors, Dept. of Mass Communication and Journalism.



Mr. Pinak Dey, Assistant Professor Department of Education, Salesian College, Siliguri Campus



Mr. Ravi Bhushan Singh, Assistant Professor Department of Mass Communication, Salesian College, Siliguri



Fr. (Dr.) Babu Joseph, Vice-Principal, Commerce & Management, Siliguri campus

Day two of the FDP held in Sonada.



Salesian College Sonada & Siliguri
Faculty Training and Development Programme on Outcome Based Teaching, Learning and Evaluation

25-26 March 2021
Thursday-Friday
AV Hall, SCS

The programme started at 9:30 am with a prayer led by Fr Dr Tomy Augustine, Rector, SCS,. The prayer was followed by an introductory speech delivered by Principal, Fr George Thadathil where he laid down the three main objectives that would be discussed in the two day session. The objectives mentioned were – a) online classes evaluation b) the blended mode of teaching and learning and c) curriculum enrichment programme.



Fr George delivering the introductory speech

Vision: An attempt towards moving from teacher centric to student centric teaching and learning.

Mission: To evaluate and inculcate the Outcome Based Teaching and Learning method.

Objectives:

- 1. To evaluate the online mode of teaching and learning**

2. To evaluate and analyze the blended mode of teaching and learning.
3. To evaluate, analyze and plan the curriculum enrichment programme.
4. To implement Outcome Based Teaching Learning and Evaluation in the curriculum.

Tasks planned for Day 1

Session – I

- Evaluation of odd semester
- Mr Peter Lepcha, Dean, SCSC, led the group into the technical session that focused on the objectives of the programme. The faculties were divided into their respective departmental groups and were made to analyse and evaluate the curricular and extra-curricular activities of the past year, taking into consideration the difficulties faced due to the pandemic.



Faculty listing down their points

Session – II

- “Outcome based Learning : A Way Forward” by Dr Aloysius Edward J, Dean, Faculty of Commerce and Management and Director, IQAC, Kristu Jayanti College (Autonomous), Bengaluru.

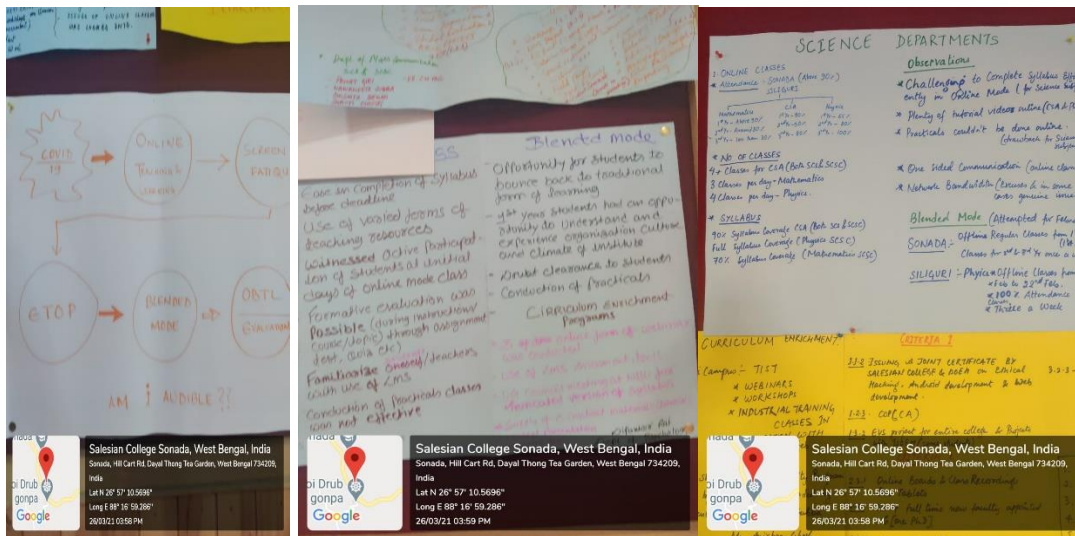
Dr Aloysius headed the key session on the topic “Workshop on Outcome Based Learning – A Way Forward”, where he threw light on how outcome should be quantifiable and measureable. He focused on the outcome based educational framework which also falls in line with the New Education Policy. He further elucidated on how Outcome Based Education (OBE) is fixated on shifting from the traditional teacher centric to student centric teaching and learning. Here, he explained how a teacher plays a big role in mentoring and guiding their students to achieve a particular objective/outcome. In his address, he talked about the four main aims of OBE: a) skill set improvement b) mentoring c) assessment and evaluation and d) continuous quality and improvement.



PowerPoint Presentation by Dr Aloysius

Session – III

- Evaluation of odd semester (contd)
- Post lunch, each department presented their analysis and evaluations on the online and blended modes of teaching. The various departments summed up the problems and prospects of the semester gone by in relation to their curriculum framework.



Evaluation made by the faculty members



Faculty members presenting their evaluation and analysis

SOCIOLOGY

CURRICULAR ACTIVITIES

CLASSES ONLINE/OFFLINE

1. TOTAL NO. OF CLASSES - 90 % ONLINE
10 % OFFLINE

CRITERIA
2.5.1 USE OF
SCIT

ENRICHMENT PROGRAMME

A. WEBINAR (CRITERIA 5.2.1)

1. EXPERIENTIAL NARRATIVES MARGINAL VOICES AMIDST THE PANDEMONIUM OF OUR TIMES 7th & 9th SEP 2020
2. MENTAL HEALTH AND COPING WITH COVID-19 SITUATION 12th SEP 2020
3. AD GROS MEMORIAL LECTURE ON REFUGEE CRISIS IN COLLABORATION WITH THE DEPT. OF POL. SCIENCE AND BSW. 7th NOV 2020

B. AWARENESS PROGRAMME.

1. NATIONAL GIRL CHILD DAY (SPECIAL ASSEMBLY) 7.1.6
2. ETHICS AND ETSQUETTE (SPECIAL ASSEMBLY) 7.1.6 (1st DECEMBER 2020)

C. POSTER PRESENTATION 13th FEBRUARY 2021

D. CHRISTMAS ACAPELLA 20th DECEMBER 2020

E. MOVIE SCREENING 24th FEBRUARY 2021

Salesian College Sonada, West Bengal, India

Sonada, Hill Cart Rd, Dayal Thong Tea Garden, West Bengal 734209, India

Lat N 26° 57' 10.5696"

Long E 88° 16' 59.286"

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CREATE A MORE INCLUSIVE,
INFORMATIVE & INNOVATIVE

ONLINE MODE OF EDUCATION

TEACHER'S PERSPECTIVES & EXPERIENCES:

- © INTERNET PROBLEM/TECHNICAL PROBLEMS
- * UNABLE TO EXPLAIN CONTENT
- * PASSIVE PARTICIPATION OF STUDENTS
- * COMMUNICATION GAP WITH INDIVIDUAL STUDENTS
- * THIN LINE BETWEEN PERSONAL & PROFESSIONAL LIFE.

STUDENT'S PERSPECTIVES & EXPERIENCES:

- * MORE INTERACTION
- * GROUP DISCUSSION
- * COULD NOT ACCESS LIBRARY FACILITIES
- * LACKING OF PHYSICAL PRESENCE & LEARNING ENVIRONMENT
- * TECHNICAL PROBLEMS



Salesian College Sonada, West Bengal, India

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AWARENESS PROGRAMME.

1. NATIONAL GIRL CHILD DAY (SPECIAL ASSEMBLY) T.I.G

2. E-THOS AND ETSUREYE (SPECIAL ASSEMBLY) T.I.G (4th December 2020)

3. POSTER PRESENTATION 15th FEBRUARY 2021

4. CHRISTMAS ACAPELLA 20th DECEMBER 2020

5. MOVIE SCREENING 24th FEBRUARY 2021

6. CRITICAL APPRAISAL ON CONTENT BASED ON YOUTUBE VIDEOS (DEBATE) CRITERIA 2-5.1

7. EXCURSION/OUTING
Hiking to CHATAKPUR 6th MARCH 2021

8. SPECIAL LECTURE BY DR. DALYA CHAKRABORTY, ON TEACHING LEARNING IN NEW NORMAL; CONSTRAINTS AND OPPORTUNITIES SONODA 2.5.2021 19th OCT.

9. STUDENT EVALUATION CRITERIA 2.5

1. GROUP DISCUSSION
2. GROUP PAPER
3. INDIVIDUAL ASSESSMENT REGARDING
4. THEIR ASSIGNMENT MODE OF EXAMINATION
5. MENTORING
6. STUDENT FEEDBACK REGARDING CLASS CONDUCTION

1. PAPER
2. JESSIE
3. SNEHA
4. MANA

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DEPARTMENT OF HISTORY

1. CURRICULAR ACTIVITIES:

A. WEBINAR:
→ Total 8 webinars were conducted by both the Campus. [Criteria - 3 Research Consultancy & Extension]

B. STUDENTS ACTIVITIES:
→ Total 5 Inter-Dept Students activities were organized by both the Campus. [Criteria - 5 Student Support & Progression]

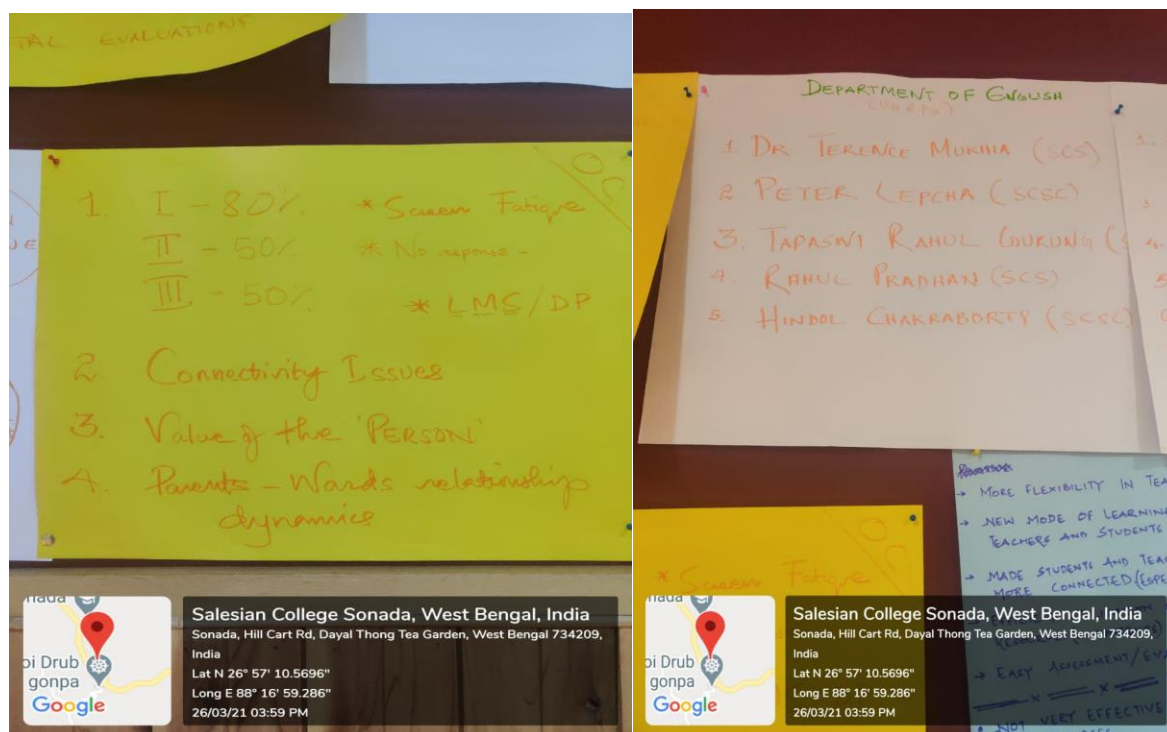
2. EXTENDED MODE Evaluation:
[Criteria 1 & 6] [Assessment, Communication, & Leadership Development]
Students were actively engaged in organizing the event with co-ordination from both the Campus. The feedback of the students were very positive and welcoming. These activities also enhanced the knowledge of the faculties. Faculty attended various workshop from FDP.

Dept. Of Commerce

*** CURRICULAR ACTIVITIES:**

Project

Salesian College Sonada, West Bengal, India
Sonada, Hill Cart Rd, Dayal Thong Tea Garden, West Bengal 734209, India
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A summary of ideas that came out as a result of this exercise is presented here:

Problems faced during the online + blended mode of teaching

- Internet/ Technical problem
- Passive participation of students
- Limited/No access library
- Student monitoring
- Hindrance in smoothly conducting practical classes
- Low attendance
- Lack of interactivity and feedback
- Thin line between personal and professional life
- Lower number of students' participation
- Hectic schedule for teachers

Prospects of the online mode:

- Online mode provided flexibility to teachers as well as students
- Use of ICT
- Access to a lot of webinars and workshops
- Conduction and participation of faculty and students in various panel discussions, workshops and interactive sessions.
- Earn while you learn where some students were working part time.

Prospects of the blended mode:

- First Semester students got an opportunity to be acquainted with the climate of the institution as well as their peers.
- Doubt clearance/ revision for students
- Conduction of practical classes
- Group activities
- Access to libraries
- Educational tours/ Field trips
- Student evaluation
- Completion of AECC projects
- Faculty Development Programmes
- Faculty-student interaction
- Proper learning environment
- Organizing the Model of United Nations programme
- Organizing of various programmes by NSS, NCC, Women's Cell
- Conduction of sports training and competition.
- Active participation of students in organizing various events



Group photo – Day 1

Day two began at 9:00 am with a prayer service led by Br Jose, Vice Principal, SCS.

Tasks planned for Day 2

Session IV

- Planning for the year 2021 (Individual Faculty & Departmental level)
- Everyone was once again separated into departmental groups to formulate in detail the outcome based planning for the year 2021. This was followed by presentations on the same by all the departments.





Session V

-Rubrics of Outcome Based Education – Dr P Baba Gnanakumar

-The key speaker of the day, Dr. P Baba Gnanakumar from Kristu Jayanti College, Bengaluru, joined the session online and delivered a presentation on “Rubrics of Outcome Based Education”. In his lecture, he explained in detail the implementation of the Rubrics method in OBE. He emphasized mainly on Bloom’s Taxonomy as the basis for Rubrics method of assessment.



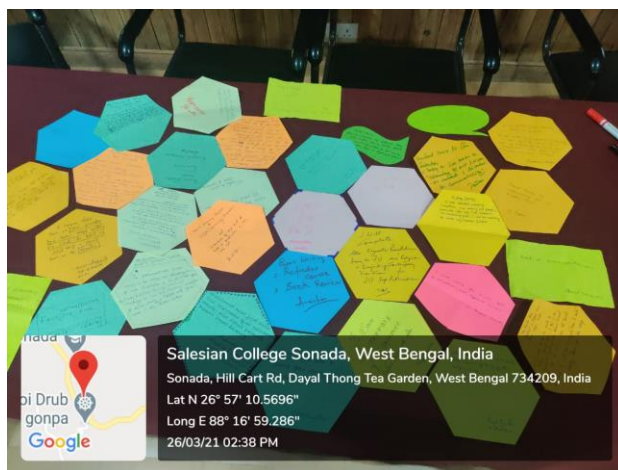
PowerPoint Presentation by Dr P Baba Gnanakumar



Session VI

– Planning for the year 2021 (Clubs, Cells, Deanery, College level)

- After a short lunch break, all the faculties were divided Deanery-wise to discuss the various activities at the Deanery level for the year 2021. The various clubs and cells also did the same. Apart from this, each member of the faculty also jotted down their personal academic plans of the year. Following the discussion, the faculty members then came together for the sharing of the activities they have planned. Here, the Sociology team also spoke on the Service Learning programme.





Presentations of the various Deaneries

A summary of ideas that came out as a result of this exercise is presented here

- Keeping in mind the outcome based education, the faculty prepared and planned out their activities for the academic year 2021
- Faculty members came together at the departmental level and sketched out various events and activities corresponding to their respective papers so as to implement outcome based education.
- Some Outcome Based activities that were discussed are listed below :
 - Workshop on research methodology specifically for 6th semester students
 - Workshops on short film and documentary making

- Service learning for the paper “Rural Sociology”
- Collaborative ventures with in-house community radio, Radio Salesian.
- Inter campus collaborations
- Students exchange programme
- Departmental orientations
- Literary fest (Hayfever)
- Video + audio tutorials
- Film screenings
- Role plays and simulations
- Conducting webinars, special lectures etc
- Group Discussions
- Paper Presentations by the students
- Case Studies

- Similarly, at the Deanery level, the points and activities for 2021 were :

- Inscape (college fest SCSC)
- Annual Sports
- LOP- Graduation and Gratitude Day
- Christmas Gathering
- Common orientation
- Ethnic Day
- TIST and Science journal
- DIGITREK
- Technokrat
- Bhasa Manyata Diwas
- Innovision
- Webinar, seminar, paper presentation
- Radio programmes on community issues
- MUN
- Financial literacy event
- tech.com fest
- Club activities
- Cell activities
- Faculty outing

The two-day event concluded with the vote of thanks by Fr George and Br Jose, followed by a photo session, tea and the departure of the faculty members of the Siliguri campus. 15 faculty members from SCSC and 25 from SCS were present physically for the programme. The programme also went live online via GMeet.



Concluding session



Group photo – Day 2

Special Responsibilities:

Facilitation: CS Chandan Gupta, Anirban Ghosh & Dr Terence Mukhia

Reports & Photographs: Shruti Chettri & Nawaneeta Subba

Logistics: Dhiren Newar & Sradha Pradhan