Salesian College
SONADA & SILIGURI

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

Table of Contents

Salesian College
SONADA & SILIGURI

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

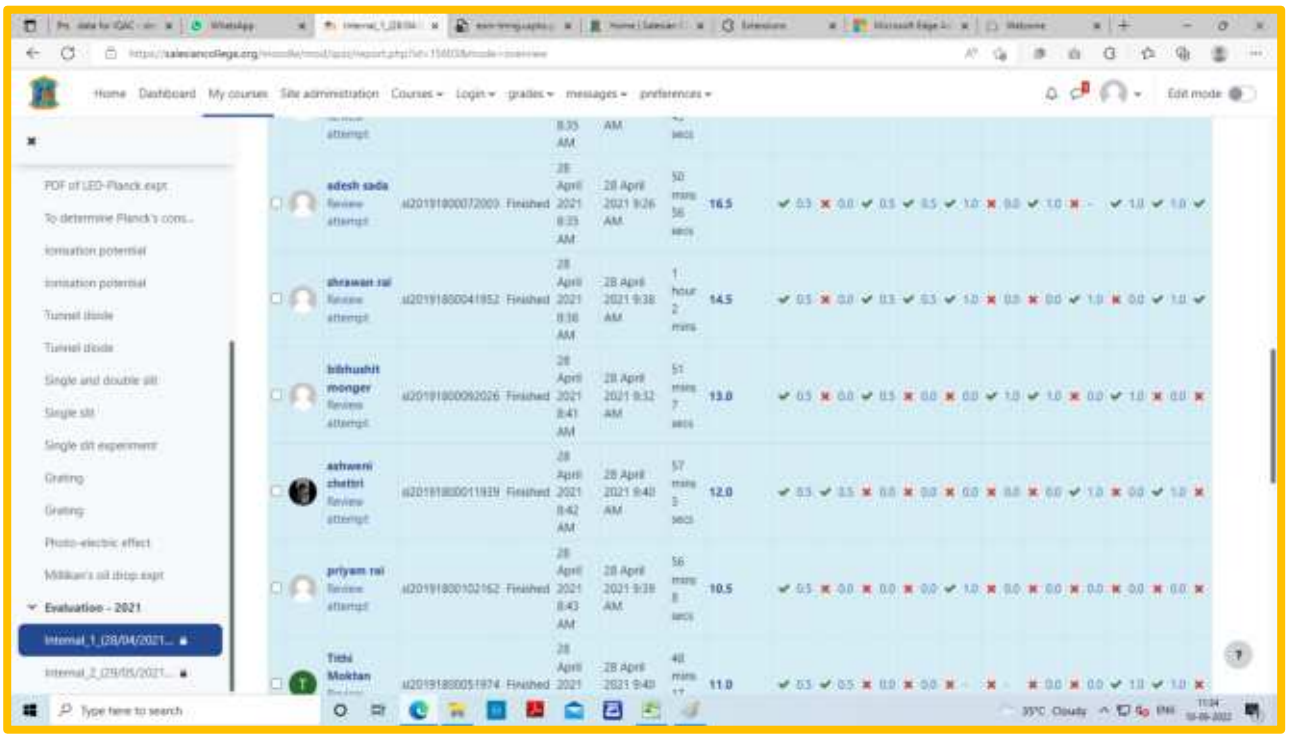
Additional Information

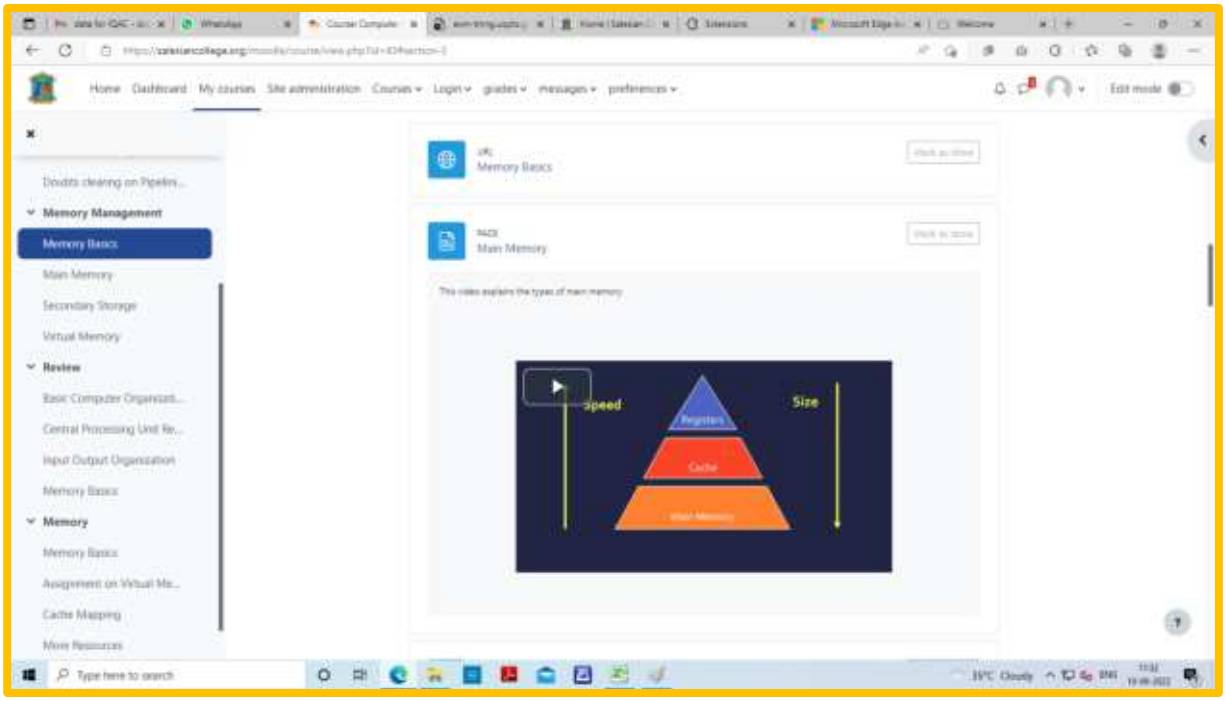
Sample IQAC Calendar July 2021 – December 2021

NATIONAL & INTERNATIONAL EVENTS:										
Session: July to December '2021										
No.	Months:	Event-1:	Event-2:	Event-3:	Event-4:		Event-5:	Event-6:	Event-7:	Total Events:
1	July	-		26th July: National PARENT'S Day.	-		-	-	-	2
2	August	12th August: International 'YOUTH' Day.	15th August: Independence Day.	19th August: World Photography Day.	21st August: World Senior Citizen Day.		26th August: Women's Equality Day.	29th August: National 'SPORTS' Day.	-	6
3	September	5th Sept: Teachers Day./ International Day of Charity.	8th Sept: International Literacy Day.	21st Sept: International Peace Day.	22nd Sept: "VERZOTTO MEMORIAL DAY".		24th Sept: NSS Day.	30th Sept: International Translation Day.	-	5
4	October	2nd October: Gandhi Jayanti	-	-	-		-	-	-	1
5	November	14th November: Children's Day.	24th November: National Law Day or National constitution Day.	-	-		-	-	-	2

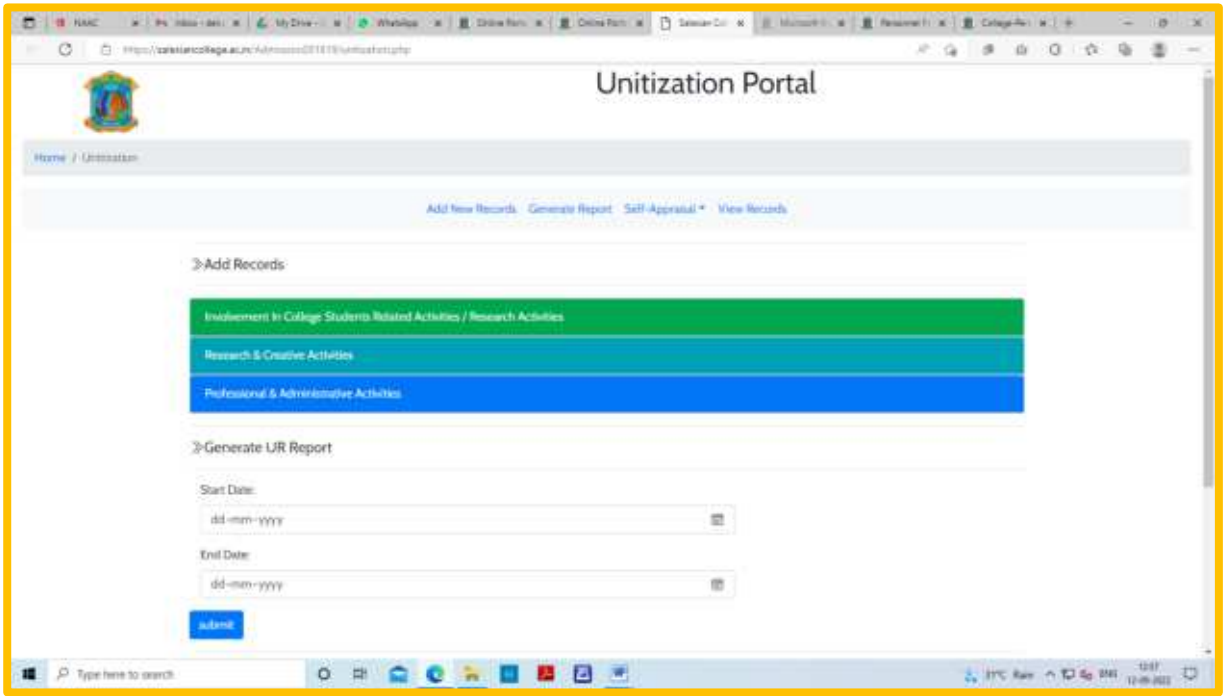
6	December	1st December: World Aids Day.	2nd December: National Pollution Control Day.	10th December: World Human Rights Day.	14th December: National Energy Conservation Day (India).	18th December The Minority Rights Day	23rd December: National Farmer's Day (India).	-	-	6
Total No. of Events										22

LMS Moodle Snapshots





Unitization Portal



Salesian College, Sonada

A Don Bosco Institution
NAAC Accredited A Grade (3rd Cycle)
& twice UGC Certified College with Potential for Excellence (CPE)

Event & Activities:

1	Title of the Event:	
2	Date:	
3	Time:	
4	Mode / Venue :	
5	Link:	
6	Total Number of Days:	
7	Organized by Dept/Cell/Club/Committee:	
8	In Collaboration with:	
9	Event Organizers:	
10	Faculty Incharge of the Event:	
11	Total Number of Participants:	
12	Total Number of Faculty Involved:	
13	Faculty Incharge of Report & Upload in ERP:	

The Faculty incharge of Report must submit the detailed reports, documents and geo tagged Photos of the events to the IQAC office within 2 days of the completion of the event and upload the reports in the College ERP.

Subhajit Paul

UR for:June 1, 2021 to June 30, 2021

Class Details

Subject	Date & Time	Duration	Type	Mode of Teaching	Class Type	Attendance	Description	Class Link	Remarks
Total No. Of Classes :38									
Real Analysis	Tue,June 1, 2021 08:40 AM 09:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:7 Absent :6 % Present :53.85	Example to find interior of a set	https://drive.google.com/file/d/1qKs3ivvkDu5AcUkD5Eu-gjpJtr8Qx8z_/view?usp=sharing	via G-Suite
Point Set Topology	Tue,June 1, 2021 11:10 AM 12:10 PM	1.00	Discipline Specific Elective	ICT	Theory	Students Enrolled:14 Present:4 Absent :10 % Present :28.57	Continuous functions in Metrizable spaces	https://drive.google.com/file/d/1kqOcTwyUjfbGqq9rn6H-h6-PNt_cyU_t/view?usp=sharing	via G-Suite
Real Analysis	Wed,June 2, 2021 09:40 AM 10:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:7 Absent :6 % Present :53.85	Negating a statement	https://drive.google.com/file/d/1-RLmlpg3PUF33x6G8o3kom_5ihcD5Lkl/view?usp=sharing	via G-Suite
Point Set Topology	Wed,June 2, 2021 11:10 AM 12:10 PM	1.00	Discipline Specific Elective	ICT	Theory	Students Enrolled:14 Present:3 Absent :11 % Present :21.43	Uniform convergence in Metrizable topology	https://drive.google.com/file/d/18Pe2kYmz_1U34klLjdgKlYJbRibkZr4s/view?usp=sharing	
Metric Spaces and Complex Analysis	Thu,June 3, 2021 08:40 AM 09:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:8 Present:7 Absent :1 % Present :87.50	Introduction to compactness	https://drive.google.com/file/d/1fGaOjs4xBexkwhSt7VqMedLKnTpJG3mD/view?usp=sharing	via G-Suite
Point Set Topology	Thu,June 3, 2021 09:40 AM 10:40 AM	1.00	Discipline Specific Elective	ICT	Theory	Students Enrolled:14 Present:5 Absent :9 % Present :35.71	Worked out examples in Metric Topology	https://drive.google.com/file/d/12b9U9efShCAHBCsVkoQEtAIL8y2wEc3-/view?usp=sharing	via G-Suite
Metric Spaces and Complex Analysis	Fri,June 4, 2021 08:40 AM 09:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:8 Present:7 Absent :1 % Present :87.50	Analogue of Heine-Borel theorem in Metric Spaces	https://drive.google.com/file/d/1RiqOsJvNgXLLTmZ3ZIm3yl-NfffyJHQc/view?usp=sharing	via G-Suite
Real Analysis	Fri,June 4, 2021 09:40 AM 10:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:6 Absent :7 % Present :46.15	Examples of interior of a set	https://drive.google.com/file/d/1YTJ2HmxU9WtJHWsZTEU7dX0uwl1pTw8i/view?usp=sharing	via G-Suite
Metric Spaces and Complex Analysis	Sat,June 5, 2021 11:10 AM 12:10 PM	1.00	Core Course	ICT	Theory	Students Enrolled:8 Present:6 Absent :2 % Present :75.00	Analogue of Heine-Borel theorem in Metric Spaces	https://drive.google.com/file/d/1_DmcqnH0VmTbaOCgq_NE09f3o3QaCvAt/view?usp=sharing	via Zoom
Real Analysis	Sat,June 5, 2021 08:40 AM 10:40 AM	2.00	Core Course	ICT	Theory	Students Enrolled:13 Present:5 Absent :8 % Present :38.46	Student presentation of the assignments	https://drive.google.com/file/d/1yG6ic6gjiDvKdTCkmEtBhyVP_fLGVr9e/view?usp=sharing	via G-Suite
Point Set Topology	Mon,June 7, 2021 11:10 AM 12:10 PM	1.00	Discipline Specific Elective	ICT	Theory	Students Enrolled:14 Present:4 Absent :10 % Present :28.57	Introduction to quotient topology	https://drive.google.com/file/d/1czfYpCDe2f-EtXS7D-5zNjeUUJk5ek_9/view?usp=sharing	via G-Suite
Real Analysis	Mon,June 7, 2021 08:40 AM 09:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:4 Absent :9 % Present :30.77	Introduction to open sets	https://drive.google.com/file/d/1QOSRpJK6ZqoZmGYVpTquWzbd9OAlgdT3/view?usp=sharing	via G-Suite
Real Analysis	Tue,June 8, 2021 08:40 AM 09:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:5 Absent :8 % Present :38.46	Examples of open sets; union of open sets is open	https://drive.google.com/file/d/1U-Jtk6j5Fonoyp5o4UUIPxe554ehRT2E/view?usp=sharing	via G-Suite
Point Set Topology	Tue,June 8, 2021 11:10 AM 12:10 PM	1.00	Discipline Specific Elective	ICT	Theory	Students Enrolled:14 Present:2 Absent :12 % Present :14.29	Quotient topology, Quotient space	https://drive.google.com/file/d/1d1IrDobxd2QFgsmwDvTfHfCku6NGXytY/view?usp=sharing	via G-Suite
Point Set Topology	Wed,June 9, 2021 11:10 AM 12:10 PM	1.00	Discipline Specific Elective	ICT	Theory	Students Enrolled:14 Present:4 Absent :10 % Present :28.57	Exercise given		
Real Analysis	Wed,June 9, 2021 09:40 AM 10:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:5 Absent :8 % Present :38.46	Behaviour of a collection of Open sets; Closed sets	https://drive.google.com/file/d/1J7XwpSzcLHsPk4nYra2Ad35VuqJ4q-RJ/view?usp=sharing	via G-Suite
Real Analysis	Fri,June 11, 2021 09:40 AM 10:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:5 Absent :8 % Present :38.46	Union, intersection of closed sets; Limit points	https://drive.google.com/file/d/1UD-E9jr7UWKpMqLM_S2oMJ_M8rZvZUV-/view?usp=sharing	via G-Suite
Metric Spaces and Complex Analysis	Fri,June 11, 2021 08:40 AM 09:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:8 Present:7 Absent :1 % Present :87.50	https://drive.google.com/file/d/18JCKOmb9J5kJ_HITfA6qIJGhj7jetBX/view?usp=sharing	https://drive.google.com/file/d/18JCKOmb9J5kJ_HITfA6qIJGhj7jetBX/view?usp=sharing	via G-Suite

Subhajit Paul

UR for:June 1, 2021 to June 30, 2021

Subject	Date & Time	Duration	Type	Mode of Teaching	Class Type	Attendance	Description	Class Link	Remarks
Metric Spaces and Complex Analysis	Sat,June 12, 2021 11:10 AM 12:10 PM	1.00	Core Course	ICT	Theory	Students Enrolled:8 Present:6 Absent :2 % Present :75.00	Sequential compactness	https://drive.google.com/file/d/1_ISVk7NOrJbc7zVFXjkSdhL73ft1nY2E/view?usp=sharing	via G-Suite
Point Set Topology	Sat,June 12, 2021 08:40 AM 09:40 AM	1.00	Discipline Specific Elective	ICT	Theory	Students Enrolled:14 Present:3 Absent :11 % Present :21.43	Quotient topology on subspaces	https://drive.google.com/file/d/1v2ahegYROj5VTui_KPZzXxPZm8YyHO_W/view?usp=sharing	via G-Suite
Point Set Topology	Mon,June 14, 2021 11:10 AM 12:10 PM	1.00	Discipline Specific Elective	ICT	Theory	Students Enrolled:14 Present:2 Absent :12 % Present :14.29	Connectedness - Motivation & definition	https://drive.google.com/file/d/1QYBoYz7xilbmbn74ghHPuMZdJikUHoYK/view?usp=sharing	via G-Suite
Real Analysis	Mon,June 14, 2021 08:40 AM 09:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:5 Absent :8 % Present :38.46	Discussion on exercises on closed sets	https://drive.google.com/file/d/1GyOBMaAWeNaFn7JdHsY47zWoSw50ZDlz/view?usp=sharing	via G-Suite
Real Analysis	Tue,June 15, 2021 08:40 AM 09:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:5 Absent :8 % Present :38.46	Limit Points; definition and equivalent definition	https://drive.google.com/file/d/1EtkRQbRcFOMMHNY9Q6LMVOGY09MJKbQO/view?usp=sharing	via G-Suite
Point Set Topology	Tue,June 15, 2021 11:10 AM 12:10 PM	1.00	Discipline Specific Elective	ICT	Theory	Students Enrolled:14 Present:2 Absent :12 % Present :14.29	Connectedness	https://drive.google.com/file/d/1yp7B18EupGTDHO5oeSqtC_7oOHDZ034q/view?usp=sharing	via G-Suite
Real Analysis	Wed,June 16, 2021 09:40 AM 10:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:4 Absent :9 % Present :30.77	Limit Points; relation between subsequential limits and limit points	https://drive.google.com/file/d/1zrsBNjgNkE1k7c5ZDqgMJ7K2Ux79KO4Y/view?usp=sharing	via G-Suite
Point Set Topology	Wed,June 16, 2021 11:10 AM 12:10 PM	1.00	Discipline Specific Elective	ICT	Theory	Students Enrolled:14 Present:3 Absent :11 % Present :21.43	Construction of connected spaces	https://drive.google.com/file/d/1LE8gotmcuEvYUKTObKMR2xWt4aiCMlef/view?usp=sharing	via G-Suite
Point Set Topology	Thu,June 17, 2021 09:40 AM 10:40 AM	1.00	Discipline Specific Elective	ICT	Theory	Students Enrolled:14 Present:3 Absent :11 % Present :21.43	Compactness	https://drive.google.com/file/d/19JFLmqEmNDNShVIselh5_OwHRKDIrcrH/view?usp=sharing	via G-Suite
Metric Spaces and Complex Analysis	Thu,June 17, 2021 08:40 AM 09:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:8 Present:7 Absent :1 % Present :87.50	Finite intersection property	https://drive.google.com/file/d/17nTsGnVqxRdnS4x8m7QxTBe7QdBogwyH/view?usp=sharing	via G-Suite
Metric Spaces and Complex Analysis	Fri,June 18, 2021 08:40 AM 09:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:8 Present:7 Absent :1 % Present :87.50	Continuous functions on compact spaces	https://drive.google.com/file/d/1WRRaPUAWMliCAN9IO0gxJGY9SSp8ledZ/view?usp=sharing	via G-Suite
Real Analysis	Fri,June 18, 2021 09:40 AM 10:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:5 Absent :8 % Present :38.46	Derived sets and closed sets	https://drive.google.com/file/d/1Wc3-DVEvVN6aB7R2XroMyQFFzeRaPN5J/view?usp=sharing	via G-Suite
Real Analysis	Fri,June 25, 2021 09:40 AM 10:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:6 Absent :7 % Present :46.15	Discussion on internal examination questions	https://drive.google.com/file/d/1U7p4uJdkEEGQZHeRgOA1uBir7JlH9aI1/view?usp=sharing	via G-Suite
Metric Spaces and Complex Analysis	Sat,June 26, 2021 08:40 AM 09:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:8 Present:8 Absent :0 % Present :100.00	Discussions on internal examination	https://drive.google.com/file/d/1mv3_81PTUeXzP8cNwTpxjH4Avv14H4CM/view?usp=sharing	via G-Suite
Point Set Topology	Mon,June 28, 2021 11:10 AM 12:10 PM	1.00	Discipline Specific Elective	ICT	Theory	Students Enrolled:14 Present:1 Absent :13 % Present :7.14	Sums on Connectedness	https://drive.google.com/file/d/1xCPCa3-uo9fKHjaahraOXMBMm4M4P6R4/view?usp=sharing	via G-Suite
Real Analysis	Mon,June 28, 2021 08:40 AM 09:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:5 Absent :8 % Present :38.46	Derived sets	https://drive.google.com/file/d/1BCqY-xEHsjklHtJfUf3rtuzwuI9H7grZ/view?usp=sharing	via G-Suite
Real Analysis	Tue,June 29, 2021 08:40 AM 09:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:5 Absent :8 % Present :38.46	Examples of derived sets	https://drive.google.com/file/d/1CGcXBG114DRkZEqbENe2qivaXcdQ5stW/view?usp=sharing	via G-Suite
Point Set Topology	Tue,June 29, 2021 11:10 AM 12:10 PM	1.00	Discipline Specific Elective	ICT	Theory	Students Enrolled:14 Present:2 Absent :12 % Present :14.29	Finite intersection property and Heine-Borel theorem	https://drive.google.com/file/d/1_Ml3XShJ9r_Zvlo6x7aKpw_ouJMpgK98/view?usp=sharing	via G-Suite
Real Analysis	Wed,June 30, 2021 09:40 AM 10:40 AM	1.00	Core Course	ICT	Theory	Students Enrolled:13 Present:3 Absent :10 % Present :23.08	Example of derived sets	https://drive.google.com/file/d/1eB_HYaDPd13uAth2MSMlTuokWnEdTfTn/view?usp=sharing	via G-Suite

Subhajit Paul

UR for:June 1, 2021 to June 30, 2021

Subject	Date & Time	Duration	Type	Mode of Teaching	Class Type	Attendance	Description	Class Link	Remarks
Point Set Topology	Wed,June 30, 2021 08:40 AM 09:40 AM	1.00	Discipline Specific Elective	ICT	Theory	Students Enrolled:14 Present:2 Absent :12 % Present :14.29	Extreme value theorem and Lebesgue number	https://drive.google.com/file/d/1WhfeNcpl5DeEphdnDKp75dB8QiV7iROO/view?usp=sharing	via G-Suite
	Total No Of Hours : 39								

Research & Creative Activities

Date	Description

Professional & Administrative Activities

Date	Description	
Count :4		
Sun June 6, 2021	Publication	Title: Preparation of Question paper: MTMH - Paper VII (1+1+1 system) Publisher:
Mon June 7, 2021	Publication	Title: Preparation of question papers: MATHGE 5 Publisher:
Wed June 9, 2021	Other Activities	Details: Preparing self-appraisal report and compilation of departmental appraisal reports
Tue June 22, 2021	Committee / Cell Assignments	Details: Panel member for the faculty recruitment

College Activities

Date	Description	
Count :7		
Thu June 10, 2021	Administrative Responsibilities	Details: Appraisal meeting for the Department
Fri June 18, 2021	Examination and evaluation duties	Details: Setting up question papers
Sat June 19, 2021	Examination and evaluation duties	Details: Setting up question papers
Wed June 23, 2021	Examination and evaluation duties	Details: Evaluation of answer-scripts
Thu June 24, 2021	Examination and evaluation duties	Details: Evaluation of answer-scripts
Fri June 25, 2021	Examination and evaluation duties	Details: Evaluation of answer-scripts
Wed June 30, 2021	Administrative Responsibilities	Details: HB&C meeting

Co-Curricular Organised

Date	Title	Report Uploaded

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.

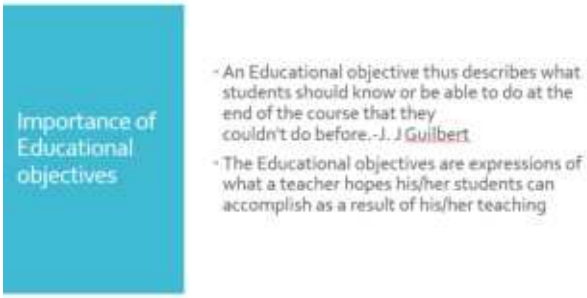
Mr. Dhirodatta Subba, Dean, Sciences, Siliguri Campus then laid out the plan for the day. He further mentioned that the FDP would be conducted in phases to address many aspects of the teaching-learning process that are part of the New Education Policy.

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.

Slide-1

Slide-2

Slide-3



Slide-4

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

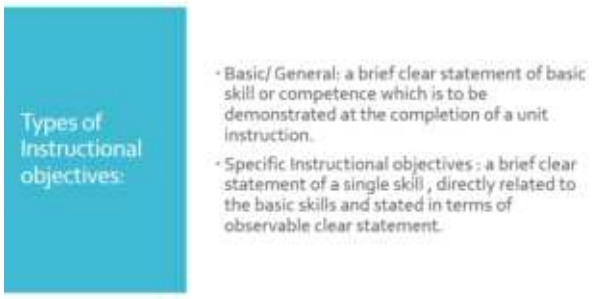
Slide-5

Slide-6

Slide-7

Slide-8

Slide-9



Slide-10

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.

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

Stating Objectives

↓

Selecting Learning Experiences

↓

Organising Learning Experiences

↓

Evaluation

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)

Slide-7

REVISED BLOOM'S TAXONOMY

Slide-8

Learning Objectives *vs* Learning Outcomes

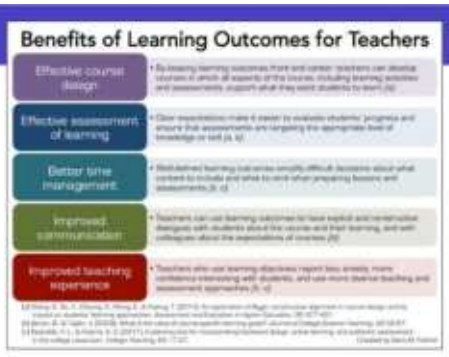
- ***Learning objectives***, for example, may outline the material **the *INSTRUCTOR* intends** to cover in the course / Program or the disciplinary questions the class will address. **Known as IN-PUTS.**

- **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



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*

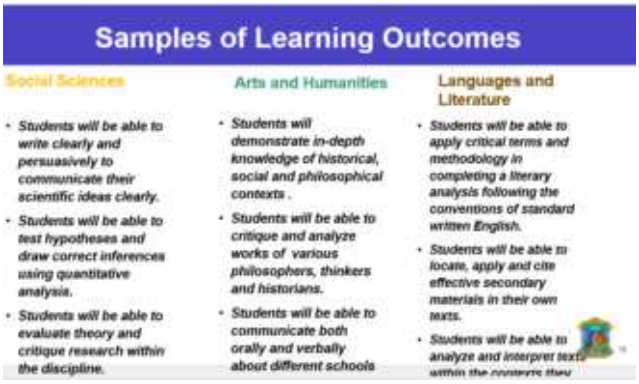
Mathematics

- *Students will be able to articulate the rules that govern a symbolic system.*
- *Students will be able 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.*

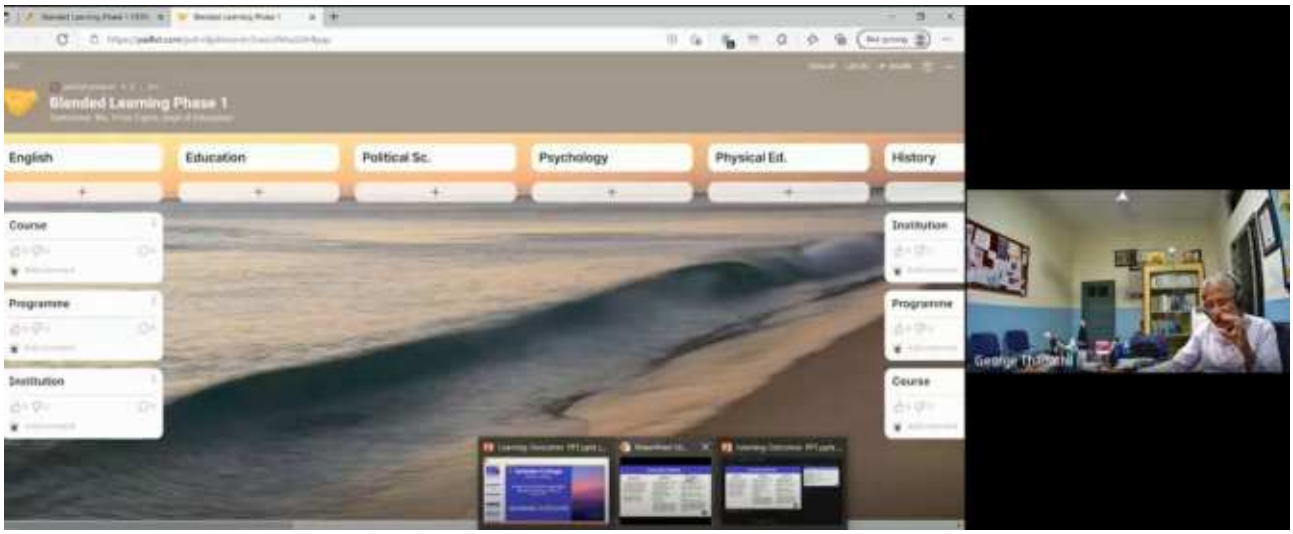
Slide-11



Slide-12

Slide-13

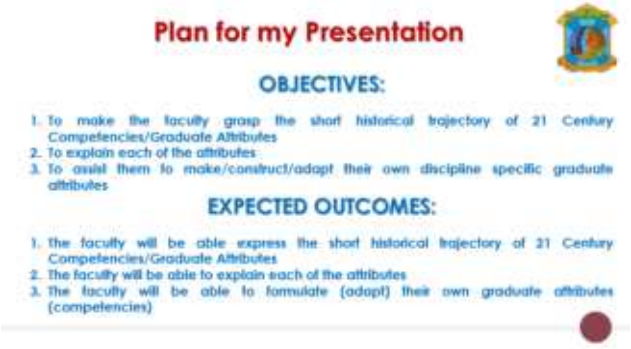
Meanwhile, Mr. Patric Johnson, Dean of Commerce and Management studies as well as Vocational studies, assisted in setting up Padlet app for participants to post their discussion points, queries and observations. Faculty utilized the lunch break also to post in the site.



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



Slide-2

Slide-3

Slide-4

Slide-5

Slide-6

Slide-7

Slide-8

Slide-9

Slide-10

Slide-11

Slide-12

Slide-13

Slide-14

Slide-15

Slide-16

Slide-17

Slide-18

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

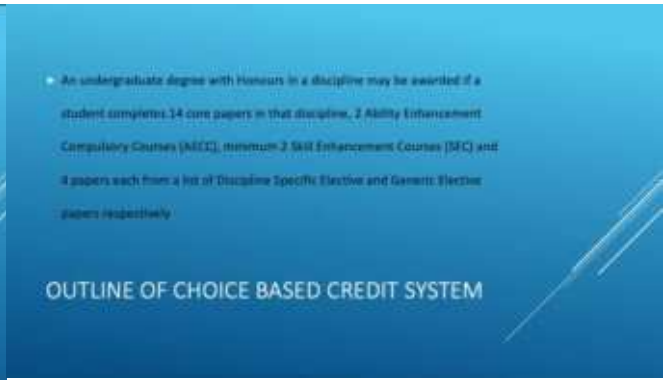
Meet Link: https://meet.google.com/fic-zmwu-qxf

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.

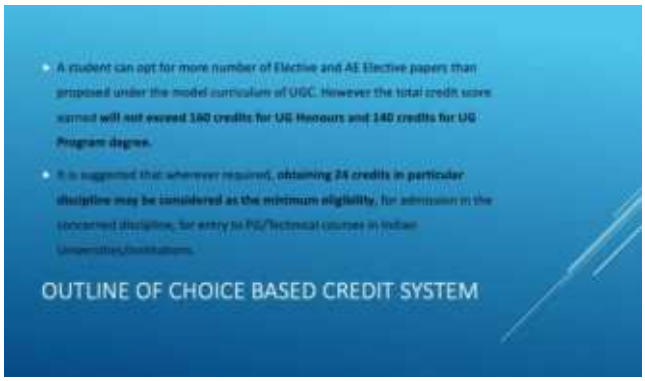
Mr. Dhirodatta Subba, Dean, Sciences, Siliguri Campus, then explained the schedule of the program and the topics that would be addressed, laying emphasis on the importance of interaction as this was a group learning process.

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.

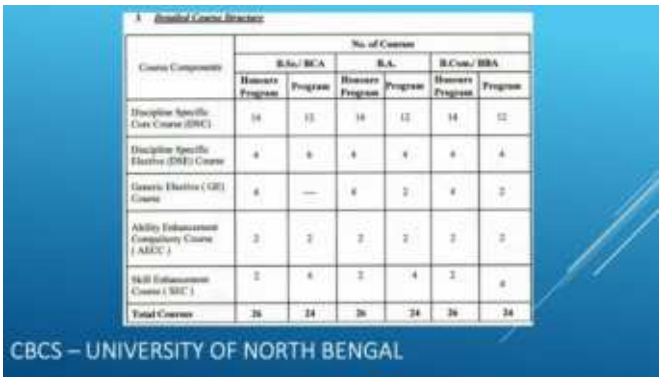
Slide-1



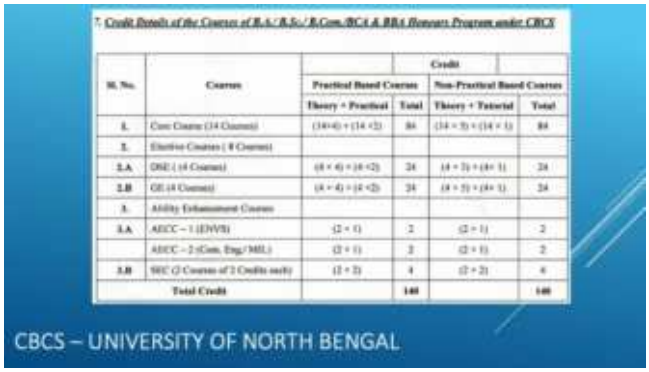
Slide-2



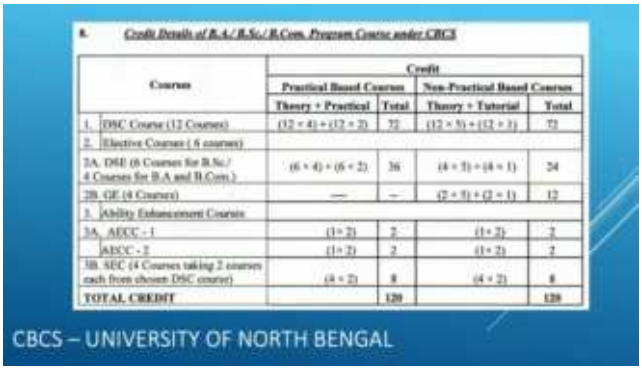
Slide-3



Slide-4

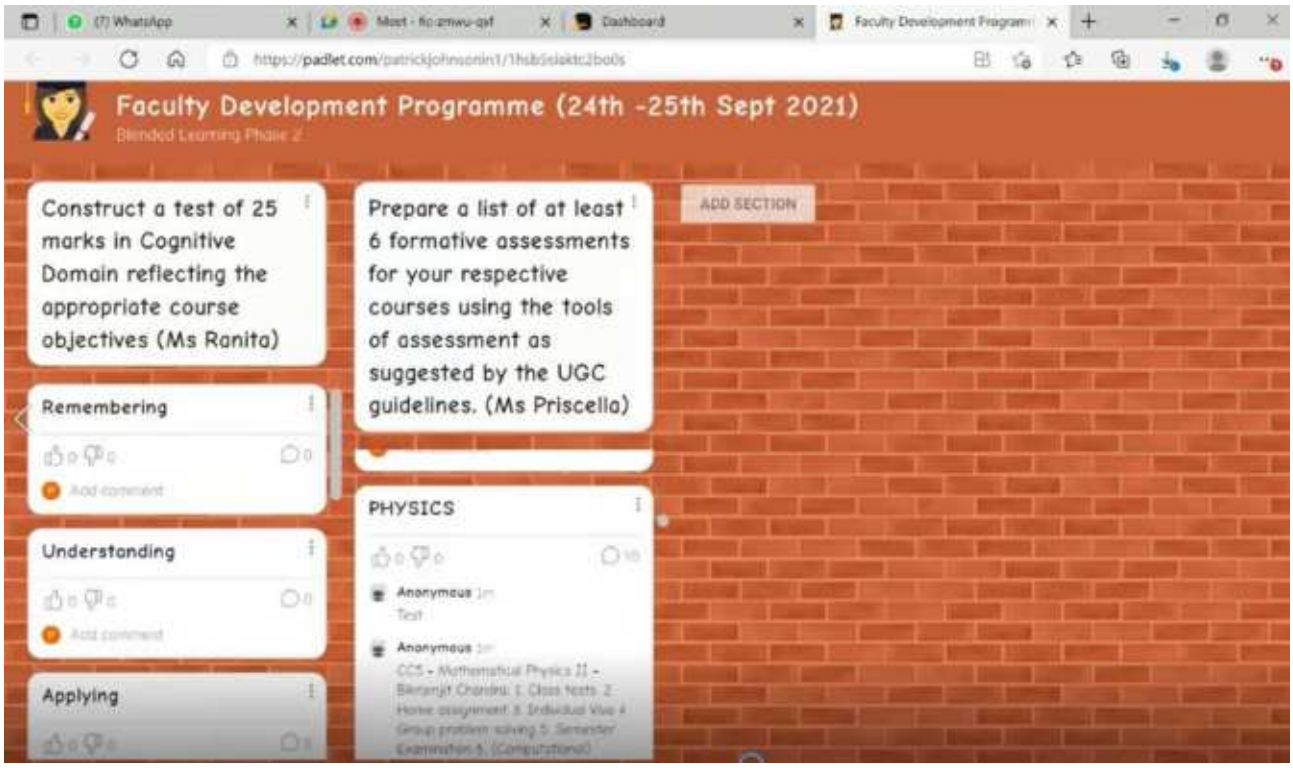


Slide-5

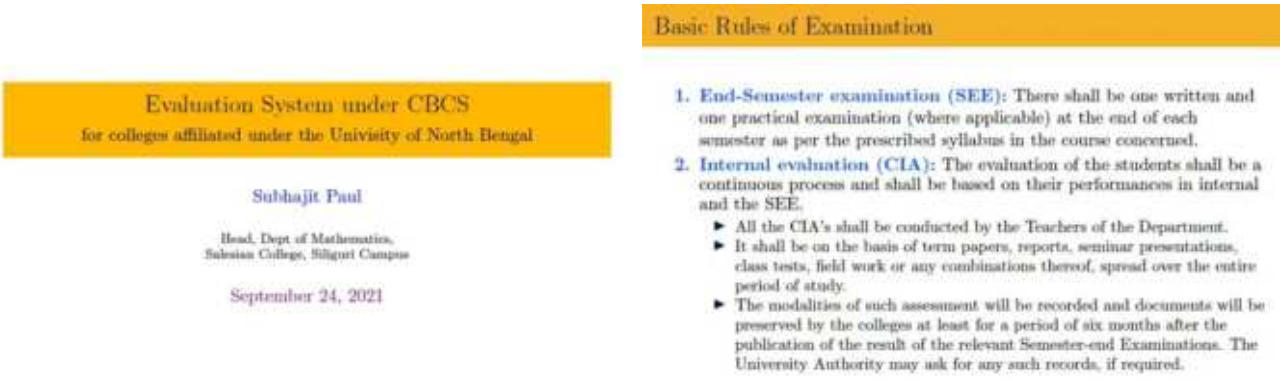


Slide-6

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



Slide-7



Slide-8

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).

Slide-9

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).

Slide-10

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.

Slide-11

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-12

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-13

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-14

Results

1. The final result of a candidate shall be determined on the basis of CGPA.
2. 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.
   - Credit, Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) will be computed.
3. The Grade Card of a Semester shall be issued only after completion of that semester.

Slide-15

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**	$\sum C \times g$

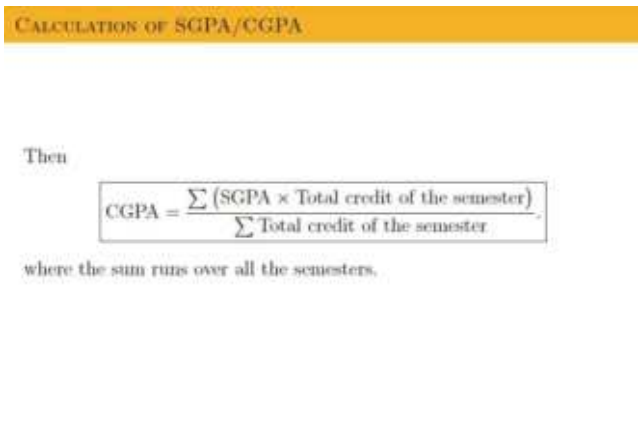
$$\text{SGPA} = \frac{\sum(C \times g)}{\sum C},$$

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

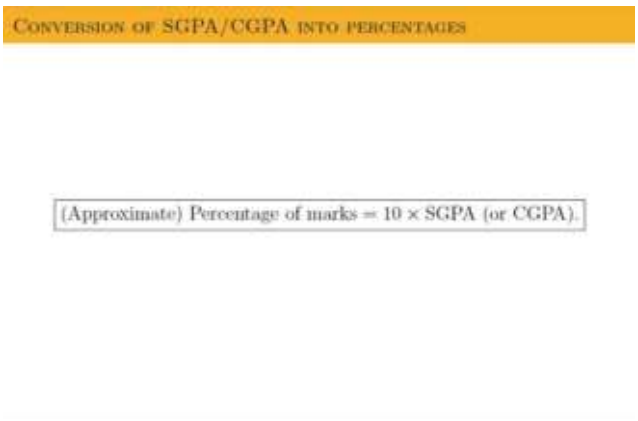
$$\text{CGPA} = \frac{\sum(C \times g)}{\sum C},$$

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

Slide-16



Slide-17



Slide-18

Slide-19

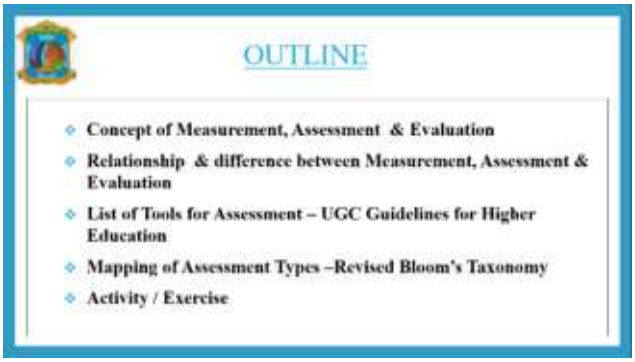
This was a productive session as a number of new faculty were not familiar with the system when they joined the institution.

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

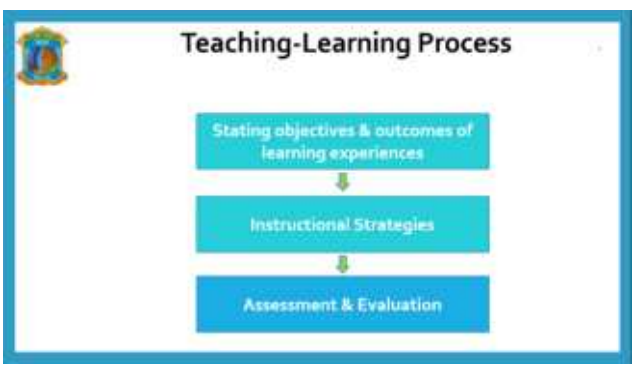
Overall, it was a reminder about the system that our University is following in academics.

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.

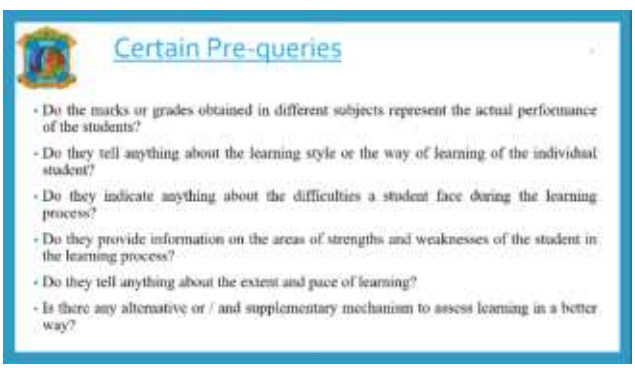
Slide-1



Slide-2



Slide-3



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 use 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.

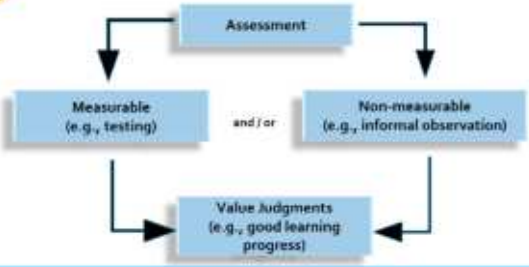
Slide-5

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 use 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

- PLACEMENT EVALUATION
- FORMATIVE EVALUATION
- DIAGNOSTIC EVALUATION
- SUMMATIVE EVALUATION

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.

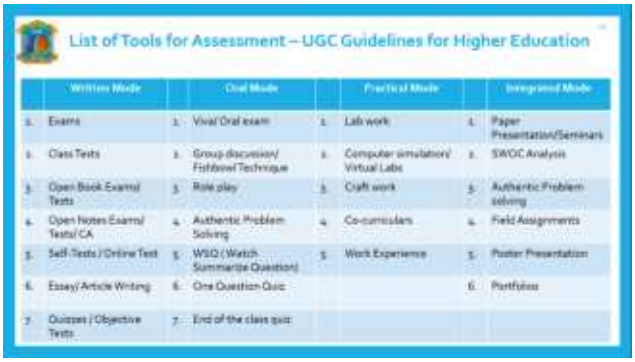
In this, 65 marks is a measurement indicator, like above average performance, identification of area of improvement comes under assessment and judgment of his performance in relation to half-yearly examination is evaluation.

Slide-13

Differences between Assessment & Evaluation

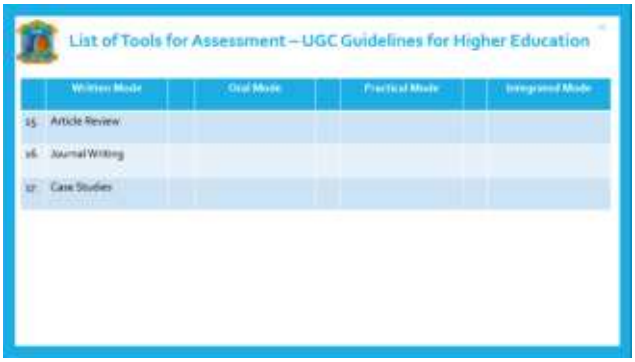
BASIS FOR COMPARISON	ASSESSMENT	EVALUATION
Meaning	Assessment is a process of collecting, reviewing and using data, or the purpose of improvement in the current performance.	Evaluation is described as an act of passing judgement on the basis of set of standards.
Nature	Diagnostic	Judgmental
What it does?	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

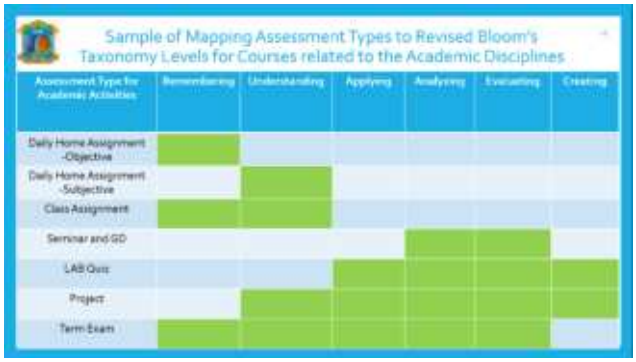


Slide-15

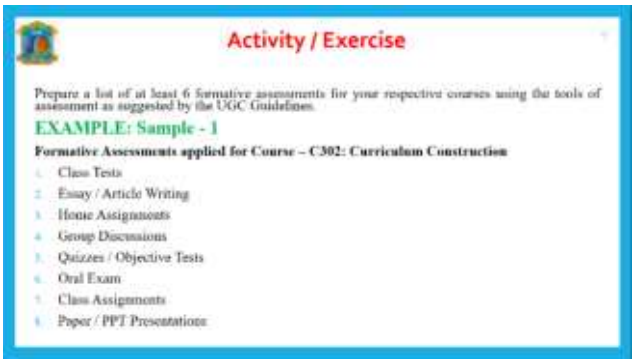
Slide-16



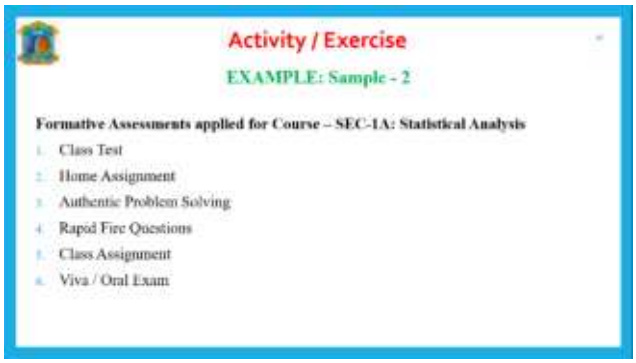
Slide-17



Slide-18



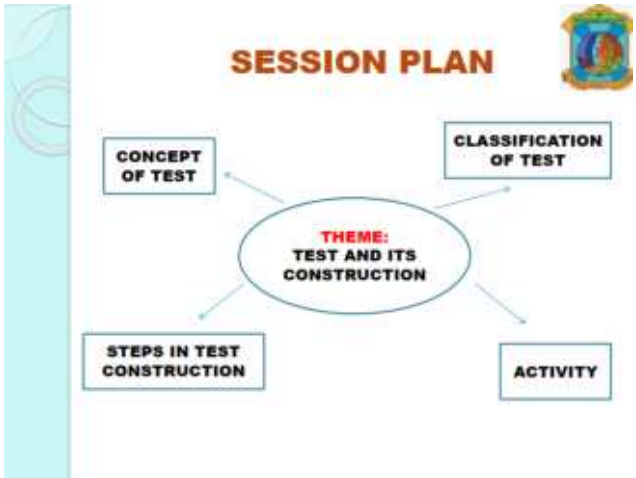
Slide-19



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.

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.

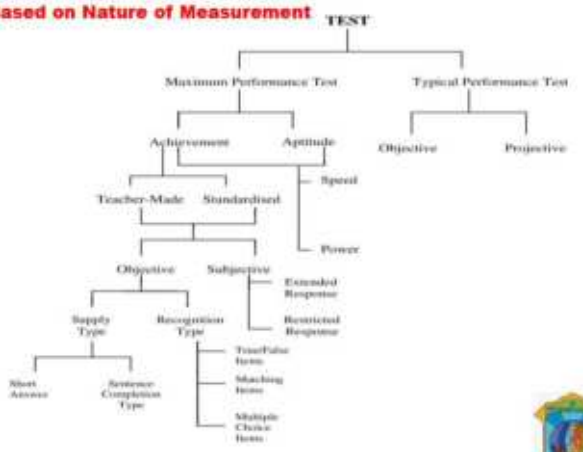
Slide-3

CLASSIFICATION

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

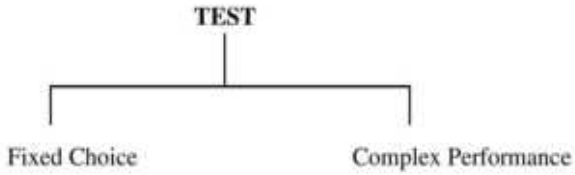
Slide-4

Based on Nature of Measurement



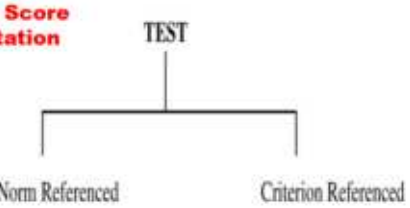
Slide-5

Based on Format of Test



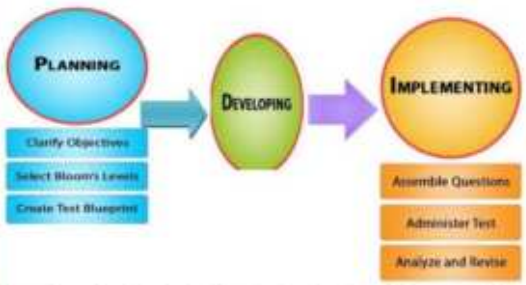
Slide-6

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/331442

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

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

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

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

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

Test Blue Print (Preparation)

Slide-14

EDUCATION (HONOURS)

PAPER CODE /TITLE: CC4 / Educational Evaluation and Statistics
SEMESTER: 2nd (Uiii) YEAR: 2021
FULL MARKS: 80
ASSESSMENT TYPE: Valedictory Examination (Summative)
QUESTION TYPE: Subjective
WEIGHTAGE: VS - Very Short (1mks); S - Short (3mks); L - Long (12mks)
1 - 5 questions from each unit

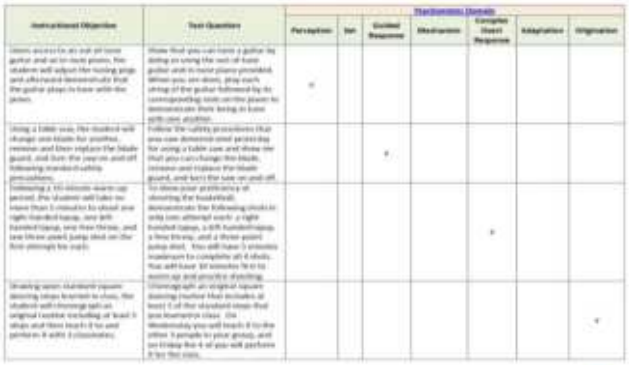
BLUEPRINT (COGNITIVE DOMAIN)

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				1	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 education	1			1	1					1								1	6
Unit 4: Evaluation Process	To develop ideas regarding the process of evaluation							1			1			1						3
TOTAL		2			2	2	1	2	1		2	1		1					1	18

Instructional Objective	Test Question	Affective Domain				
		Receiving	Responding	Valuing	Organization	Characterization by Value or Value Complex
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.	x				
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.			x		
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.					x

Source: Created by Kevin Moberg, Department of Language & Literature and Teacher Education, Dickenson State University.
https://www.clemson.edu/otei/documents/Teaching%20Review%20Resources/Test_Blueprint_Guide_final.pdf

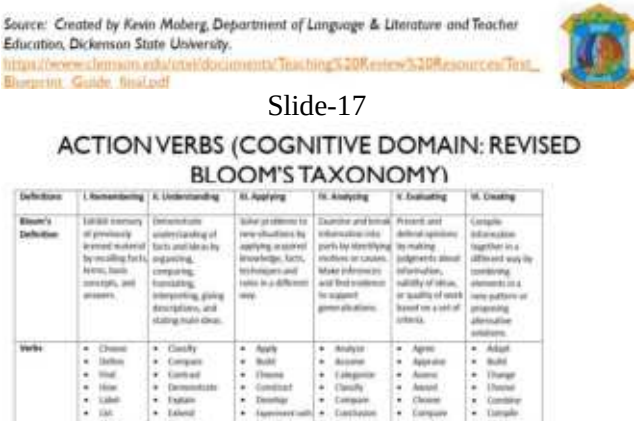
Slide-15



Source: Created by Kevin Moberg, Department of Language & Literature and Teacher Education, Dickenson State University.
https://www.clemson.edu/otel/documents/Teaching%20Review%20Resources/Test_Blueprint_Guide_final.pdf

Slide-16

Slide-17



Slide-18

Slide-19

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-20

Slide-21

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

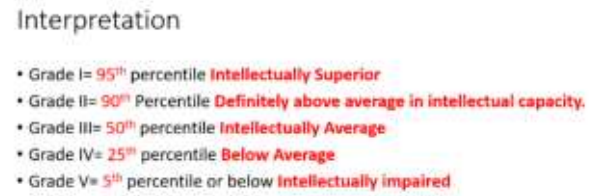
Slide-3

Slide-4

Slide-5

Slide-6

Slide-7



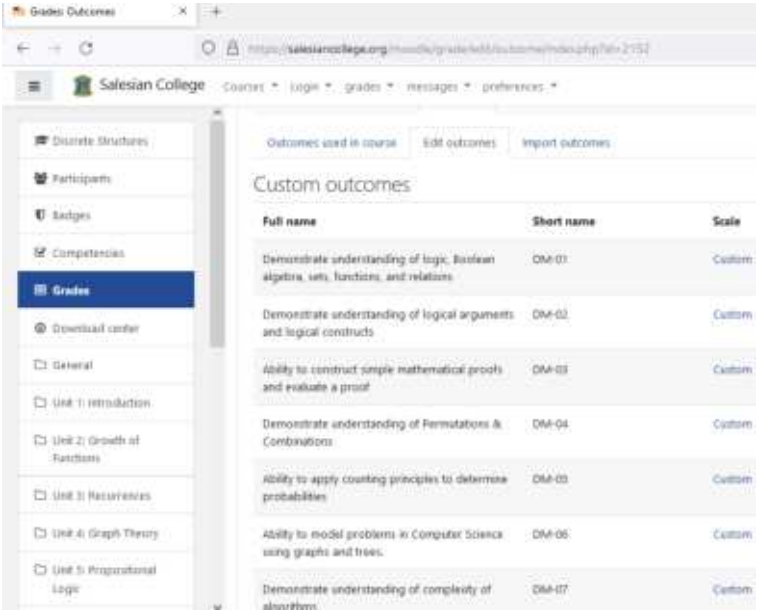
Slide-8

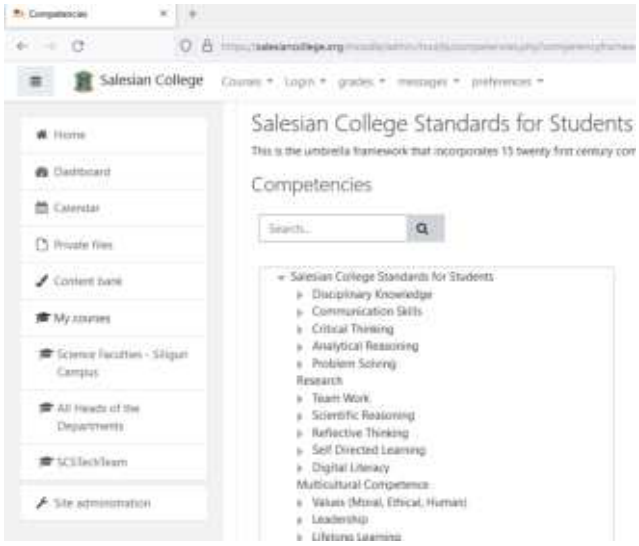
After she was done introducing the concepts, faculty were subjected to a fairly involved test which was amusing and interesting to participate, and difficult at times to answer. Finally, we could tally the correct answers we had given individually and depending on the grade, we could assess our own intellectual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

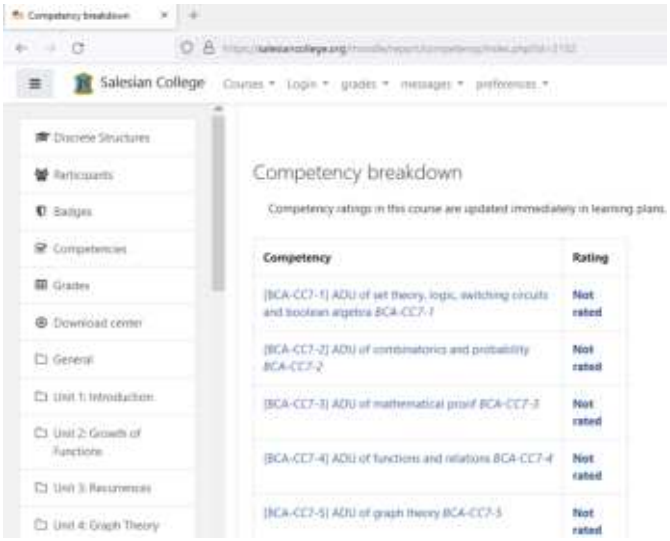
Post lunch we moved on to the next session which was on the introduction to implementation of concepts learnt in Phase-I in our institution Learning Management System (LMS). This was conducted by Mr. Dhirodatta Subba, Dean, Sciences, Siliguri Campus.

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.





Competency framework



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 progamme was invocated 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

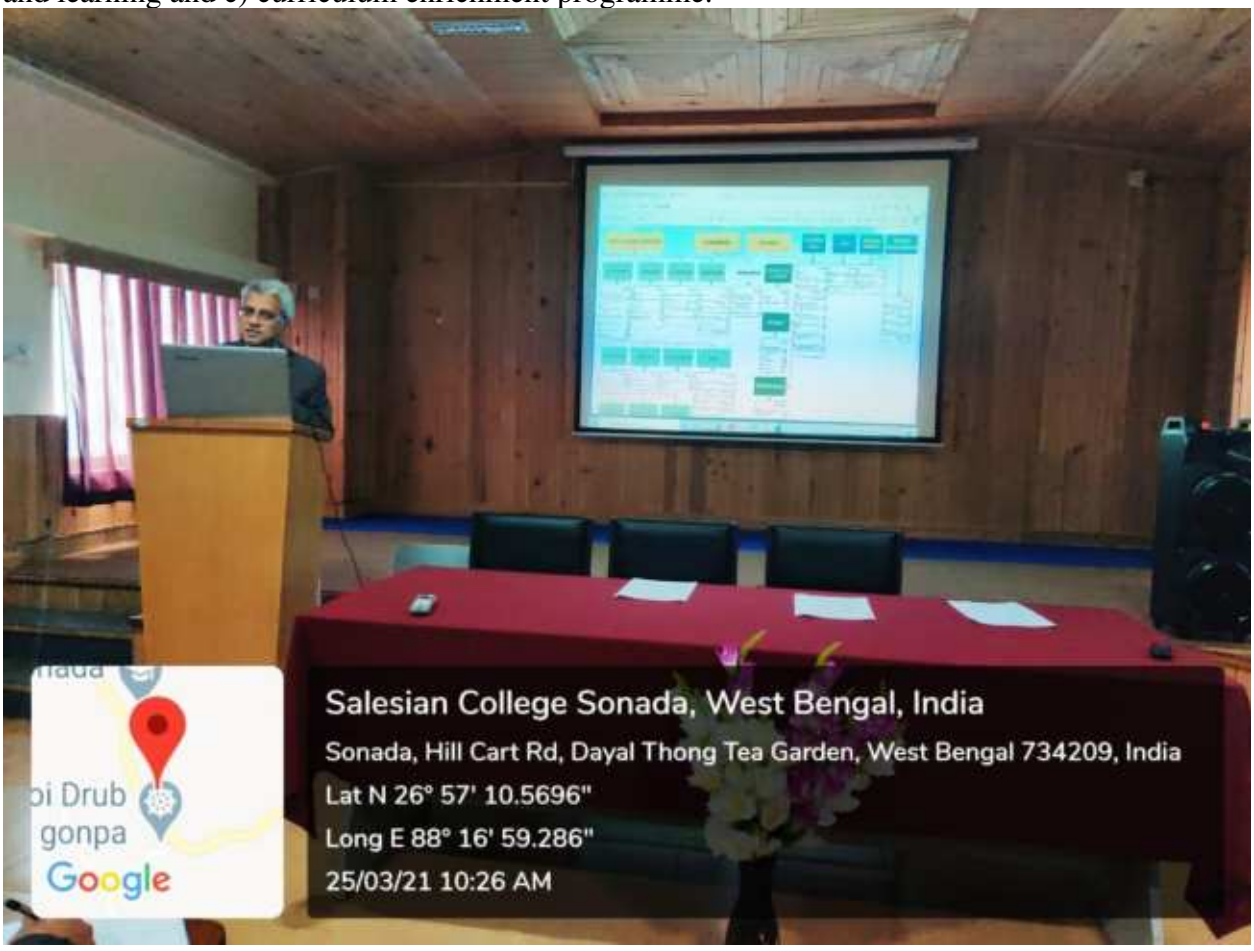
Day two of the FDP held in Sonada.

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

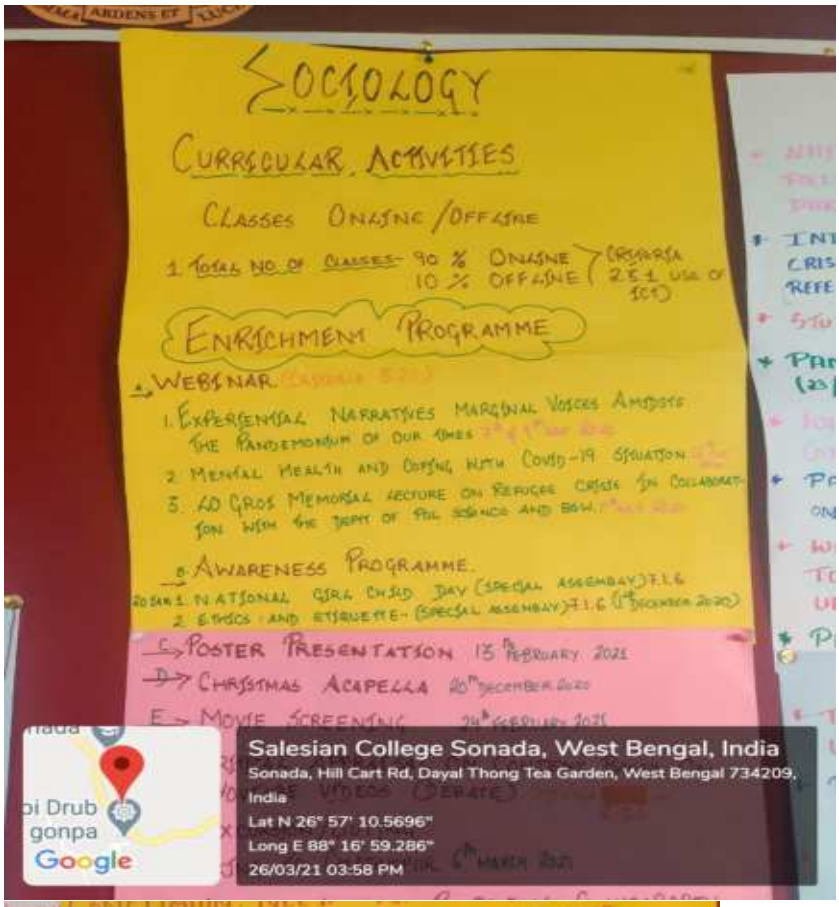
Session – III

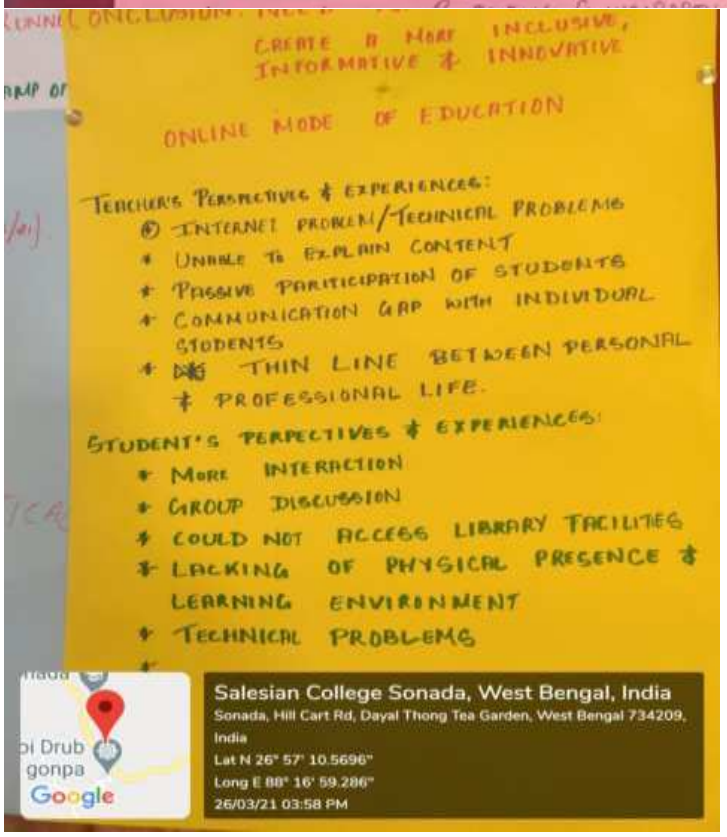
- Evaluation of odd semester (contd)
- Post lunch, each department presented their analysis and evaluations on the online and blended modes of teaching. The various departments summed up the problems and prospects of the semester gone by in relation to their curriculum framework.

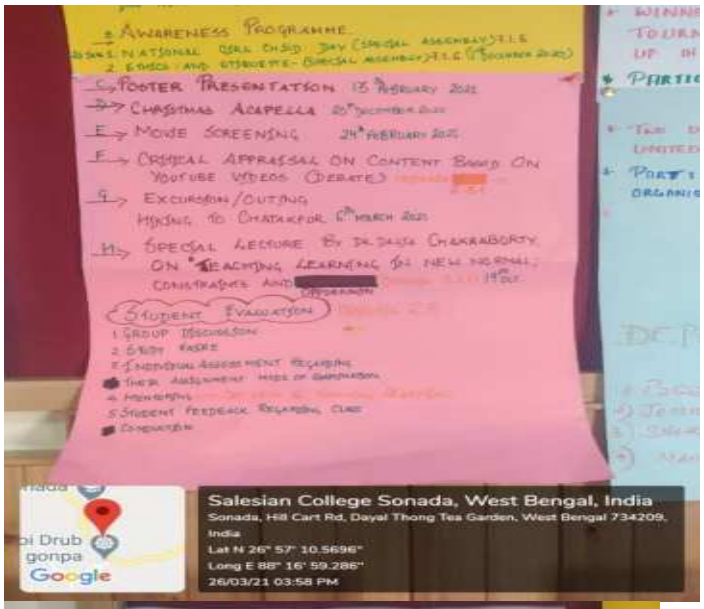
Evaluation made by the faculty members

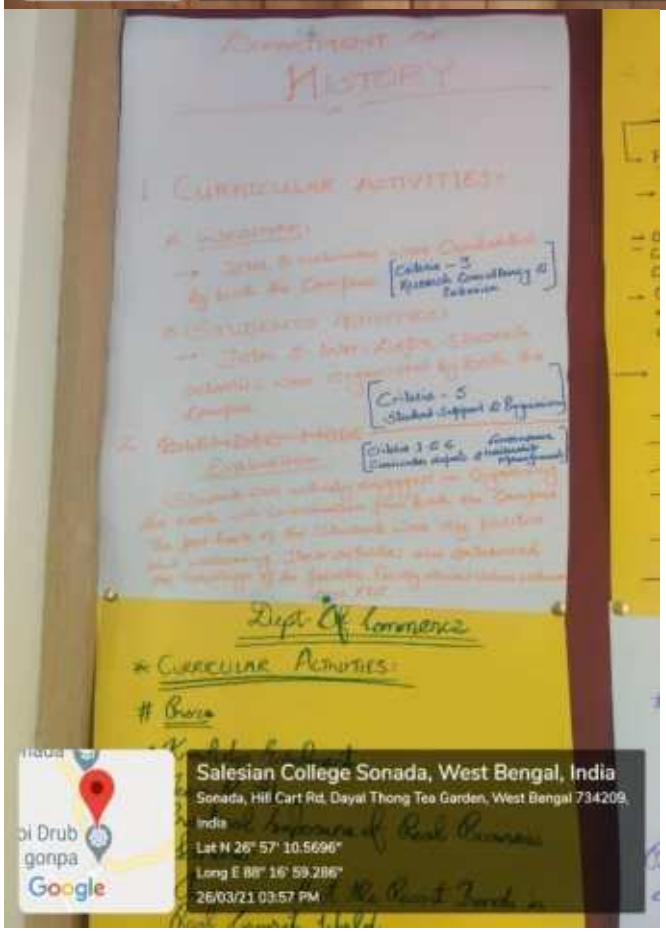
- 

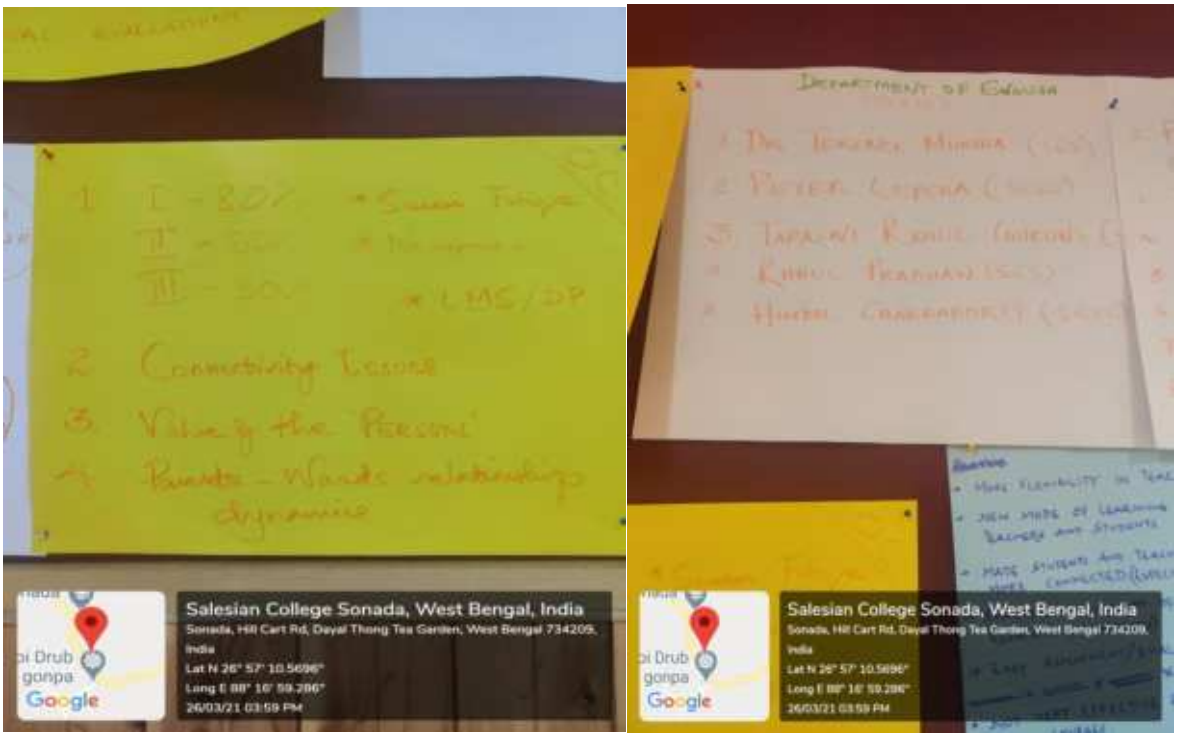

Faculty members presenting their evaluation and analysis


SOCIOLOGY
CURRICULAR ACTIVITIES
CLASSES ONLINE / OFFLINE
1. TOTAL NO OF CLASSES: 90 % ONLINE
10 % OFFLINE
ENRICHMENT PROGRAMME
WEBINAR
1. EXPERIENTIAL NARRATIVES MARGINAL VOICES AMIDST THE PANDEMONIUM OF OUR TIMES
2. MENTAL HEALTH AND COPING WITH COVID-19 SITUATION
3. AD GROS MEMORIAL LECTURE ON REFUGEE CRISIS IN COLLABORATION WITH THE DEPT OF POL SCIENCE AND BSW.
AWARENESS PROGRAMME.
1. NATIONAL GIRL CHILD DAY (SPECIAL ASSEMBLY)
2. ETHICS AND ETIQUETTE (SPECIAL ASSEMBLY)
C POSTER PRESENTATION 15th FEBRUARY 2021
D CHRISTMAS ACAPELLA 20th DECEMBER 2020
E MOVIE SCREENING
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"
26/03/21 03:58 PM
Google


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 PERPECTIVES & EXPERIENCES:
MORE INTERACTION
GROUP DISCUSSION
COULD NOT ACCESS LIBRARY FACILITIES
LACKING OF PHYSICAL PRESENCE & LEARNING ENVIRONMENT
TECHNICAL PROBLEMS
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"
26/03/21 03:58 PM
Google


AWARENESS PROGRAMME
POSTER PRESENTATION 15 FEBRUARY 2021
CHRISTMAS ACAPELLA
MOVIE SCREENING
CRITICAL APPRAISAL ON CONTENT BASED ON YOUTUBE VIDEOS (DEBATE)
EXCURSION/OUTING
SPECIAL LECTURE BY DR. SAJIA CHAKRABORTY
STUDENT EVALUATION
1. GROUP DISCUSSION
2. STUDY PAPER
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"
26/03/21 03:58 PM
Google


HISTORY
CURRICULAR ACTIVITIES
Criteria - 3
Criteria - 5
Dept. Of Commerce
CURRICULAR ACTIVITIES:
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"
26/03/21 03:57 PM
Google



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.


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"
26/03/21 10:22 AM
gonpa
Google

- 
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"
26/03/21 10:44 AM
Google
- 
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"
26/03/21 11:00 AM
Google

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.


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"
26/03/21 02:38 PM
Google


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"
26/03/21 02:38 PM
Google


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"
26/03/21 02:41 PM
Google


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"
26/03/21 02:42 PM
Google

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 otcome 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

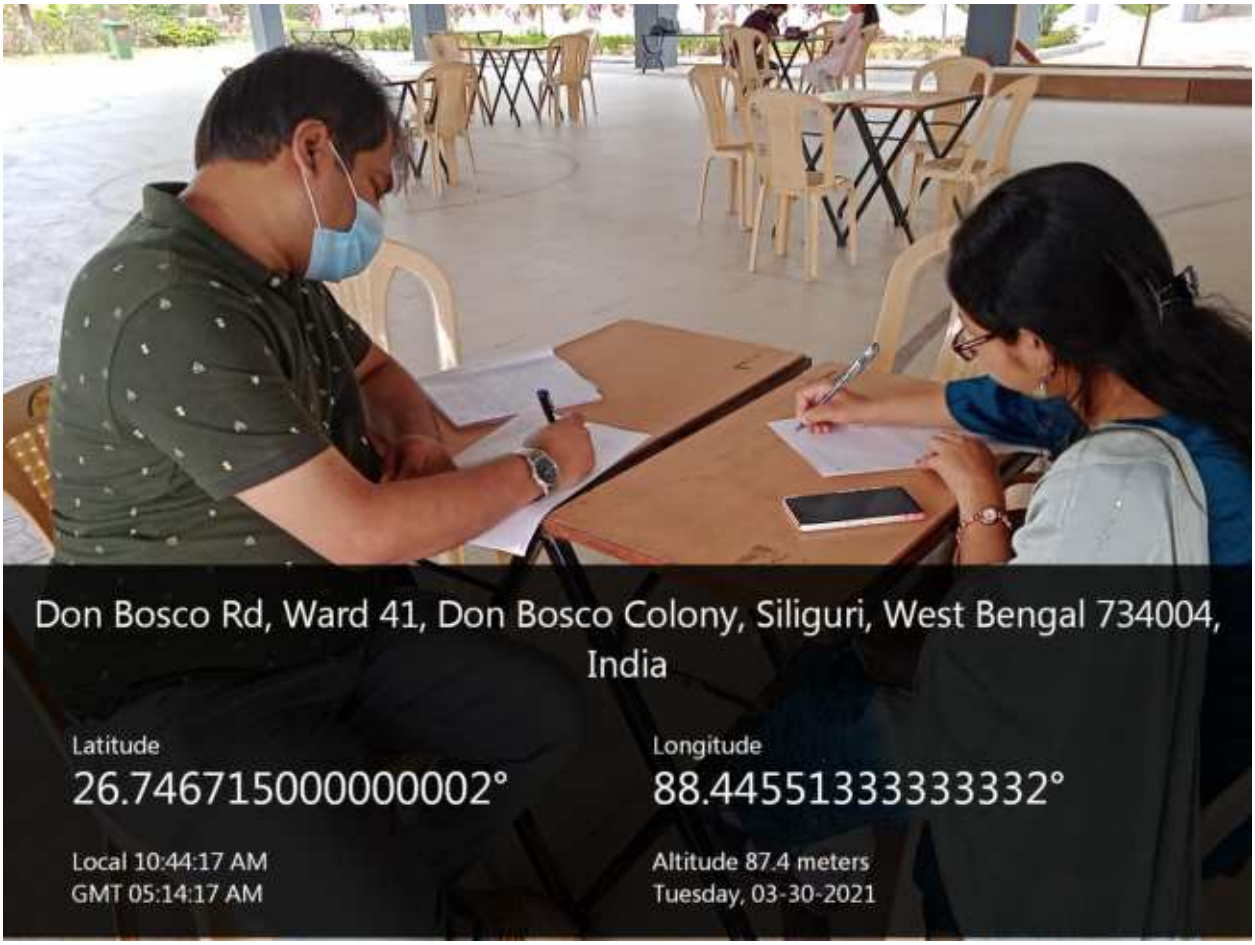
Salesian College Siliguri

Faculty Training & Development Programme on Outcome Based Teaching, Learning and Evaluation (OBTLE)

30 March 2021

A Faculty Training & Development Programme on OBTLE (Outcome Based Teaching, Learning and Evaluation) was organized on 30th March by the Salesian College authority at Siliguri Campus. The programme emphasized evaluating the last semester's activities and to make a concrete strategy for the upcoming semesters, 2021 based on OBTLE. The program started at 9:00 AM in AV Hall, Salesian College, Siliguri Campus. It was formally inaugurated by Fr. (Dr.) George Thadathil (Principal, Salesian College) with a prayer and followed by a short lecture on the purpose of the programme. He congratulated everyone for the efficient functioning of the college within the Covid pandemic related restrictions and encouraged an accurate evaluation and planning for facing the challenges in the upcoming academic year.

After the inaugural lecture, Mr. Peter Lepcha (Dean, Arts & Humanities, Salesian College, Siliguri) explained the process and system of evaluation and instructed every department to sit and make the evaluation report as well as strategies in a documented form. The respective departments along with the faculty members dispersed to brainstorm and formulate the events and activities for the upcoming semesters as well as evaluate the previous semester performance. After the active participation of the faculty members, all the departments came up with an elaborate report of evaluation and planning.



The Second Session of the program started at 11:45 AM after a short tea break, one representative from each department presented the detailed evaluation and planning report respectively. Within a limited time frame, all the departments shared their achievements and challenges in the last semester elaborately and presented their evaluation based strategies for the academic year 2021. This was followed by a presentation on Service Learning and OBTLE for providing a proper understanding of the same by Ms. Arunima Bhowmick (Assistant Professor, Dept. of Sociology, Salesian College, Siliguri)

In the third session, all the three streams (Arts, Commerce and Science) of the college discussed their planning for forthcoming even semester in clubs, cells, deanery and college level. They made their plans for the entire academic year of 2021-22. After the discussion, representatives of all the three streams presented their proposed planning one by one and asked for inputs and suggestions.

The fourth and final Session was a Concluding Session and it was conducted by Fr. (Dr.) George Thadathil in the Killian House at around 3:00 PM. In a short speech, he asked for personal and professional commitments for the year from all the respective faculties. He allowed all the participants to talk about their planning or commitments for the forthcoming year.

The Deans and Program Coordinators also shared their views, observations and feedback regarding the program. Fr. Principal in his very short concluding lecture talked about the importance of commitments and encouraged everyone for fulfilling their promises and commitments.

The programme concluded at around 4:00 PM with some light-hearted moments comprising of group photo and tea session.

Don Bosco Rd, Ward 41, Don Bosco Colony, Siliguri, West Bengal 734004, India

Latitude
26.746943°

Longitude
88.4451411°

Local 04:11:40 PM
GMT 10:41:40 AM

Altitude 84.9 meters
Tuesday, 03-30-2021

Salesian College, Sonada

A Don Bosco Institution
NAAC Accredited A Grade (3rd Cycle)
& twice UGC Certified College with Potential for Excellence (CPE)

Event & Activities:

1	Title of the Event:	Research Scholars' Workshop (RSW)
2	Date:	8th November '2021
3	Time:	9:00 am to 3:00 pm
4	Mode / Venue :	Research Centre, Sonada Campus
5	Link:	Offline.
6	Total Number of Days:	1 Day
7	Organized by Dept/Cell/Club/Committee:	Research & Publication Cell.
8	In Collaboration with:	N/A
9	Event Organizers:	Fr. Tomy Augustine (Rector, SCS)
10	Faculty Incharge of the Event:	Dr. Terence Mukhia (Dean of Arts & Humanities.
11	Total Number of Participants:	30
12	Total Number of Faculty Involved:	2
13	Faculty Incharge of Report & Upload in ERP:	Mr. Dhiren Newar (IQAC Secretary)

The Faculty incharge of Report must submit the detailed reports, documents and geo tagged Photos of the events to the IQAC office within 2 days of the completion of the event and upload the reports in the College ERP.

REPORT

RESEARCH SCHOLARS' WORKSHOP
08 November '2021

Research Scholars' Workshop was held on 8 November 2021 in the newly inaugurated Research and Publication centre. The resource persons for the workshop were Prof. Irshad Ahmed, Prof. G.N. Roy and Fr. Prof. George Thadathil.

The first session consisted of a talk by Prof. Irshad Ahmed on Research and Research Writing. It was followed by Ph.D scholars having one to one meeting with the resource persons to discuss issues that needed clarification and guidance. The others had a sharing session on their research interest and on writing papers which was moderated by Dr. Terence Mukhia.

It was followed by a presentation on Undergraduate Research by Fr. Dr. Tomy Augustine. In the post lunch session the departments met together to chalk out their plan for promoting undergraduate research among final year students followed by general assembly in which the departments shared their plans. The workshop concluded with a valedictory function during which Prof. G.N. Roy shared his views on undergraduate research.

Fr. Tomy Augustine
Report by:

Name: Fr. Tomy Augustine
Designation: Rector, SCS
Date: 8th November '2021
Salesian College, Sonada

Attendance:

No.	Name:	Department
1	Prof. Irshad Ahmed	Resource Person
2	Fr. Prof. George Thadathil	Principal
3	Fr. Tomy Augustine	Rector
4	Fr. Nirmal Toppo	Bursar
5	Dr. Terence Mukhia	Dean of Arts & Humanities
6	Mr. Mr. Uday Malla	Dean of B.Voc, B.Com & BCA
7	Mr. Dhirendra Newar	B.Voc
8	Mrs. Tshering D. Sherpa	B.Voc
9	Ms. Kriti BK	B.Voc
10	Mr. Manoresh Thapa	B.Com
11	Ms. Shreya Agarwal	B.Com
12	Mr. Nikhil Pradhan	BCA
13	Ms. Priyadarshini Pradhan	BCA
14	Mr. Vivek Shreshta	BCA
15	Mr. Rahul Pradhan	English
16	Ms. Tapaswi Gurung	English
17	Mr. Prayash Rai	History
18	Ms. Anisha Limbu	History
19	Ms. Shruti Chettri	Mass Com
20	Ms. Shikshita Dewan	Mass Com
21	Mr. Abhijit Rey	Mass Com
22	Mr. Pawan Rai	Political Science
23	Ms. Sneha Mangar	Political Science
24	Jubin Rana	Political Science

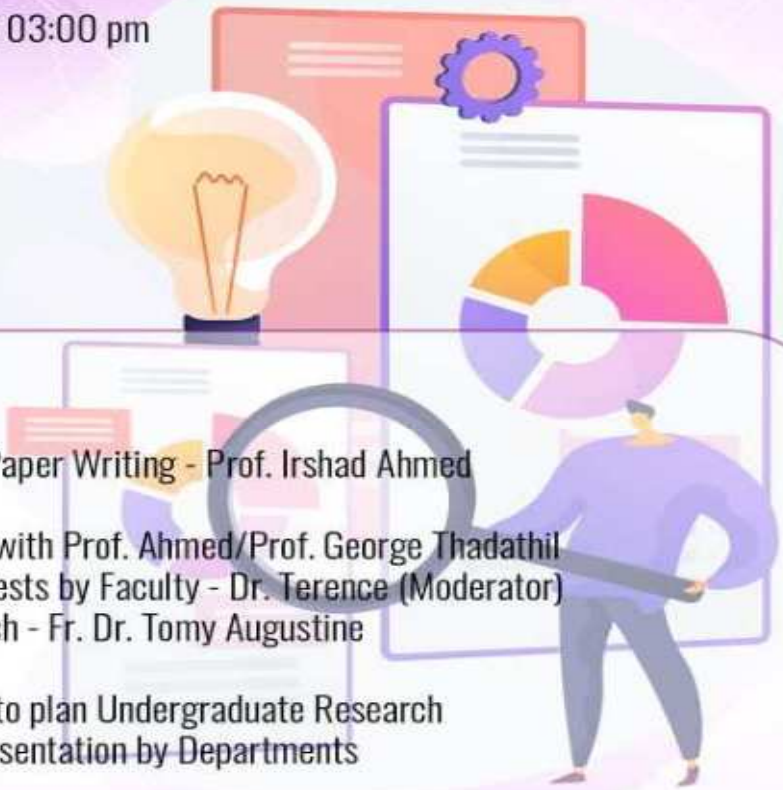
25	Mr. Samip Sinchuri	Sociology
26	Ms. Sophia Rai	Sociology
27	Mrs. Nomu Sherpa	Sociology
28	Ms. Sumina Chettri	Social Work
29	Ms. Edna Chettri	Social Work
30	Mr. Rakesh Saibo	Physical Education

GEO TAGGED PHOTO:

Salesian College Sonada

Research Scholars' Workshop

08 Nov 2021 | 09:00 am to 03:00 pm



Resource Persons

Prof. Irshad Ahmed
Fr. Prof. George Thadathil, SDB

09:00 am:	Registration
09:15 am:	Inaugural Session
09:30 am:	Research & Research Paper Writing - Prof. Irshad Ahmed
10:30 am:	Tea Break
10:45 am:	Research Consultation with Prof. Ahmed/Prof. George Thadathil Sharing Research Interests by Faculty - Dr. Terence (Moderator)
11:45 am:	Undergraduate Research - Fr. Dr. Tomy Augustine
12:30 pm:	Lunch
01:15 pm:	Departmental Meeting to plan Undergraduate Research
01:45 pm:	General Assembly - Presentation by Departments
02:45 pm:	Valedictory Function
03:00 pm:	Tea, Departure

Lunch coupon will be available @ Rs. 100/-

Organising Committee

Fr. (Prof.) George Thadathil, sdb Principal, IQAC Chairperson	Fr. Nirmal Toppo, sdb Administrator & Campus Minister	Mr. Dhiren Newar IQAC Secretary
Fr. (Dr.) Tomy Augustine, sdb Coordinator, Research & Publication	Dr. Terence Mukhia Dean & IQAC Coordinator	Ms. Sradha Pradhan Campus Coordinator
Bro. Jose Puthenpurackal, sdb Vice Principal	Mr. Uday Mall Dean & Examination Coordinator	


WELCOME
RESEARCH SCHOLARS' WORKSHOP
Resource Persons:
Prof. Irshad Ahmed, Prof. G.N. Roy,
Fr. Prof. George Thadathil
Research & Publication Centre
Salesian College Sonada
08 November 2021
GPS Map Camera
onada
Google
Salesian college Sonada, West Bengal, India
Salesian college Sonada, West Bengal 734209, India
Lat 26.952886°
Long 88.283237°
08/11/21 09:20 AM


GPS Map Camera
Salesian college Sonada, West Bengal, India
Salesian college Sonada, West Bengal 734209, India
Lat 26.952886°
Long 88.283237°
08/11/21 09:20 AM
onada
Google

Verified & Approved By:

1. Fr. Tomy Augustine **(Rector)**

Fr. Tomy Augustine

Signature

2. Mr. Prashant Rai **(Event Coordinator)**

Signature

3. Dr. Terence Mukhia **(IQAC Coordinator)**

Signature

Co-ordinator
Internal Quality Assurance Cell
Salesian College Sonada
Darjeeling, W.B.- 734209

4. Mr. Dhiren Newar **(IQAC Secretary)**

Signature

Secretary (SCS)
Internal Quality Assurance Cell
Salesian College Sonada
Darjeeling, W.B.- 734209

5. Br. Augustin Joseph **(Vice Principal)**

Br. Augustin Joseph sdb
Vice Principal
VICE PRINCIPAL
Salesian College
P.O. Sonada, Dt. Darjeeling
W. Bengal - 734209

Signature