



A
Report on

FACULTY DEVELOPMENT PROGRAMME

On

NBA Accreditation and Teaching -Learning process in Engineering
(NBA-ATLPE, 2021)

Organized by

Department of Electronics & Communication Engineering

15th -19th November, 2021

Coordinators:

Ms. Suman Sharma,

Ms. Rajni Idiwai,

Ms. Kiran Rathi,

Ms. Mamta Jain,

Ms. Priyanka Sharma

Objective: NBA accreditation promotes new and innovative methods in engineering and associated fields of education system, provides consultation and guidelines for educational program. The main objective of this FDP is to educate the young as well as senior faculty members about the complete process of NBA Accreditation.

Program detail:

Five-day Faculty Development Programme on " NBA Accreditation and Teaching -Learning process in Engineering" (NBA-ATLPE, 2021) was organized by Department of Electronics and Communication Engineering of Swami Keshvanand Institute of Technology, Management & Gramathan (SKIT), Jaipur (India) during November 15-19, 2021. It was conducted on Webex online platform. About **297 participants** from different institutes all over the world took part in this FDP.

FDP was inaugurated on **15th November 2021**. The chief guest of this program was Prof. Dr. P.S. Grover, Director General, Don Bosco Institute of Technology, New Delhi, Former Director, University of Delhi.

At the beginning of the program, Prof. Dr. Ramesh Kumar Pachar, Principal, SKIT, Jaipur welcomed all the guests. Prof. Dr. Mukesh Arora, HOD ECE, introduced all the dignitaries about the achievements of the organization. The program coordinator Ms. Suman Sharma shared the detailed draft of the FDP with all the participants. At the end of the opening ceremony, Dr. P.K. Jain proposed vote of thanks to all the visitors. A total of two sessions were held on the first day of the FDP.

In the first session of the first day, Prof. P.S. Grover, Director General, Don Bosco Institute of Technology, New Delhi, Ex-Director, Delhi University. explained the Teaching Learning Process with Outcome Based Education and NBA Accreditation Process. He explained how to meet the emerging challenges in the education system and what should be the current teaching-learning process. He told about the role of educator and student in current digital era.

In the Second session of the First day, Dr. S. Das Mandal, Associate Professor ATDC, IIT, Kharagpur, highlighted the various challenges of accreditation and implementation in the classroom. He explained the impact of examinations in teaching and learning.

In the first session of the Second day, Prof. N. J Rao, Ex. Chairman CEDT Ex. Chairman Deptt. Of MS, IISC Bangalore, discussed about the CO-PO attainment Process. He told that a student

learn better when they are provided information about the Course outcomes, their responsibilities, and the criterion used to evaluate their performance.

In the Second session of the Second day, Dr. Narendra Nath S., Professor ME, NIT, Surathkal, Mangalore, Karnataka, discussed about the steps required to build the Centre of Excellence and characteristics of COE.

In the first session of the Third day, Prof. Anil Choudhary, HOD IT, SKIT, Jaipur, told about the teaching learning process and the use of ICT in teacher education. ICT has enabled better communication, presentation of ideas more effectively. It's an effective tool for information acquiring.

In the Second session of the Third day, Dr. S. Das Mandal, Assoc. Prof. ATDC, IIT, Kharagpur, detailed about Curriculum Development process. He also discussed about the E-content generation framework for any course and the process to define course outcomes.

In the first session of the Fourth day, Prof. N. J Rao, Ex. Chairman CEDT Ex. Chairman Deptt. Of MS, IISC Bangalore, discussed about Rubrics Theory & Laboratory courses. He told that the focus should be on monitoring students learning and providing feedback to both Teachers and Students.

In the Second session of the Fourth day, Prof. Dheeraj Joshi, HOD, ME, SKIT, Jaipur, discussed about Design of outcome based question paper. He explained the Outcome Based Education requirements and its framework. He told that Questioning is the basic technique of finding out what students know, how much they know, identify gaps in their knowledge, comprehension and educate them to close the gap between what they currently know and their learning goals.

In the First session of the Fifth day, Prof. Sanjeev Sofat, Professor, CSE Deptt., PEC university of Technology, detailed about the Bloom's Taxonomy for outcome-based education. He told about Bloom's Taxonomy levels and action verbs for assessment. and how they can be assessed. Now finally we come to the end of the FDP and it was very successful event with lot of learning.

In the valedictory session Prof. Sanjeev Sofat, Professor CSE Deptt., PEC university of Technology, Prof. Dr. Mukesh Arora, (HOD, ECE), Dr P. K. Jain (Deputy HOD, ECE) and coordinator of the event Ms. Suman Sharma, Ms. Rajni Idawal, Ms. Kiran Rathi, Ms. Mamta Jain and Ms. Priyanka Sharma were present. Prof. Dr. Mukesh Arora welcomed our guest of honor Prof. Sanjeev Sofat, and expressed his gratitude to the management of SKIT, and appreciated the

group effort of the whole organizing team. Ms. Suman Sharma, gave a brief summary of the events conducted in FDP. Ms. Rajni Idiwai expressed vote of thanks to everyone involved in this event.

It was a life-long learning for all participants. The discussed areas are of great benefit for the NBA Accreditation, Achieving Centre Of Excellence, and teaching Learning Process. Feedbacks of the FDP were collected from the participants.

Details of the Activity

a. Resource person

S. No.	Name of Expert	Organization
1	Dr. P.S. Grover	Director General, Don Bosco Institute of Technology, New Delhi, Ex. Director of Delhi University
2	Dr. S. Das Mandal	Associate Professor, ATDC. Indian Institute of Technology, Kharagpur
3	Dr. Narendra Nath	Professor Mech. Eng., NIT, Surathkal, Mangalore, Karnataka
4	Prof. N.J. Rao	Ex. Chairman CEDT Ex. Chairman Deptt. Of MS, IISC Bangalore
5	Prof. Sanjeev Sofat	Professor CSE Deptt., PEC university of Technology,
6	Prof. Anil Choudhary	HOD IT, SKIT, Jaipur
7	Prof. Dheeraj Joshi	HOD ME, SKIT, Jaipur

b. No. of Participants – 297 [List Attached]

c. Brief Proceeding of each day of the activity

S.No.	Date	Time	Speaker Name
		10:00 AM- 10:30 AM	Inaugural Session
1.		10:30 AM- 12:30 PM	Prof. P.S. Grover Director General, Don Bosco Institute of Technology, New Delhi, Ex-Director, Delhi University

2.	15/11/21 (Day1)	01:00 PM- 03:00 P	Dr, S. Das Mandal Assoc. Prof.ATDC IIT, Kharagpur
3.	16/11/21 (Day2)	10:00 AM- 12:00 Noon	Prof. N. J Rao Ex. Chairman CEDT Ex. Chairman Deptt. Of MS IISC Bangalore
4.		01:00 PM- 03:00 PM	Dr. Narendra Nath Pro. ME NIT, Karnataka
5.	17/11/21 (Day3)	10:00 AM- 12:00 Noon	Prof. Anil Choudhary HoD IT, SKIT, Jaipur
6.		01:00 PM- 03:00 PM	Dr. S. Das Mandal Assoc. Prof. ATDC IIT, Kharagpur
7.	18/11/21 (Day4)	10:00 AM- 12:00 Noon	Prof. N. J Rao Ex. Chairman CEDT Ex. Chairman Deptt. Of MS IISC Bangalore
8.		01:00 PM- 03:00 PM	Prof.Dheeraj Joshi HOD, ME, SKIT, Jaipur
9.	19/11/21 (Day5)	10:00 AM- 12:00 Noon	Prof. Sanjeev Sofat Prof. CSE Deptt., PEC university of Technology
		12 Noon onwards	Valedictory

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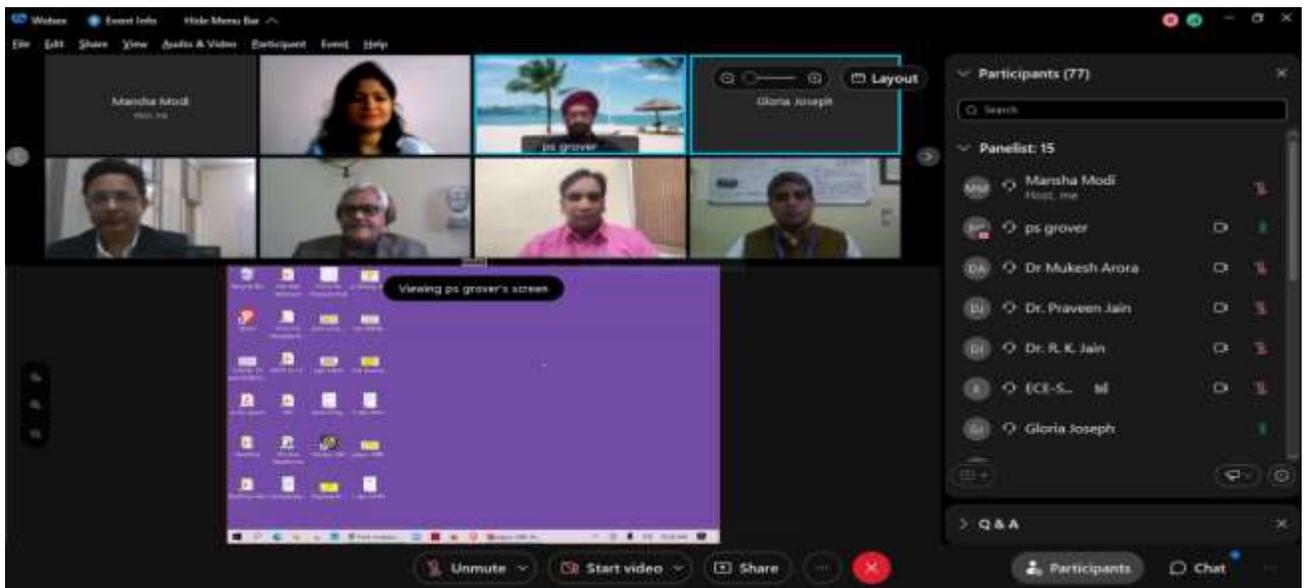
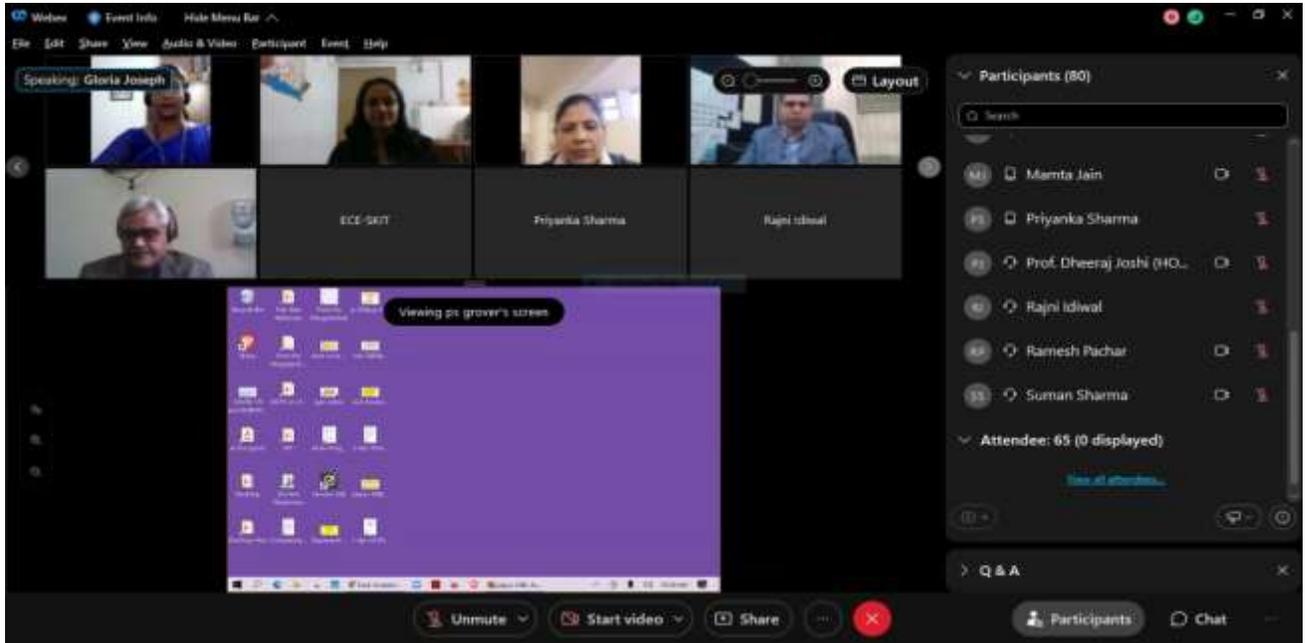
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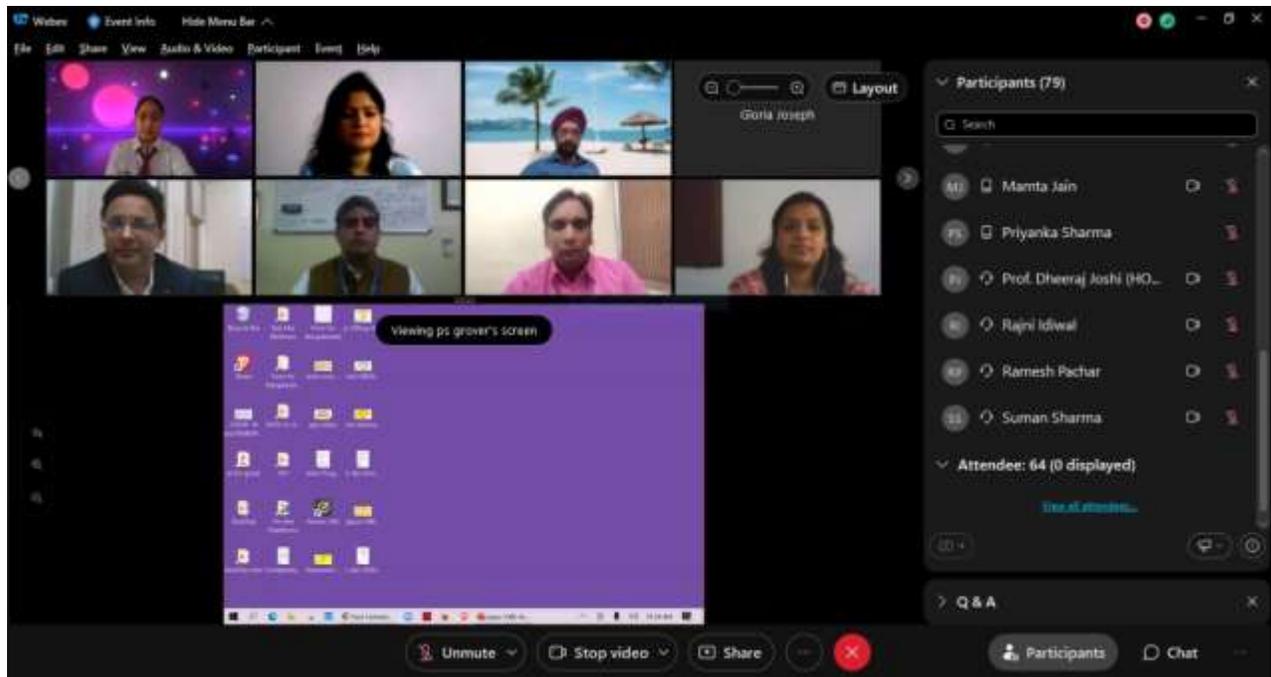
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Photographs of Program:

Day 1:





Zoom Meeting Interface

Participants: Manisha Modi, Priyanka Sharma, **pr.grover**, Suman Sharma, Dr. Praveen Jain, ECE-DIT, Kiran Rathi

Slide Title: **Thus, the attributes**

- Knowledge
- Creativity
- Logical thinking
- Innovation
- Analytical ability
- Reasoning
- Problem solving
- Holistic thinking
- Communication
-

are there in every human being.

- These are also categorized as Higher Thinking Skills (HTS)
- How to enhance and imbibe these skills in Students through education??

Controls: Unmute, Start video, Share, Participants, Chat

Zoom Meeting Interface

Participants: Manisha Modi, Priyanka Sharma, **pr.grover**, Suman Sharma, Dr. Praveen Jain

Slide Title: **Studies in Human Brain**

- In the last 50 years, scientists have discovered that our brains are not fixed after early childhood, but instead have potential for further change and can be enhanced
- Current brain research demonstrates that almost all students are capable of brain growth and change, so they should be exposed to learning experiences that are challenging and engaging.
- The brain can adapt, reorganize, and reconstruct itself based on learning and real-life experiences. *What we learn can change not only the physical structure of the brain, but the way that information is organized and used.*
- Exposure to opportunities for active learning as well as the liberty to learn appears to positively affect brain growth.
- Education can strengthen and support the skills of most students with disabilities

Participants (34)

- Dr. Praveen Jain
- ECE-SL
- Kiran Rathi
- Mamta Jain
- Priyanka Sharma
- Rajni Idwal
- Suman Sharma

Attendee: 85 (0 displayed)

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Manisha Modi Priyanka Sharma Suman Sharma Dr. Praveen Jain

Layout

Participants (92)

Search

Dr. Praveen Jain ECE-S... Kiran Rathi Mamta Jain Priyanka Sharma Rajni Idwal Suman Sharma

Attendee: 82 (0 displayed)

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Participants Chat

Viewing ps grover's applica...

How to meet the emerging Challenges?

Re-orient our teaching and other educational processes
 Education must be such that students are taught, learn and imbibe 21st C skills, along with their learning the major course –Engineering, Science, Arts, Medicine etc. to succeed in the present scenario

Some inherit these skills, some learn these skills

The traditional teaching/learning approach has not been able to achieve these goals, that is the reason why 20-25% of our graduates are employable

Is it possible that students are taught/ trained in such a way that most of these skills are learnt/acquired during their educational careers, as much as possible?

YES, it is possible!

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Manisha Modi Priyanka Sharma Suman Sharma Dr. Praveen Jain

Layout

Participants (96)

Search

ps grover

Dr. Praveen Jain ECE-S... Kiran Rathi Mamta Jain Priyanka Sharma Rajni Idwal Suman Sharma

Attendee: 87 (0 displayed)

View all attendees

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Participants Chat

Viewing ps grover's applica...

Human Brain Functions

LEFT BRAIN FUNCTIONS	RIGHT BRAIN FUNCTIONS
Cognitive	Affective
Right side of body control	Left side of body control
Number skills	3-D shapes
Math/Scientific skills	Music/Art awareness
Analytical	Synthesizing
Objectivity	Subjectivity
Written language	Imagination
Spoken language	Intuition
Logic	Creativity
Reasoning	Emotion
	Face recognition

WISAGEEK

Day 2:

Viewing J Rao N's applicat...

Students learn better when

- they are provided information about the outcomes of the course, their responsibilities, and the criteria used to evaluate their performance
- **assessment is in alignment** with the competencies
- instruction is designed and done to facilitate students to acquire the stated outcome
- they are actively engaged and challenged at the right level

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Participants (38) Chat

Setting CO Attainment Targets

There can be several methods:

Example 1:

- Same target is identified for all the COs of a course.
- For example, the target can be “the class average marks ≥ 60 ”

Example 2

- Targets are the same for all COs and are set in terms of performance levels of different groups of students.
- While this method classifies students into different categories, it does not provide any specific clues to plans for improvement of quality of learning

Targets (% of students getting)			
(< 50)	(>50 and < 65)	(>65 and < 80)	(≥ 80) ^t
10	40	40	10

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J. Rao N.	Rajni Jaiswal	Neha Maheshwari	DDL-SKIT	Pravanka Sharma

Total Attainments of POs and PSOs

- Determine the Indirect Attainment based on all the relevant Surveys. (Graduate Exit Survey, Alumni Survey, Employer Survey)
- Combine the Direct Attainment with the Indirect Attainment using suitable weights. Typical values are 0.8 and 0.2.

Total Attainment of a PO / PSO =
 $0.8 * \text{Direct Attainment} + 0.2 * \text{Indirect Attainment}$

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Neha Maheshwari	Narendranath S. Nath	DDL-SKIT	Rajni Jaiswal

WHY COE?

- Achieve Quality out side world.
- Better Recognition
- Creating a state of the art facilities
- Addressing local needs
- Contributing to local economy

▪ IF NOT KNOW, WHEN?

3

NM E RI KR

Neel Maheshwari Narayandranath S. Nath DLU-BKIT Rajni Idawa Kiran Rathi

CENTRE OF EXCELLENCE WHAT IS IT?

A CoE is an internal service hub comprising **people, knowledge and practices** that together deliver thought leadership, better ways of working and continuous improvement in a specific field of work.

Handwritten notes: *You + friends*, *Welding, energy, operations*

Handwritten notes: *D? B? C?*

1

NM E RI KR

Neel Maheshwari Narayandranath S. Nath DLU-BKIT Rajni Idawa Kiran Rathi

CHARACTERISTICS OF EFFECTIVE CENTERS OF EXCELLENCE

- Centers of excellence generally share several common characteristics that distinguish them from other training institutions.
- ~~Delivery of higher quality or more advanced/specialized training, possibly for a niche market~~
- ~~Closer relationship with industry resulting from a strong supply/demand inter-dependency~~
- Independent management and governance with decision-making powers and control over budgets
- Delivery of qualifications and training which may be to international rather than national standards
- Sustainable financing guaranteed, to allow for long-term planning
- Alignment with wider government priorities and sectorial plans for economic development

13

Day 3:

The screenshot shows a Zoom meeting window. The main content is a slide titled "1. TEACHING LEARNING PROCESS" with a red "PAGENO 10" label in the top right corner. The slide contains a bulleted list of points:

- The quality of Teaching and Learning process has come to be an important issue in our academic delivery to all stakeholders including teachers, students, parents, managements, university, AICTE, NBA, and Industry, especially after the introduction of new Accreditation Process introduced by NBA in 2015.
- The quality of learning of the graduating engineers determines the quality of their placements. While there was significant research in the last few decades in our understanding of how people learn, there have not been many intersections of this knowledge with the instructional practices at institutions of higher learning.
- The dominant instructional method still remains lecturing.
- So to improve this lecturing process, there is a need of proper Teaching Learning Process(TLP).
- Standard tempriet should be created supported by various matrices in support of TLP.

At the bottom of the slide, there is a navigation bar with buttons for "Compromised View", "TLP", "TLP", "TLP", "TLP", "TLP", and "TLP". The Zoom interface includes a top menu bar with "Webex", "Event Info", and "Hide Menu Bar", and a bottom control bar with "Unmute", "Start video", "Share", "Participants", and "Chat". A video thumbnail of Anil Chaudhary is visible on the right side of the meeting window.

The screenshot shows a Zoom meeting window. The main content is a slide titled "3. THE PROBLEM OF AUTHORSHIP IDENTITY IN EDUCATION" with a red "PAGENO 11" label in the top right corner. The slide contains a bulleted list of points:

- The authorship of digital academic assignments, whether exams, papers, or computer code, cannot be necessarily assured.
- While this was true before the pandemic, the issue was exacerbated with large-scale migration to the relative anonymity of online classes.
- The challenge is can we be vigilant in a new, online world while maintaining students' best interests at heart.
- Pre pandemic studies in the United States showed as much as 50% of college students cheated at some point.
- While large-scale studies are not yet available, there is strong evidence from multiple universities in the United States and the United Kingdom that saw increases in both exam content being available online (for example, on chegg.com) and/or prosecutions for academic integrity.

At the bottom of the slide, there is a navigation bar with buttons for "Compromised View", "TLP", "TLP", "TLP", "TLP", "TLP", and "TLP". The Zoom interface includes a top menu bar with "Webex", "Event Info", and "Hide Menu Bar", and a bottom control bar with "Unmute", "Start video", "Share", "Participants", and "Chat". A video thumbnail of Anil Chaudhary is visible on the right side of the meeting window.

Webex Event Info Hide Menu Bar

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Speaking: Anil Chaudhary

Viewing Anil Chaudhary's Slides

1.1 TLP: WHY DO WE USE ICT IN TEACHER EDUCATION? Cont..

- The classroom is now changing its look from the traditional one i. e. from one way to **two way communication**.
- Now teachers as well as students participate in classroom discussion. Now Education is based on student centric education.
- So the teacher should prepare to cope up with different technology for using them in the classroom for making teaching learning interested???????
- For effective implementation of certain student centric methodologies such as **project-based learning** which puts the students in the role of active researchers and technology becomes the appropriate tool.
- ICT has enabled better and swifter communication; presentation of ideas more effective and relevant way.
- It is an effective tool for information acquiring thus students are encouraged to look for information from multiple sources and they are now more informed than before. So for this reason ICT is very much necessary for Teacher Education.

Unmute Start video Share

Participants Chat

Webex Event Info Hide Menu Bar

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Viewing shyamal das mandal's Slides

Impact of examination on teaching and learning

Program Educational Objective (PEO)

Course of Study

Course outcome

Criteria

Assessments (Criteria based)

Attained expected outcomes

Assign grades / rank, certify competence

SUMMATIVE ASSESSMENTS

Teaching Learning

Technology tools

Periodic Assessments

Remedial lessons

FORMATIVE ASSESSMENTS

Evaluate effectiveness of instruction

Participants (80)

Search

Host, me

shyamal das mandal

ECE-S...

kiran rathi

Mamta Jain

Priyanka Sharma

Rajni Idwal

Suman Sharma

Attendee: 72 (0 displayed)

Unmute Start video Share

Participants Chat

Webex Event Info Hide Menu Bar

File Edit Share View Audio & Video Participant Event Help

Manisha Modi Host, me Rajni Idwal shyamal das mandal Suman Sharma ECE-SIT kiran rathi Manisha Modi Priyanka Sharma Layout

Viewing shyamal das mand...

Unmute Start video Share Participants Chat

Detailed description: This screenshot shows a Webex meeting interface. At the top, there's a menu bar with 'File', 'Edit', 'Share', 'View', 'Audio & Video', 'Participant', 'Event', and 'Help'. Below it is a participant bar with icons for Manisha Modi (Host, me), Rajni Idwal, shyamal das mandal (active), Suman Sharma, ECE-SIT, kiran rathi, Manisha Modi, and Priyanka Sharma. A 'Layout' button is on the right. The main area displays a slide titled 'Viewing shyamal das mand...'. The slide features three illustrations: on the left, children carrying large stacks of books; in the center, a boy sitting on a stack of books reading; and at the bottom, two children on a boat. At the bottom of the slide, there are icons for 'Unmute', 'Start video', 'Share', and a red 'X' icon. On the far right, there are 'Participants' and 'Chat' icons.

Webex Event Info Hide Menu Bar

File Edit Share View Audio & Video Participant Event Help

Manisha Modi Host, me Rajni Idwal shyamal das mandal Suman Sharma ECE-SIT Layout

Viewing shyamal das mand...

Challenges in 21st Century Education

- How to improve Student **Engagement**
- How to equip students with the 21st century **knowledge, skills and attitudes?**
- How to allow **continuous improvement** in curricula, incorporation of better Open Educational Resource, for more effective teaching.
- How to Ensure examination system **reinforces teaching and learning**
- How to ensure **life long learning**
- How to teach a **large class**

Participants (68)

Search

Manisha Modi Host, me

shyamal das mandal

ECE-SIT

kiran rathi

Priyanka Sharma

Rajni Idwal

Suman Sharma

Attendee: 61 (0 displayed)

View all attendees

Unmute Start video Share Participants Chat

Detailed description: This screenshot shows a Webex meeting interface with a slide titled 'Challenges in 21st Century Education'. The slide lists six bullet points: 'How to improve Student Engagement', 'How to equip students with the 21st century knowledge, skills and attitudes?', 'How to allow continuous improvement in curricula, incorporation of better Open Educational Resource, for more effective teaching.', 'How to Ensure examination system reinforces teaching and learning', 'How to ensure life long learning', and 'How to teach a large class'. The participant bar at the top is the same as in the first screenshot. On the right, a 'Participants (68)' panel is open, showing a search bar and a list of participants: Manisha Modi (Host, me), shyamal das mandal, ECE-SIT, kiran rathi, Priyanka Sharma, Rajni Idwal, and Suman Sharma. Below the list, it says 'Attendee: 61 (0 displayed)' with a 'View all attendees' link. At the bottom, there are 'Unmute', 'Start video', 'Share', 'Participants', and 'Chat' icons.

Day 4:

Viewing J Rao N's applicati...

Parts of a Rubric

- Task description
- Scale (Score): How well or poorly any given task has been performed
- Dimensions (Criteria): Lay out the parts of the task simply and completely. Clarify for students how their task can be broken down into components and which of those components are more important.
- Descriptions of the Dimensions (Descriptors): Scoring guide

November 2021 N.J. Rao 30

Unmute Start video Share

Participants (71)

Panelist: 8

Neha Maheshwari Host, Mute
J Rao N
ECE-S... M
Kiran Rath
Mamta Jain
Priyanka Sharma
Rajni Idwal

Q & A

Viewing J Rao N's applicati...

Design Project	Advanced 3 pts.	Proficient 2 pts.	Developing 1 pt.
Makes Safety Protocol	Takes a leadership role - promotes safety to others, points out violations and proposes solutions to safety related issues	Follows safety guidelines including safe work practices, always uses required PPE	Will not be permitted in shop
Works Effectively in Teams	-Motivates and encourages -Takes a leadership role in the group	-Equal contribution to the project -Works well with others -Respect for others ideas -Influenced and delegation	-Does not contribute towards workload -Works poorly with others -Disinterested and disrespectful of team -Lack of enthusiasm
Project Journal Presentation	-Exceptional presentation of journal elements - the medium, written content, presentation of ideas and concepts	-Reflects group roles and responsibilities and overall project progression -Readable medium -Input as per prescribed intervals -Written as per prescribed format -Communicate required information -Includes meeting minutes (including members present)	-Unacceptable medium or no journal -Does not present journal on time -Does not follow prescribed format -Presents incomplete and/or irrelevant information
Collaboration and Participation	-promotes participation and collaboration amongst group members -encourages members to stay on task	-Readily shares ideas with group -regularly attends group meetings -respects opinions and ideas of others -accepts responsibility of assigned role	-Reluctant to accept others input -Does not attend group meetings regularly -Not focused on assigned role
Effective Communications	-Able to communicate at a professional/business available via instructor level - report writing, presentations, dealings with client, etc.	-Clear and timely communication with faculty on project progress via required medium (progress reports, meetings, journal) -Clear and regular communication (updates, information gathering, etc.)	-Little or no communication with clients, faculty and team members

Unmute Start video Share

Participants (60)

Panelist: 5

Neha Maheshwari Host, Mute
J Rao N
Kiran Rath

Chat

attendance & feedback form

To: All Attendees

Enter chat message here

Q & A

Zoom Meeting Interface: Event Info, Hide Menu Bar, File, Edit, Share, View, Audio & Video, Participant, Event, Help.

Participants: Neha Maheshwari (Host), ECE-501, I Rao N, Kiran Rathi, Mamta Jain, Layout.

Participants (70): Search, Neha Maheshwari (Host, me), I Rao N, ECE-501, Kiran Rathi, Mamta Jain, Suman Sharma. Attendee: 64 (0 displayed). [View all attendees...](#)

Q & A: Participants, Chat.

Slide Content:

Sample Criteria 2: Presentation

- Nonverbal Skills
 - Eye contact, Facial Expressions and Posture
- Vocal Skills
 - Enthusiasm, and Vocalized Pauses (uh, well uh, um)
- Content
 - Topics announced, Time Frame, Visual Aids, Content Compliance, and Professionalism of Content and Presentation

November 2021 | N.J. Rao | 30

Unmute, Start video, Share, [Close]

Zoom Meeting Interface: Event Info, Hide Menu Bar, File, Edit, Share, View, Audio & Video, Participant, Event, Help.

Participants: Neha Maheshwari (Host), Prof. Dheeraj Joshi, Kiran Rathi, Mamta Jain, Rajni Idiwaj, Layout.

Participants (62): Search, Neha M.L. (Host, me), Prof. Dheeraj Joshi, Kiran rathi, Mamta Jain, Rajni Idiwaj, Suman Sharma. Attendee: 56 (0 displayed). [View all attendees...](#)

Panelist: 6

Slide Content:

Criterion-Referenced Assessment

- A test or other type of assessment designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks.
- Examples: Achievement by all students of Course outcomes, Programme outcomes etc.

Norm-referenced Assessment

- A test or other type of assessment designed to provide a measure of performance that is interpretable in terms of an individual's relative standing in some known group.
- Examples: Mid-term Examinations, Final University Examinations

November 2021 | Prof. Dheeraj Joshi | HOD/IE, IIT | 30

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Why to ask questions? (contd.)

- Questions **of point of view** force us to examine our point of view and to consider other relevant points of view.
- Questions **of relevance** force us to discriminate what does and what does not bear on a question.
- Questions **of accuracy** force us to evaluate and test for truth and correctness.
- Questions **of precision** force us to give details and be specific.
- **Deep questions** drive our thought to dig deeper into the issue, underneath the surface of things, force us to deal with complexity and complex problems

Participants (55)

Panelist: 5

- Neha M. (Host, me)
- Prof. Dheeraj Joshi
- kiran rathi
- Mamta Jain
- Suman Sharma

Attendee: 50 (0 displayed)

How to assess? (ASSESSMENT METHODS)

- Assignments
- Pen-paper tests or examinations
- Observations
 - Direct (During process e.g. lab work, workshop work, project work, seminar presentation, industrial tour, co-curricular & extra-curricular activities)
 - Indirect (Product- after process completion; e.g. lab report, workshop job, project report, practical training report, industrial tour report)
- Oral Tests/Viva voce
- Objective/ MCQ Tests
- Performance Tests
- Rubrics

Participants (59)

Panelist: 6

- Neha M. (Host, me)
- Prof. Dheeraj Joshi
- kiran rathi
- Mamta Jain
- Rajni idwal
- Suman Sharma

Attendee: 53 (0 displayed)

Day 5:

Viewing sanjeev solat's app...

Sample Questions for Bloom's Taxonomy Levels

- EVALUATE:**
 - Skill Demonstrated**
 - compare and discriminate between ideas
 - assess value of theories, presentations
 - make choices based on reasoned argument
 - writy value of evidence
 - recognize subjectivity
 - use of definite criteria for judgments
- CREATE:**
 - Skill Demonstrated**
 - use old ideas to create new ones
 - Combine parts to make (new) whole,
 - generalize from given facts
 - relate knowledge from several areas
 - predict, draw conclusions

- 'Evaluate' and 'Create' are difficult to assess in time-limited examinations
- These need to be assessed in variety of student works like projects, open ended problem-solving exercises etc.
- Example:** Design a system to assist the driver by using cameras to detect lane markers and pedestrians while the vehicle is in motion.

Q & A

All (1) My Q & A (0)

Sanjeev Solat: Sr.for theory subjects some times to frame the questions it is not possible to follow Bloom's taxonomy,we have ask either write or explain or like that only,in that case what to do sir?

Select a question and then type your answer here. There's a 512-character limit.

Unmute Start video Share

Participants Chat

Viewing sanjeev solat's app...

Revised Bloom's Taxonomy

- Revised Bloom's taxonomy in the cognitive domain includes **thinking, knowledge, and application of knowledge**
- A popular framework in engineering education to structure the assessment as it characterizes **complexity and higher-order abilities**
- Learning at the higher level requires that skills at a lower level are attained

- Combining parts to make a new whole **Create**
- Judging the value of information or ideas **Evaluate**
- Breaking down information into component parts **Analyze**
- Applying the facts, rules, concepts, and ideas **Apply**
- Understanding what the facts mean **Understand**
- Recognizing and recalling facts **Remember**

Participants (61)

Search

Panelist: 7

- Mansha Modi (Host, me)
- sanjeev solat
- ECE-5...
- Kiran Rathi
- Mairta Jain
- Rajni Iliwal
- Suman Sharma

Attendee: 54 (2 displayed)

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Participants Chat

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Manisha Modi ECE-501 Kiran Rathi

Layout

Participants (63)

Search

- ECE-501 M
- Kiran Rathi
- Manita Jain
- Rajni Idwal
- Suman Sharma

Attendee: 56 (2 displayed)

- Ramkumar
- mudd...

View all attendees...

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Action Verbs for Assessment

- Action verbs are indicators of the **complexity** (level) of the question which help to:
 - Describe** and **classify** observable knowledge, skills and abilities
 - Frame** the examination or assignment questions that are appropriate to the level we are trying to assess
- Choice of action verbs** in constructing assessment questions is **important** to consider

Webex Event Info Hide Menu Bar

File Edit Share View Audio & Video Participant Event Help

Manisha Modi Rajni Idwal Kiran Rathi ECE-501 Manita Jain Priyanka Sharma Suman Sharma

Layout

Unmute Start video Share

Participants Chat

What is Bloom's Taxonomy?

- Bloom's taxonomy **provides a framework** to design:
 - Curriculum and teaching methodologies
 - Appropriate examination questions belonging to various cognitive levels
- Attempts to divide learning into **three** types of domains: **cognitive**, **affective**, and **behavioral** and then defines the level of performance for each domain
- Cognitive domain** list has been the **primary focus** of most traditional education which is frequently used to **structure curriculum learning objectives, assessments and activities**

