



**Guru Angad Dev**  
**Teaching Learning Centre of MHRD**  
SGTB Khalsa College, Delhi University

*A Centre of MHRD, Govt. of India*  
*under Pandit Madan Mohan Malaviya National Mission*  
*on Teachers and Teaching (PMMMNMTT)*



**In collaboration with**

**ST. XAVIER'S INSTITUTE OF EDUCATION,  
AUTONOMOUS (MUMBAI)**

# **REPORT**

**One Week Online Faculty Development Program**

**DESIGNING OUTCOME BASED CURRICULUM  
PRACTICES**

**18<sup>th</sup> to 24<sup>th</sup> April 2023**





**Date(s): 18<sup>th</sup> to 24<sup>th</sup> April 2023**

**Duration: 7 Days**

**Title: DESIGNING OUTCOME BASED CURRICULUM PRACTICES**

**No. of Registrations: 64**

**No. of Participants joined: 64**

**No. of Participants Qualified (50 or above Total Marks out of 100): 57**

**No. of Participants Not Qualified ( 49 or less Total marks out 100): 07**

**Organising Committee @ GAD-TLC**

**CORE TEAM**

- Prof A. K. Bakhshi, Chairman, GAD-TLC and VC, PDM University, Haryana,
- Prof K V Bhanumurthy Vice-Chairman, GAD-TLC
- Dr. Jaswinder Singh, Principal SGTB Khalsa College & Director, GAD-TLC
- Dr. Vimal Rarh, Project head and Joint Director, GAD-TLC
- **National Coordinator-**
- Dr Vimal Rarh, Project head and Joint Director, GAD-TLC

**Organising Committee @ Collaborating Institution**  
**ST. XAVIER'S INSTITUTE OF EDUCATION, AUTONOMOUS (MUMBAI)**

**Organizing Committee Members**

**St. Xavier's Institute of Education  
Mumbai**

**Guru Angad Dev - Teaching Learning  
Centre  
(PMMNMTT)  
Ministry of Education,  
SGTB Khalsa College, University of Delhi,  
Delhi**

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**Fr. Blaise D'Souza S.J**

Manager, St. Xavier's Institute of Education Society

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**Prof.Vini Sebastian**

In-Charge Principal

**Convenors**

Ms. Kalpana Chavan

Dr.Bijoy K Thomas

**Organizing Committee Members**

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**Chairman GAD-TLC**

**Prof. A.K Bakhshi**

Founding Vice-Chancellor,

PDM University, Haryana. Former VC,

UPTOU, Allahabad

**Director GAD-TLC**

**Prof. Jaswinder Singh**

Principal

SGTB Khalsa College

**Project Head &**

**Joint Director**

**Prof. Vimal Rarh**

Coordinator,

NRC of Chemistry,

Professor,

SGTB Khalsa College

## RESOURCE PERSONS AND PANELISTS:

Name	Affiliation
Prof. A K Bakhshi	SGTB Khalsa College
Prof. Prof Vimal Rarh	SGTB Khalsa College
Dr Anusha Ramanathan	TISS, Mumbai
Dr. Shyamal Kumar Das Mandal	Indian Institute of Technology, Kharagpur
Dr. Pradnya Wagpainjan	SNDT University, Mumbai
Prof. Bino Paul	TISS, Mumbai
Mr Shrihari Pingle	Sangamner Nagarpalika Arts, D J Malpani Commerce and B N Sarda Science College (Autonomous), Sangamner
Ms Kalpana Chavan	St. Xavier's Institute of Education (Autonomous), Mumbai
Prof. Chellamani.K	Pondicherry University, Pondicherry
Dr Bijoy K Thomas	St. Xavier's Institute of Education (Autonomous), Mumbai
Prof.Vini Sebastian	St. Xavier's Institute of Education (Autonomous), Mumbai
Prof. Jaswinder Singh	SGTB Khalsa College
Fr.Blaise D'Souza S.J	St. Xavier's Institute of Education (Autonomous), Mumbai

# Poster / Brochure

## Concept Note

### What is an Outcome Based Approach?

As a part of quality initiative UGC recommended objectives set for improving quality of Higher Education Institutes. It was recommended that the Higher Education should ensure the outcomes have to expand beyond disciplinary knowledge and include lifelong learning, employability skills, entrepreneurship skills, promote linkage between academia with industry, and develop community engagement skills at the end of the graduation of the student. A learner centric curriculum is encouraged in higher education through Outcome Based Approach . An Outcome Based Approach means identifying what students can achieve and focuses on ensuring that they do achieve those outcomes. The transition is from what is taught to what is learnt by each student.

An Outcome Based Approach starts with the end in the mind through the lens of the students. The curriculum stresses on what is important for students, achievement of students' goals and the alignment of teaching with assessments. One of the intense benefits of Outcome Based Approach is the sense of clarity that it brings to the learner and the learning situation. The Outcome Based Approach empowers students to choose what they would like to study and how they would like to study it. The Outcome Based Approach is more directed and coherent as against output based curriculum. There is continuous development through direct and indirect assessment towards student learning. The teaching, learning, assessment is from perspectives of students. Thus the graduates are more relevant to industry and other stakeholders.

### About St. Xavier's Institute of Education (Autonomous), Mumbai

St. Xavier's Institute of Education (Autonomous) is the oldest Government aided, Christian minority Teacher Education College for the Programs (B.Ed., and Ph.D.) affiliated to the University of Mumbai and recognized by the National Council for Teacher Education (N.C.T.E.). Established in the year 1953. The Institute fosters different certificate courses, MOOCs and value added courses along with outreach activities for students, teachers and the society. The Institute aims at imparting Quality Teacher Education and all round development.

The Institute has completed 69 years as a Teacher Education College with alumni ranging from a Vice Chancellor, Principals of various institutions and Heads of Department of Education. The Institute stands for academic and professional excellence guiding lives that are socially meaningful and in pursuit of building a just and humane society.

The Institute was conferred with autonomous status from academic year 2022-2023 onwards by the UGC. The Institute is re-accredited by NAAC with an 'A' Grade till 31st December, 2027.

### About Guru Angad Dev - Teaching Learning Centre (GAD-TLC), SGTB Khalsa College, University of Delhi, Delhi.

GAD-TLC is a leading Centre of the Ministry of Education, Government of India, situated at SGTB Khalsa College, University of Delhi, under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching. Since 2016, it has trained more than 75,000 teachers in areas like eLearning, blended learning pedagogies, ICT tools and various educational technologies. The Core team of GAD-TLC has developed over 50 MOOCs for the SWAYAM platform of the Government of India and the e-content developed by this team is one of the most highly rated nationally.



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TEACHING LEARNING CENTRE**  
Pandit Madan Mohan Malaviya National Mission  
on Teachers and Teaching (PMMMNMTT),  
Ministry of Education, Government of India,  
SGTB Khalsa College, University of Delhi, Delhi

**ORGANISES  
ONE-WEEK ONLINE NATIONAL LEVEL  
FACULTY DEVELOPMENT PROGRAM  
ON  
DESIGNING OUTCOME BASED CURRICULUM  
PRACTICES**  
Flexible Online Mode and Live Session

18<sup>th</sup> to 24<sup>th</sup> April, 2023

**ST. XAVIER'S INSTITUTE OF EDUCATION**  
(Autonomous)  
40-A, NEW MARINE LINES  
MUMBAI - 400020  
[www.sxie.info](http://www.sxie.info)

## **INTRODUCTION:**

The Faculty Development Program (FD) is a capacity building initiative for empowering the faculty of higher education in the current trends and initiatives. It provides a platform to the teachers from various disciplines to upgrade the upscale themselves for augmenting their teaching. The FDP is a form of lifelong learning as only a teacher who is learning will be able to enhance and enrich the students' learning.

St. Xavier's Institute of Education, Autonomous, Mumbai, organizes webinars, certificate courses for the in-service and pre-service teachers and for teachers of higher education in the different fields like pedagogy, andragogy, technology, curriculum development and implications of educational policies and practices.

Guru Angad Dev Teaching Center set up under Pandit Madan Mohan Malviya National Mission for Teaching and Teachers (PMMMNMTT) aims at providing the learning opportunities for teachers around the nation to come together.

The collaboration of SXIE and GAD has augmented the national goals of strengthening the educational scenario by collaborating for developing FDP which has been on a pertinent topic of the Outcome Based Approach which is the foundation for the designing, developing and implementing curriculum practices. Thus, the main theme of the FDP was – Designing Outcome Based Education for Curriculum Practices. This theme is most essential in these times as new education policies like NEP 2020, National Credit Framework has encouraged the higher education to be based on Outcome based approach. The theme is of national as well as the international significance as India is a signatory to the Washington Accord which promotes Outcome Based Assessment and Accreditation.

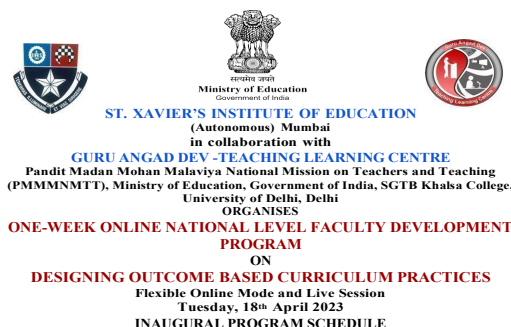
The FDP sessions were framed in such a way that it divided the seven days into the introduction and understanding of OBE and curriculum designs, with academic planning and teacher accountability, hands-on experience for attainment of outcome-based goals then moved to critical and ethical considerations of OBE focusing on best practices to implement it. And at the end with the implementation through technology and impact on the different stakeholders.

## DAY ONE SCHEDULE AND REPORT

**Day 1: Tuesday, 18<sup>th</sup> April 2023**

### Inaugural Session

The FDP started as per the scheduled time with the inaugural program. The coordinators -Ms Kalpana Chavan and Dr Bijoy Thomas welcomed the dignitaries and the participants to the inaugural session and to the seven day online FDP.



TIME SCHEDULE	PROGRAM	
	Welcome	
3:00 P.M. – 3:05P.M.	Introduction of the Principal In charge, <b>Prof. Vini Sebastian</b> St. Xavier's Institute of Education (Autonomous), Mumbai	<b>Ms. Kalpana Chavan</b> Assistant Professor, St. Xavier's Institute of Education (Autonomous), Mumbai FDP Coordinator
3:05 P.M. – 3:25 P.M.	Welcome Address	<b>Prof. Vini Sebastian</b> Principal In charge St. Xavier's Institute of Education, Autonomous, Mumbai
3:25 P.M. - 3:30 P.M.	Introduction of Prof. Vimal Rarh Project Head & Joint Director , GAD- TLC	<b>Ms. Kalpana Chavan</b> Assistant Professor, St. Xavier's Institute of Education (Autonomous), Mumbai FDP Coordinator
3:30 P.M. – 4:00 P.M.	Inaugural Address	<b>Prof Vimal Rarh</b> Project Head & Joint Director, GAD- TLC
4:00 P.M. – 4:05 PM	Introduction of the Chairperson, <b>Prof. A. K. Bakshi</b> GAD-TLC & Former VC, PDM	<b>Dr. Bijoy K Thomas</b> Assistant Professor, St. Xavier's Institute of Education (Autonomous), Mumbai FDP Coordinator
4:05 P.M. – 5:00 P.M.	Keynote Address – <i>'Quality Education in India in the 21st Century: Challenges and Opportunities'</i>	<b>Prof. A K Bakshi</b> Chairman GAD-TLC & Former VC, PDM University, Delhi

The coordinators gave an overall idea of the FDP and its significance. The participants were reiterated about the LMS which they had joined. The LMS was already updated with the schedule of the FDP sessions. The participants were encouraged to be participative and interactive for the successful completion of the FDP.

The Principal in Charge, Prof Vini Sebastian gave a welcome address to all the dignitaries and the participants. Madam spoke about the collaboration with the GAD – TLC and that this was the second FDP collaboration. Madam stressed on the paradigm shift needed for strengthening quality and equity in education. Madam also brought out the importance of the Outcome based approach to have a focused and future driven progress in education. Madam applauded the team of both the Institutes for collaborative planning. The Principal-in-charge welcomed all to the FDP and wished all a smooth and successful learning experience.

Then the Project Head and Jt. Director Prof Vimal Rarh oriented the forum about the purpose of the GAD-TLC and its contribution over the years to enriching the pedagogical, technological and knowledge skills of the faculty of higher education. The programs organized by the GAD -TLC were all envisioned with empowerment of the teachers and equipping them to be the transformers in the revolutionizing times of educational changes. Madam spoke about skills of e-content development, multi-disciplinary and Sustainable Development Goals (SDG).

Madam also brought out importance of the outcome-based education and how even the NEP 2020 highlights the importance of outcomes and learner centric education. Madam urged the participants to make this FDP into a learning experience.

This was followed by the keynote speech entitled, ‘ *Quality Education in 21<sup>st</sup> Century – Challenges and Opportunities.*’

Dr Bakhshi spoke about the collapse of the nation if the education system is not planned and determined , how development of the competencies the need of the times. Sir spoke about catching on with the generation lag, by updating and upscaling the curriculum, techniques of methods of teaching, assessment techniques. Sir spoke about value based education, increasing higher order thinking skills and developing curriculum practices which are outcome based, and can enhance quality education. Sir spoke about SMART outcomes, but also mentioned also the limitations. It can be overcome with the essential role of teachers and the methods of teaching and assessment that can help to promote learner centric learning.

Thus, the inaugural session concluded with beautiful message for education and life itself.

## TABLE OF SCHEDULE OF SESSIONS



**ST. XAVIER'S INSTITUTE OF EDUCATION**  
(Autonomous) Mumbai  
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**GURU ANGAD DEV -TEACHING LEARNING CENTRE**  
Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMNMTT), Ministry of Education, Government of India, SGTB Khalsa College, University of Delhi, Delhi  
**ORGANISES**  
**ONE-WEEK ONLINE NATIONAL LEVEL FACULTY DEVELOPMENT PROGRAM**  
**ON**  
**DESIGNING OUTCOME BASED CURRICULUM PRACTICES**  
**Flexible Online Mode and Live Session**  
**18<sup>th</sup> to 24<sup>th</sup> April, 2023**  
**Program Schedule**

Sr. No.	Day and Date	Session I : 3:00 p.m. -5:00 p .m.	Session II : 5:00 p.m. – 7:00 p.m.
		Session 1	Session 2
1.	Tuesday, 18 <sup>th</sup> April 2023	<b>Inaugural Session</b> <b>Prof.Vini Sebastian</b> Principal In-charge, St. Xavier's Institute of Education, Mumbai <b>Prof. A K Bakhshi</b> Chairman, GAD-TLC & Former VC, PDM University, Haryana. <b>Prof. Prof Vimal Rarh</b> Project Head & Joint Director, GAD-TLC	<b>Overview of Outcome Based Curriculum Practices</b> Prof Vimal Rarh, Project Head & Joint Director, GAD-TLC
2.	Wednesday, 19 <sup>th</sup> April 2023	<b>Outcome Based Education and NEP 2020</b> Dr Anusha Ramanathan, TISS, Mumbai	<b>Outcome based Curriculum Design</b> Dr. Shyamal Kumar Das Mandal, Centre for Educational Technology Indian Institute of Technology, Kharagpur
3.	Thursday, 20 <sup>th</sup> April 2023	<b>Teacher Accountability in Outcome Based Curriculum Practices</b> Dr. Pradnya Wagpajjan, SNDT University, Mumbai	<b>Role of Academic Planning in Outcome Based Curriculum Practices</b> Prof. Bino Paul, TISS, Mumbai
4.	Friday, 21 <sup>st</sup> April 2023	<b>Mapping and Measuring for Outcome Based Education</b> Mr Shrihari Pingle Sangamner Nagarpalika Arts, D J Malpani Commerce and B N Sarda Science College (Autonomous), Sangamner	
5.	Saturday, 22 <sup>nd</sup> April 2023	<b>Ethics in Outcome Based Curriculum Practices</b> Ms Kalpana Chavan, St. Xavier's Institute of Education, Mumbai	<b>Best Practices in Outcome Based Curriculum</b> Prof. Chellamani.K School of Education, Pondicherry University, Pondicherry
6.	Sunday 23 <sup>rd</sup> April 2023	<b>Practical Session on</b> <b>DESIGNING OUTCOME BASED CURRICULUM PRACTICES</b> FDP Coordinators, St. Xavier's Institute of Education, Mumbai	
7.	Monday, 24 <sup>th</sup> April 2023	<b>Technology Enhanced Outcome Based Curriculum Practices</b> Dr Bijoy Thomas St. Xavier's Institute of Education, Mumbai <b>Participatory Approach in Outcome Based Curriculum</b> Prof.Vini Sebastian St. Xavier's Institute of Education, Mumbai	<b>Valedictory Address &amp; Function</b> <b>Prof Vimal Rarh</b> Project Head & Joint Director, GAD-TLC <b>Prof. Jaswinder Singh</b> Director, GAD-TLC <b>Fr.Blaise D'Souza S.J</b> St.Xavier's Institute of Education <b>Prof.Vini Sebastian</b> Principal In-charge, St. Xavier's Institute of Education, Mumbai



## DAY ONE SCHEDULE AND REPORT- SESSION-WISE

18 <sup>th</sup> April 2023	Time	Facilitator	Theme
Session 1	5:00 pm – 7:00 pm	Prof Vimal Rarh Project Head & Joint Director, GAD-TLC	Overview of Outcome based Curriculum Practices

### SESSION 1: OVERVIEW OF OUTCOME BASED CURRICULUM PRACTICES

Prof Vimal Rarh initiated the session with interaction with the participants regarding the curriculum practices. Madam stressed on the gap analysis regarding the existing curriculum and bridging the gap with the help of development technological, content and knowledge skills through the outcome based education. Madam explained the need for outcome-based education and the guiding graduate attributes. The resource person mentioned about Program outcomes and which were emphasized and which were ignored. The GAD TLC Director spoke about the vision and plan for achieving higher outcomes like lifelong learning, higher order thinking skills, multidisciplinary holistic education.

Prof Rarh also explained in detail how credits can be calculated under the new National Credit Framework. Madam spoke about Sustainable Development Goals (SDG) as program outcomes and map the course outcomes through modules about SDGs. Madam gave concrete examples with regards to mapping curriculum with the goals of SDG.

Prof Vimal spoke about the importance of e-learning and development of e-content development, and sustainable development goals. The Teaching -learning Centre is a way of enhancing the faculty development capabilities.

The participants were engaging and participative through the session, as Madam used interactive tools and dialogue approach in her session making it dynamic and collaborative.

## DAY TWO SCHEDULE AND REPORT

19 <sup>th</sup> April 2023	Time	Facilitator	Theme
Session 2	3:00 pm – 5:00 pm	Dr Anusha Ramanathan, TISS, Mumbai	Outcome based Education and NEP 2020
Session 3	5:00 pm – 7:00 pm	Dr. Shyamal Kumar Das Mandal, Centre for Educational Technology Indian Institute of Technology, Kharagpur	Outcome based Curriculum Design

### SESSION 2: OUTCOME BASED EDUCATION AND NEP 2020

Dr Anusha Ramanathan right from the start of the session made it interactive and participative through dialogue approach. Madam through the interactions brought out the importance of program outcomes, revision of curriculum for quality education. Madam explained with concrete examples through activities how to measure even soft skills, which can enhance quality in education. The detailed example about application of increasing communication skills, team work, and other abstract outcomes. Madam emphasized on rubrics as also an important tool for measuring higher order skills like democratic consensus, participatory teamwork.

Madam connected to NEP 2020's focus on competencies, dispositions and the ways to implement it through the outcome-based curriculum. There was a stress on the environment that we need to create for achieving the learner centric outcomes. Madam analyzed approaches to achieve the course outcomes, especially with soft skills like empathy through the graduation period of the learners.

Madam answered the queries of the participants regarding creating rubrics and how they can utilize it for their classes, how to make students co-partners in teaching-learning process.

### SESSION 3: OUTCOME BASED CURRICULUM DESIGN

Dr Mandal started with interactive session on the challenges of 21<sup>st</sup> century education. Sir proceeded to how to foster student engagement to achieve learning engagement. There was a sharing of experience of how students feel how education has no purpose, for ownership and the role of teacher to understand the context of learners. Sir explained the difference between the evaluation and assessment. The outcome-based approach through criterion based help us to understand the level of competencies of students. The assessment helps the teachers to understand the whether the outcomes are achieved. From this assessment analysis to find which methods are better to bridge the gap between the students.

In Outcome based approach the role of the teacher is not merely to teach but guide the students to achieve their goals. The teacher is needed despite the availability of the study material as the teacher can with students develop the application of it in the day to day life. There was an elaborate discussion on the topic of designing outcome based.

Designing of outcome-based approach should focus on the major takeaways from the course , skills developed among the students. Difference between Learning outcomes as against learning objectives was discussed and writing of the learning outcomes were elaborated. Sir, gave various concrete examples of writing and mapping the learning outcomes. Sir, mentioned about the software developed by the IIT and how we can use technology for supporting students' learning outcomes and empowering the.

### **DAY THREE SCHEDULE AND REPORT**

<b>20<sup>th</sup> April 2023</b>	<b>Time</b>	<b>Facilitator</b>	<b>Theme</b>
<b>Session 4</b>	<b>3:00 pm – 5:00 pm</b>	Dr. Pradnya Wagpainjan, SNDT University, Mumbai	Teacher Accountability in Outcome Based Curriculum Practices
<b>Session 5</b>	<b>5:00 pm – 7:00 pm</b>	Prof. Bino Paul, TISS, Mumbai	Role of Academic Planning in Outcome Based Curriculum Practices

### **SESSION 4 : TEACHER ACCOUNTABILITY IN OUTCOME BASED CURRICULUM PRACTICES**

Dr Pradnya started with William Spady's Outcome based education philosophy. The session stressed on the expectations of the students and the teachers, but the role of Institution is also very important. Madam elaborated on the characteristics of the Outcome-based education with the inputs and sharing of the participants. The entire session was interactive where in the participants were asked to reflect and share their expectations of the graduate attributes, identification of the generic and specific attributes.

After discussion on the attributes, Madam connected it to the learning competencies and skills that can be useful for achieving the outcomes. Madam emphasized on importance of how to help the students to rise to the expectation. The diagrammatic representation of the paradigm shift helped the participants to understand the of the role of the teachers. Today, the teachers are supposed to the result accomplishments. The teachers' accountability starts with deciding the curriculum, content development, and how they can be guided and to see whether the learner has achieved or not. Madam explained the purpose of the education system towards development of the educational outcomes, structure and operate the outcomes in the classroom scenario. The principles of the outcome based education were discussed at length. The Outcome system Framework and the four faces of OBE was extensively expanded with the participation of the audience.

Madam concluded with summarization of the responsibility of the teacher to plan the course outcomes and see the outcomes are achieved. The classroom reforms from micro level to the institutional level to the completion of the national goals. The role of the Institution and the teacher plays an important part for the achievement of the goals.

## SESSION 5 : ROLE OF ACADEMIC PLANNING IN OUTCOME BASED CURRICULUM PRACTICES

Prof Bino Paul gave a distinct perspective to the theme, and also challenged to look at the concept of outcome-based education. The Outcome based education can be a liability if it is understood in its narrow meaning. Sir in his introduction itself focused on the relationship between research and teaching. Documentation is an important aspect of the innovations in the practice. Good direction, goal setting and outcome-based approach is essential but without documentation is not important. For making the outcome-based education more practical and applicable, there is a need to document the steps and directions taken in process should be published and documented for further reference. Prof Paul stressed on the knowledge conversion as given by Nonaka and Takeuchi 's SECI model and linked smoothly to the outcome-based curriculum. Are the scholars and academicians share their thoughts on the working of the organization. Prof Paul gave importance to engagement with reality. The outcomes of the course cannot be limited to textual or theoretical knowledge but under externalization certain product can be made. Thus, with socialization, internalization, externalization and combination, the outcomes of the courses can have some impact on the knowledge generation and conversion. An important point stressed is on sustainability of knowledge, which can happen only when the same courses are not maintained for years together even when there is dynamic changes happening in the society. Knowledge has to be in context of those times and circumstances.

In the concluding section, Prof Paul have concrete examples from the Tata Institute of Social Sciences and the different outcome-based courses. A few recent ones stressed on the alignment with the SDGs and how these are leading the students to become conscious and intelligent citizens helping to achieve quality and equity in the education and in the society.

The session was enriched by the lucid and clear responses by the resource person to the different queries asked by the participants.

## DAY FOUR SCHEDULE AND REPORT

21 <sup>st</sup> April 2023	Time	Facilitator	Theme
Session 6	3:00 pm – 5:00 pm	Mr Shrihari Pingle	Mapping and Measuring for Outcome Based Education
Session 7	5:00 pm – 7:00 pm	Sangamner Nagarpalika Arts, D J Malpani Commerce and B N Sarda Science College (Autonomous), Sangamner	

## SESSION 6 & 7 : MAPPING AND MEASURING FOR OUTCOME BASED EDUCATION

This day of the FDP was conceived as a workshop. It was to be an hands-on experience and experiential approach towards the Outcome based approach. The participants were informed in advance to be prepared for the entire 2 sessions to be on practical experience on how to map and measure the attainment of the course outcomes.

Sir started initially with the difference between objectives and outcomes. The concept and purpose of the mapping of the courses into outcome based was emphasized. The need for well-planned and action-oriented outcomes was the need of the times was stressed by the resource person right at start. The measurable competencies and skills can be brought out by mapping the course outcomes. The resource person elaborated on the definitions of Outcome

based curriculum and highlighted the importance of restructuring the curriculum and assessment to reflect the higher order learning. The graphic representations of OBE Framework and Designs made the concepts easy to understand and connect by the participants.

The session later focussed on writing of the outcomes and the resource person invited participation in classifying the strong, weak, poor and good outcome mapping. The connect to action words and the revised Bloom's Taxonomy was focussed and considerable practice was given for mapping the outcomes with apt action words.

The art of setting question paper which is in the alignment with the assessment map and mapping factor was considered. The connect between the Program Outcomes (PO) and Course Outcomes (CO) were brought out and the mapping factor of substantial, moderate, and low were brought in. Pingle Sir with step by step and direct experience on working on the excel sheets along with participants brought out the application of the mapping and correlating POs with COs.

The calculations for the attainment of the Course Outcomes with formulae and systematic procedure was clearly and explained at a gradual pace. The calculations of the internal and external evaluation were elaborated, the participants were carrying out practical activities along with the resource persons and their challenges were immediately resolved by the resource person. This made the session into a dynamic workshop. The final attainment with the course and program outcomes were elaborated with direct and indirect method.

In conclusion, the resource person summarised how the attainment of the outcomes will be helpful in understanding how the quality of teaching can be improved and how the gap between the intended and obtained course outcomes will be beneficial for planning remedial teaching and improvements in teaching-learning process.

## **DAY FIVE SCHEDULE AND REPORT**

<b>22<sup>nd</sup> April 2023</b>	<b>Time</b>	<b>Facilitator</b>	<b>Theme</b>
<b>Session 8</b>	<b>3:00 pm – 5:00 pm</b>	Ms Kalpana Chavan, St. Xavier's Institute of Education, Mumbai	Ethics in Outcome Based Curriculum Practices
<b>Session 9</b>	<b>5:00 pm – 7:00 pm</b>	Prof. Chellamani.K School of Education, Pondicherry University, Pondicherry	Best Practices in Outcome Based Curriculum

## **SESSION 8: ETHICS IN OUTCOME BASED CURRICULUM PRACTICES**

This theme of the session focused on the value based and ethical side of the outcome-based education. Ms Kalpana started with the practical challenges of the conception and application of the outcome-based education. The critical perspective towards the outcome-based education focused on why the term outcome-based has been looked upon as stressing on more mechanical and behavioristic paradigm of the learning theories. The difference between the transitional and transformational outcome-based approach was. A value-based question and had ethical implications on the education system of 21<sup>st</sup> century. The speaker explained the evolution of the education from factory model

with its focus on outputs and marks-oriented curriculum assessment. The connect between the education and evaluation was to develop the mechanical and subservient labour class and hence the outcomes of today were confused with the output of the 19<sup>th</sup> century. The resource person analyzed a research paper to trace back why the outcome-based approach has again gained the central stage despite the criticism regarding its narrow understanding of the concept of outcomes.

The resource person focused on transformational outcome-based outcomes and how it can lead to empowerment of developing higher order thinking skills. The resource person focused on the ethics and accountability of the teachers to draft through constructive alignment the intended outcomes, teaching methodologies and the assessment for the students. In this way, the students know what the purpose of the courses is and as well feel the ownership towards their own learning. The higher order skills can be developed through the outcome-based education.

The connect between Institution's vision, national's goals and the program outcomes are to be reflected in the course outcomes. The accountability of the Institution is to document and to publicize and promoted on various platforms. The resource person spoke about various such platforms like website, academic handbooks, syllabus, notice boards in the college, orientation during the induction program, update, and faculty development program on outcome-based education – mapping and attainment of the outcome-based education. There can be different workshops, conferences and seminars organized for understanding the mapping and attainment of the learning outcomes. Thus, the importance of being aware of the outcomes and how to write and calculate plays an important role and it is the responsibility of the teachers to acquaint the students about the course outcomes.

The resource person elaborated on the inverse Bloom's taxonomy and the accountability of the teachers to enhance the quality of teaching learning process, to develop higher order thinking skills and also to help students to be proactive and independent thinkers.

Ms Kalpana concluded with highlighting the significance of the outcome-based education and how the teaching learning process need not be just a mandatory process but for transformation of quality for quantity in education system and syncing education with the goals of the society.

## **SESSION 9: BEST PRACTICES IN OUTCOME BASED CURRICULUM**

The resource person, Prof Chellamani shared the policy perspectives on education, which underscores that which focussed on the characteristics of education. The case study of Finland Education focusses on highly trained teachers, well qualified and equipped with innovative techniques of teaching. The teachers and the students have to be aware of their outcomes. There has to be more application and practicality when the outcomes are clearly defined.

Madam focussed on the goals of NEP 2020 and stressed on experiential activities, discovery learning, holistic education, multidisciplinary and integration of higher order and reflective thinking. The different documents especially the NCFTE 2009 was deliberated upon, wherein the vision of Outcome based education was highlighted. The focus of outcome-based education was also to be open, flexible, inclusive and eclectic. The resource person emphasized on dialogical rather than didactic, the communication between students and teachers has to be open. The teachers have to reflect on their practices, capacity to construct, discern or judge. There is reflective enquiry, observation, document analysis and integration of evaluation practices which can be included in the teaching-learning curriculum. The curriculum design based on outcome-based education can suggest learner space for personal, social, professional development of teachers.

Prof Chellamani focussed on the different strata in teacher education like foundation of education, curriculum and pedagogy, school internship and core curriculum, and in each of these to bring out affective domain of the outcome-based education. The different techniques of reflective thinking were explained by the resource person. Madam with the help of the rubrics and the lesson plans for promoting reflective thinking. The different competencies to be developed in the teacher education like learning to learn, problem solving, communication skills, team building etc were to be harnessed in an outcome based education. Madam spoke about how through observations, and writing reflective journaling higher order thinking skills can be fostered. The resource person gave various examples of how reflective writing can be done and can become focussed, specific, time-bound, achievable for outcome based approach.

Madam gave an insight into the different aspects of the reflective practices and teacher as a reflective practitioner. The different ways to develop reflective thinking were examined, esp e-portfolios, journaling, etc.

The resource person linked the reflective practices to the deep learning and portfolio assessment, and generously provided different examples and specimen of different reflective practice lesson plans and e-portfolio formats.

## **DAY SIX SCHEDULE AND REPORT**

<b>23rd April 2023</b>	<b>Time – 3:00pm -7:00pm</b>
<b>Practical Session</b>	Practical Session on Designing Outcome Based Curriculum Practices FDP Coordinators, St. Xavier's Institute of Education, Mumbai
<b>Practical Session</b>	

### **PRACTICAL SESSION: Practical Session on Designing Outcome Based Curriculum Practices**

The participants were given designated time and support for understanding the concepts and completing their assignments. The coordinators were around to offer any kind of support or clarification needed, either on Learning Management System (LMS) or on the designated mail. The participants were guided to go through the Learning Management System managed by the coordinators, the LMS was provided with the video recordings and reference materials promptly which also supported the completion of the assignments. The assignment questions were given in advance so that the participants could do referencing and research and supply quality work through their project work, quiz and assignments. This also helped the participants to be self-regulated and complete the work within the scheduled period.

## DAY SEVEN SCHEDULE AND REPORT

24 <sup>th</sup> April 2023	Time	Facilitator	Theme
Session 10	3:00 pm – 4:00 pm	Dr Bijoy Thomas St. Xavier's Institute of Education, Mumbai	Technology Enhanced Outcome Based Curriculum Practices
Session 11	4:00 pm- 5:00 pm	Prof.Vini Sebastian St. Xavier's Institute of Education, Mumbai	Participatory Approach in Outcome Based Curriculum
Valedictory Program	5:00 pm – 7:00 pm	Report Reading of the FDP  Prof Vimal Rarh Project Head & Joint Director, GAD-TLC  Prof. Jaswinder Singh Director, GAD-TLC  Fr.Blaise D'Souza S.J Manager St.Xavier's Institute of Education  Prof.Vini Sebastian Principal In-charge, St. Xavier's Institute of Education, Mumbai  Vote of thanks	Valedictory Address & Function

### SESSION 10 TECHNOLOGY ENHANCED OUTCOME-BASED CURRICULUM PRACTICES

The session started with the intent and commitment of the outcome-based education, restructured curriculum. The power of paradigm of outcome-based curriculum was highlighted by Dr Bijoy Thomas from *inpowering to empowering*, the evolution of the learning practices, and higher order skills. Sir involved the participants to encourage their understanding how do we deliver the intent goals of outcome based approach. The session was directed towards how technology can provide better service towards outcome based education. The way to retain the students is through understanding the context of learners, going back to zero, going back to starting point, starting something new for the students. The empowerment paradigm was deliberated upon by Dr Thomas with an interaction and dialogue with the participants.



The main theme was discussion on how technology can be instrumental in the development of the empowerment paradigm. The different role of technology was elaborated with subheadings like designing of the courses through technology of flexible web based system, parameters of knowledge management system and network connections. The role of technology in strengthening the connectivity between the different stakeholders.

The pre-requisites for effective implementation of technology enabled program was highlighted like planning, accessibility, ethical parameters, evolving technological experiences. The technology that are required for developing empowering outcome-based education were deduced through the session. The engaging learning experiences – of collaboration, learner centric methods of teaching, going beyond the classroom experiences, and the role of technology to foster such an environment was discussed.

Dr Bijoy focused on how the designing of learning space play an important role in developing empowering education which can be socialised and personalised. Thus, technology-based approach can enable both curriculum transaction as well as assessment. The evaluative performance can be analysed with the help of e-portfolio system for understanding the process and product of learning processes. The resource person explored various e resources and tools and helped to widen the understanding of the e-resources for making the outcome-based education feasible and practical. The different ways of curation open educational resources was also discussed. The technology in Outcome based education helps to explore the utilisation of different learning resources, next is to empower the learners using technology and most importantly to evolve the learning experiences.

The resource person gave different concrete examples for making the outcome-based education technology enabled. Technology enablers now has changed the role of teacher from facilitator to designer of courses was also the highlight of the session. The resource person answered different queries and deliberated with participants on practical use of technology.

## **SESSION 11: PARTICIPATORY APPROACH TO OUTCOME BASED EDUCATION**

The session started with analysis of what is participatory approach to education initiated by Prof Vini Sebastian. The main idea of participatory approach is that there is a connect with the stakeholders, involve the different stakeholders like parents, community, students, alumni etc in different stages and aspects of the curriculum practices. The learning paradigm of the curriculum is more collaborative, constructive and need based was emphasized by Prof Vini throughout the session.

The participatory approach characteristics were deliberated which gave a clear understanding of the approach like bottom-up approach, decentralised, holistic etc. The different aspects of participatory approach from within and beyond the Institutions were highlighted which can enrich the curriculum. Even for implementation of NEP 2020 participatory approach with regards to skill-based learning, socially productive members, capacity building was recommended by the resource person. The qualities needed for participatory approach like risk management, leadership skills, resource management were stressed upon. The integration of education to the community needs and expectations are to be connected for participatory approach to be beneficial for all.




The purpose of participatory was expounded to draw its relevance, purpose in today's times, especially in the light of changing educational paradigms. The session was interactive, and participants could share their thoughts. And experiences on the participatory approaches. The features of participatory approach from aims of education, to curriculum goals, to competencies acquired at the end of the session, to the achievement of the learning outcomes was discussed in detail. The importance of institutional development plan for implementing participatory approach was deduced from the participants. The SDG focus on developing skills was also emphasized which can be a support

for developing participatory approach like collaboration, communication and also skills that can be developed by connect to community.

Prof Vini Sebastian through self-developed model focussed from need analysis to assessment of competencies and it was graphically represented, with every stage having engagement of stakeholders. Different methods of participatory approach like cooperative learning, open projects, learning, critical incident method, field-based learning, hands-on experience, scenario based approach, authentic problem solving etc were discussed in detail. Peer learning, parent involvement, networking with other institutions, local experts, vocational education for participatory approach skills was elaborated. The resource person integrated smoothly the 2 models of Cathedral and Bazar Models for development of participatory approach. The generic skills for development of participatory approach was also elaborated.

To conclude, the feasibility of the participatory approach with planning as well as systematic connection to development of competencies for outcome-based education.

## VALEDICTORY PROGRAM SCHEDULE

**ST. XAVIER'S INSTITUTE OF EDUCATION**  
(Autonomous) Mumbai  
in collaboration with  
**GURU ANGAD DEV -TEACHING LEARNING CENTRE**  
Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching  
(PMMNMTT), Ministry of Education, Government of India, SGTB Khalsa College,  
University of Delhi, Delhi  
ORGANISES  
**ONE-WEEK ONLINE NATIONAL LEVEL FACULTY DEVELOPMENT  
PROGRAM**  
ON  
**DESIGNING OUTCOME BASED CURRICULUM PRACTICES**  
Flexible Online Mode and Live Session  
Monday, 24<sup>th</sup> April 2023  
**VALEDICTORY PROGRAM SCHEDULE**

TIME SCHEDULE	PROGRAM SCHEDULE	
5.15 P.M – 5.30 P.M	Welcome Address	<b>Prof. Vini Sebastian</b> Principal In charge St. Xavier's Institute of Education, Autonomous, Mumbai
5.30 P.M – 5.45 P.M.	Report Presentation	<b>Faculty Coordinators</b> St. Xavier's Institute of Education, Autonomous, Mumbai
5.45 P.M – 6.05 P.M	Sharing of Experience	Participants
6.05 P.M – 6.15 P.M	Address by Guest of Honor	<b>Fr. Blaise D'Souza S J</b> Manager, St. Xavier's Institute of Education Society, Mumbai
6.15 P.M – 6.40 P.M.	Valedictory Address	<b>Prof. Jaswinder Singh</b> Director GAD-TLC Principal SGTB Khalsa College
6:40 P.M. - 6:50 P.M.	Concluding Remarks	<b>Prof Vimal Rarh</b> Project Head & Joint Director, GAD- TLC Professor, SGTB Khalsa College
6:50P.M. - 6:55 P.M.	Vote of Thanks	<b>Ms.Kalpna Chavan</b> St. Xavier's Institute of Education, Autonomous, Mumbai
6:55 P.M. – 7.00 P.M	National Anthem Photo	

## **Valedictory Program**

The Valedictory program started with the welcome note by Principal in charge of SXIE Prof Vini Sebastian wherein madam appreciated the planning and execution of the FDP on Designing Outcome Based Curriculum Practices. Madam focussed on the learning ecosystem for sustainable development towards achieving inclusive as well as equitable approach towards education. Madam welcomed all to the valedictory program.

Ms Kalpana Chavan presented the report with visual representation of the online FDP with highlights of all the sessions through the seven days. The essential takeaways from the different sessions from inaugural to all the sessions was emphasized, highlighting what was beneficial for the participants from each session.

It was followed by impressions of the different participants- and what they have found to relate to them through the FDP.

Then Fr Blaise D' Souza SJ, Manager, St. Xavier's Institute of Education, Autonomous, gave his impressions about the FDP as a guest speaker. Fr Blaise appreciated the resource persons' efforts to take the education beyond the classroom. The guest speaker spoke about the knowledge that is available in the environment and the community. Fr Blaise spoke about outcomes that we are intending from our education are for the well being of human values, for saving the environment, protecting the environment and for the betterment of all the members of the society. We have to be collaborative and participative in bringing the change. We have to support the students to learn and be discerning members of the society. Fr also gave examples of how sometimes the energy developed can be misused as in the atomic or nuclear energy inventions, so the outcome of our education has to be long sighted and not regret its own creations.

Fr concluded by stating that the outcomes has to be transformational for the betterment and well being of all, human as well as environment.

Prof Jaswinder Singh , Director of GAD- TLC Principal of SGTB Khalsa College shared his thoughts and insights. Prof Jaswinder stressed on interactive and interdisciplinary education. Sir urged that the education system has to be judicious use of the resources, provide adequate means for all, education has to be beneficial for the society. The main objective of the education has to be world citizens, study critically the world problems and make the educational outcomes relevant to the local needs. The outcome-based education has to be creating generation of value thinkers and agents of social change. India is said to be the young country as it has maximum youth who can foster development and productive members of nation and at the global level.

Prof Vimal Rarh also added concluding remarks in the valedictory emphasized on experiential learning and technology enabled education. Madam urged the participants to prepare oneself in continuous ways so that we can support school education as well as higher education. The sharing of information can be done even by artificial intelligence, but progressive teachers like the participants make education authentic, practical, and beneficial for the society. Teachers have to be updated in their own field as well as in technological tools and prepare the students for the world which is still evolving. Madam congratulated all participants for completion of the FDP but keep being lifelong learners by joining different such FDPs and short-term courses. Madam appreciated the team of St. Xavier's Institute of Education and GAD TLC team.

The FDP ended with formal vote of thanks by Dr Bijoy Thomas. Sir applauded the support of the Management, the Director and Chairperson of the FDP as well as the engaging participants.

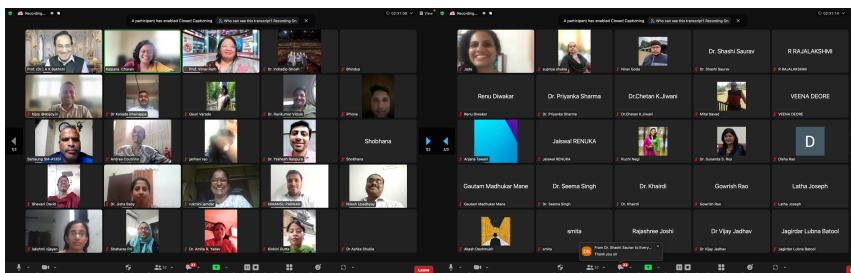
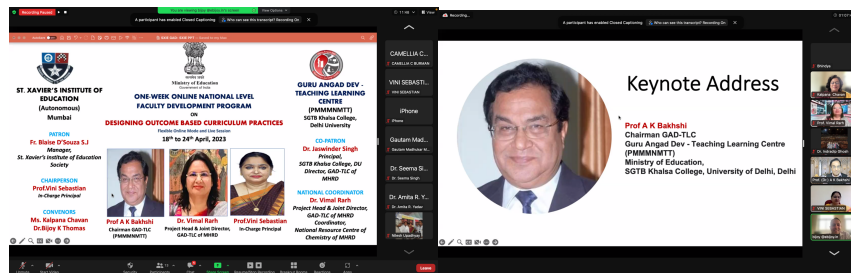
Some participants shared their views on describing the entire process through the mentimeter link about the FDP of Designing Outcome Based Curriculum Practices.



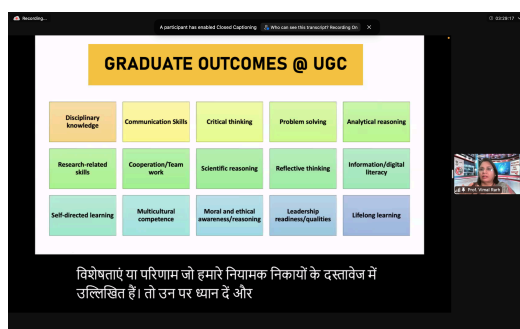
The participants were reminded of the timely submission of their assignments. The online FDP ended with the national anthem.

# PHOTOGRAPHS / SCREENSHOTS

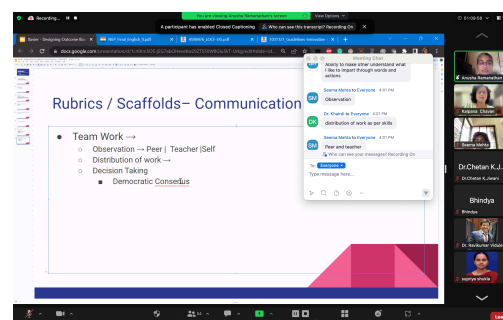
## 1. Inaugural Session



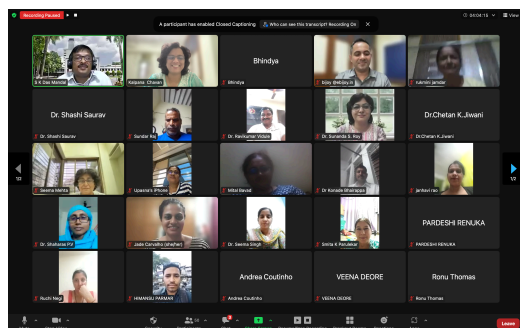
Session : Dr Vimal Rarh



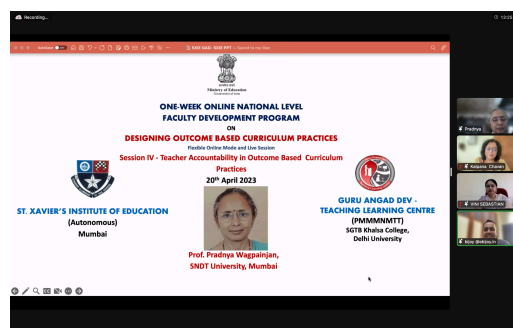
Session: Dr Anusha R



## Session : Prof Shyam Mandal



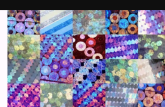
## Session : Prof Pradnya W



## Session : Prof Bino Paul

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### Exploratory Taxonomy

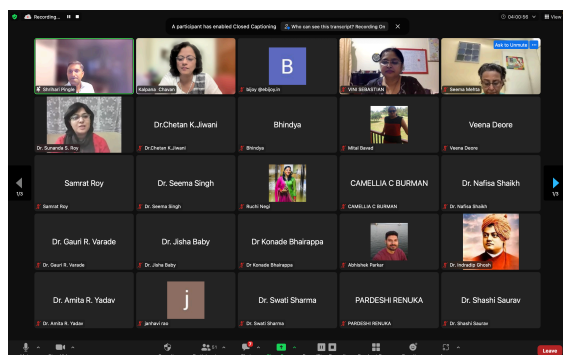


		Organising Knowledge Based on Nonaka, I. (1994). A dynamic theory of organizational knowledge creation. Organization science, 5(1), 14-37.			
		Socialisation	Externalisation	Internalisation	Combination
Outcomes (based on UGC 2020) <a href="https://www.ugc.gov.in/e-books/ncert.pdf">https://www.ugc.gov.in/e-books/ncert.pdf</a>	Disciplinary knowledge				
	Communication Skills				
	Critical thinking				
	Problem solving				
	Analytical reasoning				
	Research Skills				
	Team Work				
	Scientific Reasoning				
	Reflective Thinking				
	Digital Ability				
	Self Ordered				
	Multi Cultural Orientation				
	Moral and Ethical Awareness				
	Leadership				
Lifelong Learning					

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Participants: BINO PAUL, Kalpana Chavan, VINI SEBASTIAN, B, biloy @biroy.in, Seema Mehta, Seema Mehta, Dr. Shahas..., Dr. Shahas P.V, HIMANSHU PARMAR

## Session: Mr Shrihari Pingle



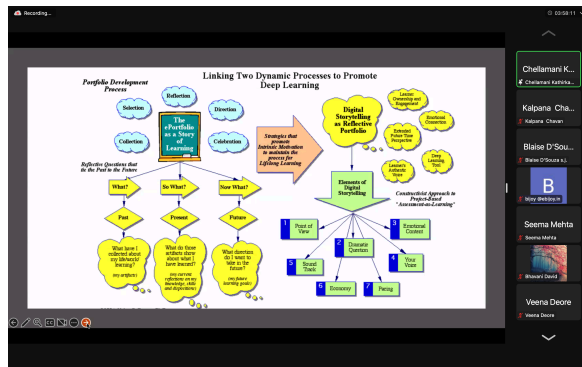
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### Programme Outcome attainment (Overall)

Method	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Direct	1.95	2.1	2.15	2.33	1.66	2.2	1.8	1.98	2.28	2.32	2.66	1.9
Indirect	1.67	2.33	1.67	2.00	2.33	2.67	2.67	1.67	1.33	2.33	2.00	
0.6*D	1.17	1.26	1.29	1.40	1.00	1.32	1.08	1.19	1.37	1.39	1.60	1.14
0.4*I	0.67	0.93	0.67	0.80	0.93	1.07	1.07	0.67	0.53	0.93	0.80	
Overall	1.84	2.19	1.96	2.20	1.93	2.39	2.15	2.25	2.03	1.93	2.53	1.94
0.6*D+												
0.4*I												

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## Session: Prof Chellamani



## Session: Kalpana Chavan

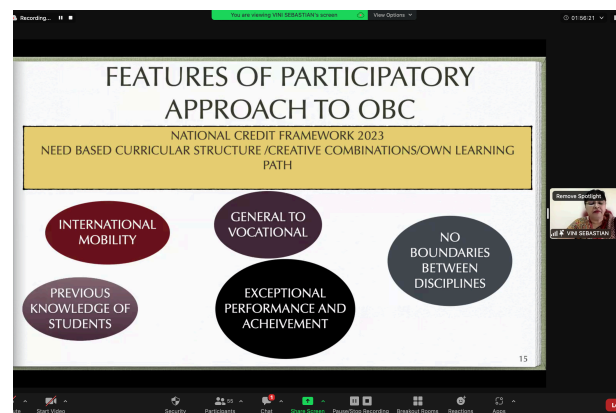


## Session : Dr Bijoy Thomas

Educentric Paradigm	Empowerment Paradigm
Education is time based	Education is open and not time based
Fixed roles and statuses for those defined as teachers and students	Flexible roles and statuses for those defined as teachers and students;
Fixed lines of authority and rules governing both;	Flexible lines of authority and rules governing both;
Fixed age-level and/or 'ability' grouping of students;	Flexible age-level and/or 'ability' grouping of students;
Fixed areas of content derived from Textbooks	Flexible areas of content derived from Community
Fixed places to learn	Flexible places to learn;
Fixed time blocks and schedules given	Flexible time blocks and schedules
Fixed ways of assessing, labeling, and ranking students' learning	Flexible ways of evaluating and ranking students' learning
Fixed criteria and times for sorting or advancing students through the system	Flexible criteria and times for sorting or advancing students through the system.

<https://williamspady.com/wp-content/uploads/2020/08/08Edigital7.pdf>

## Session : Prof Vini Sebastian





## Valedictory Program:



**ST. XAVIER'S  
INSTITUTE OF  
EDUCATION**  
(Autonomous)  
Mumbai

**PATRON**  
**Fr. Blaise D'Souza S.J**  
*Manager,  
St. Xavier's Institute of  
Education Society*

**CHAIRPERSON**  
**Prof.Vini Sebastian**  
*In-Charge Principal*

**CONVENORS**  
**Ms. Kalpana Chavan**  
**Dr.Bijoy K Thomas**



सत्यमेव जयते  
Ministry of Education  
Government of India

**ONE-WEEK ONLINE NATIONAL LEVEL  
FACULTY DEVELOPMENT PROGRAM**  
ON  
**DESIGNING OUTCOME BASED CURRICULUM PRACTICES**  
Flexible Online Mode and Live Session  
**18<sup>th</sup> to 24<sup>th</sup> April, 2023**  
**24<sup>th</sup> April 2023 VALEDICTORY PROGRAM**



**GURU ANGAD DEV -  
TEACHING LEARNING  
CENTRE**  
(PMMMNMTT)  
SGTB Khalsa College,  
Delhi University

**CO-PATRON**  
**Dr. Jaswinder Singh**  
*Principal,  
SGTB Khalsa College, DU  
Director, GAD-TLC of  
MHRD*

**NATIONAL COORDINATOR**  
**Dr. Vimal Rarh**  
*Project Head & Joint Director,  
GAD-TLC of MHRD  
Coordinator,  
National Resource Centre of  
Chemistry of MHRD*



**Prof. Jaswinder Singh**  
Director GAD-TLC  
Principal  
SGTB Khalsa College



**Fr. Blaise D'Souza S.J**  
Manager, St. Xavier's  
Institute of  
Education Society

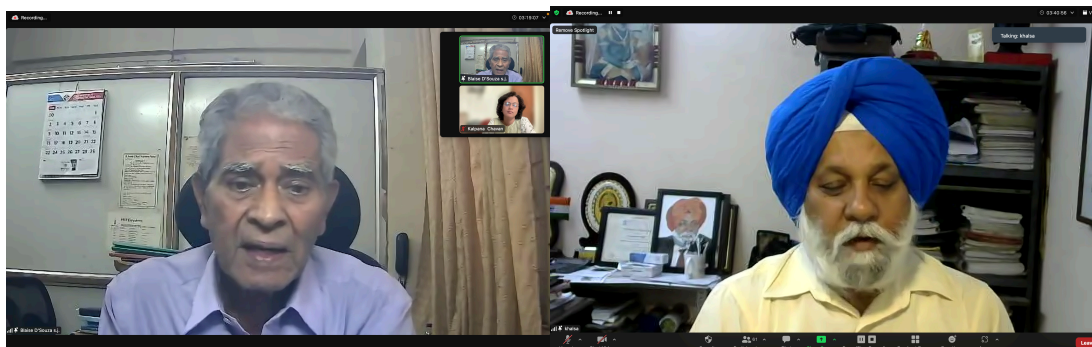


**Dr. Vimal Rarh**  
Project Head & Joint  
Director,  
GAD-TLC of MHRD



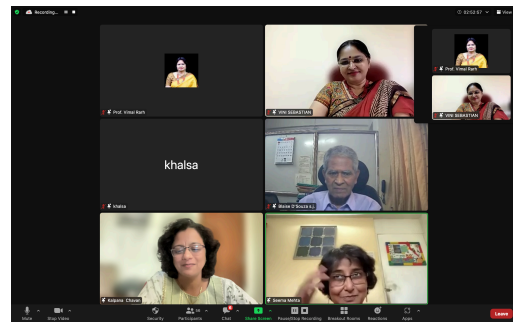
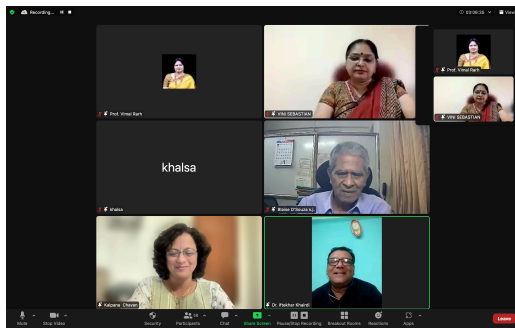
**Prof.Vini Sebastian**  
In-Charge Principal,  
St. Xavier's Institute  
of Education

## Valedictory Addresses

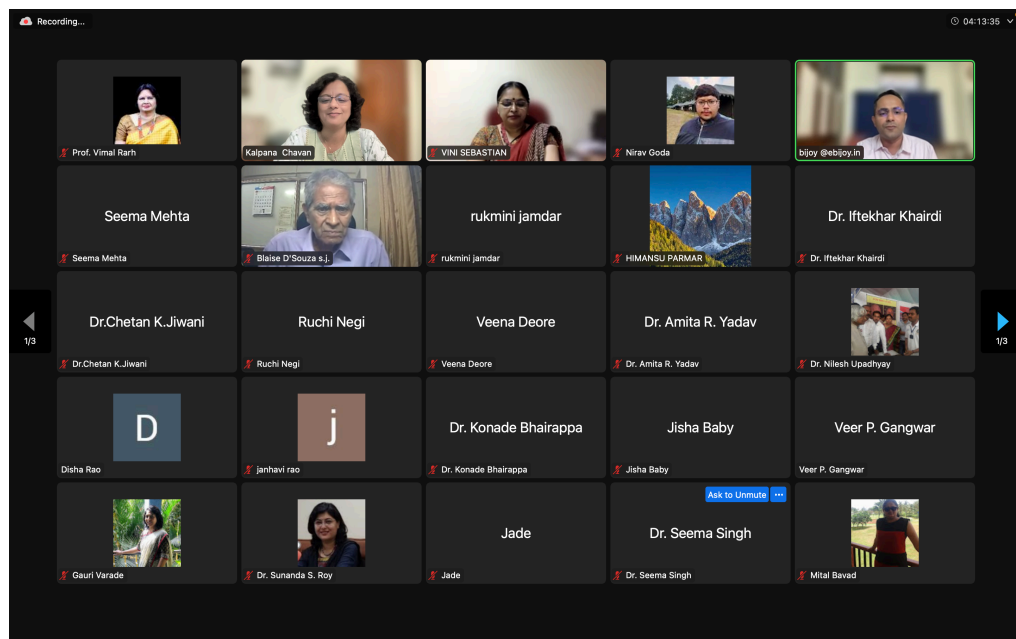


## Reflections from Participants and Vote of Thanks





## Vote of Thanks



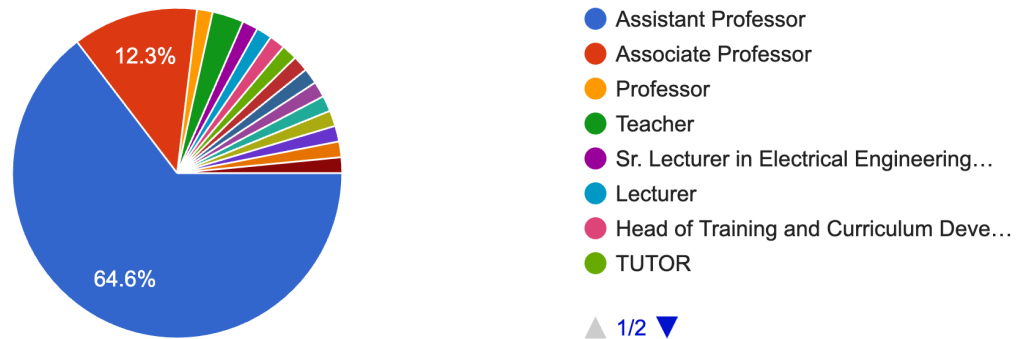
## IN MEDIA (if any)

## STATISTICAL ANALYSIS

### Designations of Participants attended: Designations of Participants attended:

Designation

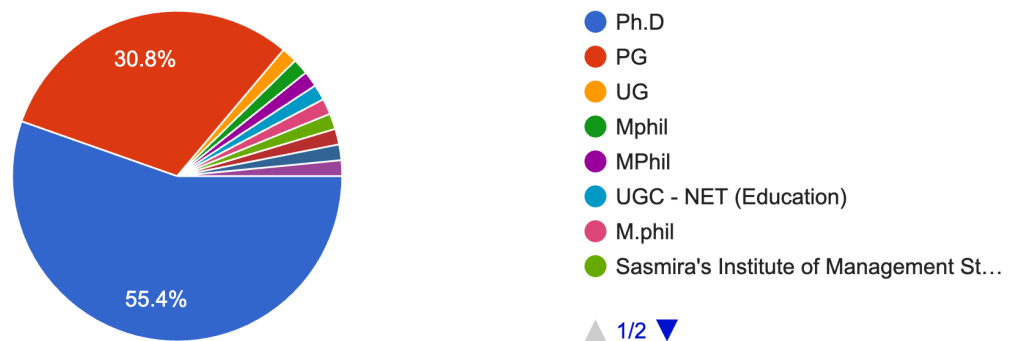
65 responses



### Qualification:

Qualification- (Highest)

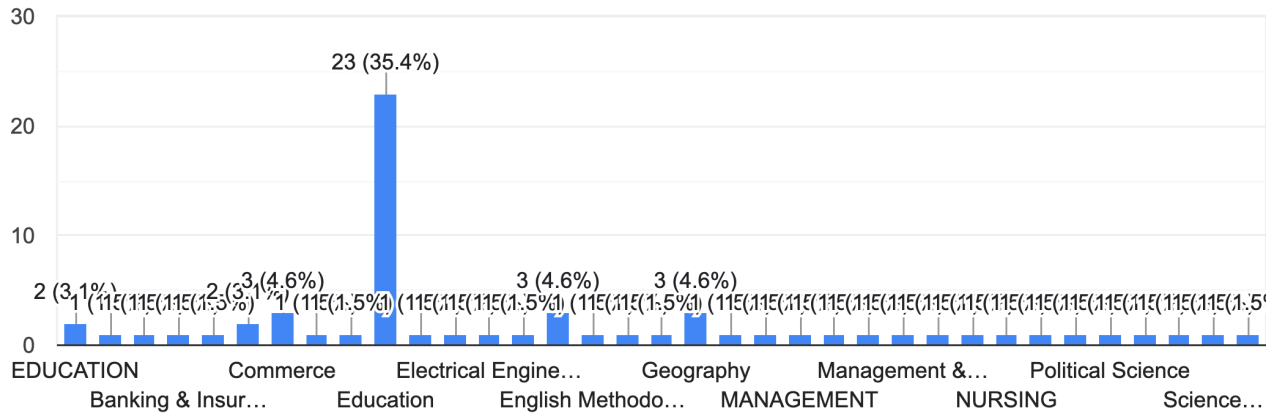
65 responses



### Subject:

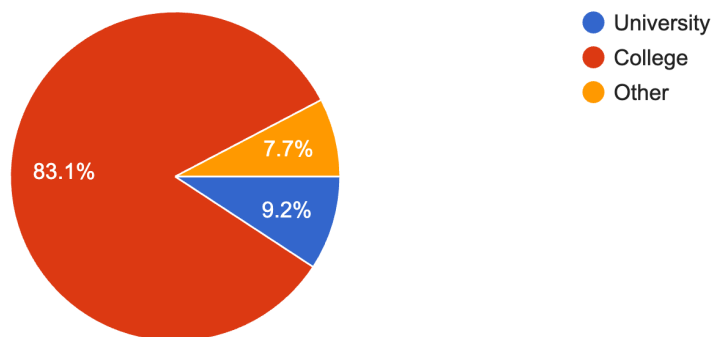
## Department/Subject

65 responses



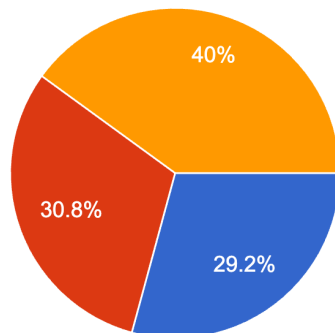
## Nature of Institution

65 responses



## Type of Institution

65 responses

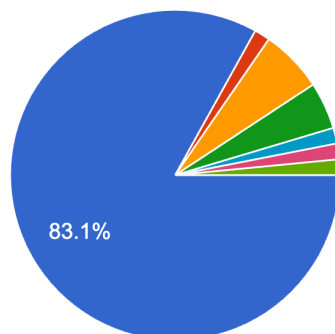


- Government (Central or State)
- Partially Aided by Govt.
- Private

## Nature of Appointment

### Nature of Appointment

65 responses



- Permanent
- Temporary
- Contractual
- Ad-Hoc
- Guest
- P hD Scholar
- Fellowship Holder NET JRF- NFOBC
- (UGC-NET/SRF)

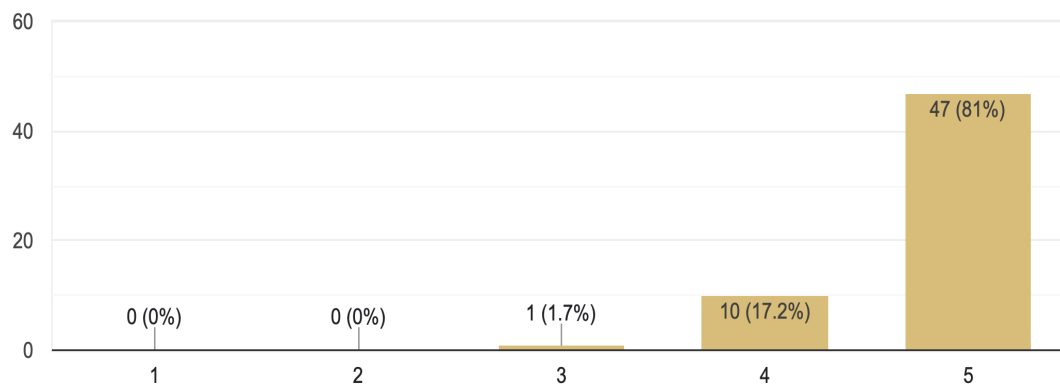
# SESSION WISE FEEDABCK ANALYSIS

## SESSION WISE FEEDABCK ANALYSIS

### Keynote Address

5. How do you rate this Session on a scale of 1 to 5. (1- Satisfactory and 5 - Excellent )

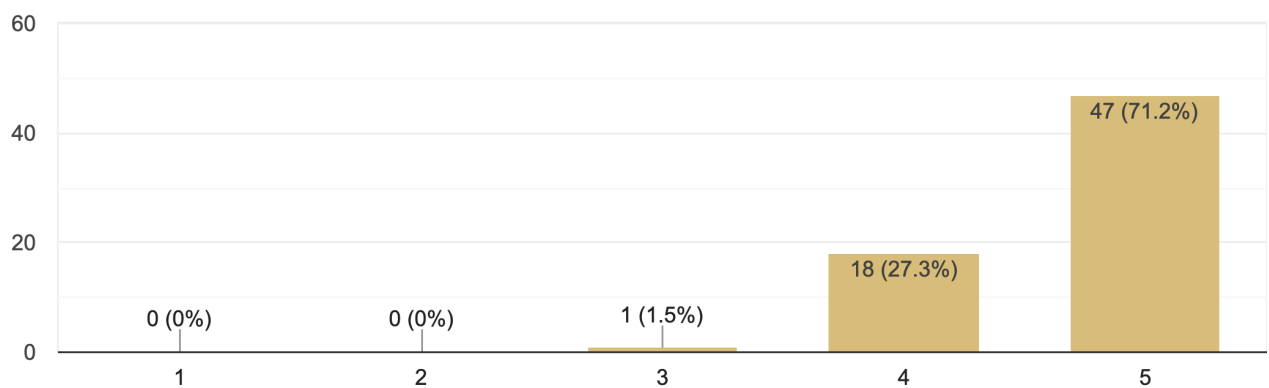
58 responses



### Session 1

### 5. How do you rate this Session on a scale of 1 to 5. (1- Satisfactory and 5 - Excellent )

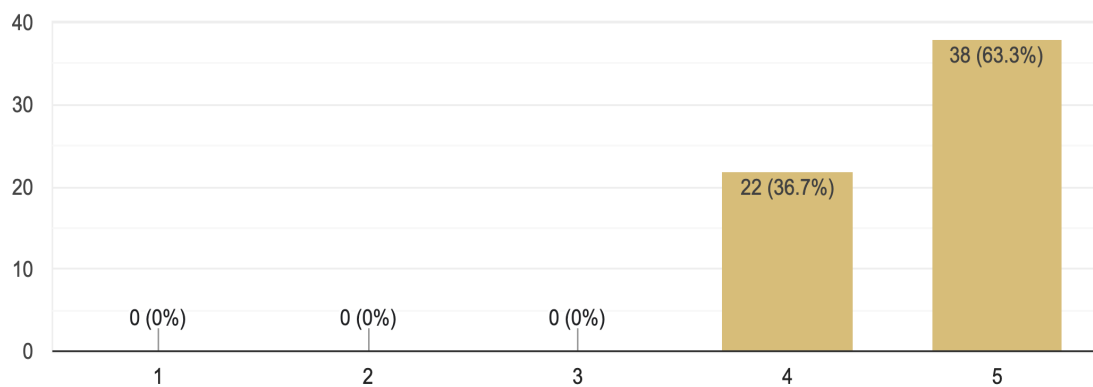
66 responses



## Session 2

### 5. How do you rate this Session on a scale of 1 to 5. (1- Satisfactory and 5 - Excellent )

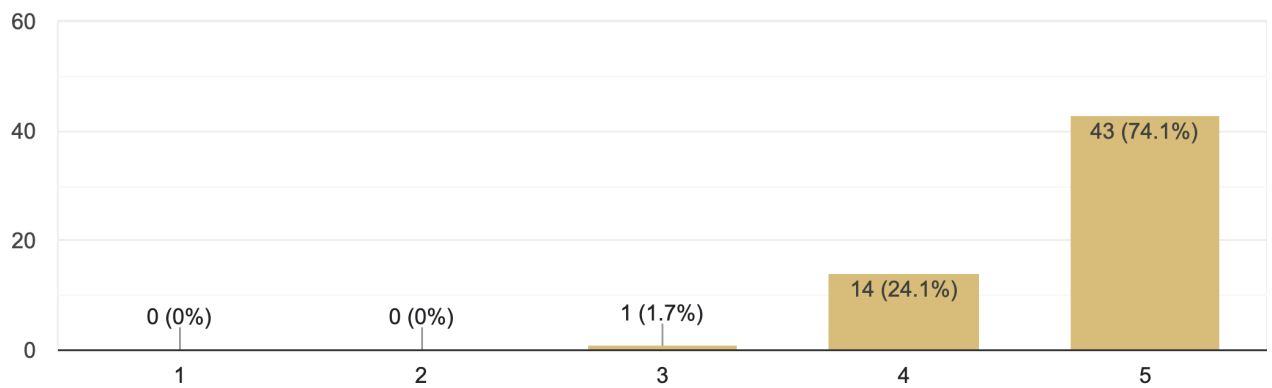
60 responses



## Session 3

5. How do you rate this Session on a scale of 1 to 5. (1- Satisfactory and 5 - Excellent )

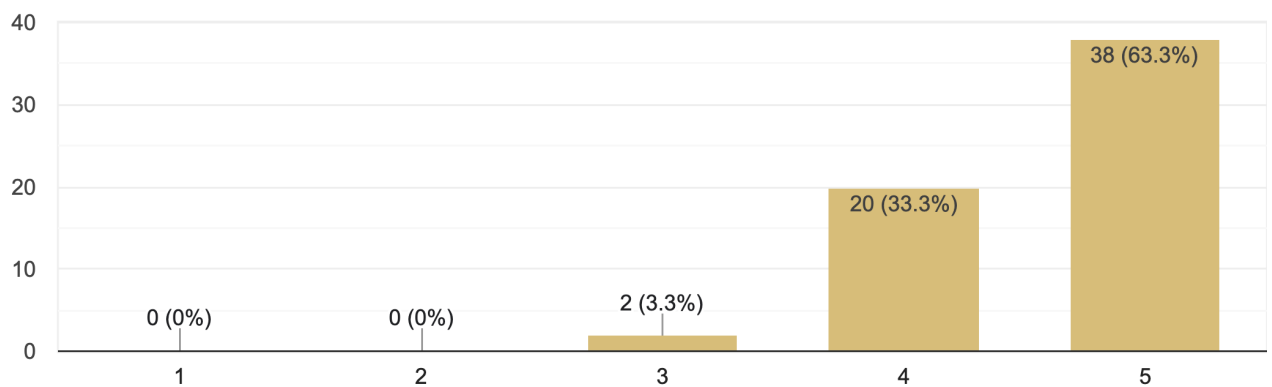
58 responses



#### Session 4

5. How do you rate this Session on a scale of 1 to 5. (1- Satisfactory and 5 - Excellent )

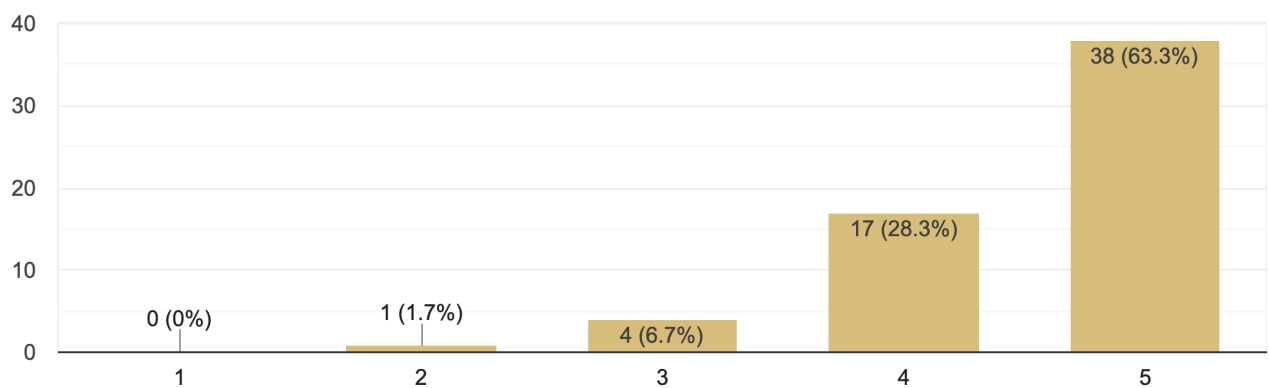
60 responses



#### Session 5

5. How do you rate this Session on a scale of 1 to 5. (1- Satisfactory and 5 - Excellent )

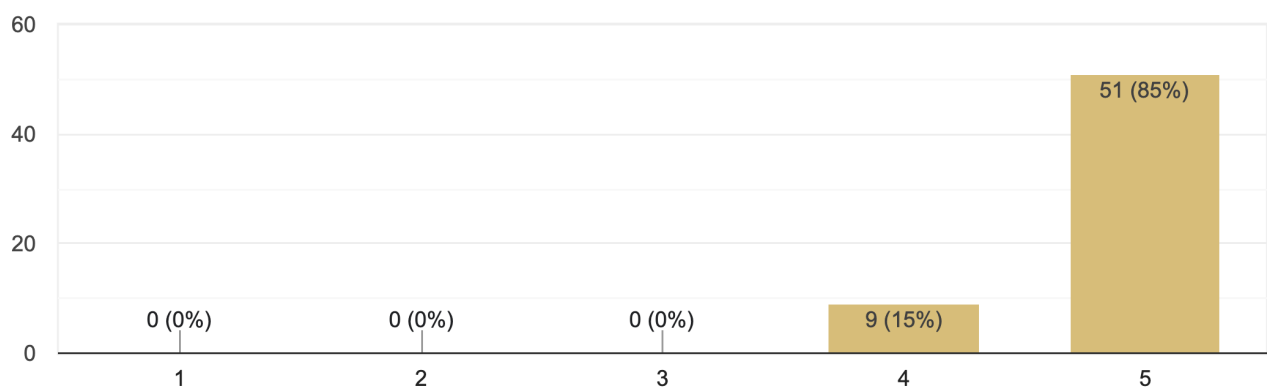
60 responses



## Session 6

5. How do you rate this Session on a scale of 1 to 5. (1- Satisfactory and 5 - Excellent )

60 responses

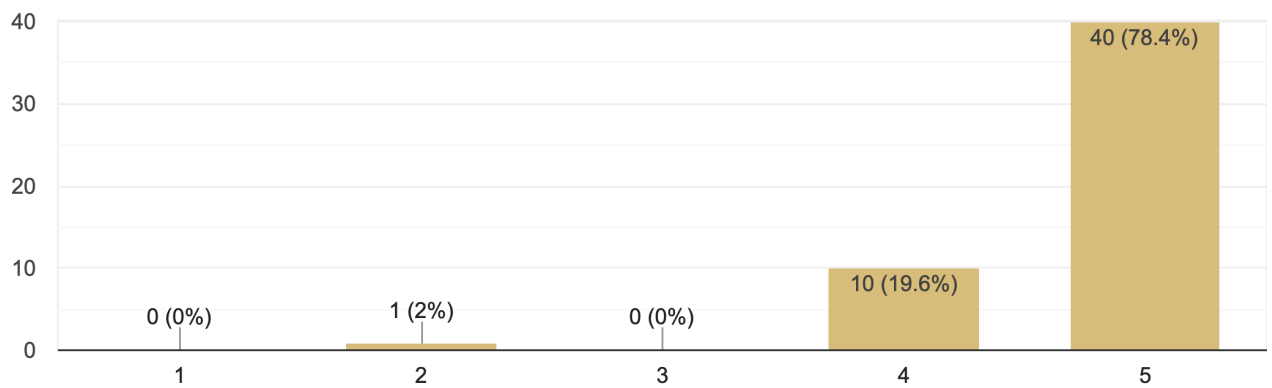


## Session 7



5. How do you rate this Session on a scale of 1 to 5. (1- Satisfactory and 5 - Excellent )

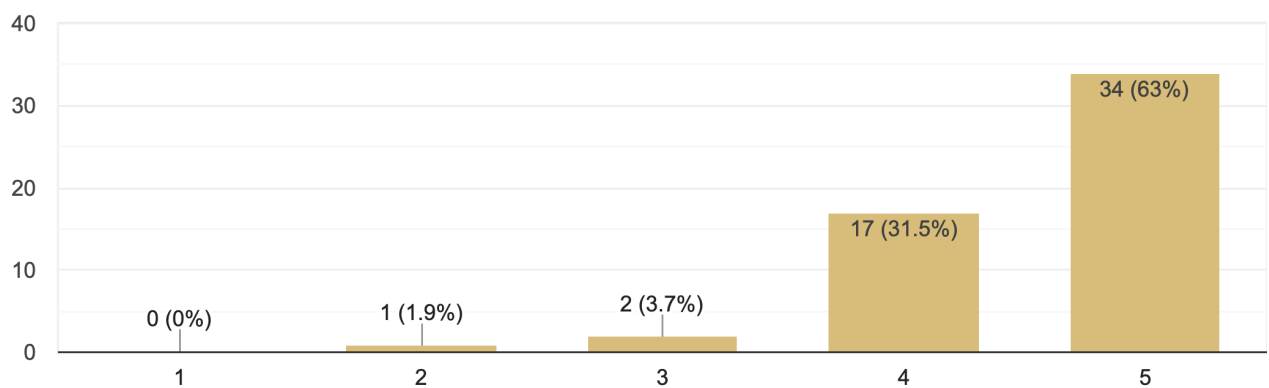
51 responses



**Session 8**

5. How do you rate this Session on a scale of 1 to 5. (1- Satisfactory and 5 - Excellent )

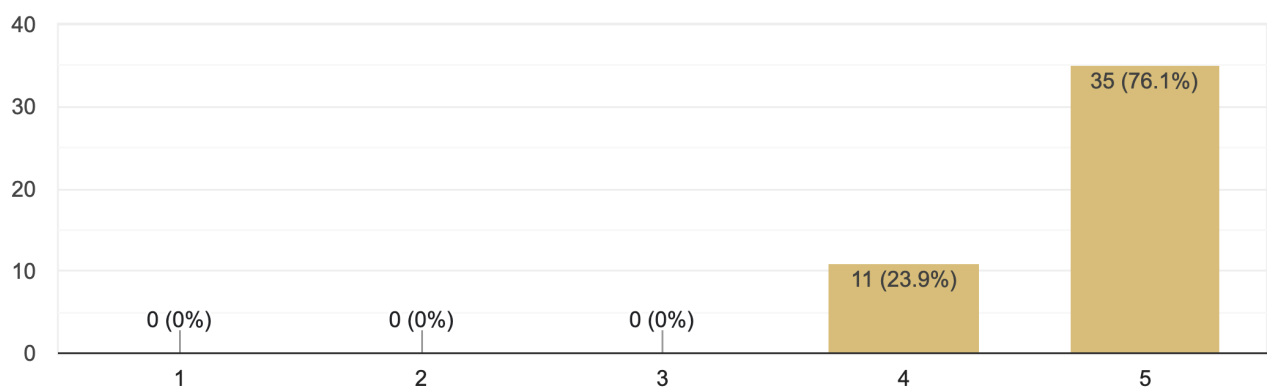
54 responses



## Session 10

5. How do you rate this Session on a scale of 1 to 5. (1- Satisfactory and 5 - Excellent )

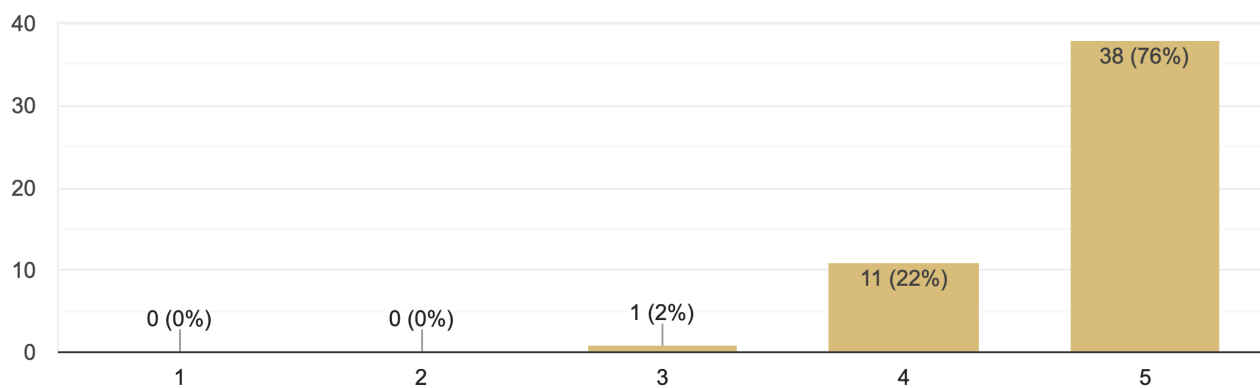
46 responses



## Session 11

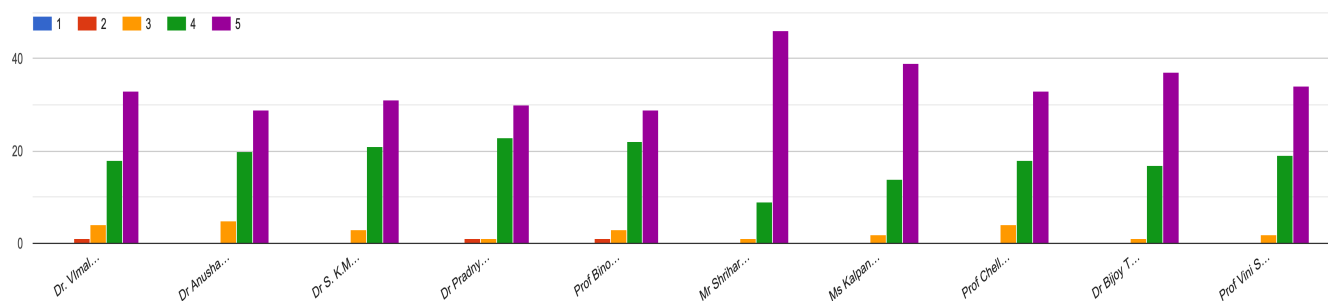
## 5. How do you rate this Session on a scale of 1 to 5. (1- Satisfactory and 5 - Excellent )

50 responses



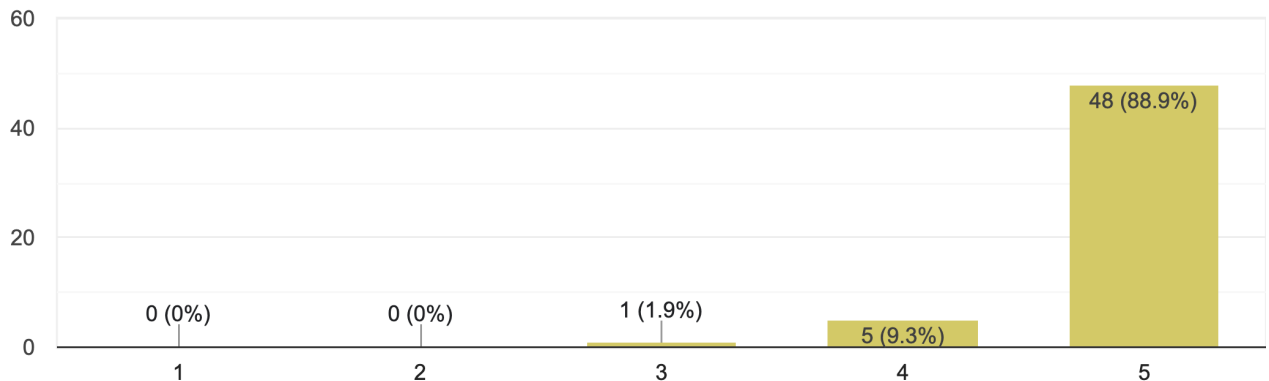
## Overall Feedback

3. How do you rate the following sessions of the FDP in scale of 1 to 5, 1 being lowest and 5 being highest. Kindly tick only one response per row.



1. How do you rate your overall experience of attending this FDP in scale of 1 to 5 , 1 being lowest and 5 being highest.

54 responses



### **ANY OTHER FEEDBACK**

**Please arrange the FDP on "Modern Electrical traction with new /latest technology - metro, wande Bharat, engines details etc."**

**Excellent session, but If the time is in the evening completely or weekends engaged,more active participation would have been there since working people may find it difficult to attend during working hours**

**Really good planning and implementation of sessions.....**

**Timing could have been little short**

**A wonderful journey**

**Hearty congratulations for the well organised program. Special appreciation to all the coordinators.**

**It was a truly learning and enriching experience**

**GAD-TLC has done a great job as always. Have attended nearly 7 FDPs organized by GAD-TLC since 2020. Will attend more in future. Thanks to conveners of this FDP and SXIE. Keep organizing ONLINE FDPs. Its a great way to enhance our knowledge without having to travel to faraway places (as in OFFLINE mode) or having to take week-long leaves or cancelling classes. All our academic and administrative work can be done while attending online FDPs. GREAT JOB...THANK YOU VERY MUCH**

**The outcome of FDP is really excellent. Hearty Congratulations to the organising team.God bless you all.**

**Thank You Very much for organizing amazing , wonderful session and giving us new insights and learning.**

**Keep igniting minds. Well done organizers!**

**Excellent session, waiting for next**

**Wonderful sessions and memories. Please organise more sessions, workshops and even conferences. Very much interested to join in a place where the planning is so intricate and detail-oriented and execution is so effective with amazing human connection even when online.**

**The session were interesting but morning time would be preferable**

**FDP was very useful and informative for me. The approach used was outcome based.**

**Excellant Sessions with excellant Resourse persons.**

**Overall rating is very satisfactory and from the organizers point of view it was a fabulous experience. Thanks to all stakeholders and participants.**

**Uploading the assignments and project early so that participants can go through them and clear their doubts.**

**Overall the FDP was extremely well organized and both Dr Bijoy Sir and Ms. Kalpana Madam did a tremendous job conducting it so smoothly. Congratulations to Prof. Vini Madam and her team for such an amazing FDP. I look forward to attending more programs organized by St. Xavier's Institute of Education. All the best for a bright and successful future!**

**Timing should be after working timings as it was online mode . Same time should be given for each assignment. Thank you**

**It was an interesting, fruitful and overall an experience to remember**

**All the session and the LMS platform for the updates and recordings are organized very efficiently!**

**All arrangements are good.**

**Ms. Kalpana Chavan Madam's Way of Presentation was mind blowing. The command over the content and mild tone of her speech was very much liked. Any session or content she will present it will reach to its maximum height and efficiency.**

**Dr. Bijoy's presentation was also very much heart touching.**

**It was a very pleasant experience of learning new things.**

**Excellent experience in true sense**

**Very informative, but because of time and work constraints....**

**Thank You for Organizing Wonderful FDP.**