

# SNDT Women's University

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## NAAC - SSR CRITERION II SUPPORTING DOCUMENTS for

### 2.6.2 Attainment of Programme Outcomes

Ratio of 50% internal and 50% external assessment of all postgraduate programmes is approved by Academic council and is practiced at SNDTWU.

All the programme curricula state the Programme Outcomes, Programme Specific Outcomes as well as Course Outcomes. All programmes consist of 4-credit courses so as to bring in uniformity across disciplines. All courses are modularized further, mostly in 1-credit modules. Some departments also practice designing Specific Outcomes per 1-credit module.

The SNDTWU uses both Direct and indirect methods for the assessment of attainment of POs, as well as PSOs and mostly direct assessment for attainment of Course Outcomes.

Methods for assessing the attainment of POs and PSOs includes the following:

1. Practice of Blueprint design and setting of paper in light of the blueprint for Semester-end examination.
2. Practical courses are assessed through practical and product designs.
3. SNDTWU has identified different types of internal assignments which can be used for testing attainment of learning outcomes (e.g. presentations, project reports, small action research, visits and report of the visit, book review, case studies etc.). Writing theory papers for internal evaluation is discouraged.
4. Innovative assessment techniques such as classroom assignments, mini projects, creative products such as concept-maps, infographics, case studies done in groups, etc. are encouraged. Use of ICT for creating such products and for co-creations is practiced.

**Indirect Method for assessing the attainment of POs and PSOs includes the following:**

Student survey tells us about the success or otherwise of various activities organised by the department/or university at large. This survey helps in identifying the impact of inputs organised during the programme they have completed by understanding the strengths and weaknesses of various value-added courses, internship, placements, etc.

Most of the Student Exit Feedback is sought during internship viva voce.

All postgraduate students are offered an internship of minimum 6 weeks ending with report submission and viva-voce. Employers are external examiners for these internships. Regular channels of employer feedback gets opened through these viva-voce.

PSOs as well as required attitude for the selected employment. Employer feedback is also sought during meetings of Campus Placements.

Planning of Assessment of COs and LOs is done while designing syllabi. Syllabi mention assessment strategies in terms of assignments for every course.

A sample syllabi with one course titles 'Open Educational Resources' is provided as a sample of such mapping:

## Sample Syllabus

### Master of Arts/ Master of Science (eLearning) (MA/ MSc - eLearning)

**80 credits**

#### Courses and Evaluation Weightage

Courses	Internal	External	Credits
<b>Semester I</b>			
120011 Educational Technology and Instructional Technology	50	50	4
120012 Learner and the Process of Learning	50	50	4
120013 Instructional Systems Design: Basics	50	50	4
120014 Open and Flexible Distance Learning System #	50	50	4
120015 Information Technology * \$	50	50 (Pract)	4
<b>Semester II</b>			
220011 Instructional System Design: Theories and Models \$	50	50	4
220012 Instructional Strategies for Face-to-face learning # \$	50	50	4
220016 eLearning * \$	50	50 (Pract)	4
220014 Research Methodology	50	50	4
220015 OER Development \$	50	50 (Pract)	4
<i>Exit: PG Diploma in eLearning</i>			
<b>Semester III</b>			
320011 Interactive Multimedia: Concept and Development \$	100		4
320012 Online Learning: Planning and implementation \$	100		4
320014 Modern Techniques in Educational Technology	100		4
320015 Visual Communication and Language Communication * # \$	100		4
320888 Research	100		4
<b>Semester IV</b>			
420011 Web-Application Skills * \$	100		4
420012 Project Management	100		4
420888 Research \$	50	50 (Pract)	4
420999 Internship \$	150	50 (Pract)	8

*Assessment strategies to be used for "Practical external" are: Lab practical of software, Presentation/Seminar/Workshop evaluation, product evaluation, Viva Voce, etc. by external examiners. Theory papers are not to be set for these courses.*

**\* CBCS for other students**

**# can be dropped out by DET students**

**\$ Skill-based courses**

## Programme Outcomes

Apply basic theories and models of Instructional Design  
Plan face-to-face, online as well as blended learning environments  
Design, develop and implement eLearning courses  
Contribute effectively to the field of quality OER  
Undertake Research in the field of educational technology and eLearning  
Design co-operative and constructivist learning environments  
Generate knowledge by co-creation

### Sample Semester II

Courses	Internal	External	Credits
220011 Instructional System Design: Theories and Models	50	50	4
220012 Instructional Strategies for Face-to-face learning	50	50	4
220016 eLearning	50 (Pract)	50 (Pract)	4
220014 Research Methodology	50	50	4
<b>220015 OER Development</b>	50 (Pract)	50 (Pract)	4

### Sample Course 220015: Open Educational Resources (OER) Development 4 Credits, 100 marks

**Course Outcomes:** Learners will be able to

- ◆ Define OER
- ◆ Map OER movements across the world
- ◆ Explore OER repositories
- ◆ Design OER for various platforms and devices
- ◆ Develop OER for various platforms and devices

### Module 251: Conceptual Framework Credit: 1

**LOs:** Learners will be able to

- ◆ Define OER
- ◆ Differentiate FOSS, OER and OCW
- ◆ Trace historical movements of OER
- ◆ Compare Creative Commons licenses

**Content:**

Concept of FOSS, OER, OCW  
Characteristics of OER  
Open Knowledge, IMS, Learning Objects

Historical development of OER  
Copyright Issues, Creative Commons Licenses

**Module 252: OER Movement**

**Credit: 1**

**LOs:** Learners will be able to

- ◆ Map OER movements across the world
- ◆ Explore OER repositories
- ◆ Compatibility Guidelines (IEEE standards)

**Content:**

OER Movements  
Global Initiatives such as OER University, COL, OER Asia  
OER standards

**Module 253: Types of OER**

**Credit 1**

**LOs:** Learners will be able to

- ◆ Explore OER formats in eContents
- ◆ Compare different formats of OER

**Content:**

Video, Audio, Interactive animations, simulation formats in eContents  
Digitized Library Collections  
Open Textbooks  
OER Courseware

**Module 254: Design and Development of OER**

**Credit 1**

**LOs:** Learners will be able to

- ◆ Prepare a Storyboard for eContent
- ◆ Develop eContent for OER

**Content:**

Storyboarding for eContent  
Multimedia development of eContent  
Authoring tools for eContent development

**Internal Assignments for 4-credit course:**

Explore and elaborate one Global OER initiative  
Identify and compare at least two OER repositories  
Identify and analyse at least 3 types of existing OER.  
Design and develop at least 2 types of OER modules.

## Mapping of LOs of the Course 'Open Educational Resources (OER) Development' with Assessment

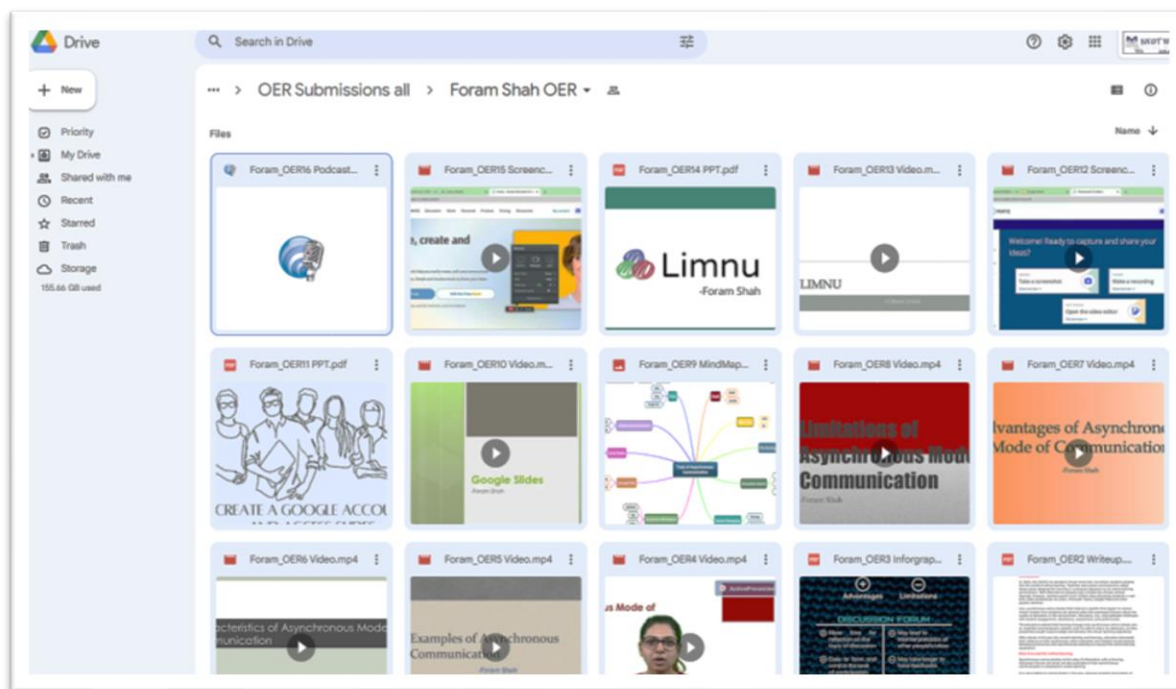
LOs	Evaluation
<b>Module 252: OER Movement</b> <ul style="list-style-type: none"> <li>Map OER movements across the world</li> <li>Explore OER repositories</li> <li>Compatibility Guidelines (IEEE standards)</li> </ul>	Identify and compare at least two OER repositories
<b>Module 253: Types of OER</b> <ul style="list-style-type: none"> <li>Explore OER formats in eContents</li> <li>Compare different formats of OER</li> </ul>	Identify and analyse at least 3 types of existing OER.

Sample submission which is a comprehensive assignment after exploration of several OER portals, analysing types of OERs and searching examples from international OER portals, synthesizing the results of analysis and designing infographics:

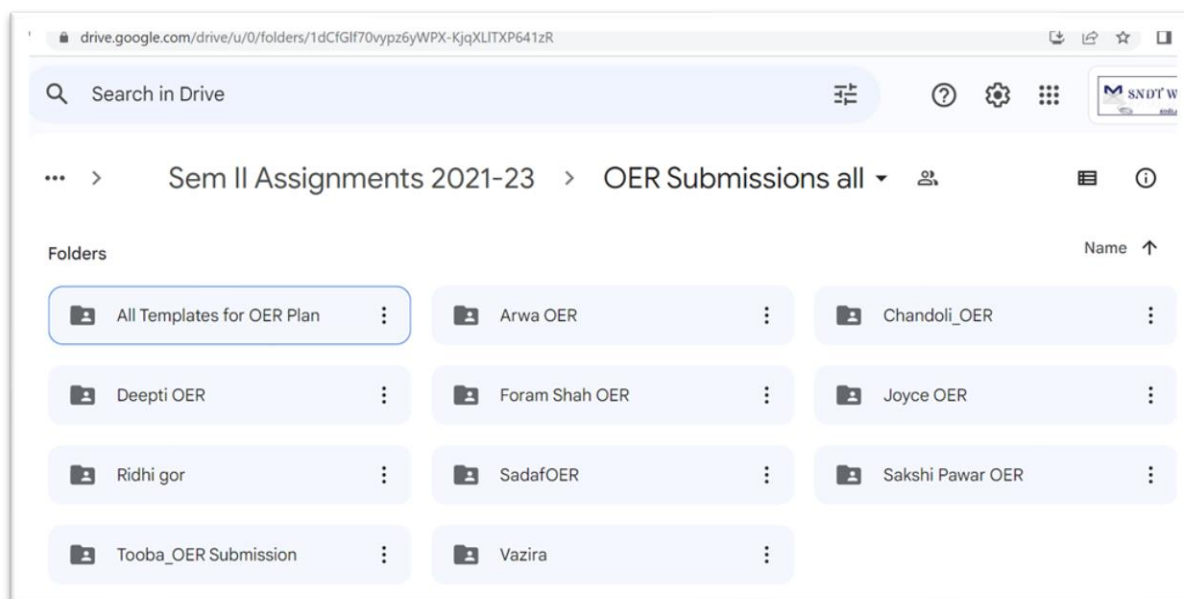
The image displays three infographics related to Open Educational Resources (OER).  
**Infographic 1: OER**  
 This infographic lists three major OER repositories: Oasis, UNESCO digital library, and Merlott. It provides a grid of links for various content formats including PDF, Video/Animated video, Articles, Research journals, E-text/books, Modules/courses, Podcasts, Posters, Reports, PPT, Transcripts, Brochure, and Inter-Active games. The footer indicates 'M.A./M.Sc eL: 2022-2024'.  
**Infographic 2: OER PORTALS**  
 This infographic features three central circles representing 'Open Learn', 'MIT', and 'EPG Pathshala'. Arrows from these circles point to a list of content types: PDF, Articles, Podcasts, Transcript, Quiz, Modules, Video, Practice Papers, Reports, Recitation, Audio Lectures, and Posters. The footer indicates 'M.A./M.Sc eL: 2022-2024'.  
**Infographic 3: OER Portals**  
 This infographic shows four OER portals: Yale Open, OER Commons, DIKSHA, and NPTEL. Arrows from these portals point to a list of content types: Videos, e-Textbooks, PPT, Games & Simulations, Podcasts, Infographics, Transcripts, Lesson Plans, and PDF assignments. The footer indicates 'M.A./M.Sc eL: 2022-2024'.

LOs	Evaluation
<b>Module 254: Design and Development of OER</b> <ul style="list-style-type: none"> <li>◆ Prepare a Storyboard for eContent</li> <li>◆ Develop eContent for OER</li> </ul>	Design and develop at least 2 types of OER modules.

The LOs are assessed through actual developed OERs by each of the students.



Different formats of OER developed by individual student



Individual Assignment of development of OER with at least 5 formats

[https://drive.google.com/drive/folders/1dCfGlf70vypz6yWPX-KjqXLITXP641zR?usp=share\\_link](https://drive.google.com/drive/folders/1dCfGlf70vypz6yWPX-KjqXLITXP641zR?usp=share_link)