Certificate Programme

for

Teachers' Professional Development (TPD) in

Higher Education Teaching

FOUNDATION CERTIFICATE IN UNIVERSITY TEACHING AND LEARNING

An Integrated Professional Program for Higher Education Teaching

Institutional Quality Assurance Cell (IQAC)
University of Dhaka
Dhaka-1000, Bangladesh

April 2024

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Acronyms

CRT	:	criterion-referenced tests		LMS	:	Learning Management System
IQAC-DU	:	Institutional Quality Assurance Cell of Dhaka University		MCQ	:	Multiple Choice Question
LMS	:	Learning Management System		MPhil	:	Master of Philosophy
ORT	:	Objective-referenced Tests		N/A	:	Not Applicable/ Available
VLMS	:	Virtual Learning Management System		NIM		Non Instructional Module
AaL	:	Assessment as Learning		NIT		Non Instructional Time
AfL	:	Assessment for Learning		NRT	:	Norm Referenced Test
ALT	:	Academic Learning Time		OBE	:	Outcome Based Education
AoL	:	Assessment of learning		OECD	:	The Organization for Economic Cooperation and Development
APA	:	Annual Performance Agreement		OER	:	Open Educational Resources
ARM		Assessment Related Modul		ORT	:	Objective Referenced Test
BAC	:	Bangladesh Accreditation Council		PBL	:	Problem Based Learning
BDT	:	Bangladesh Currency (Taka)		PCC	:	Program coordination committee
BG /BoG	:	Board of Governors		PCK	:	Pedagogical Content Knowledge
C & D	:	Coordination and Development Committee		PDF	:	Professional Development of faculties
CGPA	:	Cumulative Grade Point Average		PEE	:	Program End Evaluation
CIE	:	Continuous Internal Evaluation		PEOs	:	Program Educational Objectives (PEOs)
CRT	:	Criterion Referenced Test		PG	:	Postgraduate
DGA	:	Daily Group Activities		PhD	:	Doctor of Philosophy
DTM		Direct Teaching Module		PLO	:	Program Learning outcomes
DU	:	Dhaka University		PLOs	:	Program Learning Outcomes (PLOs)
EMS,	:	Education Management System		Pro-VC	:	Pro Vice Chancellor
EN	:	English		QA	:	Quality Assurance
E-Portfolio	:	Electronic Portfolio				
Etc	:	et cetera		SA	:	Self-Assessment
ETL	:	Excellence in Teaching and Learning		SBL	:	Substitute Blended Learning
f2f	:	face to face		SDG	:	Sustainable Development Goals
FCUTL	:	Foundation Certificate in University Teaching and Learning		SGT	:	Small Group Teaching
FMs		Faculty Members		SLT	:	Student Learning Time
GoB	:	Government of Bangladesh		SOLO	:	Structured of Observed Learning Outcome
HE	:	Higher Education		SOP	:	Standard Operating Procedures
HEI	:	Higher Education Institution		SWOT	:	Strengths, Weaknesses, Opportunities and Threats
Hrs	:	Hours		T&L	:	Teaching and Learning
IAL	:	Industry Academia Linkage		TOEFL	:	Test of English as a Foreign Language
IBT	:	Internet-based test or testing		TPACK	:	Technological Pedagogical Content Knowledge
ICT	:	Information and communication Technology		TPF	:	Teachers Professional Development
ICTE	:	Information and Communication Technology in Education		UGC	:	University Grant Commission
IE	:	Inclusive education		UN	:	The United Nations
IELTS	:	International English Language Testing System		UNESCO	:	United Nations Educational, Scientific and Cultural Organization
IER	:	Institute of Education and Research		VC	:	Vice Chancellor
IQAC	:	Institutional Quality Assurance Cell		VIPP	:	Visualization In Participatory Programs

| IR4 | : | Industry 4.0/Fourth Industrial Revolution | | VLMS | : | Virtual Learning Management System |

Introduction

"No plan, however well formulated, can be implemented unless the people of the country are completely committed to working hard and making necessary sacrifices. Therefore, all of us will have to dedicate ourselves to nation-building with single-minded determination."

-       Bangabandhu Sheikh Mujibur Rahman (1973)[1]

As a leading tertiary institution, the University of Dhaka is committed to enhancing the competence of its faculty members, recognizing their pivotal role in maintaining our esteemed global position. In the 21st century, the necessity of professional education and training at the tertiary level is on the rise worldwide. Our faculty development program is a commensurate response to this trend, which would equip our teaching force with the latest knowledge and skills to impart knowledge efficiently and to compete on the global stage.

This document enunciates the regulation, curriculum, content, schedule, and evaluation strategies for the Faculty Development Program Foundation Certificate in University Teaching and Learning. Prospective faculty members at DU and/or other universities, as well as aspiring educators seeking to refine their instructional practices and optimize the learning process for their students, are the target audience for this certificate program.

The curriculum of the program and its content have been designed to be universally applicable across various teaching disciplines to support academics in enhancing student learning within their respective conventional classroom settings. Built on four pillars—academic program and curriculum, effective teaching and learning, educational research, and professional practices—this curriculum delves into multifaceted teaching programs to enhance the fundamental qualities of faculty members.

The program is primarily residential and in-person, with the possibility of some online sessions. Over the course of 14 days, participants must complete 14 modules in 60 taught sessions, which equates to approximately 95 hours of direct instruction, including a full-day study trip. A robust quality assurance mechanism is integrated to uphold training effectiveness, comprising tools such as pre- and post-tests, evaluation of resource persons, and assessment of training courses and facilities. Additionally, specific procedures are implemented to assess and evaluate the learning achievements of each participant. This assessment encompasses both continuous internal evaluation (formative) and program-end examination (summative), incorporating a blend of criterion-referenced tests (CRT), objective-referenced tests (ORT), and norm-referenced tests (NRT).

Participants can expect to acquire the knowledge, information, and skills required to excel in authentic, real-world classroom settings. Moreover, novice faculty members will be able to inculcate the competence necessary to fulfill their responsibilities effectively. The program's criterion-oriented design fosters the knowledge, skills, abilities, performance competencies, and essential qualities required of tertiary educators. Participants' employability in the higher education sector is expected to flourish by improving their planning, instructional, assessment, evaluation, and program design capabilities to a high standard.

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[1] In the Foreward of the 1st Five Year Plan (1973-78) November 1973, As cited in Bd2100, P. iii

General Information of the Program

Name of the University	University of Dhaka
Faculty/ Institute/ Centre Name	All faculties and institutes, University of Dhaka
Program Offers by the Institute/ Department/ Centre / Office	Excellence in Teaching and Learning (ETL), IQAC-DU
Title of the Program: (Proposed)	Foundation Certificate in University Teaching and Learning
Program/ Degree Acronym	FCUTL
Nature of the Program	● Integrated PDF (Professional Development of Faculties) ● Residential ● Training and Certification Program at the University of Dhaka
Eligibility for Admission	*Criteria A: For the Faculty Members of DU* - full-time teachership at the University of Dhaka *Criteria B:* For the External Participants - A Bachelor's Degree with honours in a relevant field with a CGPA of 3.00 and above from any institution of higher education recognized by the UGC of Bangladesh. Applicants not meeting a CGPA of 3.00 can be accepted, subject to at least 2 years of working experience in a relevant field/teaching. - International applicants must have a minimum score of 85 on the iBT TOEFL or iBT Home Edition, OR IELTS 6.0 OR 115 on the Duolingo test of English proficiency, OR must have attained a degree from a university where the medium of instruction is in English.
Stakeholders and target group of the programme	A. *Participants of the University of Dhaka* - Faculty members of DU – Lecturers & Assistant Professor B. *External Participants* - Faculty members of other public and private universities, and/or teachers of any higher education institutions (HEI)
Tentative Course Duration	14 days (2 Weeks)
Contact Day	Saturday to Thursday (Six days in a week and five Sessions per day)[2]
Time commitment	Approximately 95 hours of direct teaching and 36.5 hours of indirect or self-directed study, including home assignments/online tasks/project work.
Total Contact Hours	Approximately 150 hours [95 Hours of direct teaching + 36.5 hours for indirect hours, including home assignments/online tasks/project works]
Delivery Modality	Blended: Both Face-to-face (f2f) and Online

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[2] may be changed due to any unavoidable circumstances

Attendance	Full-time residential only
Level of study	Certificate (Postgraduate) [Level 8]
Pathways to other qualifications	N/A

Program Specifications: Curriculum, Modular Structure and Contents

Vision of the Program

The program's vision is to transform university teachers into a creative community devoted to shaping the future, empowering students to evolve into SMART learners (self-directed, motivated, adaptive, resource-enriched, and technology-embedded), and serving as agents for ensuring inclusive and equitable quality higher education for all.

Mission of the Program

The stated missions of the program are to:
1. Introduce participants to pedagogical approaches, techniques, methods, and evidence-based strategies focused on the demands of the 21st century.
2. Foster reflection on teaching to highlight exemplary practices, facilitating the creation of a teaching portfolio for documenting instructional abilities and growth.
3. Provide opportunities for participants to observe and learn from exemplary educators while also equipping them with a teaching portfolio to record their instructional abilities and development.
4. Facilitate the transformation of participants into innovative, research-driven, and outcome-oriented faculty members who actively contribute to the transformation of higher education.

Aims of the Program

The program aims to deeply engage novice and potential future teachers in effective teaching techniques, encouraging reflection on teaching practices, portfolios, and career paths. Simultaneously, it intends to equip faculty members with cutting-edge teaching and learning techniques, assist them in career path decisions, and impart comprehensive knowledge of online and blended learning.

Short Description of the Program

The program chiefly aims to enhance the competency of DU faculty members to impart quality university education. With a view to addressing student needs and conducting research from a global perspective, it endeavors to elevate DU's standing as a premier institution, appealing to both professionals and students alike. The Teachers Professional Development (TPD) program at the University of Dhaka (DU) is a comprehensive initiative aimed at equipping practicing teachers with contemporary teaching methodologies and concrete resources. Grounded in an understanding of DU's role in national development and the legal framework provided by the 1973 Act, the program emphasizes research in curriculum, teaching, learning, and self-evaluation within the university's infrastructure. Recognizing the rapid evolution of educational demands, the program underscores the necessity for academic initiatives from DU to prepare teachers for the global citizenship of their students. However, this reform requires systematic and organized Professional Development of Faculties (PDF) initiatives. Despite existing Teacher Professional Development (TPD) efforts, residential PDF programs are yet to be introduced at DU.

This residential TPF program is designed to spur teachers' appreciation for DU's role in national development and to address their professional needs in contemporary and future contexts. Its

content has been meticulously curated to ensure applicability across all teaching disciplines and adaptability to flexible and blended learning environments.

Spanning 14 days dedicated to residential training (including one study tour), the program mandates the completion of all 14 modules that focus on the knowledge, skills, abilities, performance competencies, and qualities essential for tertiary teachers. In the initial phase, the training program will be limited to DU faculty members. Gradually, the program will be redesigned to include the faculty, even outside of DU, so that they can reap the benefits as well. It is intended to be a postgraduate credential from DU, the internationally acclaimed, top-ranked academic institute of Bangladesh. A total of 95 hours of direct contact, and the notional hours equivalent to 131.5 hours, including guided readings, organized experiential and reflective learning, and 14 Modules (300 marks), are needed to complete the program. It is expected that the training program will strengthen participants' proficiency in planning, teaching, assessment, evaluation, and program design, thereby enhancing their employability within higher education.

Program Educational Objectives (PEOs)

The objectives of the Program will be to enable faculty members and prospective teachers to:
- PEO-1 Incorporate equitable and inclusive teaching methods into their course design to foster learning for all participants.
- PEO-2 Enhance inquiry-based problem-solving skills and reflective practice to provide a rationale for their own teaching decisions.
- PEO-3 Build themselves as globally competent teachers, having the foundational knowledge and practical skills of outcome-based education and the capacity to implement pertinent sustainable development goals.
- PEO-4 Create an empathetic and compassionate teaching-learning system by modelling desired behaviours and redesigning with empathy in mind.
- PEO-5 Promote strong networking with a peer community to improve learning, teaching, and research, and evaluate and synthesise scholarly and professional excellence.

Program Learning Outcomes (PLOs)

By the end of this Program, in addition to face-to-face, online, and/or blended learning: participants will be able to:
- PLO-1 Take responsibility for one's own growth as a scholarly and reflective practitioner and actively partake in self-evaluation of the effectiveness of one's teaching;
- PLO-2 Incorporate essential professional norms, policies, and practices in their professional life as frontline nation builders.
- PLO-3 Design context-appropriate and technology-driven materials to support teaching, learning, and assessment;
- PLO-4 Identify problems and formulate solutions in their professional development and growth.
- PLO-5 Undertake appropriate professional and research work individually and institutionally.
- PLO-6 Create an effective learning environment that is inclusive, respectful, empathetic, compassionate and allows for diversity;

Program Mapping

According to the mapping, the following five possible broader areas are shown in Table 1:

Table 1

Modular Structure of the Program (Specifications of the Modules)

Code	Module Title	PLO	Sessions/ Tasks
M-01	Module-01: Professional Knowledge as DU Faculty Member	1,2	03
M-02	Module-02: Professional Understanding of Dhaka University Order, 1973	1,2	02
M-03	Module-03: Essential Professional Norms, Policies and Practices in DU	1,2,4	04
M-04	Module-04: Professional Ethics and Dispositions	1,2,4	04
M-05	Module-05: Academic Program and Curriculum	1,2,3	04
M-06	Module-06: Teaching Learning in Higher Education	1,2,3	11
M-07	Module-07: Assessment and Evaluation	1,2,3,6	04
M-08	Module-08: Professional Skills and Practices	1,2,4	02
M-09	Module-09: Professional Growth and Development	1,2,4	02
M-10	Module-10: ICTE and ICT-based Instruction	3,6	05
M-11	Module-11: Quality Assurance in Higher Education	1,2,6	03
M-12	Module-12: Well-being of Students	3,6	04
M-13	Module-13: Facilitating Research	1,2,5	04
M-14	Module-14: Emerging Issues in University Teaching	1,2,6	04
		Total	56
Special	Special Evening Module (every alternative day: 7 .00 to 8.30 pm)		

Module Specifications with Detailed Content Area

Table 2
Specifications of modules with detailed content area

Module No. & Title		Total Sessions
Session No	**Session Title**	
M-01: Professional Knowledge as DU Faculty Member		**03 Session**
S-01	a) Emergence of Dhaka University and Modern Higher Education in Bangladesh: 1921 to Present; b) Role of Dhaka University in Nation Building c) Practicing the Higher Education Policy of Bangladesh at DU d) Changing Perspectives of Teaching and Learning at DU;	
S-02.	● Teacher Competency Standards ● World University Ranking and Role of Faculty Members	
S-03	**UGC and universities in Bangladesh** ● UGC rules and policies: Policy on Blended Learning for Bangladesh (EN); UGC Book Publication Policy, 2020; Guidelines and Policies of UGC Scholarship/Fellowship for PhD and Post-Doctoral Program/ UGC Bangabandhu Sheikh Mujib Fellowship/ Commonwealth Scholarships, etc.; ● UGC Grant of research projects/research assistance/ Seminar/travel allowance/ MPhil/PhD/Post-Doctoral program ● Online Application for UGC Research Assistance Fund	
M-02: Professional Understanding of DU Order, 1973		**02 Session**
S-01	Introduction to Dhaka University Order, 1973: Calendar Part I & II a) The University: Nature, Power, Jurisdiction, and Officers of the University **(Article 9):** b) The Chancellor, the Vice-Chancellor, the Pro-Vice-Chancellor, the Treasurer, the Deans, Provosts, Proctor, Registrar and his offices (the Inspector of Colleges, the Director, Planning and Development, the Director of Students Counselling and Guidance, the Chief Engineer, the Controller of Examinations, University Engineer, Development Officer, Director of Accounts)	
S-02.	Dhaka University Authorities (**Article- 19**): a) Senate, Syndicate, Academic Council, Faculties, Committees of Courses, Board of Advanced Studies, Finance Committee, Planning and Development Committee, Discipline Board, Selection Boards b) Entity (Department/ Institute): Chairman/ Director, C & D, BoG, Academic Committee, Exam Committee, etc. c) Dhaka University Statutes & Ordinances: constitution & Formation	
S-03	**Psychology of being a university teacher** - Characteristics and role of u**niversity teacher**: instructional and psychological; - Privilege of Working as a Faculty Member at DU - Roles and responsibilities and accountability of DU faculty members	
M-03: Essential Professional Norms, Policies and Practices in DU		04 Session
S-01.	a) Teaching Load Analysis b) DU Teaching Evaluation: Domains of Evaluation; Implementation Plan, interpretation of Results, Implementation plan	
S-02.	a) Annual Performance Agreement (APA)	

Module No. & Title	Total Sessions
Session No	Session Title

Session No	Session Title
	b) Grievance Mechanism and Integrity
S-03.	Ethical and Plagiarism Guidelines of DU
S-04.	Academic Development Plan (ADP) and Master Plan of DU
S-05.	● DU Leave Rules ● DU Policy of Promotion and confirmation of teachers ● Grant and Funding from DU for higher study and research [i.e. Bangabandhu Scholarship: procedure, getting enrollment, preparing SOP; study loan etc.]/attending seminar/workshop/ publishing in high-ranking journals

Module-04: Professional Ethics and Dispositions	**04 Session**
S-01.	Philosophy of Teaching in DU
S-02.	Moral Values, Beliefs, and Ethics in Teaching and DU Faculty
S-03.	*Behavioral governance for* promoting student-centered values - Behavioral Governance - Promote quality and equity in education for all students, respecting each student's right to education and treating them fairly, and upholding the belief that all students can learn. - Building students' understanding of different cultures and global citizenship is crucial.
S-04.	**Services by DU faculty members** *Service to profession:* - Values and attitudes that align with the tradition of viewing teachers as role models. - Understanding self-educational philosophy and how it influences one's practice as a professional teacher is crucial; - Understanding the potential impact of local culture and context on student participation in the classroom and taking responsibility and accountability for using educational resources. *Service to community leadership:* - Commitment to serving the community as a professional member of the teaching profession.

Module-05: Academic Program and Curriculum	**04 Session**
S-01.	Types, Sources, curriculum design, and curriculum Models [OBE Curriculum, Syllabus and Course materials]
S-02.	a) Blooms Taxonomy b) SOLO Taxonomy
S-03.	a) Course Design: Profile and Portfolio; b) Program and Curriculum Evaluation and Review

Module-06: Teaching Learning in Higher Education	**11 Session**
S-01. /A:	Fundamentals of University Teaching: a) Pedagogy, Andragogy and Heutagogy b) Teaching goals for university teachers in the 21ST century
S-01/B	Understanding university teaching: Constructive alignment (Video Documentary of John Biggs followed by a worksheet and discussion)
S-02.	a) Phases of teaching and Lesson Plan b) SWOT analysis of current teaching practice: Group Work

Module No. & Title		Total Sessions
Session No	**Session Title**	
S-03. /A	Higher Education Teaching: Theory and Practices a) Theories for Learning b) Teaching and learning styles; c) Learning and Learner attributes,	
S-03/ B	Different Teaching, Methods and Strategies, a) Modern teaching methods, techniques and strategies b) Maxims and principles of teaching	
S-04.	a) Small Group Teaching (SGT) b) Active Teaching Learning Strategies	
S-05.	a) Problem-Based Learning and Place Based Learning; b) Collaborative learning: Engage with colleagues in improving teaching practice c) Inclusive teaching and learning	
S-06.	Reflective practices - Use evidence of students' learning to reflect on own teaching practice - Micro-Teaching & Simulation	
S-07.	Effective classroom management a) create a safe and effective learning environment for all students b) strategies for managing student behaviour	
S-08.	Models, strategies for Classroom Communication a) Concept, Models and Strategies b) Presenting information effectively in the classroom	
S-09.	Teaching and Learning Aids: a) Edger Dale Cone of Experiences, b) Preparation, development, and usages c) Low cost or no cost aids	
Module-07: Assessment and Evaluation		**04 Session**
S-01.	Approaches to evaluation in higher education: - program evaluation, - qualitative evaluation, - naturalistic evaluation, - responsive evaluation,	
S-02.	Classroom-level assessment: - Aligning pedagogical practices to enhance students learning - AoL, AaL and AfL - Performance task and rubrics for student's assessment	
S-03.	Questioning, Moderation, Grading, and Evaluation	
S-04.	a) Students learning outcomes assessment at the program and institutional levels; b) Closing the Loop: Using assessment findings by faculty	
Module-08: Professional Skills and Practices		**02 Session**
S-01.	*Action research* - Understanding and responding to the student's needs in the classroom - Preparing research poster for a conference	
S-02.	Professional *Communication* strategies for: - working together with other teachers, parents, and the local community to improve the learning environment for students	

Module No. & Title	Total Sessions

Session No	Session Title
	- Participating in professional learning to improve teaching practice

Module-09: Professional Growth and Development	02 Session

S-01.	Career Development and Professional Practices for DU Faculty ; - Teachers' continuing professional growth and development: - Carrier planning; - Teachers' habits, motivation and actions related to their ongoing learning and professional improvement.
S-02.	Professional learning to improve teaching practice: - Participate in professional learning to improve teaching practice - The importance of inquiry and research-based learning to improve teaching practice;

Module-10: ICTE and ICT-based Instruction	5 Session

S-01.	- Transforming Classrooms into Digital Learning Environments: meeting the needs of the 21st-century world - Virtual Pedagogy: Blended, Online and Digital Education, including hybrid learning, technology-mediated instruction, web-enhanced instruction, and mixed-mode instruction in University Teaching
S-02.	- EMS, LMS and VLMS (Virtual Learning Management System), including Google Classroom, Free Courseware etc. - OER (Open Educational Resources) for HE Teaching and Research
S-03.	- Engaging students: Software Clickers or Students' Response systems [Classroom Response System/ Software Clickers] - Common Gadgets for Teachers (Online Module) - Social Media in Teaching
S-04.	- Google Services
S-05.	- Advanced Word Processing

Module-11: Quality Assurance in Higher Education	04 Session

S-01.	a) Quality Assurance in Higher Education b) Strategic Planning
S-02.	a) Bangladesh National Qualification Framework, b) Assessing program in connection to BAC Standards for Accreditation of Academic Program and Self-Assessment (SA)
S-03.	a) Anti-ragging and anti-bullying policy 2023, b) Sexual harassment and Directives of Bangladesh High Court
S-04.	Outcome Based Education (OBE) Curriculum

Module-12: Well-being of Students	04 Session

S-01.	Support for students in learning: mentoring, Coaching, scaffolding, Guidance, and counseling
S-02.	Public Health, Mental Health Promotion, Intervention and Counseling to the Students and Faculties
S-03.	Educating Learners with Special Needs Across Contexts through UDL
S-04.	Organising and conducting co-curricular activities

Module-13: Facilitating Research	03 Session

S-01.	Research Methodology
S-02.	Academic Research: Perish or Publish

Module No. & Title		Total Sessions
Session No	**Session Title**	
S-03.	How to publish in Q1 Journals?	
Module-14: Emerging Issues in University Teaching		**04 Session**
S-01.	21st century skills for teaching and Industry-Academia Linkage (IAL)	
S-02.	Education for sustainable development	
S-03.	Digital and cyber Security: Perspectives of ICT Act 2006 and Digital Security Act 2018	
S-04.	Disaster Management	
Special Evening Modules (7 p.m. to 8.30 p.m. every other day)		
2nd Day	Online vigilance: DU website and profile updating, and maintaining research profiles online (i.e. ORCID, Research Gate, Academia, X, Blogs, personal Websites etc)	
4th Day	Emerging Learning Environments: Flipped Classroom	
6th Day	Video Conferencing Systems: Teaching & Supervising [Zoom. Google Meet etc]	
8th Day	Delivering Effective Online Classes Using Effective Pedagogy/Andragogy Techniques for Student-Centered Learning	
10th Day	AI and Teaching in the 21st century (focusing on Ethics, apps like: ChatGPT, Quizlet, Grammarly, QuillBot, etc)	
12th Day	Issues and Challenges with University teaching-learning and future directions	

N.B: These Modules may be rescheduled due to any unavailable circumstances.

Graduation Rules and Criteria

To be graduated, the following criteria must be met:

a.   100% Attendance with 75% marks obtained

b.   Completing all tasks and submitting all the reports

c.   There were no major discipline breaches.

Table 3

Criteria and marks for Certification: Pass/Fail

Sl	Scale	Marks Range	Remarks
1)	Distinctions	90% and above	Demonstrates excellent mastery of competencies to be a certified university faculty member.
2)	Accomplished	80% and above	Exhibits high mastery of competencies to be a certified university faculty member.
3)	Proficient	70% and above	Displays an adequate level of competency to be a certified university faculty member.
4)	Unsuccessful	Less than 70%	Not suitable to be a certified university faculty member

Recognition /Awards

Based on the participants' performance in the training, two types of awards: merit awards and socio-cultural prizes will be provided.

a) Merit Awards:

a.   Vice-Chancellor Merit Award: This esteemed recognition will be granted to the participant who attains the highest marks to commemorate their exceptional performance. The award is worth 20,000 BDT, a testament to our award system's fairness and transparency.

b.   Special Merit Award: Participants who achieved the second highest marks will get this special merit award. This award will be equivalent to 15,000 BDT.

c.   Merit Award: Participants who achieved the third highest marks will get this merit award. This award will be equivalent to 10,000 BDT.

b) Socio-Cultural Prizes

●   During the training days, the first three performers in socio-cultural events will receive three awards. The first prize will be equivalent to 6000 BDT, the second prize will be 5000 BDT, and the third prize will be equal to 4000 BDT.

Assessment and Evaluation

Types of Assessment Pattern introduced

Two types of assessment procedures will be applied for participant's evaluation, namely
a)   CIE (Continuous Internal Evaluation)
b)   PEE (Program End Evaluation)

Marks Distribution

Table 4
Marks Distribution

Sl	Types of Assessment	No. of Evaluation	Total Marks	%
2)	CIE- Continuous Internal Evaluation (Individual)	05	200	66%
3)	CIE- Continuous Internal Evaluation (Group)	05	50	17%
4)	PEE- Program End Evaluation	02	50	17%
		Total	300	100%

Marks distribution for CIE- Continuous Internal Evaluation (Individual)

The specific assessment criteria for marks distributions are shown below:
Table 5
Marks distribution for CIE- Continuous Internal Evaluation (Individual)

	Evaluation modality	Nature	Unit of marks distribution	total marks	remarks
CIE- Continuous Internal Evaluation (Individual)					
a)	End of Day Test	Individual	11 days x 5	55	2 marks for each session (no test on the Study Tour & final day)
b)	Learning Journal*	Individual	11 days x 5	55	1 for each session
c)	Exit Cards*	Individual	11 days x 5	55	For each day
d)	Training Self Reflection Weekly Report*	Individual	2 weeks x 10	20	require submission in each Saturday
e)	Soft Skills**	Individual		15	Observation/ Checklist/ Demerit Points
			Sub Total	200	

Marks distribution for CIE- Continuous Internal Evaluation (Group)

Table 6

Marks distribution for CIE- Continuous Internal Evaluation (Group)

Group Tasks*	Marks for each	Freque ncies	Total Marks	Means of Verifications	Output**
CIE- Continuous Internal Evaluation (Group)					
a) Looking back	5	2	10	3 Slides Presentation on Previous Day's Learning	3 Slides PPT
b) Day Expectations	5	2	10	3 slides Presentation on Today's Sessions	3 Slides PPT
c) Day Report	5	2	10	2 Page Report on the Previous Day's Activities and Experiences	2 Pages Report
d) Ice Breaking (National Anthem and cultural activities)	5	2	10	Beside National Anthem at the beginning, there are at least 2 other activities/events in each day	At least 2 events
e) Late Afternoon Feedback	5	2	10	Sandwich Feedback	Sandwich Feedback
		Subtotal	**50**		

Marks distribution for PEE- Program End Examination)

Table 7

Marks distribution for PEE- Program End Examination)

	Evaluation modality	Nature	Unit of marks distribution	total marks	remarks
PEE- Program End Examination					
a)	Report on the Future Plan of Action: Applying My Learning from the Training	Individual	1 x 10	10	Require submission in the morning of last day
b)	Final Testo r Quizzes	Individual	1x40	40	
			Subtotal	*50*	
			Total Marks	**300**	

Program Implementation and Management Policy

Daily Schedule for face-to-fsce Sessions

The training schedule consists of daily routine for two weeks. A typical Daily schedule as shown in the following Table 8:

Table 8

Typical day schedule

Friday		Session	Saturday to Thursday	
Session Time	*Session*	*Duration*	*Session Time*	*Session*
08.30 -09.00	Pre-session Review and Feedback*	30 mins	9.00-9.30	Pre-session Review and Feedback
09.00-10.30	Session-One	*90 mins*	09.30-11.00	Session-One
10.30-11.00	Tea Break		10.00-11.30	Tea Break
11.00-12.30	Session-Two	*90 mins*	11.30-13.00	Session-Two
12.30-14.30	Prayer and Lunch		13.00-14.00	Prayer and Lunch
14.30-15.30	Session-Three	*60 mins*	14.00-15.00	Session-Three
15.30-16.30	Session- Four	*60 mins*	15.00-16.00	Session-Four
16.30-16.45	Tea Break		16.00-16.15	Break
16.45-17.45	Session- Five	*60 mins*	16.15-17.15	Session-Five
17.45-18.00	Post session and End-of-day-Test*	15 mins	17.15-17.30	Post session and End-of-day-Test*
19.00-18.30	Evening session**	*90 mins*	19.00-18.30	Evening session**
*This session will be conducted by the members of the program coordination committee. Respective course coordinator or instructor(s) may be asked to be present in this session. ** Evening Sessions will be held from 7 p.m. to 8.30 p.m. every even day of the program				

feedback

Training Schedule/ Routine

A total of 2 weeks equivalent to 14 days. In each cell, it is showing the [Module Number/Session Number]

Table 9

Training Schedule/Routine

Day	Time 9.00 to 9.30	Code	Session-1 9.30 to 11.00	11.00 to 11.30	Session-2 11.30 to 13.00	13.00 to 14.00	Session-3 14.00 to 15.00	Session-4 15.00 to 16.00	16.00 to 16.15	Session-5 16.15 to 17.15	Post-Session 17.15 to 17.30
Day-01: Saturday	Reg.	*Session Code*	D-1/S-01	*Coffee Break*	D-1/S-02	Lunch & Prayer	D-1/S-03	D-1/S-04	*Coffee Break*	D-1/S-05	Discussion, Feedback & End of Day Test
		Topic Code	***Inauguration***		(M-04/S-01)		***Training Overview &Norms***	(M-06/ S-01/A)		(M-06/S-01/B)	
Day-02: Sunday	Recap & Reflection	*Session Code*	D-2/S-06 (M-01/S-02)	*Coffee Break*	D-2/S-07 (M-02/ S-01)	Lunch & Prayer	D-2/S-08 (M-01/S-03)	D-2/S-09 (M-02/S-02)	*Coffee Break*	D-2/S-10 (M-03/S-02)	Discussion, Feedback & End of Day Test
		Topic Code									
Day-03: Monday	Recap & Reflection	*Session Code*	D-3/S-11 (M-03/S-01)	*Coffee Break*	D-3/S-12 (M-03/S-03)	Lunch & Prayer	D-3/S-13 (M-03/S-02)	D-3/S-14 (M-04/S-02)	*Coffee Break*	D-3/S-15 (M-04/S-03)	Discussion, Feedback & End of Day Test
		Topic Code									
Day-04: Tuesday	Recap & Reflection	*Session Code*	D-4/S-16 **(M-01/S-01)**	*Coffee Break*	D-4/S-17 (M-05/S-01)	Lunch & Prayer	D-4/S-18 (M-03/S-05)	D-4/S-19 (M-05/S-02)	*Coffee Break*	D-4/S-20 (M-05/S-02)	Discussion, Feedback & End of Day Test
		Topic Code									
Day-05: Wednesday	Recap & Reflection	*Session Code*	D-5/S-21 (M-05/S-03)	*Coffee Break*	D-5/S-22 (M-04/S-04)	Lunch & Prayer	D-5/S-23 (M-06/S-02)	D-5/S-24 (M-06/S-03)	*Coffee Break*	D-5/S-25 (M-06/S-03/ B)	Discussion, Feedback & End of Day Test
		Topic Code									
Day-06: Thursday	Recap & Reflection	*Session Code*	D-6/S-26 (M-06/S-04)	*Coffee Break*	D-6/S-27 (M-06/S-05)	Lunch & Prayer	D-6/S-28 (M-06/S-06)	D-6/S-29 (M-06/S-07)	*Coffee Break*	D-6/S-30 (M-06/S-08)	Discussion, Feedback & End of Day Test
		Topic Code									
Day-07: Friday	**Study Tour**						**Study Tour**			**Study Tour**	
Day-08: Saturday	Recap & Reflection	*Session Code*	D-8/S-31 (M-06/S-09)	*Coffee Break*	D-8/S-32 (M-07/S-01)	Lunch & Prayer	D-8/S-33 (M-07/S-02)	D-8/S-34 (M-07/S-03)	*Coffee Break*	D-8/S-35 (M-07/S-04)	Discussion, Feedback & End of Day Test
		Topic Code									

Day	Time 9.00 to 9.30	Code	Session-1 9.30 to 11.00	11.00 to 11.30	Session-2 11.30 to 13.00	13.00 to 14.00	Session-3 14.00 to 15.00	Session-4 15.00 to 16.00	16.00 to 16.15	Session-5 16.15 to 17.15	Post-Session 17.15 to 17.30
Day-09: Sunday	Recap & Reflection	*Session Code* / *Topic Code*	D-9/S-36 (M-08/S-01)	*Coffee Break*	D-9/S-37 (M-08/S-02)	Lunch & Prayer	D-9/S-38 (M-09/S-01)	D-9/S-39 (M-09/S-02)	*Coffee Break*	D-9/S-40 (M-10/S-01)	Discussion, Feedback & End of Day Test
Day-10: Monday	Recap & Reflection	*Session Code* / *Topic Code*	D-10/S-41 (M-10/S-02)	*Coffee Break*	D-10/S-42 (M-10/S-03)	Lunch & Prayer	D-10/S-43 (M-10/S-04)	D-10/S-44 (M-10/S-05)	*Coffee Break*	D-10/S-45 (M-11/S-1)	Discussion, Feedback & End of Day Test
Day-11: Tuesday	Recap & Reflection	*Session Code* / *Topic Code*	D-11/S-46 (M-11/S-2)	*Coffee Break*	D-11/S-47 (M-11/S-3)	Lunch & Prayer	D-11/S-48 (M-12/S-1)	D-11/S-49 (M-12/S-2)	*Coffee Break*	D-11/S-50 (M-12/S-3)	Discussion, Feedback & End of Day Test
Day-12: Wednesday	Recap & Reflection	*Session Code* / *Topic Code*	D-12/S-51 (M-12/S-4)	*Coffee Break*	D-12/S-52 (M-13/S-1)	Lunch & Prayer	D-12/S-53 (M-13/S-2)	D-12/S-54 (M-13/S-3)	*Coffee Break*	D-12/S-55 (M-13/S-4)	Discussion, Feedback & End of Day Test
Day-13: Thursday	Recap & Reflection	*Session Code* / *Topic Code*	D-13/S-56 *(Final Exam)*	*Coffee Break*	D-13/S-57 (M-14/S-1)	Lunch & Prayer	D-13/S-58 (M-14/S-02)	D-13/S-59 (M-14/S-03)	*Coffee Break*	D-13/S-60 (M-14/S-04)	Discussion, Feedback & End of Day Test
Day-14: Friday	Recap & Reflection		**Closing and Graduation**								

N.B.:
D-2/S-06 = Session Code that means The …th Day of training program and Chronological Serial of Taught Session
M-01/S-02 =Content Code that means Module number/Session number (Each module is divided into few specific sessions)
Session ID= Session Code (Content/ Topic code)

N.B: This Schedule may be rescheduled due to any unavailable circumstances.

Daily Group Activities

All the participants will be divided randomly into 10 groups. Each group will have to perform specific tasks each day as per the group activities schedule.

Schedule for Daily Group Activities
Table 10
Schedule for group tasks

Day	Recap presentation	Day Expectations	Ice-Breaking	Day Report	End of day feedback
1	*Briefing and demonstration of group activates*				
2	Group-1	Group-2	Group-3	Group-4	Group-5
3	Group-2	Group-3	Group-4	Group-5	Group-6
4	Group-3	Group-4	Group-5	Group-6	Group-7
5	Group-4	Group-5	Group-6	Group-7	Group-8
6	Group-5	Group-6	Group-7	Group-8	Group-9
7	**Study Tour**				
8	Group-6	Group-7	Group-8	Group-9	Group-10
9	Group-7	Group-8	Group-9	Group-10	Group-1
10	Group-8	Group-9	Group-10	Group-1	Group-2
11	Group-9	Group-10	Group-1	Group-2	Group-3
12	Group-10	Group-1	Group-2	Group-3	Group-4
13	*No group activities for assessment*				
14	**Weekend**				
15	*Final Day: No group activities for assessment*				

Descriptions of Daily Group Activities
Table 11
Explanation of the Daily Group Activities

Recap presentation *	At the beginning of the day, the assigned group has to exhibit a 3-slide PowerPoint Presentation (what the KLPs were, Most interesting learning, What needs to be changed/added)
Day Expectations	3 slides presentation: the sessions and our expectations
Ice-Breaking	There should be at least 2 ice-breaking activities each day, one will be in session-4; another may be decided by the assigned group/facilitators
Day Report*	Two page report on the training require to present in the following day
End of day Feedback	At the end of each day, the assigned group will provide SANDWICH FEEDBACK and initiate a plenary discussion
* Reflection Based on Previous day	

Technical Instructions about Materials

1)	Must comply with the ground rules (Annex-1);

2)	The participants must complete 131.5 notional hours of training, of which 95 hours will be direct contact for the training (see Annex-2 for details);

3)	Training modules and handouts will be provided.

4)	Participants must bring their own laptop to the training.

5)	The DU LMS will be introduced as the courseware for the program.

6)   Participants will have online access to materials through the DU LMS or other assigned online platform.

7)   Some of the assessment tasks have to be completed online.

8)   Resource person evaluation must be completed each day online.

9)   There will be a 300-mark assessment and evaluation for participants (See Annex 3 for details)

Program and Training Management

Program will be managed through different committees that will be formed by DU-IQAC with the prior consent from the VC. The Program Management Flow Chart is shown in the below:

Figure 1

Program management structure
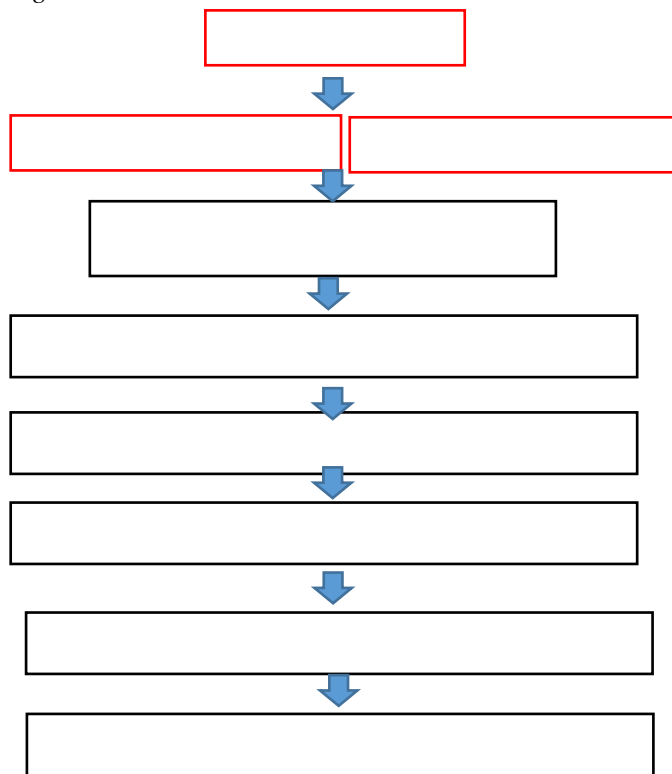
Program Advisory Committee (PAC): Formation and Responsibilities

Formation: The PAC will consist of 7 members and may be formed as follows
1)   Chair and Chief Advisor: VC
2)   Ex-officio members (3):: Pro-VC (Admin), Pro-VC (Academic) & Treasurer
3)   Deans Representative (1) (Nominated by the Dean's Committee)
4)   Expert member (1) (Nominated by the VC)
5)   Member Secretary: Director, IQAC
Responsibilities: The major responsibilities will be:
o   Providing suggestions and feedback for further development
o   Monitoring and Evaluation
o   Other activities as required
Working Methodology: At least two review meetings during each batch training.

Program Coordination Committee (PCC): Formation and Responsibilities

a) **Description**

The program relies on the Program Coordination Committee (PCC) which is the committee responsible for managing the training program. This **Coordination Committee** will be headed by the Director, IQAC of DU, and will consist of four members (one expert member from IER). The Program Coordination Committee will be responsible for promotion, participant registration, on-site distribution of materials, classroom facilities, audiovisual equipment, preparation and shipment of materials, instructor selection, honorarium, exam processing, and student record maintenance.

b) **Formation of the PCC:** The formation will be as follows:

1)   Chair: Director, IQAC
2)   Internal Member- Additional Director, QA
3)   External Member: One External Member from IER
4)   Member Secretary: Additional Director: ETL

Key responsibility of PCC

The Role and responsibility will be categorized as

o   Course leadership and organization
o   Induction and participant support
o   Assessment & feedback
o   Resource person and guest management
o   Quality management and enhancement
o   Effective liaison and Resource Person Management

c. **General Responsibilities:**

The general responsibilities of the committee are to:

o   Manage the day-to-day management of the program
o   Ensure a positive student learning experience
o   Monitor, review and enhance program content and execution
o   Ensure that all aspects of the program comply with the Academic Regulations of the program approved by the Academic Council of DU
o   Determine a schedule of participants' evaluation in line with University requirements
o   Liaison with program committee and other personnel and authorities
o   Take initiative for quality Assurance, Resource person evaluation, Course evaluation, and propose for further development.

c) **Working Methodology**: Regular Progress review meetings and Monitoring and Feedback sessions.

Resource Person Management

The PCC will nominate, communicate, and invite resource persons for specific sessions, considering the following criteria:

●   A panel of qualified resource people will be prepared before the commencement of the program. They are required to obtain consent from respective instructor to be included in the panel.
●   Skilled and Expert Resource Persons should either have a PhD or not be below the rank of Associate Professor
●   A pool of resource persons will be proposed, but DU IQAC will communicate after well-informed scrutiny.
●   Before starting, an international workshop may be conducted
●   PCC will dispense, for a Resource Person, an honorarium of Tk. 5000/- per hour of lecture. They shall also be entitled to get transport, refreshments, and other necessary facilities, etc.

List of prospective resource persons

A list of prospective resource persons is provided in annex-5.

Annex-1: Training ground rules

Ground rules play a crucial role in fostering a positive and productive learning environment conducive to professional growth and development for all participants. Thus, a set of ground rules have been set for this training program. It will be clearly communicated at the beginning of the session and must be upheld by both facilitators and participants. Upon agreement between trainers and trainee, the rules may be relaxed and revised as needed to ensure that everyone can conform to them. Below are some pre-defined, customary ground rules for this TPD (Teacher Professional Development) training, expected to be followed and maintained by all participants throughout the program

The Rules
1)   Active Participation: Encourage active participation from all attendees, including sharing insights, asking questions, and engaging in discussions.
2)   Cell Phones and Electronic Devices: Cell phones and other electronic devices must be kept in silent mode or switched off during the training to minimize distractions.
3)   Collaboration: Encourage collaboration and teamwork among participants to enhance learning and problem-solving.
4)   Confidentiality: Respect the confidentiality of information shared during discussions or activities of the training. Participants must refrain from sharing personal stories or sensitive information outside of the training room.
5)   Constructive Feedback: Provide constructive SANDWICH feedback when discussing ideas or reviewing activities to facilitate growth and improvement. Be respectful and specific in your feedback to help others learn and grow.
6)   Follow Instructions: Follow instructions provided by the trainer and adhere to any guidelines or rules established for specific activities or exercises.
7)   Inclusivity: Foster an inclusive environment where all participants feel valued, heard, and included in discussions and activities.
8)   Positivity: Participants must adhere to Community Behaviors and promote positivity.
9)   Open-Mindedness: Keep an open mind to new ideas, perspectives, and approaches presented during the session. Be willing to consider alternative viewpoints and approaches.
10)   Participation: Encourage active participation from all attendees. Share experiences, ask questions, and contribute to discussions. Avoid dominating discussions or excluding others.
11)   Professionalism: Maintain professionalism in all interactions and communications during the session.
12)   Reflection: Encourage participants to reflect on their learning and experiences throughout the session to enhance understanding and application of concepts.
13)   Respect: Treat all participants, including trainers and fellow participants, with respect and professionalism, regardless of differences in opinions or experiences. Avoid interrupting others, and listen attentively when someone else is speaking.
14)   Timeliness: Arrive on time for the session and adhere to scheduled breaks to ensure smooth facilitation and maximize learning time. Submit the specific tasks in accordance with the dateline mentioned on the schedule.

Annex-2: Time Commitment and Contact Hours

Total Notational Hours for the Training

Table 14
Calculation of Total Notional Hours of the Training

	Total Time Spent	
Type	In Mins.	In Mins.
Direct Contact Hours	5700 Minute	95 Hours
Total Indirect Contact Hours	2190 Minute	36.5 Hours
Grand Total	**7890 Mins**	**131.5 Hours**

Direct Contact Hours
Table 15
Direct Contact Hours Adopted for the Training

Sl	Type of Session	Duration of Session	Total No. of Sessions	Total Contact Hours	
				In Mins.	**In Hrs**
Regular Sessions					
	Pre-Session (Recap & Reflection)	30 minutes	1 session/Day x 12 Day	360	06
	Morning Teaching Session	90 minutes *	2 sessions/Day x 12 Day	2160	36
	Afternoon Teaching Session	60 minutes **	3 sessions/Day x 12 Day	2160	36
	Post-Session (Discussion, Feedback & End of Day Test)	15 minutes	1 session/Day x 12 Day	180	03
N.B. *Total 90 Min long sessions = 24, & **60 Min Long sessions =36 (Total taught sessions = 60)*			**Total**	**4860 Minutes**	**81 Hours**
Other Direct Engagements/Sessions					
	Study Tour	Whole Day	1 Tour/Program	600	10
	Registration	30 minutes	1 session/ Program	30	0.5
	Social Events	90 minutes	1 session/ Program	90	1.5
	Closing and Graduation	120 minutes	1 session/ Program	120	02
			Total	**840**	**14 Hours**
	Total Direct Contact Hours			**5700 Minute**	**95 Hours**

Indirect Contact Time

The following table shows indirect contact hours:

Table 16.

Indirect Contact Hours

	Hours/ Day	Days	Total Time Spent	
			In Mins.	In Hrs
Indirect Contact Hours for Assessment Preparation and Reflective task submission				
Time for developing a basic understanding on each module - Resource Locating, Composing, drafting, and binding	20 min	12	240	04
Learning Journal - Thinking and Reflecting	10 min	12	120	02
Exit Card - Thinking and Reflecting	10 min	12	120	02
Preparing 3 slides- Looking back	15 min	02	30	01
Preparing 3 slides- Day Expectations	15 min	02	30	01
Weekly Report	30 min	02	60	01
Group presentation	10 min	03	30	.05
Final Report on Learning	60 min	01	60	01
		Total	*690 Min*	*11.5 Hours*
Indirect Contact Hours for Guided independent study Learning Hours				
Collaborative group activities	20 min	12	240	04
Independent study, preparing assignments, and reflective writing	20 min	12	240	04
Online resource searching, submission and participation	10 min	12	120	02
Reading texts	10 min	12	120	02
Peer Collaboration and Directed educational practice	60 min	13	780	13
		Total	*1500 Min*	*25 Hours*
Total Indirect Contact Hours			**2190 Min**	**36.5 Hours**

Annex-3: Explanation with formats of assessment tasks

End of Day Test

A **five-minute Test** will be held at the end of day-sessions. It will be a written test. Question will include short answer and/or MCQ. There shall be 5 sessions in a typical day, and 1 mark is allotted for each of the session. The resource person will be asked in advanced to send a MCQ or short answer question on his/her session.

Final Exam

There will be a 90-minute test for 40 Marks, which will be held on the penultimate day of the training from 16.15 to 17.45.
Marks distribution and question pattern for final exam
20 MCQ = 20x1= 20 marks;
4 Reflective short questions out of 6= 4X5=20

Learning Journal

It helps us to recall and also create recapitulation points for quick and effective learning. It can be used as an authentic assessment tool in the classroom, or as a method to showcase your professional accomplishments. This Reflective learning journal contains different tools for assessment, like Rubrics, Portfolios, Exit-Card, Self-ratings, Scripts (see The Education Hub, retrieved from https://www.theeducationhub.org.nz/wp-content/uploads/2018/03/How-to-successfully-introduce-self-assessment-in-your-classroom.pdf)

Table 17
Format for developing Learning Journal

Date, Module, Session Code, Topic and Speaker/ Resource Person	Key Learning Point	Where will I apply the learning*	What would be the impact after application of this learning
N.b.* Be specific. Think the courses you taught. For which course, which lesson			

Exit Cards

The following Format will be used. The participant's are required to fill up the format every day after training session. An exit card is a small piece of card or a post-it given to each student at the end of a lesson, on which they write a comment to self-assess what they have learned in the lesson and what they need more help with. This helps in planning the next lesson. This only takes a few minutes for the student to complete and is handed to the teacher as the students leave the class.

Table 18
Format for Exit Cards

Name:		
Day:	**Session Code:**	**Date:**

3	**The three most important parts of the lesson were:**	
	1.	
	2.	
	3.	
2	**The two parts of the lesson I most enjoyed were:**	
	1	
	2.	
1	**The one question I would like to ask is:**	

Training Self Reflection Report

Maintain self-assessment remarks for each session chronologically and implement self- learning weekly using the Self- Reflection scale (Table 17). Self-reflection scale is a five-point Likert scale required to assess one's level of understanding of each individual session. The participants will utilise the following scale to prepare this report: It should rated by the participants on their learning from each training session and learning from specific lecture (tick).

Table 19
Format for Self-Reflections on Sessions

	Day	Date	Session	1 = very weak	2 = weak	3 = ok	4 = good	5 = excellent	Scripts/ Narratives of Training Session
				Self-reflection (put tick mark)					
Saturday	1		S-01						
			S-02						
			S-03						
Sunday	**2**		S-01						
			S-02						
			S-03						
Thursday	**16**		S-01						

Analyzing the above self-reflection, **three-page report** on my Weekly Learning based on my self-reflection on the day-to-day sessions. After rating the sessions of first six (6) days, prepare a communicative self-perception and learning. There will be three sections of the report:

Table 20

Format for Weekly Report

Coverage	Length
Introduction	1 page
Scale analysis	1 Page
The topics I found most interesting	½ page
What needs to be changed/modified in the training	½ page
conclusion of my weekly learning	½ page
Recommendation on self-learning	½ page
Total Length	04 page

Assessment Rubrics for Soft skills

A rubric will be developed to assess soft skills during the training program. It will assess and demonstrate expertise in utilizing the following skills:

1) Oral and written communication skills;
2) human relations skills;
3) teamwork skills;
4) Interpersonal relationship skills.
5) Critical thinking and creative action—executive skills;
6) problem solving skills;
7) Leadership and organizational skills.

Final Report: Reflective Report on Learning

Report structure: Reflective Report on Learning from the Training

Table 21

Format of Developing Reflective Report on Learning from the Training

Total page	Topic	Coverage
1 page	**Title Page:**	Title: Report on the Future Plan of Action: Applying My Learning from the Training Name Dept. Institutions ID no Date And a signed declaration on the following
½ page	**Executive Summary**	Brief overview of the report's content Summary of the future plan of action based on the training
1 page	**Table of Contents:**	List of Sections and Subsections with Page Numbers
1-2 page	**Introduction:**	Brief overview of the training program attended Purpose of the report **Description of Training:** Overview of the training program, including objectives, duration, and topics covered Details of the training methodology and delivery format **Learning Objectives:** Statement of personal learning objectives set before the training Comparison of initial objectives with actual learning outcomes **Reflection on Learning Experience:**

Total page	Topic	Coverage
		Personal reflection on the learning experience during the training
		Identification of key insights, discoveries, and aha moments
		Description of memorable experiences or impactful moments
		Summary of the key learning from the training
1 pager	**Application of Learning:**	Personal reflections on the training experience
		Identification of strengths and areas for improvement
		Explanation of how the learning from the training will be applied in practice
		Specific examples or scenarios where the learning will be implemented
1-2 page	**Future Plan of Action:**	A detailed plan outlining steps for applying the training learnings
		SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for implementation
		Timeline:
		Schedule outlining the timeline for implementing the future plan of action
		Milestones and deadlines for key activities
		Monitoring and Evaluation:
		Plan for monitoring progress and evaluating the effectiveness of the future plan of action
		Indicators or metrics for measuring success
½ page = 2 paragraph	**Lessons and Recommendations**	**Lessons Learned:**
		Insights gained from the training experience
		Lessons learned that will inform future professional development
		Recommendations for Future Training:
		Suggestions for improving the effectiveness of future training programs
		Recommendations for topics, methodologies, or delivery formats
½ page	**Conclusion**	**Challenges and** Solutions**:**
		Summary of the future plan of action and its importance
		Final thoughts or reflections on the process of developing the plan
This structure provides a comprehensive framework for organizing the report and communicating the future plan of action effectively. Adjustments can be made based on the specific requirements of the training and the intended audience		

Declaration for Assessment by Participants

In all written tasks, the participants must add the following section with a declaration on the cover page:

Declaration
I hereby declare that the attached learning log is my own work. I understand that if I am suspected of plagiarism or other forms of dishonest practice, my work will be counted as a Dishonest Practice and Breach of Instructions. Penalties may range from denial of credit for the item of work in question, to exclusion from the course.
Signature   Date

Cover page of a task, assignment, or report

For each task, the participants have to attach a cover page (a sample is provided in the annex).
A sample coverage is shown in Annex 4.

Annex-4: A Sample of a Coverage

UNIVERSITY OF DHAKA
Foundation Certificate in University Teaching and Learning
Institutional Quality Assurance Cell (IQAC)
University of Dhaka

Name					
ID no		Batch no		Department / Institute	
Duration From	(Start Date)		to	(Closing date)	
Contact	e-mail		Cell no		
Project/ Assignment /Report Name (Title)					
Total Number of pages *(including this cover sheet)*					
Submitting Date					

Declaration
I hereby declare that the attached learning log is my own work. I understand that if I am suspected of plagiarism or other forms of dishonest practice, my work will be counted as dishonest Practice or Breach of Instructions. Penalties may range from denial of credit for the item of work in question, to exclusion from the course.

Signature Date

Office use only
Date Received
Remarks

Annex-5: List of panel of prospective resource persons

A panel of resource persons will be selected on the basis of their expertise on the specific modules.

The Program Coordination Committee (PCC), in consultation with the Vice Chancellor, will update the list as and when it is necessary.

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