



दक्षिण बिहार केन्द्रीय विश्वविद्यालय Central University of South Bihar

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Interim Regulations for Conducting and Monitoring Online Teaching-Learning during Covid-19 Period

These Regulations, hereinafter referred to as “Interim Guidelines for conducting and monitoring On-line Teaching and Learning during Covid-19 period”, shall be applicable for the Odd Semester of 2020-21 onwards till the pandemic period continues and normal face-to-face teaching is resumed normally and shall come into effect from the date they are approved by the Academic Council.

Background

The present scenario of pandemic due to Covid-19 has forced the society and administration to abruptly close the academic institutions, basically non-operating of face to face mode of teaching, for more than four months now. The prevailing situations also clearly indicate non-opening of face to face mode of teaching for at least one more semester i.e. odd semester of 2020-21. Therefore, in this critical situation, there is a need to transform our teaching, learning and assessment approaches by using quality online resources, strategies and digital platforms. These guidelines are basically designed to strengthen the professional knowledge and skills of faculty members of the Central University of South Bihar (CUSB) and to support them in teaching online so that they can efficiently engage in the online teaching-learning processes with the students under pressing challenges of Covid19 pandemic. These guidelines will also help in maintaining quality of online teaching, monitoring of students’ learning in objective forms and ensuring uniformity in delivery of teaching-learning across departments of the university.

Transforming Approaches of Teaching-learning and Assessment

Considering the prevailing situations, it is an accepted truth that for the upcoming semester i.e., odd semester of 2020-21 (Jul-Dec, 2020), the teaching-learning will be largely transacted in online mode. Therefore, we need to redesign our strategies of teaching and student interaction keeping online mode in focus. We also need to understand that the screen time for students should be justifiable. So, the lecture hours have to be redistributed. Keeping all these in concern, a **flipped learning mode** will be followed for the current and if need be for the next semester in the following order:

Step-1: Planning

Step-2: Sharing e-material

Step-3: Conducting e-tutorial

Step-4: Doing e-assessment

Step-5: Giving e-feedback

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| Step-1 | <p>Planning</p> <p>1.a. Considering the limited hours of online teaching in real time synchronous mode, the course content be divided proportionately and time table for this real time synchronous mode teaching i.e. online class through video conference applications like, Google meet, Jio meet, LMS etc. should be prepared keeping the following points in mind (A sample time tables for PG and Integrated UG are annexed for reference):</p> <p>1.b. In general, 50 per cent of the time allocated for any course will be dedicated to synchronous video interaction preferably on the Google meet, i.e. for a 4 credit course 2 hours per week should be dedicated to synchronous video interaction.</p> <p>1.c. In one go or on a day the video interaction class for one course, (except for more than 12 credit courses) will be of one hour. For some courses, viz, a 3 credit course, the one hour synchronous video classes may be scheduled in a manner that the 50 per cent quota as per the clause 1.b. may be adjusted by scheduling an additional class on the alternate weeks.</p> <p>1.d. During this odd semester of 2020-21, the university shall observe six days a week online teaching schedule. Thus, the departments are required to set the time table for the synchronous video interaction sessions in such a way that per day screen time in these synchronous video interaction for a student is generally between 2-3 hours.</p> <p>1.e. For smooth conduction of classes in CBCS based PG programmes synchronous video interaction classes for such courses that have not been opted by student/s from the other department/s preferably be scheduled between 11.00 a.m. to 3.00 p.m. However, deviation from this may be allowed for such courses wherein students from different batches (senior and junior) are registered or for such programmes/teachers that use the given slot (11.00 a.m. to 3.00 p.m.) for other teaching learning activities like internship, field visit etc.</p> <p>1.f. Further, the synchronous video interaction classes for the courses of CBCS based PG programmes that have been opted by the students from the other department/s preferably be scheduled either between 9.00-11.00 a.m. or between 3.00-5.00 pm.</p> <p>1.g. In exceptional cases, however, deviation from points 1.e and 1.f may be possible with a mutual consent of the students enrolled in the course and the concerned course instructor and the classes may be scheduled</p> |
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| | <p>prior to 9.00 a.m. and after 5.00 p.m. and on Sundays/holidays. In case of any clash/dispute, sticking to the time table shall be mandatory.</p> <p>1.h. The faculty concerned shall keep record of all the sessions conducted by him/her and shall ensure to upload the relevant material for the forthcoming week in advance as per the steps given ahead.</p> |
| Step-2 | <p>Sharing e-material with the students</p> <ul style="list-style-type: none"> - Before going for any pre-scheduled online class in real time synchronous mode faculty members are required to provide e-material to the students through LMS and/or using other asynchronous modes like, email, WhatsApp etc. - The e-materials should be preferably in the form of self-explanatory handouts/concept notes/key points/short videos/small excerpts/preloaded material of LMS. - The faculty members will avoid giving long readings/full PDF books as e-material. However, the PDF of books may be given as reference books considering the copyright rules. - The faculty members will avoid giving long list of e-materials for a single topic rather they are required to sort at their own level and provide the selective few to the students. - Clear specific instructions must be given for the students about how to read/comprehend the e-materials with timeline. - The faculty members will keep on motivating their students for posting questions/queries in asynchronous mode related to the topic. (They may also form discussion groups for it.) - Sources of e-materials should also be mentioned wherever needed keeping copyright rules in mind. |
| Step-3 | <p>Conducting e-tutorial with the students</p> <ul style="list-style-type: none"> - Once the students have gone through the shared e-materials, then an online synchronous video interaction session of maximum one hour in one go will be taken by the concerned teacher on a particular topic/or group of topics. - Instead of delivering lecture like a face to face class using video meeting technology, the session should focus to discuss key highlights of the topic and taking the questions/doubts of the students. If required, video lectures may be recorded and uploaded on the Learning Management System (LMS) beforehand. |
| Step-4 | <p>Doing e-assessment of the students</p> <ul style="list-style-type: none"> - After completion of the above steps 2 and 3 on a particular topic/unit, the concerned teacher will immediately do e-assessment of the students within 72 hours to gauge their learning on the topic/unit. (An assessment may be planned on completion of a topic/unit as per the need/nature of the course.) |

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| | <ul style="list-style-type: none"> - E-assessment should be in the form of short assignments/ questions/or any other suitable form as per nature of the topic. - There will be two types of assessments: 1.Formative, primarily intended to improve the learning and teaching and not contributing in the final grades; 2. Summative, contributing in the final grades - Organization of Formative Assessments may be formal or informal which ever deems fit in the given context of the class and course. Thus there is no prescribed manner or approach for conducting such assessment. - The questions of the e-assessment will be given to the students at the end of the e-tutorial(s) with submission time limit of one day (24 hours). - Once the assignments are submitted, the concerned teacher has to assess them immediately and share the feedback (within 48 hours of submission). - Delay in assessment and providing delayed feedback is worth nothing so this should be given priority and done as above. - For Summative Assessments the faculty members are required to plan in advance as per the assessment scheme of their respective course(s) (e.g., 30 points for the new CBCS ordinances 2018 based courses, 50 points for the Regulations 2014 based courses) and communicate the same to the students. However, there will be minimum four assessments in 3-4 credit courses and minimum three assessments in 2 credit courses. |
| <p>Step-5</p> | <p>Giving e-feedback to the students</p> <ul style="list-style-type: none"> - Based on the assessment of the students, the teacher will plan a combined short session for discussion and giving feedback to the students. (S/he may also use LMS for providing feedback.) - The concerned teacher can also plan individual one-to-one online session/telephonic discussion with the students. - The e-feedback should be Immediate and explanatory rather than judgemental i.e. just not awarding marks/grades rather giving specific suggestions and clear understanding of weaknesses for improvement to a particular student. - The feedback should be given considering the following characteristics of a good feedback: <ul style="list-style-type: none"> - Good feedback is fair. - Good feedback encourages growth. - Good feedback acknowledges effort. - Good feedback is specific. - Good feedback offers examples. |

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| | <ul style="list-style-type: none">- Good feedback is accurate.- Good feedback is timely.- Good feedback is kind. (<i>Blackburn, 2015</i>) |
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