

**INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION**  
**REGIONAL INSTITUTE OF EDUCATION (NCERT) MYSURU**

# **CERTIFICATE IN EDUCATIONAL PROGRAMME EVALUATION**

**Activity Report of the Workshop on Review and  
Refinement of the Course Material held on 25-29  
November, 2019**



*Coordinator*  
**Dr. Vasant D. Bhat**

# SECTION I: INTRODUCTION

## 1.1 THE BACKGROUND

The Inter University Center for Teacher Education (IUCTE), RIE, Mysuru has, since its establishment, has embarked on several programmes in the area of Higher Education and particularly in Teacher Education. Having successfully launched the Certificate in Educational Research Methodology programme, the Centre ventured in to '**Designing and Implementation of a Blended Learning Certificate Programme on Educational Programme Evaluation**'.

The specific objectives of the program are:

1. Develop Blended Learning Certificate Programme on Educational Programme Evaluation for Teacher Educators and other state functionaries
2. Implement the programme with a view to:
  - Appraise the participants about the importance of Programme Evaluation and Evaluation Standards
  - Acquaint the participants with evaluation framework
  - Develop competencies among participants in preparing Programme Logic Model
  - Equip participants in designing and executing evaluation studies

The programme consists of two phases – design and development phase and implementation phase. Design and development was to be achieved through this 5-Day workshop organized on 25-29 November 2019.

The main objective of this workshop was to develop the course inputs and the assessment tools and was attended by the experts in the field of educational programme evaluation. The workshop was held at the IUCTE, Mysore. A project assistant with sound knowledge of computing and working with LMS was involved to undertake web designing and uploading the contents of the programme for online implementation. On-line tutoring was planned to be provided by three resource faculty, including the programme coordinator.

The Certificate in Educational Programme Evaluation (CEPE) is designed as a blended learning programme and most of the transaction of the programme would happen online on the Moodle platform. In order to realise this, tailor made course material consisting of explanatory textual material, audio and video material, self-check exercises and assignments and discussion forum were proposed to be prepared during the workshop.

## 1.2 ABOUT THE CERTIFICATE PROGRAMME

The Certificate in Educational Program Evaluation (CEPE) is a program designed for a target group of professionals working in formal or non-formal; government or private systems of education having a concern and responsibility for evaluation of policies, programs and services. This 16-credit program, organised under five modules, can be completed in six months. However, registration for the programme is valid for a maximum period of eighteen

months. The programme is designed as web-based blended learning programme wherein the major instructional inputs are provided online on a moodle platform. There would be two contact programmes with a gap of time for completing or undertaking assigned field activities. The certificate can be pursued on a part time basis, which is of particular relevance to those who are already working in various capacities under school and teacher education.

### **1.3 THE TARGET GROUP**

This Certificate in Educational Programme Evaluation is meant for educational functionaries and teacher educators working in the university system who are either planners and policy makers, or implementers, or evaluators of educational initiatives and interventions at various levels of education - primary, upper primary, secondary and senior secondary. They may also be trainers working at the block, district and state levels in institutions such as BRC, DIET, CTE, IASE and SIE/SCERT.

Apart from the functionaries in the government sector, this certificate programme is intended for educational planners, implementers and evaluators in the non-governmental and private institutions and agencies.

The programme also is useful to individuals who have an interest/stake in school and teacher education such as university faculty, educational consultants and those who wish to be independent evaluators of educational programmes.

### **1.4 OBJECTIVES OF THE CEPE**

The objectives of the CEPE are to improve the capacity of functionaries to (a) develop an insight into the conceptual basis of *practice of programme evaluation (the introductory module)*, and (b) make meaning out of evaluation reports, of both quantitative and qualitative nature, and appreciate the relationship between evaluation results and policy decisions and educational practices. The certificate programme provides an opportunity to familiarize oneself with current methodological and theoretical understandings in the field of program evaluation. They will be provided with modalities necessary for the practice of programme evaluation and incorporating the same into ones teaching and research activities. The module on project work aims specifically at acquiring and demonstrating skills of an evaluator.

### **1.5 DURATION**

The programme is of six month duration. During the course of six months, there will be two contact programmes of five days each, one at the beginning and the other at the end of six months. However, registration for the programme is valid for a maximum period of eighteen months.

### **1.6 ELIGIBILITY**

The certificate programme will have both deputed and non-deputed candidates, in-service and pre-service. The candidates aspiring to join the certificate programme should have a master's degree in any

subject, preferably a component of research in the course curriculum.

### 1.7 THE ACTIVITIES UNDER THE PROGRAMME

The Certificate programme is proposed to be implemented with four main activities. They are:

Activity 1: Workshop for developing course material

Activity 2: Preparing and printing the flyer/poster and web hosting the programme

Activity 3: Two face to face contact programmes of 5 days each for 50 participants

Activity 4: Conducting the end course evaluation and viva-voce

### 1.8 PROGRAMME OUTLINE

The CEPE is organized under five modules with a total of 16 credits. The first four modules are of 3 credits each and the module on project work in which every candidate is required to evaluate a programme is of 4 credits.

Sl. No.	CODE	TITLE	Credits		Assessment*	Transactional Schedule
			Th	Pr		
1	CEPE 1	Introduction to programme evaluation	2	1	<ul style="list-style-type: none"> <li>▪ Unit End Assignments,</li> <li>▪ Participation in discussion forums,</li> <li>▪ Practicum,</li> <li>▪ Quizzes on the units,</li> <li>▪ Term End Viva-voce</li> </ul>	First month after orientation
2	CEPE 2	Planning and preparation for programme evaluation	2	1		Second month after orientation
3	CEPE 3	Quantitative methods and practices	2	1		Third month after orientation
4	CEPE 4	Qualitative methods and practices and reporting	2	1		Fourth month after orientation
5	CEPE 5	Project work on programme evaluation	-	4	<ul style="list-style-type: none"> <li>▪ Assessment of the evaluation report</li> <li>▪ Viva-voce</li> </ul>	Sixth month after orientation
			8	8		

\* Assessment will be done on a 10 point grading system as recommended by the UGC

### 1.9 AWARD OF THE CERTIFICATE

The degree shall be awarded at the end of the programme to those students, who have fulfilled all conditions and requirements.

Award of grades and grade points shall be done in the following manner.

<b>Letter Grade</b>	<b>Grade Point</b>
O (Outstanding)	10
A+(Excellent)	9
A (Very Good)	8
B+(Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

A candidate obtaining grade 'F' shall be considered failed and will be required to reappear in the examination

## SECTION II: ABOUT THE WORKSHOP

### 2.1 THE PARTICIPANTS OF THE WORKSHOP

The following experts and resource persons attended the workshop

**List of Experts who attended the workshop on 25<sup>th</sup> -29<sup>th</sup> November 2019 at IUCTE, Mysuru.**

Sl. No	Name of the Resource Person	Phone No. and Mail Id
1	<b>Dr. B. N Panda</b> Professor, Regional Institute of Education Bhubaneshwar	09437631590 bnpanda38@hotmail.com
2	<b>Dr. M. V. Srinivasan</b> Associate Professor, DESS NCERT, 16, Shri Aurobindo Marg New Delhi	9560952497 mvsrinivasan@yahoo.com
3	<b>Dr.K Ramchandran</b> Prof. & Advisor, India-Africa Institute of Educational Planning and Administration (IAIEPA), NUEPA Former Senior Education Specialist , UNICEF New Delhi	9650409922 kramachandran01@gmail.com
4	<b>Dr. Mohammad Miyan</b> Former Vice-Chancellor, MANNU, EFLU and Central University of Orissa D-194, Defence Colony New Delhi – 110 024	8008898902 mmiyan@hotmail.com
5	<b>Dr. Vashishtha K K</b> Former Prof. & Head, DEE, NCERT 15/107, HIG Duplex Vasundhara, Ghaziabad (U.P.) 201012	9350706884 vashishthakk@gmail.com
6	<b>Dr. Biju K</b> Department of Education School of Education and Training Central University of Tamil Nadu Neelakudy Campus, Tiruvarur – 610005	8943327651 bijukvr@gmail.com
7	<b>Dr. Hariprasad G V</b> Senior Lecturer, DIET Near Karnataka Sangha, B H Road, Shivamogga	9964314575 gvharivana@gmail.com
8	<b>Dr. Sharad Sure,</b> Azim Premji University PES Engineering College Campus Near Electronics City Bangalore - 560100	9449204337 sharad.sure@apu.edu.in
9	<b>Dr. Eknath Ekbote</b> Former Prof. & Head Dept. of Studies in Education, Gulbarga University Gulbarga	9342353879 drekbote@gmail.com
10	<b>Dr. A R Ramesh,</b> Assist Professor of Chemistry Govt Victoria College Palakkad Kerala- 678 001	9387856260 aroramseh@gmail.com
<b>List of Internal Resource Persons</b>		
11	<b>Dr. M. S Talwar,</b> Centre Director, IUCTE, RIE, Mysuru	9886155430 projectiucte@gmail.com
12	<b>Dr .T.V.Somshekar</b> Assistant Professor, Dept. of Education, RIEM	9611703249 tvsrie@yahoo.co.in

13	<b>Dr .Anilkumar</b> Prof of Teacher Education ,RIEM	9448459768 dranilkumar67@gmail.com
14	<b>Dr. Ramdas. V</b> In-Charge, A.V.Studio,Dept. of Education,RIEM	94445995733 vrdash@gmail.com
15	<b>Dr. M. U. Paily,</b> Professor, RIE Mysuru	9482549206 mupaily@yahoo.com
16	<b>Dr. G. Sheela</b> Asst. Professor, DOS in Education, University of Mysore.	9448241293 sheeyash@rediffmail.com

## 2.2 PROCEEDINGS OF THE WORKSHOP

### THE INAUGURAL SESSION

This session which began at 9.30 a.m. with the registration of the participants of the workshop on the 25th of November was chaired by the Principal, RIE Mysuru who is also the Chariman of the IUCTE. At the commencement of the session, Dr. Vasant. D. Bhat welcomed the participants and personally introduced each participant of the workshop to the others. He then went on to explain the details regarding the certificate programme, the workshop and its objectives and what is intended to be achieved in the workshop.







He apprised the experts that the CEPE is proposed to be offered as an online programme with two contact programmes, one at the beginning and the other at the end of six months. The gap of time between the two contact programmes is meant for completing or undertaking assigned activities, which are at an application level and form an essential part of the continuous assessment. A candidate who has enrolled for the CEPE would be provided with an access to the learning material specially designed on all the units of the programme. A student has to complete the assigned activities under each of the units/modules as per instructions provided.

While giving the remarks of the chairman, Professor Y. Sreekanth, Principal, RIE Mysuru felt that there is a need to prepare a cadre of programme evaluators at various levels so that every





programme of the state or central government goes through a process of evaluation and refinement so that the objectives for which these programmes are planned are achieved wholistically. He said that the programme would be useful to the proposed target audience and care must be taken to ensure that the quality of the inputs to the beneficiaries must be ensured and it needs to be contextualized to their work situations and demands. He also felt that the experts have a rich experience of evaluation to their credit and that they would contribute immensely to the success of the programme and said that they should associate with the programme even beyond the workshop.

### **THE PLENARY SESSION**

The first session was a brainstorming session in which the comments and suggestions of the experts were invited. This session witnessed very interesting and useful suggestions coming from the experts. Some main suggestions made by different experts are as follows.



#### **Dr. K. K. Vashistha**

- Program should be planned as per the objectives and as per the design.
- Program can be offered by collecting a minimal amount of Registration fee.
- For Design, Evaluation, and Assessment participatory approach is needed.
- Program Evaluation should be inbuilt and used for proper implementation.
- Separate course content and Practicum needs to be introduced.
- Mentors for students in the ratio of 1:20 is necessary

- Course can have 40 students for I cycle.
- As the Registration increases in the II cycle, Mentors or Teachers can be added as per the need.



**Dr. K. Ramchandran**

- Program Evaluation should be Quality and Resource based with monitoring.
- What is Monitoring – i.e., Assessment done regularly and properly till the programme is completed
- Evaluation is used for improvement not for finding faults.
- The CERE Program may be designed so that it is adopted by universities as a Diploma course later.
- Competencies based design of content is necessary where students can be able to do problem solving, critical thinking, conversation, language improvement, team work.
- Competencies can also be knowledge, value, attitude, skills, listening, reading, talking, writing etc.
- Assessment of competencies will enhance quality.
- Orientation of participants is important before one month of learning, and materials can be provided to them at their respective places.
- Discussion of the practicum needs to be done in the orientation
- 16 credits can reasonably be given for the course
- Every module should have practicum, discussion forum, assignment, activities etc.
- Discussion of questions, difficulties about the units needs to be done and then practical

### **Dr. B.N.Panda**

- Programme Evaluation is a difficult task, it can be done in four quadrants and materials which is ready available can be given
- Management of four quadrants is very important to handle.
- Through this Programme if we develop an ideal evaluator then the course is considered to be successful

### **Dr. Eknath Ekbote**

- Monitoring and Evaluation is required at present
- Online courses are becoming common nowadays
- Programme evaluation is needed where it is useful for enhancement of quality of interventions.

### **Dr. Sharad Sure**

- Monitoring is very important in the course.
- Four students per teacher can be mentored and evaluated from beginning to end of the program.





## Dr. Mohammed Miyan



- There is a need to ensure quality
- Hand holding is required
- Must match with the UGC guidelines for a programme

### 2.3 THE WORK SESSIONS

The subsequent sessions were devoted for the experts to work on the structure and contents of the certificate programme. It was decided that the programme would consist of 15 units arranged under three modules as given below. The units were also allotted to the experts as indicated for review and refinement. However, on most of the units material were developed in-house and the same were made available to the experts.

The subsequent sessions were devoted for the experts to work on the structure and contents of the certificate programme. It was decided that the programme would consist of 20 units arranged under four modules as given below. The units were also allotted to the experts as indicated for review and refinement. However, on most of the units material were developed

in-house and the same were made available to the experts. The practicum and evaluation were also discussed and finalized. Details are given below.

### **CEPE-I: INTRODUCTION TO PROGRAMME EVALUATION (3 credits)**

Unit 1: Concept and Scope of Program Evaluation

Unit 2: Types of Programme Evaluation

Unit 3: Steps in Programme Evaluation

Unit 4: Stakeholder Analysis: Meaning and Process

Unit 5: The Logic Model for Programme Planning and Evaluation

#### **PRACTICUM -1**

- a) Analysis of a programme evaluation report to identify the main steps followed in it, appropriateness of the programme logic model developed for evaluation and procedure followed in stakeholder analysis.
- b) Given a hypothetical situation, every candidate is required to identify the stakeholders, their stakes in the programme and the kind of questions they would like to be answered by the evaluation
- c) Every candidate is required to select a programme of her/his choice and construct a Logic Model for that programme involving the following activities:
  - Reviewing any documentation that describes the programme and its objectives (policy documents, legislative mandates, working papers, memoranda, etc.)
  - Meeting with the programme managers to learn how they see the purposes and the activities of the programme.
  - Drafting a logic model.
  - Discussing it with programme managers/other stakeholders.
  - Revising the logic model so that it is seen as a workable model of the intended processes and outcomes of the programme.

**ASSESSMENT:** Weightage of this module in the overall programme is 20 percent

<b>Items of Assessment</b>	<b>Weightage</b>
Unit End Assignments	25
Participation in discussion forums	10
Practicum	30
Quizzes on the units	25
Term End Viva-voce	10



## **CEPE 2: PLANNING AND PREPARATION FOR PROGRAMME EVALUATION (3 credits)**

Unit 6: Developing Evaluation Questions

Unit 7: Sampling for evaluation: Process and Issues

Unit 8: Tools and Techniques of Programme Evaluation

Unit 9: Developing an Evaluation Framework

Unit 10: Understanding and Implementing Evaluation Standards

### **PRACTICUM - 2**

Every candidate is required to select a programme of her/his choice and decide the type of evaluation they wish to conduct and undertake the following activities

- Prepare evaluation questions based on stakeholder analysis
- Develop an evaluation framework
- Prepare a sampling plan based on the evaluation framework
- Develop the tools necessary for collecting data

**ASSESSMENT:** Weightage of this module in the overall programme is 20 percentage

<b>Items of Assessment</b>	<b>Weightage</b>
Unit End Assignments	25
Participation in discussion forums	10
Practicum	30
Quizzes on the units	25
Term End Viva-voce	10

## **CEPE 3: QUANTITATIVE METHODS AND PRACTICES (3 credits)**

Unit 11: Evaluation Designs

Unit 12: Quantitative Data Quality, Coding, Reliability and Validity

Unit 13: Quantitative Methods of Data Analysis and Presentation – Parametric (Descriptive)

Unit 14: Quantitative Methods of Data Analysis and Presentation – Parametric (Inferential)

Unit 15: Quantitative Methods of Data Analysis and Presentation – Non-Parametric

### **PRACTICUM - 3**

Every candidate is required to select a programme of her/his choice and decide the type of evaluation they wish to conduct and undertake the following activities

- Develop an evaluation design
- Develop a data analysis and presentation plan
- Collect data from a sample
- Analyse data and present the results

**ASSESSMENT:** Weightage of this module in the overall programme is 20 percentage

Items of Assessment	Weightage
Unit End Assignments	25
Participation in discussion forums	10
Practicum	30
Quizzes on the units	25
Term End Viva-voce	10

#### **CEPE 4: QUALITATIVE METHODS AND PRACTICES AND REPORTING (3 credits)**

Unit 16: Qualitative Methods of Programme Evaluation

Unit 17: Qualitative Data: Coding, Authenticity and Analysis

Unit 18: Mixed Methods: Design, Analysis and Triangulation

Unit 19: Writing an Evaluation Report

Unit 20: Sharing and Dissemination of an Evaluation Report

#### **PRACTICUM - 4**

Every candidate is required to select a programme of her/his choice and decide the type of evaluation they wish to conduct and undertake the following activities

- Develop a qualitative or mixed methods evaluation design
- Develop a data analysis and presentation plan
- Analyse a programme evaluation report that has followed a qualitative or mixed methods design and describe the main steps followed in it

**ASSESSMENT:** Weightage of this module in the overall programme is 20 percentage

Items of Assessment	Weightage
Unit End Assignments	25
Participation in discussion forums	10
Practicum	30
Quizzes on the units	25
Term End Viva-voce	10

#### **CEPE 5: PROJECT WORK ON PROGRAMME EVALUATION (4 credits)**

This module would take the candidates through the following activities which culminate into submission of an evaluation report

- Selecting a programme from respective state
- Preparing a proposal for evaluating the programme

- Preparing Programme Logic Model
- Conducting Stakeholder Analysis
- Finalising evaluation questions
- Preparing the Evaluation Framework and Evaluation Design
- Developing Instruments
- Selection of Sample
- Data collection, data cleaning and data analysis
- Preparing the evaluation report for at least two stakeholders
- Presentation of the findings of the evaluation

**Note:** Course 5 pertaining to project work shall be completed within 6 months i.e. stipulated time of the Certificate programme. However, candidate may be allowed flexibility in submitting the project report to the maximum of 3 more months with prior approval of the programme coordinator.

**ASSESSMENT:** Weightage of this module in the overall programme is 20 percentages. This course shall have two modes of assessment as indicated below:

Items of Assessment	Weightage
Assessment of the Programme Evaluation Report	40
Presentation of the report	40
Term End Viva-voce	20

## SCHEME OF EVALUATION

### Total Credits: 16 Credits

Mode of evaluation will be as stipulated for each modular course and following modes will be employed for deciding the CGPA for the entire programme.

- Unit End Assignments
- Practicum
- Participation in discussion forums
- Critical Review of an Evaluation Report
- Assessment of the Programme Evaluation Report
- Quizzes on the units
- Term End Viva-voce

Each modular course shall have 20 percent weightage in deciding the final grade.

## **TRANSACTION METHODOLOGY**

The CEPE is offered as an online programme with two contact programmes of 5 days each, one at the beginning and the other at the end of six months. The gap of time between the two contact programmes is meant for completing or undertaking assigned activities, which are at an application level and form an essential part of the continuous assessment. A candidate who has enrolled for the CEPE would be provided with an access to the learning material specially designed on all the units of the programme. The student has to complete the assigned activities under each of the units/modules as per instruction provided.

### **Supplementary Video Material**

It was also decided that a supplementary video would be developed on each of the units by the experts and the same would be provided to the students within the course material. The entire course material along with the pre-and post-tests and assignments were to be placed on the moodle platform for course transaction. In order to help the students who are unfamiliar with the platform, an introductory demonstration video on working with moodle was also to be developed during the workshop by an expert on the platform and its uses.

For the purpose of video recording, a recording schedule was developed spread over the workshop period as given below.

**5-Day Workshop to Review the Course Material of the Certificate in Educational Programme Evaluation (CEPE)**

**Allotment of Blocks and Units for Review to Resource Persons**

<b>Sl. No</b>	<b>Name of the Resource Person</b>	<b>Module and Block Allotted</b>	<b>Units within the Block for review</b>
1	<b>Dr. B. N Panda</b>	Module - I Block -2	<b>Block 2: Planning and Preparation for Programme Evaluation I</b> <i>Unit 2.1: Preparing for Evaluation: Stakeholder analysis</i> <i>Unit 2.2: Preparing for Evaluation: Program Logic Model</i> <i>Unit 2.3: Preparing for Evaluation: Formulating Evaluation Questions</i>
2	<b>Dr. M. V. Srinivasan</b>	Module - II Block -5	<b>Block 5: Qualitative and Mixed Methods and Practices</b> <i>Unit 5.1: Qualitative Methods of Programme Evaluation</i> <i>Unit 5.2: Qualitative Data Coding, Authenticity and Analysis</i> <i>Unit 5.3: Mixed Methods and Triangulation in Data Gathering and Analysis</i>
3	<b>Dr.K Ramchandran</b>	Module - I Block -1	<b>Block 1: Conceptual Basis of Programme Evaluation</b> <i>Unit 1.1: Concept and Scope of Program Evaluation</i> <i>Unit 1.2: Types of Programme Evaluation</i> <i>Unit 1.3: Steps in Programme Evaluation</i>
4	<b>Dr. Mohammad Miyan</b>	Module - I Block -3	<b>Block 3: Planning and Preparation for Programme Evaluation II</b> <i>Unit 3.1: Preparing for Evaluation: Sampling, Tools and Techniques</i> <i>Unit 3.2: Preparing for Evaluation: Evaluation Framework</i> <i>Unit 3.3: Evaluation Standards</i>
5	<b>Dr. Vashishtha K K</b>	Module - II Block -4	<b>Block 4: Quantitative Methods and Practices</b> <i>Unit 4.1: Evaluation Designs</i> <i>Unit 4.2: Quantitative Data Quality, Coding, Reliability and Validity</i> <i>Unit 4.3: Quantitative Methods of Data Analysis and Presentation</i>
6	<b>Dr. Biju K</b>	Module - II Block -4	<b>Block 4: Quantitative Methods and Practices</b> <i>Unit 4.1: Evaluation Designs</i> <i>Unit 4.2: Quantitative Data Quality, Coding, Reliability and Validity</i> <i>Unit 4.3: Quantitative Methods of Data Analysis and Presentation</i>
		Module - I	<b>Block 1: Conceptual Basis of Programme Evaluation</b>



7	<b>Dr. Hariprasad G V</b>	Block -1	<i>Unit 1.1: Concept and Scope of Program Evaluation Unit 1.2: Types of Programme Evaluation Unit 1.3: Steps in Programme Evaluation</i>
8	<b>Dr. Sharad Sure,</b>	Module - I Block -3	<b><i>Block 3: Planning and Preparation for Programme Evaluation II</i></b> <i>Unit 3.1: Preparing for Evaluation: Sampling, Tools and Techniques Unit 3.2: Preparing for Evaluation: Evaluation Framework Unit 3.3: Evaluation Standards</i>
9	<b>Dr. Eknath Ekbote</b>	Module - II Block -6	<b><i>Block 6: Report Writing, Sharing and Dissemination</i></b> <i>Unit 5.1: Writing an Evaluation Report Unit 5.2: Sharing and Dissemination of an Evaluation Report Unit 5.3: Professional Qualities and Competencies of an Evaluator</i>
10	<b>Dr. A R Ramesh</b>	Moodle platform	1. How to post a discussion and participate in a discussion forum 2. Taking the test online
11	<b>Dr T V Somshekhar</b>	Module - I Block -2	<b><i>Block 2: Planning and Preparation for Programme Evaluation I</i></b> <i>Unit 2.1: Preparing for Evaluation: Stakeholder analysis Unit 2.2: Preparing for Evaluation: Program Logic Model Unit 2.3: Preparing for Evaluation: Formulating Evaluation Questions</i>
12	<b>Dr. Anil Kumar</b>	Module - II Block -5	<b><i>Block 5: Qualitative and Mixed Methods and Practices</i></b> <i>Unit 5.1: Qualitative Methods of Programme Evaluation Unit 5.2: Qualitative Data Coding, Authenticity and Analysis Unit 5.3: Mixed Methods and Triangulation in Data Gathering and Analysis</i>
13	<b>Dr. Ramdas V</b>	Module - II Block -6	<b><i>Block 6: Report Writing, Sharing and Dissemination</i></b> <i>Unit 5.1: Writing an Evaluation Report Unit 5.2: Sharing and Dissemination of an Evaluation Report Unit 5.3: Professional Qualities and Competencies of an Evaluator</i>

### Suggestive Recording Schedule

Please prepare yourself for a video recording for 15- 20 minutes on the units allotted to you since you may not have time to do so during workshop. The video would be a supplement to the contents of the unit and not rendering the unit in audio format. You may like to highlight the points to be noted, precautions to be observed, planning and preparation to be done, etc. You may also emphasise some critical points of the unit

Name of the Resource Person	Topics Allotted	Suggested Dates of Recording
Dr. B. N Panda	<b>Block 2: Planning and Preparation for Programme Evaluation I</b> Unit 2.1: Preparing for Evaluation: Stakeholder analysis Unit 2.2: Preparing for Evaluation: Program Logic Model Unit 2.3: Preparing for Evaluation: Formulating Evaluation Questions	26 <sup>th</sup> -27 <sup>th</sup> November
Dr. M. V. Srinivasan	<b>Block 5: Qualitative and Mixed Methods and Practices</b> Unit 5.1: Qualitative Methods of Programme Evaluation Unit 5.2: Qualitative Data Coding, Authenticity and Analysis Unit 5.3: Mixed Methods and Triangulation in Data Gathering and Analysis	26 <sup>th</sup> - 27 <sup>th</sup> November
Dr.K Ramchandran	<b>Block 1: Conceptual Basis of Programme Evaluation</b> Unit 1.1: Concept and Scope of Program Evaluation Unit 1.2: Types of Programme Evaluation Unit 1.3: Steps in Programme Evaluation	26 <sup>th</sup> - 27 <sup>th</sup> November
Dr. Mohammad Miyan	<b>Block 3: Planning and Preparation for Programme Evaluation II</b> Unit 3.1: Preparing for Evaluation: Sampling, Tools and Techniques Unit 3.2: Preparing for Evaluation: Evaluation Framework Unit 3.3: Evaluation Standards	27 <sup>th</sup> - 28 <sup>th</sup> November
Dr. Vashishtha K K	<b>Block 4: Quantitative Methods and Practices</b> Unit 4.1: Evaluation Designs Unit 4.2: Quantitative Data Quality, Coding, Reliability and Validity Unit 4.3: Quantitative Methods of Data Analysis and Presentation	26 <sup>th</sup> - 28 <sup>th</sup> November
Dr. Biju K	<b>Block 4: Quantitative Methods and Practices</b> Unit 4.1: Evaluation Designs	26 <sup>th</sup> - 29 <sup>th</sup> November

	<p><i>Unit 4.2: Quantitative Data Quality, Coding, Reliability and Validity</i></p> <p><i>Unit 4.3: Quantitative Methods of Data Analysis and Presentation</i></p>	
<b>Dr. Hariprasad G V</b>	<p><b><i>Block 1: Conceptual Basis of Programme Evaluation</i></b></p> <p><i>Unit 1.1: Concept and Scope of Program Evaluation</i></p> <p><i>Unit 1.2: Types of Programme Evaluation</i></p> <p><i>Unit 1.3: Steps in Programme Evaluation</i></p>	26 <sup>th</sup> - 29 <sup>th</sup> November
<b>Dr. Sharad Sure,</b>	<p><b><i>Block 3: Planning and Preparation for Programme Evaluation II</i></b></p> <p><i>Unit 3.1: Preparing for Evaluation: Sampling, Tools and Techniques</i></p> <p><i>Unit 3.2: Preparing for Evaluation: Evaluation Framework</i></p> <p><i>Unit 3.3: Evaluation Standards</i></p>	26 <sup>th</sup> November and 28 <sup>th</sup> - 29 <sup>th</sup> November
<b>Dr. Eknath Ekbote</b>	<p><b><i>Block 6: Report Writing, Sharing and Dissemination</i></b></p> <p><i>Unit 5.1: Writing an Evaluation Report</i></p> <p><i>Unit 5.2: Sharing and Dissemination of an Evaluation Report</i></p> <p><i>Unit 5.3: Professional Qualities and Competencies of an Evaluator</i></p>	27 <sup>th</sup> - 29 <sup>th</sup> November
<b>Dr. A R Ramesh</b>	<p>How to post a discussion and participate in a discussion forum</p> <p>Taking the test online</p>	26 <sup>th</sup> - 28 <sup>th</sup> November
<b>Dr T V Somshekhar</b>	<p><b><i>Block 2: Planning and Preparation for Programme Evaluation I</i></b></p> <p><i>Unit 2.1: Preparing for Evaluation: Stakeholder analysis</i></p> <p><i>Unit 2.2: Preparing for Evaluation: Program Logic Model</i></p> <p><i>Unit 2.3: Preparing for Evaluation: Formulating Evaluation Questions</i></p>	27 <sup>th</sup> - 29 <sup>th</sup> November
<b>Dr. Anil Kumar</b>	<p><b><i>Block 5: Qualitative and Mixed Methods and Practices</i></b></p> <p><i>Unit 5.1: Qualitative Methods of Programme Evaluation</i></p> <p><i>Unit 5.2: Qualitative Data Coding, Authenticity and Analysis</i></p> <p><i>Unit 5.3: Mixed Methods and Triangulation in Data Gathering and Analysis</i></p>	27 <sup>th</sup> - 29 <sup>th</sup> November
<b>Dr. Ramdas V</b>	<p><b><i>Block 6: Report Writing, Sharing and Dissemination</i></b></p> <p><i>Unit 5.1: Writing an Evaluation Report</i></p> <p><i>Unit 5.2: Sharing and Dissemination of an Evaluation Report</i></p> <p><i>Unit 5.3: Professional Qualities and Competencies of an Evaluator</i></p>	27 <sup>th</sup> - 29 <sup>th</sup> November

## **2.4 SUGGESTIONS THAT EVOLVED FROM THE WORKSHOP**

- The concept of identifying and encouraging the target groups to register for the course across the country.
- To provide quality content in the course thereby it can be a certificate course for Researchers, teacher educators, state functionaries of different background to take up programme evaluation.
- To add - on activity based content learning.
- To enhance the course with some common discussion forums to share about the content understanding.
- To make this course as platform for different Professionals.
- To exhibit live demo classes to clear the doubts of the students.