



Universitas Negeri Surabaya Faculty of Economics and Business Bachelor of Accounting Education Study Program

			SE	ME	ES	ΓEF	R L	EA	RN	IIN	G F	PL/	٨N						
Courses			CODE				Cour	se Fa	amily			Cred	dit We	ight		SEME	STER	Cor	npilation e
EVALUATION LEARNING	OF LEARNING	AND	8720902117	,								T=2	P=0	ECTS	=3.18		3	July	17, 2024
AUTHORIZAT	ION		SP Developer					C	Course	e Clus	ster C	oordin	ator		/ Progr dinator				
			Vivi Pratiwi,	S.Pd	., M.P	d.				С	Or. Luc	qman	Hakim	, M.SA		Roc	hmawa	ti, S.P	d., M.Ak.
Learning model	Case Studies																		
Program	PLO study pro	ogran	n which is cl	narge	ed to	the c	ours	е											
Learning Outcomes	Program Obje	ctive	s (PO)																
(PLO)	PO - 1	Able	to act as a citi	zen v	vho is	proud	d and	loves	the c	ount	ry, has	s high	natior	nalism					
	PO - 2		to master the ssment standa		epts,	princi	iples a	and a	ssess	men	t proce	edure	s in Ad	ccountir	ng lear	ning th	at are o	oriente	d towards
	PO - 3		to plan and dards	solve	e asse	essme	ent pr	oblen	ns in	ecoi	nomic	s lear	ning ι	using p	rinciple	es, me	thods a	and as	ssessment
	PO - 4	Able	to evaluate st	udent	learn	ing co	omple	tenes	s bas	ed o	n the r	esults	of an	alysis o	f stude	nt lear	ning ou	tcome	s
	PO - 5	Able	to use item ar	alysi	s soft	ware t	to ana	lyze s	studer	nt lea	arning	outco	mes						
	PLO-PO Matrix																		
			P.O PO-1 PO-2 PO-3 PO-4 PO-5																
	PO Matrix at t	he en	nd of each le	arnir	ng sta	age (S	Sub-F	PO)											
			P.O									Wee	ek						
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		Р	O-1																
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Short Course Description	This course exa the applicable of authentic, alterninstruments, alterninstruments alterninstruments alterninstruments and references for least and references for least alterninstruments.	curricu native ong w	ulum, the prep and class-ba vith analysis o	arations sed of qu	on of asses iestioi	variou ssmer n iten	us typ nt and ns bo	es of the th m	good appli anual	d que cable ly us	estions e curr sing tl	s and iculun he Ex	their : inclu cel p	assessi ide wo rogram	ment r rkshop and ເ	ubrics. s on (The badevelop	asic co	oncepts of ssessment
References	Main :																		

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Supporters:

Supporting lecturer Dr. Luqman Hakim, S.Pd., S.E., M.SA. Vivi Pratiwi, S.Pd., M.Pd.

Week-	Final abilities of each learning stage	Eva	aluation	Learn Studen	p Learning, iing methods, t Assignments, timated time]	Learning materials [References	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	1	3 ()
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to understand the concept and meaning of assessment, evaluation and assessment of learning outcomes	1.Explain the meaning of assessment, evaluation and assessment of learning outcomes 2.Explain the purpose of the assessment 3.Explain the function of assessment in learning 4.Able to explain assessment classifications	Criteria: 1.Criteria: Grading Rubric 2.Form: Non Test Form of Assessment: Participatory Activities	Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 2 X 50		Material: Concept and meaning of assessment, evaluation and evaluation of learning outcomes. Reference: Arikunto, Suharsimi. 2006.Basics of Educational Evaluation (revised edition)cet. 6. Bumiaksara: Jakarta	3%

Able to understand evaluation techniques in learning I Explain the basic principles of evaluation 2.Explain the characteristics of evaluation 3.Explains the cognitive, affective and psychomotor domains as objects of learning evaluation I Explains the techniques in learning evaluation I Explains the cognitive, affective and psychomotor domains as objects of learning evaluation I Explains techniques in learning evaluation I Explains I Explains techniques in learning evaluation I Explains techniques in learning evaluation of learning outcomes. Discuss the understanding later in learning. Online: Elearning that requires fast memory and concise information that requires fast memory and concise information that requires fast memory and ready to accept input I S. Dress politely and ready to accept input I S. Source: Adapted from performance assessment, Glencoe McGraw-Hill 20.Information: 21.1. Score 4 if done very well 22.2. Score 3 if done well	
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Form of Assessment :	
Participatory Activities,	
Practice/Performance	

				1		
3	Able to	1.Explain the	Criteria:	Offline:1.	Material:	3%
	understand	basic	1.Student Name:	Lecture 2.	evaluation	
	evaluation	principles of	Day/date:	Discussion3.	techniques in	
	techniques in	evaluation	2.Rated aspect	Cooperative	learning	
	learning	_	3.Score	Learning4.	References:	
		2.Explain the		Task-1:	Rani, T.	
		characteristics	4.4	Identify the	Swarupa.	
		of evaluation	5.3	meaning of	2004.	
		3.Explains the	6.2	assessment,	Educational	
		cognitive,	7.1	evaluation	Measurement	
		affective and	8.A. Contents	and	and	
		psychomotor	9.1. Mastery of	evaluation of	Evaluation.	
		domains as	material	learning	New Delhi:	
		objects of	10.2. Match	outcomes.	DPH.	
		learning	between the	Discuss the	Di ii.	
		evaluation	content presented	purpose and		
		4.Explains	and the content of	function of		
		·		assessment		
		techniques in	the paper	in learning.		
		learning	11.3. Slide displays	Online:		
		evaluation	(images,	Elearning:		
			diagrams, photos,	Take and		
			videos, material			
			flow) support	give, cooperative		
			presentations	learning,		
			12.4. Ability to	providing		
			defend arguments	short, clear		
			13.B. Presentation	and concise		
			14.1. Voice quality			
			(volume, voice	information		
				that requires		
			articulation,	fast memory		
			intonation)	and		
			15.2. Demeanor	understanding		
			(way of looking,	skills, as well		
			effective body	as discussing		
			movements, calm)	the material.		
			16.3. Dress politely	presented so		
			and neatly	that you can		
			17.4. Correct use of	think at a		
			language	higher level.		
			18.5. Responsive	4 X 50		
			-			
			and ready to			
			accept input			
			19.Source: Adapted]	
			from performance			
			assessment,			
			Glencoe McGraw-			
			Hill			
			20.Information:			
			21.1. Score 4 if]	
			done very well			
			22.2. Score 3 if			
			done well]	
			23.3. Score 2 if			
			done sufficiently]	
			24.4. Score 1 if			
			done poorly			
			25.Questions]	
			number 1-4 have a]	
			weight of 25 etc			
			Form of Assessment :			
			Participatory Activities			
		1	1	1		

			T	,		
4	Students are able to understand tests and non-tests as a form of learning evaluation in authentic assessment	1.Explain the meaning of test and non-test 2.Explain the function of tests and non-tests 3.Explain authentic assessment 4.Explain the purpose of authentic assessment 5.Classifying authentic assessment models	Criteria: 1.Details of participation assessment criteria: 2.Score 4 Very good 3.Score 3 Good 4.Score 2 Fair 5.Score 1 less 6.Description of essay value; 7.essay questions number 1-5 weight @20 Form of Assessment: Participatory Activities	Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 2 X 50	Material: Tests and Non-Tests as a form of learning evaluation in authentic assessment Reference: Directorate of Vocational School Development. 2018. Guide to Assessment of Learning Outcomes and Character Development in Vocational High Schools.	3%
5	Students are able to understand tests and non-tests as a form of learning evaluation in authentic assessment	1.Explain the meaning of test and nontest 2.Explain the function of tests and nontests 3.Explain authentic assessment 4.Explain the purpose of authentic assessment 5.Classifying authentic assessment models	Criteria: 1.Details of participation assessment criteria: 2.Score 4 Very good 3.Score 3 Good 4.Score 2 Fair 5.Score 1 less 6.Description of essay value; 7.essay questions number 1-5 weight @20 Form of Assessment : Participatory Activities	Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material, presented so that you can think at a higher level. 2 X 50	Material: Tests and Non-Tests as a form of learning evaluation in authentic assessment Reference: Directorate of Vocational School Development. 2018. Guide to Assessment of Learning Outcomes and Character Development in Vocational High Schools.	3%

6	Able to understand the techniques for preparing and implementing learning outcomes tests	1.Explain the characteristics of a good test 2.Explain the form of learning outcomes tests and their preparation 3.Explain the techniques for implementing learning outcomes tests 4.Preparation of HOTS questions	Criteria: 1.Information: 2.1. Score 4 if done very well 3.2. Score 3 if done well 4.3. Score 2 if done sufficiently 5.4. Score 1 if done poorly 6.for essay questions number 1-5 the score weight is @20 Form of Assessment: Participatory Activities, Practice/Performance	Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 2 X 50	Material: techniques for preparing and implementing learning outcomes tests. Reference: Arikunto, Suharsimi. 2006.Basics of Educational Evaluation (revised edition)cet. 6. Bumiaksara: Jakarta	4%
7	Able to understand the techniques for preparing and implementing learning outcomes tests	1.Explain the characteristics of a good test 2.Explain the form of learning outcomes tests and their preparation 3.Explain the techniques for implementing learning outcomes tests 4.Preparation of HOTS questions	Criteria: 1.Information: 2.1. Score 4 if done very well 3.2. Score 3 if done well 4.3. Score 2 if done sufficiently 5.4. Score 1 if done poorly 6.for essay questions number 1-5 the score weight is @20 Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 2 X 50	Material: techniques for preparing and implementing learning outcomes tests. Reference: Arikunto, Suharsimi. 2006.Basics of Educational Evaluation (revised edition)cet. 6. Bumiaksara: Jakarta	4%
8	UTS	UTS	Criteria: Maximum value 100 Form of Assessment: Project Results Assessment / Product Assessment, Test	2 X 45	Material: UTS Library:	20%

9	Students are able to understand the validity of learning outcomes test items	1.Explains techniques for testing the validity of learning outcomes tests 2.Explain test testing rationally 3.Explains empirical testing of tests 4.Explain the meaning of learning outcome items 5.Explains techniques for testing the validity of learning outcome test items	Criteria: 1.Description of presentation assessment sheet: 2.1. Score 4 if done very well 3.2. Score 3 if done well 4.3. Score 2 if done sufficiently 5.4. Score 1 if done poorly 6.Essay questions number 1-5 weight @score 20 Form of Assessment: Participatory Activities, Project Results Assessment / Product Assessment	Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material, presented so that you can think at a higher level. 2 X 50	Material: validity test of learning outcomes test items Reference: Supranata, 2004. Analysis, Validity, Reliability and Interpretation of Test Results. Bandung: Rosdakarya	3%
10	Students are able to understand the reliability test of learning outcomes tests	1.Explains techniques for testing the reliability of essay learning tests 2.Explains techniques for testing the reliability of objective learning tests 3.Explains the technique for testing the reliability of learning outcomes tests using a single test- single trial approach 4.Explain the technique for testing the reliability of learning outcomes tests using a single test- single trial approach 5.Explain the reliability of learning outcomes tests using a test-test approach 5.Explains techniques for testing the reliability of learning outcomes tests using alternative form approaches	Criteria: 1.Information: 2.1. Score 4 if done very well 3.2. Score 3 if done well 4.3. Score 2 if done sufficiently 5.4. Score 1 if done poorly 6.essay questions number 1-5 score weight @ 20 Form of Assessment: Assessment of Project Results / Product Assessment, Practices / Performance	Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material, presented so that you can think at a higher level. 2 X 50	Material: reliability test of learning outcomes tests References: Rani, T. Swarupa. 2004. Educational Measurement and Evaluation. New Delhi:DPH.	4%

11	Able to explain examination, scoring and processing of	1.Explain the technique for	Criteria:	Offline:1.	Material: 1.	4%
	scoring and processing of	technique for				
	processing of	•	1.Information:	Lecture 2.	examination,	
		checking	2.1. Score 4 if done	Discussion3.	scoring and	
	learning results	learning	very well	Cooperative	processing of	
	tests. Able to	outcomes test	3.2. Score 3 if done	Learning4.	learning	
	explain	results	well	Task-1:	results tests,	
	enrichment	2.Explain	4.3. Score 2 if done	Identify the	2. enrichment	
	questions and remedial	examination	sufficiently	meaning of	questions	
	questions	techniques in	5.4. Score 1 if done	assessment,	and remedial	
	questions	order to	poorly	evaluation	questions	
		assess oral	6.essay questions	and	Reader:	
			number 1-5	evaluation of	Arikunto,	
		test results.		learning	Suharsimi.	
		3.Explain	question weight	outcomes.	2006. Basics	
		inspection	@20	Discuss the	of	
		techniques in	Form of Assessment :	purpose and	Educational	
		order to		function of	Evaluation	
		assess	Assessment of Project Results / Product	assessment	(revised	
		manufacturing	Assessment, Practices /	in learning.	edition) cet.	
		test results	Performance	Online:	6.	
		explains the	i enomance	Elearning:	Bumiaksara:	
		scoring on the		Take and	Jakarta	
		essay test		give,		
		5.explains		cooperative		
		scoring on		learning,		
		objective tests		providing		
		6.explains		short, clear and concise		
		processing		information		
		techniques		that requires		
		and changing		fast memory		
		(converting)		and		
				understanding		
		learning		skills, as well		
		outcomes test		as discussing		
		scores into		the material.		
		values.		presented so		
		7.explain the		that you can		
		difference		think at a		
		between		higher level.		
		scores and		4 X 50		
		grades				
		8.explains the				
		processing				
		and				
		conversion of				
		raw scores				
		from learning				
		outcomes				
		tests into				
		standard				
		scores				
		9.explains				
		about				
		enrichment				
		and remedial				
		matters				
		mauers				

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12	Able to explain	1.Explain the	Criteria:	Offline:1.	Material: 1.	4%
	examination,	technique for	1.Information:	Lecture 2.	examination,	
	scoring and processing of	checking	2.1. Score 4 if done	Discussion3.	scoring and	
	learning results	learning	very well	Cooperative	processing of	
	tests. Able to	outcomes test	3.2. Score 3 if done	Learning4.	learning	
	explain	results	well	Task-1:	results tests,	
	enrichment			Identify the	2. enrichment	
	questions and	2.Explain	4.3. Score 2 if done	meaning of	auestions	
	remedial	examination	sufficiently	assessment,	and remedial	
	questions	techniques in	5.4. Score 1 if done	evaluation	questions	
		order to	poorly	and	Reader:	
		assess oral	6.essay questions	evaluation of	Arikunto.	
		test results.	number 1-5	learning	Suharsimi.	
		3.Explain	question weight	outcomes.	2006. Basics	
		inspection	@20	Discuss the	of	
			@20		Educational	
		techniques in	Form of Assessment :	purpose and		
		order to		function of	Evaluation	
		assess	Assessment of Project Results / Product	assessment	(revised	
		manufacturing		in learning.	edition) cet.	
		test results	Assessment, Practices / Performance	Online:	6.	
		4.explains the	Performance	Elearning:	Bumiaksara:	
		scoring on the		Take and	Jakarta	
		essay test		give,		
		5.explains		cooperative		
				learning,		
		scoring on		providing		
		objective tests		short, clear		
		6.explains		and concise		
		processing		information		
		techniques		that requires		
		and changing		fast memory		
		(converting)		and		
		learning		understanding		
		outcomes test		skills, as well		
				as discussing		
		scores into		the material.		
		values.		presented so		
		7.explain the		that you can		
		difference		think at a		
		between		higher level.		
	1	scores and		4 X 50]	
	1	grades		1 / 30		
	1	8.explains the]	
		processing				
	1	and				
		conversion of				
	1	raw scores				
	1	from learning				
	1	outcomes				
	1	tests into				
	1	standard				
		scores				
		9.explains				
	1	about				
	1					
	1	enrichment]	
	1	and remedial]	
		matters				

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13	Able to explain the analysis techniques for learning outcome test items	1.explains the item difficulty degree technique 2.explains the discriminative power analysis technique 3.explains distractor function analysis techniques	Criteria: 1.Information: 2.A score of 4 is excellent 3.A score of 3 is good 4.A score of 2 is sufficient 5.Score 1 less Form of Assessment: Participatory Activities, Project Results Assessment / Product Assessment	Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 2 X 50	Material: analysis techniques for learning outcome test items. Library: Directorate of Vocational School Development. 2018. Guide to Assessment of Learning Outcomes and Character Development in Vocational High Schools.	4%
14	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles	1.Explain the meaning of final value 2.Explain the final value function 3.Explain the factors that need to be considered in determining the final grade 4.Explain the technique of arranging the ranking. 5.Explain the meaning of Rankin. Types and procedures for preparing Rankin 6.Explains techniques for creating learning achievement profiles 7.Explain the meaning of learning achievement profile 8.Explain the forms of learning achievement profiles 9.Explain the use of a learning achievement profiles	Criteria: 1.Essay questions number 1-5 have a score weight of @20 2.Information: 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done sufficiently 6.4. Score 1 if done poorly Form of Assessment: Participatory Activities	Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 4 X 50	Material: techniques for determining final grades, KKM, and loading learning achievement profiles Reader: Arikunto, Suharsimi. 2006.Basics of Educational Evaluation (revised edition)cet. 6. Bumiaksara: Jakarta	4%

15	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles	1.Explain the meaning of final value 2.Explain the final value function 3.Explain the factors that need to be considered in determining the final grade 4.Explain the technique of arranging the ranking. 5.Explain the meaning of Rankin. Types and procedures for preparing Rankin 6.Explains techniques for creating learning achievement profiles 7.Explain the meaning of learning achievement profile 8.Explain the forms of learning achievement profiles 9.Explain the use of a learning achievement profile	Criteria: 1.Essay questions number 1-5 have a score weight of @20 2.Information: 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done sufficiently 6.4. Score 1 if done poorly Form of Assessment: Participatory Activities	Offline:1. Lecture 2. Discussion3. Cooperative Learning4. Task-1: Identify the meaning of assessment, evaluation and evaluation of learning outcomes. Discuss the purpose and function of assessment in learning. Online: Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material. presented so that you can think at a higher level. 2 X 50	Material: techniques for determining final grades, KKM, and loading learning achievement profiles Reader: Arikunto, Suharsimi. 2006.Basics of Educational Evaluation (revised edition)cet. 6. Bumiaksara: Jakarta	4%
16	UAS	UAS	Criteria: Maximum value 100 Form of Assessment: Project Results Assessment / Product Assessment	2 X 45	Material: UAS Literature:	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	29%
2.	Project Results Assessment / Product Assessment	51.5%
3.	Practice / Performance	9.5%
4.	Test	10%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO Study Program) are the abilities possessed by each Study
 Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their
 study program obtained through the learning process.
- 2. The PLO imposed on courses are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria are benchmarks used as a measure or measure of learning achievement in assessments based on
 predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased.
 Criteria can be quantitative or qualitative.
- 7. Forms of assessment: test and non-test.
- 8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods: Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning,
 Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.

- 10. Learning materials are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
 11. The assessment weight is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
 12. TM=Face to face, PT=Structured assignments, BM=Independent study.