

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16
REACCREDITED BY NAAC WITH “A” GRADE (III Cycle)



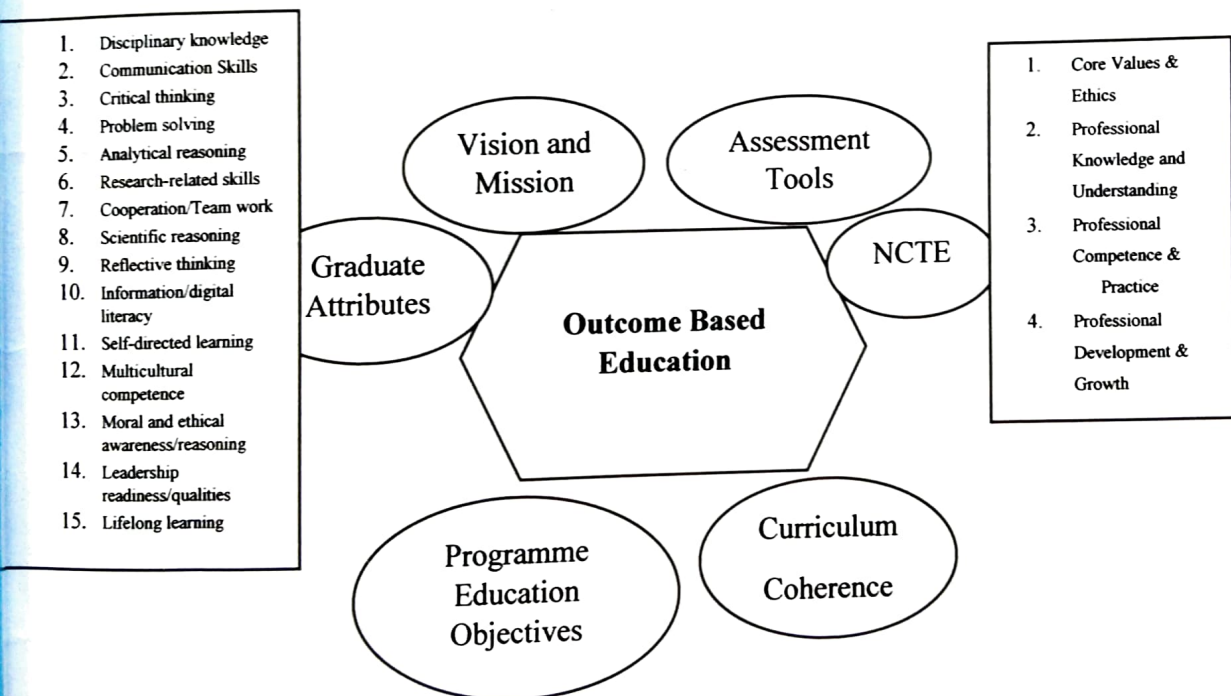
IMPLEMENTATION OF OUTCOME BASED EDUCATION

**SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)
SALEM – 16**

Re-Accredited by NAAC with “A” Grade (III Cycle)

Affiliated to TamilNadu Teachers Education University, Chennai

**Outcome Based Education (OBE)
Manual
2022-2023**



INTRODUCTION

Outcome Based Education (OBE) is an educational model that forms the base of a quality education system. It was introduced by William Spady in early 1990s for American School System and eventually adapted by higher education systems. It is an approach to education in which decisions about the curriculum and instruction are driven by the exit learning outcomes that the students should display at the end of a program or a course. It enhances the traditional methods and focuses on what the Institute provides to students. It shows the success by making or demonstrating outcomes using statements "able to do" in favour of students. It provides clear standards for observable and measurable outcomes.

Salient Features of OBE

- ❖ **Relevance:** Outcome-Based Education promotes fitness for practice and education for capability
- ❖ **Discourse:** The process of identification of the outcomes within an institution promotes discussion of fundamental questions.
- ❖ **Clarity:** An explicit statement of what the Education process aims to achieve clarifies the curriculum for both students and teachers and provides a focus for teaching and learning.
- ❖ **Self-directed learning:** If students are clear about what they are trying to achieve, they can take more responsibility for their own learning. Outcome based Education that promotes a student centered approach to learning and teaching.
- ❖ **Flexibility:** Outcome-Based Education does not specify education strategies or teaching methods.

OBE Process and Framework

Graduate Attributes: The graduate attributes reflect the quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society.

Programme Education Objectives (PEOs) refers to specific goals consistent with the institutions mission and vision that are responsive to the expressed interest of programme

stakeholders, in particular the requirements of professional bodies. It describes the career and professional developments of graduates, which are to be assessed after few years of graduation.

Programme Outcomes (POs) of B.Ed. and M.Ed. are framed in accordance with the vision and the mission of the institutions graduate attributes described U.G.C National Curriculum Framework for Teacher Education and National Professional Standards for teachers.

Course Outcomes (COs) outline the course specifications to be acquired by students. It describes what students should be able to do at the end of a course. Each CO contributes to the achievement of PO via curriculum design, course delivery and assessment tasks that are most appropriate to attain that CO.

Outcome Based Assessment

The two types of CO assessment methods are employed in Outcome Based Assessments. They are Direct Assessment and Indirect Assessment.

1. **Direct Method:** The direct methods (Mark based Assessments) display the student's knowledge and skills from their performance in the continuous internal assessment tests, semester examinations and supporting activities such as seminars, assignments, group discussion, online quiz, mini project etc., These methods provide a sampling of what students know can do and provide strong evidence of student learning.
2. **Indirect Method:** The indirect method (Survey based Assessments) done through surveys and interviews; it asks the stakeholders to reflect their views on student's learning. The institute assesses opinions or thoughts about graduate's knowledge or skills by different stakeholders.

Graduate Attributes (GAs)

Disciplinary knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.

Critical thinking: Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

Problem solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

Analytical reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others

Research-related skills: Ability to ability to plan, execute and report the results of an experiment or investigation. recognise cause-and-effect relationships

Cooperation/Teamwork: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

Scientific reasoning: Identify and analyse the complex problem using the knowledge acquired in various domains.

Reflective thinking: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

Information/digital literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

Self-directed learning: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

Multicultural competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

Moral and ethical awareness/reasoning: Capable of demonstrating the ability to identify ethical issues related to one's work

Leadership readiness/qualities: motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way

Lifelong learning: Recognize the needs to engage in life long learning with moral values

VISION OF THE INSTITUTION

To make "quality" the defining element of teacher education through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

- ❖ To empower women student teacher and prospective teacher educators as Agents of Social Change through an integrated education of Head, Heart and Hand.
- ❖ To inculcate intellectual, emotional, moral and spiritual values among the studentteachers and perspective teacher educators for the advancement of the society.
- ❖ To train the student teachers to improve the cultural heritage and traditional treasures of the land so that they become masters of themselves and servants of the mankind.
- ❖ To equip the prospective teachers to keep abreast of the recent developments in this field of education, practice needed skills and develop a positive attitude towards teaching profession.
- ❖ To prepare future teachers to address the national and global demands by facilitating field oriented, constructive and individualized learning experiences.

PROGRAMME EDUCATIONAL OBJECTIVES OF B.ED.

The PEOs are to facilitate the graduating students to

1. acquire the pedagogical knowledge, skills and teaching competency needed to become qualified teachers.
2. develop intellectual, emotional, moral and spiritual values to lead a harmonious life with oneself and with natural and social environment.
3. be reflective practitioners with the readiness to undergo adaptation to meet the needs of diverse learners and changing contexts at local, national and global level.

B.Ed. Programme Outcomes

The Programme Outcomes are aligned with the institution's vision and mission as well as the core propositions of NCTE - National Professional Standards for Teachers, UGC, and following the National Curriculum Framework of Teacher Education (2009).

On the successful completion of two-year B.Ed. programme, the student teachers will be able to

Core Values & Ethics		
PO1	Effective Citizen Ethics	incorporate constitutional values of equality, justice, liberty, fraternity, and secularism, and adapt harmonious living in natural and social environment for sustainable development.
PO2	Social Responsibility	transmit the knowledge of cultural heritage and traditional treasures of the land to the future generation and work with an insight for human welfare.
PO3	Professional commitment	demonstrate a disposition of professionalism, efficiency and integrity in their teaching to address the national and global demands of student community.
PO4	Well-being	imbibe self-governing values to achieve physical and mental fitness along with spiritual development and embracing the life skills to balance personal and professional life.
PO5	Digital Citizenship	Adapt strategies to promote the safe, responsible and ethical use of ICT in teaching and learning.
Professional Knowledge and Understanding		
PO6	Amalgamation of 3 H (Head, Heart, Hand)	apply their understanding of cognitive, affective and psychomotor domains to become a qualified teacher contributing to the changing and complex global society.
PO7	Cognizance	apply their knowledge of theory courses and practicum components to design developmentally appropriate learning experiences based on the local and state, national curriculum.
PO8	Academic Integrity	create a learning environment of mutual respect, cooperation, collaboration, team work integrating the knowledge and understanding of modernism and multiculturalism.
PO9	Addressing Learner Diversity	analyse the psycho-social attributes, diverse needs of learners, preferred mode of cognition, motivation and learning styles of learners resulting from home and community socialization.
PO10	Strategizing Teaching	follow cross-disciplinary approach and differentiated instructional strategies in planning lesson and apply pedagogical skills suitable to the classroom dynamics.
PO11	Technology Integration	apply the National Educational Technology Standards for Teachers (NETS-T) as they envisage, execute and evaluate

		learning experiences.
Professional Competence & Practice		
PO12	Lesson Delivery	design and deliver enriched learning experiences for students in pertinent curriculum sites (special schools, community, media) by integrating their content mastery and pedagogical skills and incorporating educational innovations.
PO13	Assessment Skills	develop and apply appropriate strategies for assessment of, for and as learning to support student learning, grade and derive insight from assessment data and, plan communication and feedback.
PO14	Effective Communication	employ effective and appropriate verbal, non-verbal, written and media communication techniques in their teaching, professional collaboration and interactions with stakeholders.
Professional Development & Growth		
PO15	Enrichment and Empowerment	assimilate leadership attributes reflecting the higher order thinking skills and embracing the employability skills with the objectives of women empowerment.
PO16	Learning to Learn	recognize their commitment for continuous professional development by engaging in professional collaboration, reflective practices and research to address the classroom / academic problems.

PROGRAMME EDUCATIONAL OBJECTIVES OF M.Ed.

The PEOs are to facilitate the prospective teacher educators to

Research: acquire Knowledge and skill to be a reflective practitioner in research all the way through their profession

Professional Competency: apply appropriate tools and techniques to design the institutional planning for providing quality education so as to become contributors to the society and nation

Ethics : conduct themselves in a responsible, professional, and ethical manner and would mould the prospective teachers with professionalism, ethics, norms, values and valuable human resources

M.Ed. Programme Outcomes

On the successful completion of two-year M.Ed. programme, the prospective teacher educators will be able to

Core Values & Ethics		
PO1	Educator Ethics	conduct themselves and deliver their professional responsibilities as per the existing rules with their profession
PO2	Team work	when it comes to initiating steps through their own workspace promote equality, and collaborative mindset within a workplace environment and realize the values of peace and self-respect
PO3	Value System	inculcate the values of democracy, equality and fraternity in the prospective teachers which are stated in the preamble of the Indian Constitution.
PO4	Professional Standards	apply general principles and maxims of teaching for educating prospective teachers.
PO5	Netiquette	adapt various applications of educational technology following NETS-T (National Educational Technology Standards for Teachers) and safe, ethical use of ICT for facilitating the prospective teachers.
Professional Knowledge and Understanding		
PO6	Professional Empowerment	assimilate the psychological, philosophical, political, and sociological foundations in the field of education.
PO7	Teaching competency	incorporate teaching skills, competencies and academic integrity to mould prospective teachers in teacher preparation programme
PO8	Professional Efficiency	equip effective prospective teachers with the knowledge of Indian system of teacher education in light of changing social requirements and current development in teacher Education programme.
PO9	Cognizance	recognize the system and function of different levels of education from pre-primary to higher education
PO10	Sensitivity Towards Inclusion	identify the diversities and dealing it in inclusive classrooms settings.
Professional Practices and Competency		
PO11	Engagement in Research	draft research proposals for further research programs and develop analytical and interpretation skills
PO12	Spirit of Inquiry	reflect higher order thinking skills in framing scientific research designs in the field of education.
PO13	Research Proficiency	write thematic and research papers in line with academic writing.

PO14	Leadership Traits:	generate ideas for teacher empowerment and strive for professional excellence and become a learner sensitive teacher educator to guide and counsel the learners
PO15	Managerial Skills	become professionally trained and qualified human resources in the field of educational policy, planning, management and supervision
Professional Development and Growth		
PO16	Continuing Academic growth	analyse the interdisciplinary nature of education across the various disciplines.
PO17	Communication efficacy	integrate interpersonal communication skills effectively in their personal and academic life.
PO18	Reflection	participate in various potential forums for the dissemination of professional knowledge and activities
PO19	Curriculum Design	critically analyse the curriculum approaches and methods of teaching to enhance the quality of teaching.
PO20	Participation in learning Community	design institutional planning for a well-structured institution
PO21	Harmonious growth	regulate themselves in harmony with the natural and social environment and withstanding the challenging adversities

REVISED BLOOM'S TAXONOMY

Action verbs to be used for different knowledge level while framing the question paper.

Knowledge Level		Action Verbs
K1	Remembering	Choose, Define, Find, How, Label, List, Match, Name, Omit, Recall, Relate, Select, Show, Tell, What, When, Where, Which, Who, Why
K2	Understanding	Classify, Compare, Contrast, Demonstrate, Explain, Extend Illustrate, Infer, Interpret, Outline, Relate, Rephrase, Show, Summarize, Translate, Journalize
K3	Applying	Apply, Build, Choose, Construct, Develop, Experiment With, Identify, Make Use Of, Model, Organise, Plan, Select, Solve, Utilize, Prepare

K4	Analyzing	Analyse, Assume, Categorize, Classify, Compare, Conclusion, Contrast, Discover, Dissect, Distinguish, Divide, Examine, Function, Inference, Inspect, List, Motive, Relationships, Simplify, Survey, Take Part In, Test for, Theme, Journalize
K5	Evaluating	Agree, Appraise, Assess, Award, Choose, Compare, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Explain, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule On, Select, Support, Solve, Value, Journalize, Prepare, Solve
K6	Creating	Adapt, Build, Change, Choose, Combine, Compile, Compose, Construct, Create, Delete, Design, Develop, Discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Invent, Make Up, Maximize, Minimize, Modify, Original, Originate, Plan, Predict, Propose, Solution, Solve, Suppose, TEST, Theory

Mapping Guidelines

Most of the times, appropriate keyword is sufficient for mapping.

Level	Keywords used in writing COs
Low (1)	Part of PO is reflected through keywords / action verbs
Moderate (2)	Major part of PO is reflected through keyword / action verbs + moderate level performance is expected from student achieve PO
Strong (3)	Exact action verb of PO + critical performance expected from student to achieve PO

Knowledge Level in Question Paper

Section	Mark Allotted	Pattern
Section A	10	Objective Type Questions (10x1=10) Compulsory Questions
Section B	20	Very Short Answer Question (10x2=20) Compulsory Questions
Section C	40	Short Answer Question (5x8=40) Internal Choice
Section D	30	Essay Type Question (2x15=30) Out of 4 Question.