

# **SREE SWAMY VIVEKANANDA CENTRE OF TEACHER EDUCATION**

## **Student Handbook on Outcome-Based Education and Accreditation**

Design a cover page with a photograph

Page 1 - Vision and Mission of the Institution

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### **Foreword**

Dear Students,

I am delighted to welcome you to this Student Handbook on Outcome-Based Education at Sree Swamy Vivekananda Centre of Teacher Education. As you embark on your journey into the world of teacher education, you are taking a significant step towards shaping the future of our society.

At Sree Swamy Vivekananda Centre of Teacher Education, our mission is to nurture educators who are not only academically proficient but also passionate about imparting knowledge and values to the next generation. The education you receive here is designed to equip you with the necessary skills, knowledge, and attitudes to excel in the field of teaching.

Outcome-Based Education (OBE) is at the core of our approach. It places you, the student, at the centre of the learning process, ensuring that your development is the primary focus. Through this student-centric model, we aim to provide you with a clear understanding of what is expected from you and encourage your active participation in your own educational journey.

Accreditation further underscores our commitment to excellence. It serves as a validation of the quality of education we offer, assuring you that your qualifications from our institution are not only valuable but also respected in the educational community and beyond.

This Student Handbook will serve as your companion as you navigate the intricacies of OBE and the accreditation process. It provides insights into our educational philosophy, the outcomes we strive to achieve, and the methods we employ to assess your progress and enhance our programs. It also introduces you to the various stakeholders who play a vital role in your education and highlights the benefits of the OBE model.

I encourage you to explore this document diligently, for it holds the key to understanding our educational approach and the promises we make to you, our future educators.

In conclusion, I want to reassure you that we are fully dedicated to supporting and empowering you as you progress through your academic journey. Your success as aspiring educators is our greatest achievement, and we are committed to providing you with an enriching and transformative educational experience.

As you commence your studies at Sree Swamy Vivekananda Centre of Teacher Education, may your time here be marked by enlightenment, growth, and the realization of your aspirations.

With best wishes,

[Principal's Name]

Sree Swamy Vivekananda Centre of Teacher Education

### **What is Accreditation?**

Accreditation serves as a rigorous quality assurance process that educational institutions and programs undergo to verify their compliance with well-established and widely recognized standards. It involves the comprehensive evaluation of an educational institution or program by an independent panel of experts.

### **Benefits of Accreditation:**

Selecting the right college is a crucial decision for any student looking to embark on a successful career. Accreditation offers the assurance that an institution's educational programs have been rigorously scrutinized by experts and found to be trustworthy and of a high standard. Colleges that have successfully navigated the accreditation process are more likely to offer degrees that are respected and recognized by employers and recruiters.

Employers seek candidates with a quality education who can contribute effectively to their organizations. Accreditation provides a valuable filter that enables employers to distinguish between individuals holding degrees from accredited institutions and those who do not.

Accreditation safeguards the interests of students, their parents, educational institutions, and potential employers by ensuring that the educational programs meet or exceed established standards, developed by field experts. While accreditation does not guarantee the success of every graduate, it does attest to the acquisition of specific skills and competencies, as reflected in the accreditation criteria. It may not be the sole determinant of professional success, but in some fields, it is an essential prerequisite. In India, the primary organizations responsible for accrediting higher education institutions are NAAC and NBA. Accrediting agencies worldwide, including in India, have recognized Outcome-Based Education (OBE) as a fundamental requirement for accreditation, and we are diligently implementing it.

### **Outcome-Based Education (OBE)**

Outcome-Based Education (OBE) is a student-centric instructional model that emphasizes the measurement of student performance through clearly defined outcomes. These outcomes encompass knowledge, skills, and attitudes. OBE's core focus is the evaluation of program outcomes, outlining the knowledge, skills, and behaviour that graduates are expected to demonstrate upon program completion and after graduation. In the OBE model, the essential knowledge and skill sets for a specific engineering degree are predetermined, and students are assessed against all these predefined parameters (outcomes) during the course of their program. At its essence, OBE requires that the curriculum, instruction, and assessment all revolve around these predefined outcomes.

Therefore, Outcome-Based Education (OBE) means the comprehensive alignment of an institution's entire programs and instructional efforts with the clearly defined outcomes that

all students should exhibit upon leaving the institution. This approach commences with a precise understanding of what students must be able to do, followed by the organization of the curriculum, instruction, and assessment to ensure the fulfilment of these learning objectives. The keys to implementing an outcome-based system encompass:

1. Developing a well-defined set of learning outcomes around which all components of the system can revolve.
2. Establishing the conditions and opportunities within the system that encourage and enable all students to achieve these essential outcomes.

The adoption of the "Outcome-Based Education" (OBE) model is rapidly gaining momentum in Indian colleges. It is seen as a significant leap forward in improving education in India, allowing Indian students to compete effectively on the global stage. Outcome-Based Education places emphasis on:

1. Clearly stating the expected abilities of students upon program completion.
2. Assessing whether students can perform as expected.
3. Tailoring teaching and other academic processes to facilitate students in meeting these expectations.

The OBE model gauges the progress of graduates based on three key parameters, namely:

- Program Educational Objectives (PEO)
- Program Outcomes (PO)
- Course Outcomes (CO)

## **Some Important Aspects of Outcome-Based Education**

### **Outcome:**

A detailed description of what a student must be able to do at the conclusion of a course.

### **Vision and Mission of the Institution:**

A vision statement, or vision, serves as a public declaration that educational organizations use to articulate their overarching goals for the future – their aspirations should they successfully fulfil their institutional purpose or mission. A vision statement may encapsulate an institution's loftiest ideals, core values, long-term objectives, or the skills and abilities they hope their graduates will possess post-graduation. It represents the long-term vision for the institution, typically spanning five to ten years or even longer. For example, the Vision of our College is " To honour the legacy of SREE SWAMI VIVEKANANDA by becoming an example of teacher education excellence, fostering intellectual enlightenment, and manifesting the divine potential within every student-teacher."

A mission statement, or mission, is a public declaration used by educational organizations to describe their founding purpose, key organizational commitments, i.e., what they do and why they do it. A mission statement may describe an institution's day-to-day operational goals, instructional values, or public commitments to students and the community. For example, the Mission of our college is:

1. To impart quality teacher education with a strong foundation in humanism and ethical values, following the profound wisdom of SREE SWAMI VIVEKANANDA.
2. To inspire self-confidence and a vision of excellence in aspiring educators.

3. To equip our student-teachers with effective communication skills and the ability to integrate soft skills and ICT-based methodologies into their teaching.
4. To promote lifelong learning, critical thinking, and the development of socially responsible individuals within our educational community.

**Course:**

Defined as a theory, practical, or theory-cum-practical subject studied in a semester. For example, "Engineering Mathematics."

**Programme:**

Defined as the specialization or discipline of a degree. It is the interconnected arrangement of courses, co-curricular and extracurricular activities aimed at achieving predetermined objectives leading to the awarding of a degree. For example, "BA English," "BSc Physics."

**Program Educational Objectives (PEOs):**

These are statements that describe the expected achievements of program graduates in their careers, outlining what graduates are expected to perform and achieve during the first few years post-graduation. (PEOs provided in Annexure-I.)

**Programme Outcomes (POs):**

These are narrower statements describing what students are expected to be capable of by the time of graduation. (POs of Calicut University BEd Programme is given as Annexure-II)

Programme Specific Outcomes (PSOs): PSOs outline what students should be able to do at the time of graduation, specific to their chosen discipline. Typically, there are two to four PSOs for a program. (PSOs for all programs are provided in Annexure-III.)

**Course Outcome (CO):** Course outcomes are statements that describe significant and essential learning achievements that learners should have acquired and can reliably demonstrate at the conclusion of a course. Generally, six or more course outcomes may be specified for each course, depending on its importance. (One or two COs for a Course may be given as examples, or all COs for all courses of all programs may be provided in Annexure-IV.)

**Methods of Assessment:** Various assessment tools for measuring Course Outcomes include Mid-Semester and End Semester Examinations, Tutorials, Assignments, Project work, Labs, Presentations, Employer/Alumni Feedback, etc. These course outcomes are aligned with Program outcomes for relevance. This evaluation pattern helps institutions measure Program Outcomes. Program Educational Objectives are measured through annual Employer satisfaction surveys, Alumni surveys, Placement records, and higher education records.

**Stakeholders:**

The term "stakeholder" refers to individuals with a vested interest in an organization. Concerning educational institutions, stakeholders are those who are directly or indirectly affected by the institution's performance. Educational institutions play a pivotal role in human resource development and, therefore, must continually enhance their institutional policies, facilities, and overall structures to adapt to changing times. This holistic development can only be achieved with the support of various stakeholders, as presented below:

Who Are the Stakeholders of an Educational Institution?

1. **Regulators:** Education in India is regulated by different governing bodies such as the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE). These governing bodies play a central role in shaping the development of education in India.
2. **Management:** Private institutions are key players in providing quality education to individuals in remote areas of the country, as the government cannot establish institutes in every region. Private institute managements fulfil the demand for education in various regions.
3. **Students:** Students are integral to the learning process, contributing to personality and skill development.
4. **Faculty:** Faculty members are crucial as guides and instructors, shaping the aspirants of tomorrow and advancing the frontiers of education through research, knowledge dissemination, and training.
5. **Alumni:** The status of an educational institution relies heavily on its alumni. Alumni provide reliable insights into an institution's academic strength and placement record, thus contributing to an institution's brand value. Institutions invest in maintaining strong alumni networks to enhance their reputation.
6. **Society:** Ultimately, society benefits from education as a whole, making it a major stakeholder.

### **Benefits of OBE**

**Clarity:** Focusing on outcomes establishes clear expectations for course completion. Students and instructors alike understand what is required, promoting clarity in long-term engineering education and when team teaching is involved.

**Flexibility:** With clear expectations, instructors can structure lessons to cater to students' needs. OBE doesn't prescribe specific teaching methods, allowing instructors to teach in a way that suits their students. It also accommodates diversity among students by employing various teaching and assessment techniques.

**Comparison:** OBE enables comparisons across institutions. Institutions can assess a student's achieved outcomes to determine their level when transferring to a new institution. Institutions can also compare themselves by identifying common outcomes and areas that may require improvement based on outcomes at other institutions. Potential employers can evaluate potential employees' outcomes to determine if they possess the required skills for the job.

**Involvement:** Student involvement is central to OBE. It encourages students to take responsibility for their own learning, enhancing their understanding of the material. Parents and community members contribute input to maintain education standards and ensure students are prepared for life after college.

(A brief description of the implementation process of OBE may be included to help students understand the concept.)

#### Annexure-I

##### PROGRAMME EDUCATIONAL OBJECTIVES (PEO) (BEd of Calicut University)

Programme Educational Objectives 01: Enhance Professional Competencies Equip prospective teachers with Techno Pedagogical Content Knowledge and competencies to handle the challenges of the present-day classroom, there by acquiring expertise in critically engage with the current reflective practices of the school education.

Programme Educational Objectives 02: Personal Transformation: Develop sensitivity towards local and global environment among prospective teachers through cognitive and affective transformation emphasizing harmonious living with oneself and with the society.

Programme Educational Objectives 03: Develop Leadership Transform the prospective teachers to competent leaders with organizational, administrative and managerial skills and aptitudes.

Programme Educational Objectives 04: Continuing Education Motivate the prospective teachers and lay down sound foundation for advanced learning in the area of education. It means aspire towards advanced studies in the realm of education.

Programme Educational Objectives 05: Inculcate Values and Ethics Provide opportunities and experiential learning to impart the ethics and values in personal and professional life.

#### Annexure-II

##### **Programme Outcomes of Bed Programme of Calicut University**

##### PROGRAMME OUTCOMES (PO)

On successful completion of the program the prospective teachers will be able to, Programme Outcome 01: Master in pedagogical knowledge, professional competencies and skills to become as a competent teacher

Programme Outcome 02: Proficient in fundamental ICT skills indispensable for personal and professional development

Programme Outcome 03: Competent to amalgamate various methods, strategies and approaches in teaching learning process

Programme Outcome 04: Appreciate philosophical, sociological, cultural, political and environmental perspectives of education

Programme Outcome 05: Motivate for lifelong learning and continuing education for professional development

Programme Outcome 06: Sensitize the effective ways in anticipating and solving the social problems and challenges of transforming society.

Programme Outcome 07: Analyse the trends, issues and challenges facing in the contemporary education system.

Programme Outcome 08: Proficient to apply the knowledge of educational management and administration in academic planning, organization and decision making

Programme Outcome 09: Acquire democratic and social values of an ideal teacher there by inspire the learners

Programme Outcome 10: Acquaint with the prominent role of educational psychology in identifying the individual differences of the learners and in facilitating their learning

#### Annexure-III