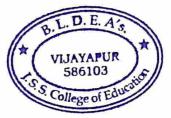
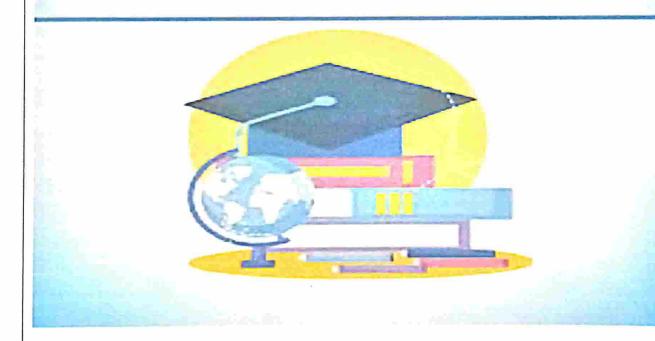
# BLDEA'S JSS COLLEGE OF EDUCATION VIJAYAPUR





## OUTCOME-BASED EDUCATION FOR EDUCATORS



MANUAL FOR
CO-PO/PSO ATTAINMENT AND
ASSESSMENT PROCESS

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# BLDEA'S J.S.S. COLLEGE OF EDUCATION

POST GRADUATE STUDIES IN EDUCATION AND RESEARCH CENTRE
VIJAYAPUR

Website: https://bldejss.ac.in

## **VISION**

BUILDING

COMPETENT CREATIVE AND COMMITTED
NATION BUILDERS FOR THE FUTURE

## MISSION

TO BE AN INSTITUTION OF EXCELLENCE FOR BUILDING
THE SOCIETY THROUGH ENLIGHTENMENT AND
EMPOWERMENT OF TEACHERS WHO ARE COGNITIVELY

### 2. PROGRAMME EDUCATIONAL OBJECTIVES

- PEO1: To Train Student-Teachers Academically Excellent,
  Cognitively enriched Professionals.
- **PEO2:** To Empower Student-Teachers with Pedagogic Principles for Implementing them in Schools.
- PEO3: To Enthuse Teacher-Educators to become Role Models.
- **PEO4:** To promote Student-Teachers' Potentialities with a view to realize Moral Socio-Cultural values of the Society.
- PEO5: To Inculcate Modern and Scientific Attitudes and Outlook to meet the Challenges of Modern Context.
- **PEO6:** To Redefine the Role of Teachers in the context of Spirit of Living Together.
- PEO7: To Train the New Generation Teachers to preserve the Spiritual Values of India.
- PEO8: To Collaborate with Government and Non-Government Organisations in Community Welfare Activities.

## 3. PROGRAMME SPECIFIC OUTCOMES

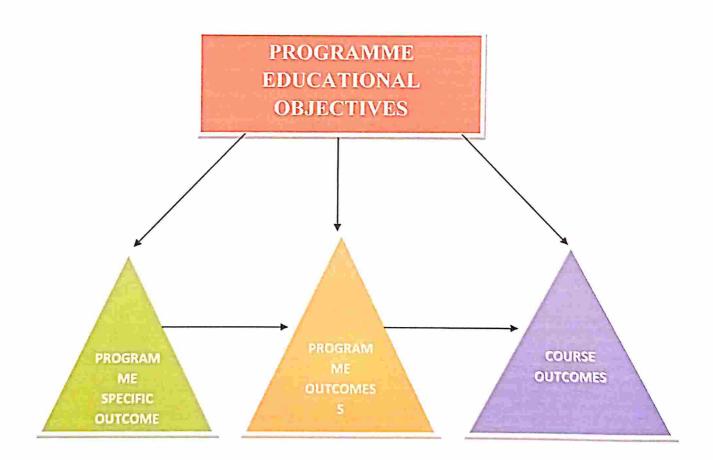
PSO1 Curriculum and Planning:	Student-Feachers will apply their knowledge of core content and pedagogy to set goals and objectives for learning based on state and national standards and local curriculum, and design instruction that engages students in meaningful learning.
PSO2 Learner and the Learning Environment:	Student-Teachers will demonstrate their understanding of cognitive, affective, and psychomotor domains, and other characteristics of their diverse learners, and create an environment of respect, rapport, collaboration and a culture for learning.
PSO3 Teaching:	Student-Teachers will design and deliver meaningful learning experiences for all students by integrating their knowledge of content, pedagogy, the learner and the learning environment by engaging in the reflective instructional cycle of planning, instruction, feedback and assessment.
PSO4 Professional Responsibilities for Self-Renewal:	Student-Teachers will demonstrate their commitment to continuous self- improvement by engaging in collaboration, reflective practice, and research to enhance their teaching skills.
PSO5 Professional Responsibilities for School and Community:	Student-Teachers will demonstrate leadership by participating in the implementation of the vision and mission of the institute, strategic planning/continuous improvement, curriculum initiatives, student support and management systems; and demonstrate a commitment to ethical and equitable behaviour.
PSO6 Professional Responsibilities for Technology in	Student-Teachers will model and apply the National Educational Technology Standards for Teachers, as they design, implement, and assess learning experiences by engaging students through creative and innovative endeavours.
PSO7 Culturally Responsive Teaching Practice:	Student-Teachers will engage in culturally responsive and inclusive teaching practice to help all students regardless of their language, culture, race, geographic location, special needs, or poverty and facilitate learning through collaboration among teachers and students, developing students' competence and potential.
PSO8 Effective Communication:	Student-Teachers use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.
PSO9 Professional Dispositions:	Student-Teachers will demonstrate a disposition of professionalism, efficiency; and integrity in their teaching and interactions with students, colleagues, parents, and the community.

## 4. PROGRAMME OUTCOMES

PO1	To help students discover and appreciate their unique
	vocation in society.
PO2	To create a learning environment, which integrates theory
	and practice.
PO3	To nurture, in particular, the values of peace, justice,
	equality and fraternity.
PO4	To enable students to understand and cater to the needs of a
	diverse student population.
PO5	To encourage students to become catalysts of social
	transformation.
PO6	To revitalise education through collaboration with different organisations and universities.
PO7	To provide prospective teachers with a stimulating and
	catalytic environment that is both futuristic in outlook and holistic in perspective for the achievement of excellence.
PO8	To provide theoretical knowledge interwoven with a
	repertoire of pedagogical practices, hands-on teaching
	experience and the inclusion of technology as a teaching and learning tool.
noo	
PO9	To draw out latent talents and creativity through varied co-
	curricular programmes.

### 5. DISSEMINATION OF PROGRAMME EDUCATIONAL OBJECTIVES

	Institution's Entrance Corridor	Institution's Website Lie
	Ground Floor Lecture Hall	Prospectus
LOCATIONS	First Floor-Corridor	Observation Book
	Library	Principal's Chamber
How PEOs Disseminated	Discussed in the Induction Pro Discussed in the Introductory Discussed during Parent Teach	Classes



## 6.THE PROCESS FOR ESTABLISHING THE PEOS AND PSOS

The PEOs and PSOs are established through the following process steps:

The Vision, Mission of the Institution in defining the PSOs.

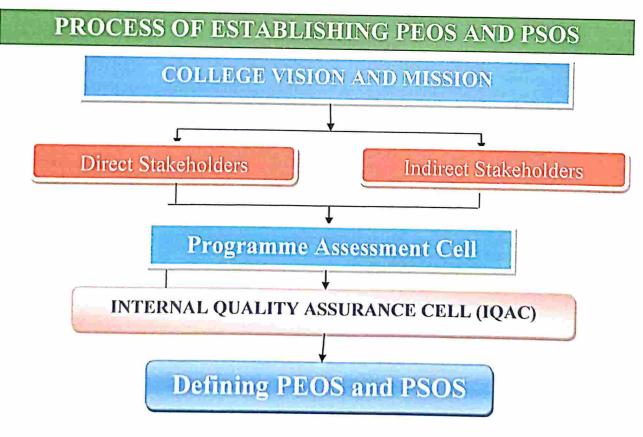
Step 1: The Program Assessment Cell consults the key constituents: faculty and collects their views and prepares the draft version of the PEOs and PSOs.

Step 2: It also gathers views from the Alumni, Professional Body representatives,

Practice Teaching representatives / Employer along with the faculty and revise the draft.

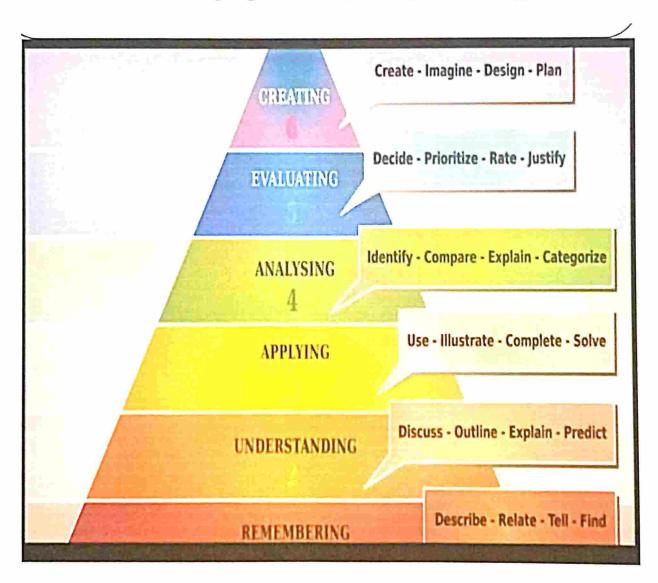
Step 3: The Program Assessment Cell then analyzes and express its opinion on the revised PEOs and PSOs and forwards the same for final approval to IQAC.

Step 4: IQAC deliberates on the views expressed by the Program Assessment Cell and finalises the accepted views based on which PSOs are to be established.



#### 7. BLOOM'S TAXONOMY

Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts. Its revised form is most often used when designing educational, training, and learning processes.



## Table: Bloom's Taxonomy Action Verbs

			}			
Level	Description		Examples			
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				marhaniem		more efficient
		Appraise, compare, c summarize, expport, agree, prove; percelu	, justify, relate, ark, recommend, salest,			
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		Breuk down, contrast discoses, dissect, diss				
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## 8.. Mapping of Programme Specific Outcomes (PSOs) and Programme Outcomes(POs)

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PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	11332//		
POs							Bar-		
PO1	2	0	0	0	0	0	0	3	()
PO2	0	0	0	2	0	0	0	1	1
PO3	0	3	0	1	0	0	0	()	()
PO4	0	0	0	0	0	0	0	2	1
PO5	0	1	0	0	0	0	2	1	()
PO6	0	2	0	1	0	0	0	0	3
PO7	0	0	0	0	0	2	0	3	0
PO8	0	0	1	0	2	1	0	0	0
PO9	0	0	1	2	1	0	0	0	0

Note: Level of Attainment:

Mapping 3 indicates High Correlation

Mapping 2 indicates Moderate Correlation

Mapping 1 indicates Low Correlation Mapping 0 indicates No Correlation

## 9. COURSE OUTCOME STATEMENT

### Course Outcomes (COs):

Statements indicating what a student can do after the successful completion of a course. Every Course leads to some Course Outcomes. The CO statements are defined by considering the course content covered in each module of a course. For every course there may be five COs. The keywords used to define COs are based on Bloom's Taxonomy.

### SAMPLE CO STATEMENTS:

B.Ed. Semester - I Understanding Discipline and Pedagogy:

Science

Table: Sample CO Statements

	COURSE OUTCOMES
CO1	Student-Teachers explain the Nature - Perspective and
	Development of Science
CO2	Student - Teachers analyse critically the science with respect to
	the learner Context
CO3	Student-Teachers differentiate the Curriculum, Syllabus and
	Textbook,
CO4	Student-Teachers list the Pedagogical practices in Science
	Curriculum

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are:

"1" – Slight (Low) Correlation

"2" – Moderate (Medium) Correlation

"3" – Substantial (High) Correlation

"-" indicates there is no correlation.

### Levels of Outcomes

There are four levels of outcome such as Course Outcome (CO), Program Outcome (PO), Program Specific Outcome (PSO) and Program Educational Objective (PEO).

Course Outcomes are the statements that declare what students should be able to do at the end of a course.

<u>Programme Outcomes</u> are the statements about the knowledge, skills and attitudes, graduate attributes of a formal Teacher Education Program should have.

The Program Outcomes reflect the ability of Student-Teachers to demonstrate knowledge in fundamentals

Social Sciences and apply these principles in understanding and practically apply the knowledge in professional core subjects,

electives and projects which enables the Soudent-Teachers in he competent at the time of graduation.

The Student-Teachers must adhere to professional and ethical responsibilities in the pursuit of their careers and also for the henefit of the society. These outcomes also enable the Student-Teachers to pursue higher studies and engage in Research and Development for a successful professional career.

The proper definition and the attainment of POs contribute to the attainment of Program Educational Objectives which will help the Student-Teachers to perform his/her duties, professional responsibilities.

<u>Program Specific Outcomes</u> are the statements that assert what the grandaunts of a specific Pre-Service Teacher Education program should do what they can able to do.

Program Educational Objectives are the broad statements which describe in detail about the career and professional accomplishments after significant years of graduation that the program prepares the grandaunts to achieve.

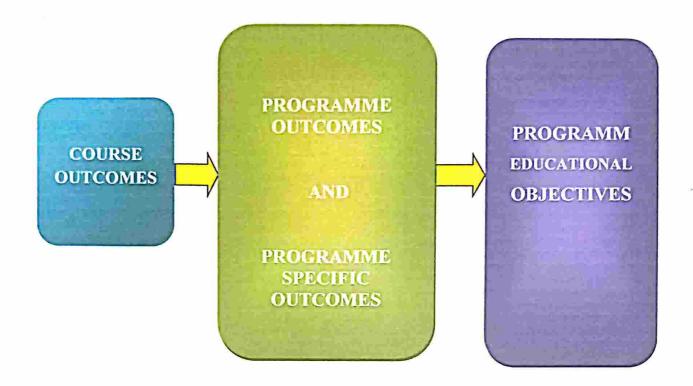


Fig: Relationship between COs, POs, PSOs and PEOs

After CO statements are developed by the course incharge, CO will be mapped with the appropriate PO's based on the relationship that exist between them. If the PO's are not necessarily mapped with any one CO and it may be left blank. However, it is mandatory that all POs should be mapped with any one of PSO and PEO which are specified in the program.

### SAMPLE CO-PO AND CO-PSO MAPPING:

Course: Understanding Discipline and Pedagogy-Science

Course Code: A080060

### Mapping of COS with POS

The Course Outcomes should be named after the year and semester and A sample course outcome statements and sample CO-PO matrix are given based on CO statements.

The CO-PO mapping has been done with correlation levels of 3, 2, 1 and '-'. The notation of 3, 2 and 1 denotes substantially (high), moderately (medium) and slightly (low). The meaning of '-' is no correlation between CO and PO.

COURSE OUTCOME S	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	***	***				*	**	本本	
CO2	**	***		**				***	**
CO3		***	**		***	**	字本	***	**
CO4	***	***				**	*	**	***
Average COS	2	3	0.5	0.5	0.75	1.25	1.25	2.5	1.25

SAMPLE OF PO-CO MATRIX

COURSE OUTCOMES	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PS07	PSO8	PSO9
COI	安水水	***	水水水	本本	**	水水	**	車	- 14 4E
CO2	***	***	水水水	**	**	***	***	***	
CO3	水水水	**	水水水	**	**	**	水水水	***	**
CO4	**	**	***	水水	水	水水	**	**	*
Average COS	2.75	2.5	3.0	2.0	1.75	2.25	2.5	2.25	0.75

### SAMPLE OF PSO-CO MATRIX

### 11. ASSESSMENT TOOLS

### **Direct Assessment Tools:**

Direct assessment tools are used for the direct assessment of POs and PSOs. Initially, the attainment of each course outcome is determined using internal as well as external (university exam) assessment. The each PO attainment of corresponding to a particular course is determined from the attainment values obtained for each Course Outcome related to that PO and the CO-PO mapping values. Similarly, the values of PSO attainment are also determined.

### **Indirect Assessment Tools:**

Indirect assessment is done through Course End Survey, Program exit survey, Alumni survey and Employer survey.

Supplement the above explanation to the Excel sheet given for evaluating the CO's, PO's and PSO's. All the outcomes are set for a 3 point scale.

## Thank you

