

## FAQs by Teachers Regarding the OCBC Scheme-19

### 1. What does OCBC 19 stand for?

A. It stands for RGPV's **Outcome based curriculum** initiated in 2019 for diploma programmes.

### 2. What is an Outcome?

A. an Outcome is the statement about **desirable, observable and demonstrable learning** of the student, which will result when the student will participate in the teaching-learning process in a course. It shows what student will be able to do after successful learning.

### 3. How syllabuses of courses are different from syllabuses of subjects of earlier schemes?

A. A subject syllabus exhibits what to teach (content) without fixing:-

1. What observable and demonstrable learning is expected from student?
2. How to teach and how to assess the learning of student?
3. Without **sharing** '*at the end of learning, what is expected from the student*' and '*how the student's learning will be assessed*' with students.

Above shortcomings are overcome in a course syllabus. A course syllabus exhibits different activities to be performed by teacher and student during **teaching-learning-assessment** process. The subject is content based while content in a course is decided after fixing the different abilities and skills to be performed by the student after the successful learning.

### 4. Why OCBC19 is better than earlier schemes?

A. It is better because first it fixes the set of skills and abilities to be learned and to be demonstrated by a diploma graduate. Later on, accordingly, content and detailed plan of teaching-learning-assessment methods are formulated for each skill or ability, to ensure acquisition of these knowledge, skills and attitudes by the diploma student.

## **5. What are domains of learning?**

A. The aggregate performance of a professional consists of three different aspects. First is 'mental skills' (Cognitive skills). Second is 'physical skills' (Psychomotor skills). Third is 'way of thinking or feeling' (affective skills) about the task in hand. These three aspects affect the performance of the professional. A student of any professional programme should learn and acquire skills and abilities in these three aspects. These are also called three domains of learning.

## **8. What is TLA plan?**

A. it is called '**Teaching –Learning- Assessment**' Plan. Mere teaching by teacher does not necessarily result in learning. Therefore, guided practice, guided exercise and addressing weaknesses of the student are also essential. These are called learning activities. Mere teaching and learning does not confirm whether the abilities are acquired by the student or not. For confirmation of acquisition of abilities, assessment of the learned ability of the student is also conducted. TLA plan is a blue print which provides valuable information regarding the way the 'teaching-learning-assessment' will be performed in a particular semester. It is equivalent to 'semester scheme of studies and scheme of exam' of traditional syllabus.

## **9. What information is obtained from this plan?**

1. Number of courses in a particular semester.
2. Number of Course Outcomes (COs) in different courses.
3. Number of Learning Outcomes (LOs) in different courses.
4. Total teaching-learning hours for any course as well as total teaching-learning hours for the semester
5. Teaching-learning hours per week for a course.
6. Number of LOs to be assessed as internal assessment and number of LOs to be assessed as external university assessment
7. Total marks of LOs with internal assessment and total marks of LOs with external university assessment.

8. Specifications of external cognitive assessments (university theory papers) and external psychomotor assessments (university practical exams) for different courses in a semester.

#### **10. What are Course Outcome (CO) and Learning Outcome (LO)?**

A. Each course is divided into many Course Outcomes (COs) and each Course Outcome (CO) is divided into many Learning Outcomes (LOs). A Course Outcome (CO) represents the broad ability or skill to be developed in the student. Ability may have many aspects which are to be learned in different ways. Each learning outcome (LO) represents the aspect of the ability to be developed in student by adopting a particular teaching learning strategy.

#### **11. How to allot Laboratory work load/ laboratory period?**

A. In outcome based education, laboratory experiments are replaced by learning of appropriate and relevant psychomotor skills (physical skills like performing a process through operating a machine or equipment by using appropriate tools). Separate learning outcomes are developed for psychomotor skills. During teaching learning of course, prior to teaching-learning of a particular psychomotor learning outcome, laboratory staff prepares the laboratory so that students can learn the things in laboratory by doing different lab based learning task under guidance of the teacher.

In the weekly time table of outcome based education, prescribed number of periods are allotted to different courses. In addition to it the concern faculty member prepares his/ her teaching learning plan about the course to be taught, for the entire semester. The teaching learning plan consists of a series of LOs to be taught one by one. From the plan one can easily find the date and month of start of teaching learning of next psychomotor learning outcome for which laboratory has to be prepared prior to start of teaching- learning process.

12. Give an example of teaching-learning plan?

A.

LO description	Domain of learning	Allotted hrs. For T-L process	Start date	Finish date
.....	.....	.....	.....	.....
LO 4.....	Cognitive	10	13.01.21	19.01.21
LO5.....	Cognitive	08	21.01.21	24.01.21
LO6.....	Psychomotor	09	25.01.21	31.01.21
LO7.....	Cognitive	04	01.02.21	04.02.21
LO8.....	Psychomotor	06	05.02.21	09.02.21
LO9.....	Affective	03	10.02.21	13.02.21
.....	.....	.....	.....	.....

13. Example of OBE time table?

A.

( w.e.f 08/12/2020)	First Period	Second Period	Third Period	Fourth Period
	10.30 AM to 11.30AM	12.15 PM to 1.15PM	2.15PM to 3.15PM	4PM to 5PM
Monday	Applied Mechanics GF-1	Introduction to Computers GF-3	Engg. Drawing GF-2	Environ. Engg. & Safety GF-1
Tuesday	Workshop Practice BBBBB	Professional Development-I AAAAAA	Applied Mechanics GF-1	Introduction to Computers GF-3
Wednesday	Engg. Drawing GF-2	Environ. Engg. & Safety GF-1	Workshop Practice BBBBB	Professional Development-I AAAAAAA
Thursday	Applied Mechanics GF-1	Introduction to Computers GF-3	Engg. Drawing GF-2	Environ. Engg. & Safety GF-1
Friday	Introduction to Computers GF-3	Professional Development-I AAAAAAA	Applied Mechanics GF-1	Workshop Practice BBBBBB
Saturday	Engg. Drawing GF-2	Environ. Engg. & Safety GF-1	Workshop Practice BBBBBBB	Introduction to Computers GF-3

#### **14. How to allot Hrs for each subject in the time table at college level?**

A. In teaching-learning-assessment plan, the allotted periods/week are given for each course. You have to allot periods accordingly.

#### **15. What is assessment and how is it different from the examination of previous system?**

A. Assessment means measuring the extent of learning occurred in student. Assessment task is given to student to assess his/her learning of particular learning outcome. Student performs the given task in front of examiner. Examiner assesses extent of his/her learning. Each student must be assessed for measuring the extent of learning of every learning outcome.

In internal assessment, the examiner is from the same department/ institution (preferably a teacher different from one who has taught the LO). In external assessment, the examiner is from the university.

In assessment of cognitive learning outcomes, usually paper pen test, theory exams, quizzes etc. are conducted. Home works or assignments may also be assessment activities. In assessment of psychomotor learning outcomes, laboratory assessment task is given to the student.

Internal assessment is done for the LOs marked as to be assessed internally in the format-4 of the concerned LO. Similarly, external assessment is done for the LOs marked as to be assessed externally in the format-4.

#### **16. How do we get the curriculum?**

A. Curriculum is available at university website. It is available for each course in FORMAT 3 (student friendly) And FORMAT 4 (teacher friendly). Each Format-4 provides curriculum of a learning outcome regarding contents to be taught, teach-learn method, teach-learn hrs, learning resources required, assessment method, assessment task, marks allotted, resources required for assessment etc.

Each Format 3 provides curriculum for a course. It contains description of COs/LOs, hours/ marks allotted for each LO, method of assessment of each LO, etc.

**17. What will be the pattern of final theory exam?**

A. In a course, final theory exam will be conducted for those LOs (Cognitive) which are marked as for external assessment. Question (s) related to assessment of each of such LOs will be asked in the paper. Questions related with LOs that are assessed internally will not be asked in final exam.

**18. Why Can't they be assessed in both ways?**

A. In outcome based Education, learning of student for each Outcome learned by him/her must be assessed before awarding marks. Repeated assessment for awarding marks is not an appropriate practice. Provisions are made for few Learning outcomes to be assessed through external assessment (university Examination) and others are assessed through internal assessment (Institutional / Departmental Assessment).

**19. What is the difference between OBE examination and traditional examination?**

A. In tradition examination, assessment of learning of student in the entire subject is done on sample basis. All the taught content is not measured and assessed. Only a portion or sample of it is assessed and it is wrongly assumed that the extent of learning measured by sample assessment will also be true for un-assessed portion of learnt syllabus content of the subject. However, in OBE examination, 100% assessment is done ie each learning outcome is assessed and prior to exam, student knows what will be assessed so that he/she can develop and rehearse those skills and abilities to perform better in the examination.

In traditional examination, both teacher and student do not know which portion of the entire learning will be assessed. But, in OBE examination, both teacher and student know in advance what will be assessed during assessment of the learning. They better prepare, through focused teaching-learning, for the assessment of the learning outcome (LO).

**20. What will be the max marks of the final /end sem exam ?**

A. Question Paper will be of 70 marks. And question will be asked from all LOs .