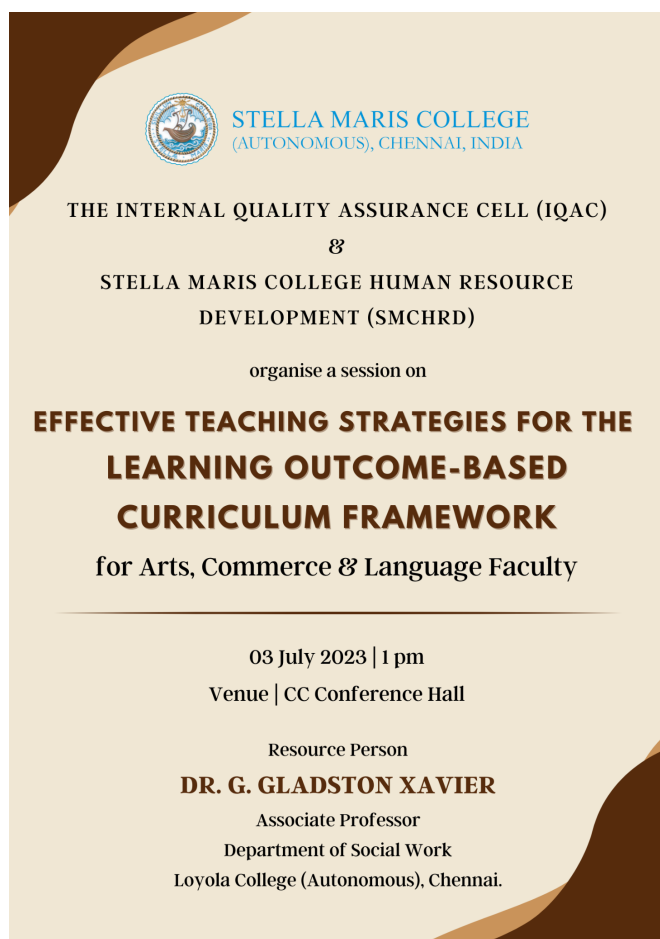



**Stella Maris College (Autonomous) Chennai**  
**Internal Quality Assurance Cell (IQAC)**  
**&**  
**Stella Maris College Human Resource Development (SMCHRD)**

**Sessions on Effective Teaching Strategies for Learning Outcome-based Curriculum Framework**  
**03 July 2023**  
**Report**

The Internal Quality Assurance Cell (IQAC) of Stella Maris College along with the Stella Maris College Human Resource Development (SMCHRD) organised sessions on Effective Teaching Strategies for Learning Outcome-based Curriculum Framework for faculty members of the College. The sessions were held on 03 July 2023 at 1 pm in two venues simultaneously, one in CC Block Conference Hall for the Arts, Commerce and Language faculty and the other, in Room M 0-1 in the Main Block for the Science faculty.



 **STELLA MARIS COLLEGE**  
(AUTONOMOUS), CHENNAI, INDIA

THE INTERNAL QUALITY ASSURANCE CELL (IQAC)  
&  
STELLA MARIS COLLEGE HUMAN RESOURCE  
DEVELOPMENT (SMCHRD)

organise a session on

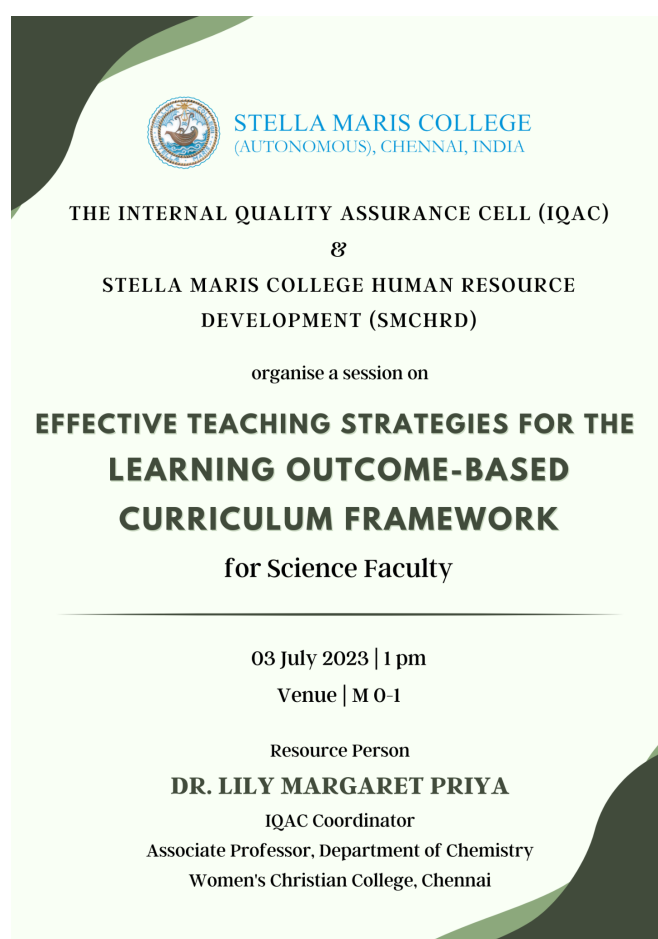
**EFFECTIVE TEACHING STRATEGIES FOR THE  
LEARNING OUTCOME-BASED  
CURRICULUM FRAMEWORK**


for Arts, Commerce & Language Faculty

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03 July 2023 | 1 pm  
Venue | CC Conference Hall

Resource Person  
**DR. G. GLADSTON XAVIER**  
Associate Professor  
Department of Social Work  
Loyola College (Autonomous), Chennai.



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organise a session on

**EFFECTIVE TEACHING STRATEGIES FOR THE  
LEARNING OUTCOME-BASED  
CURRICULUM FRAMEWORK**

for Science Faculty

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03 July 2023 | 1 pm  
Venue | M 0-1

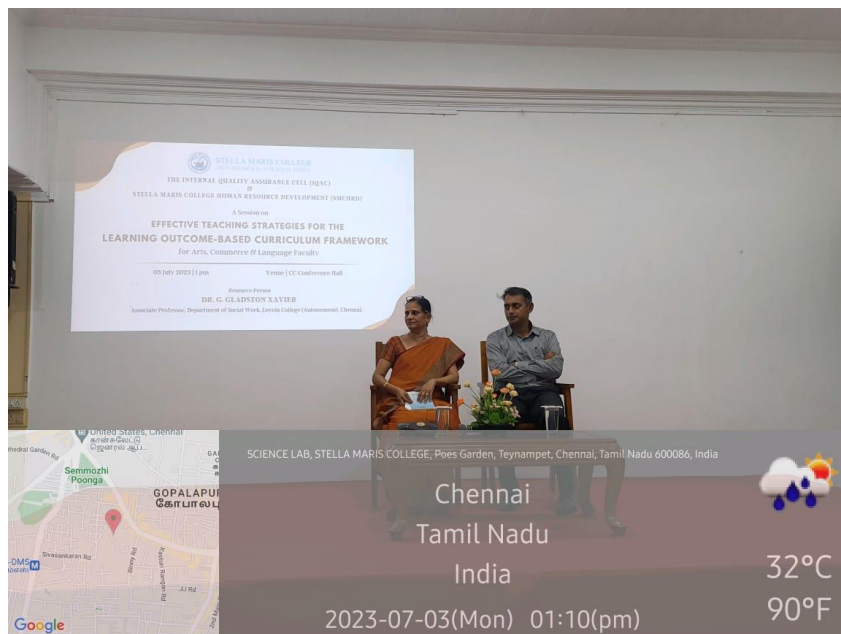
Resource Person  
**DR. LILY MARGARET PRIYA**  
IQAC Coordinator  
Associate Professor, Department of Chemistry  
Women's Christian College, Chennai

*Invites of the sessions*

***A Session on Effective Teaching Strategies for Learning Outcome-based Curriculum Framework  
For Arts, Commerce and Language Faculty***

Resource Person: Dr. Gladston Xavier, Associate Professor, Department of Social Work, Loyola College  
(Autonomous), Chennai

The introductory remarks about the session were given by Dr. Nisha G, SMCHRD Core Member. The session formally began with a prayer by Dr. Gayathri S, SMCHRD Core Member. Dr. Hima Bindu D, Director, SMCHRD introduced the resource person, Dr. Gladston Xavier.



*Dr. Hima Bindu and Dr. Gladston Xavier on the dias*

The Speaker traced the evolution of the Outcome Based Curriculum Framework beginning, from the 1960's -1970's when it was called the era of analysis and 1980's which witnessed the period of implementation in US Schools and International Partnership and from the 1990's Ireland, USA, Australia, Canada, UK joined the bandwagon. He showed how the Learning Outcome Based Curriculum Framework is a comprehensive approach to education that focuses on defining clear and measurable learning outcomes for students. Learning outcomes refer to the knowledge, skills, attitudes, and competencies that students are expected to acquire as a result of their educational experiences. These outcomes are often specific, measurable, and observable, allowing educators to assess student progress and achievement effectively. The speaker went on to discuss issues pertaining to andragogy: Core Adult Learning Principles which involves 1. Learners need to know 2. Self-Concept of the Learner 3. Prior Experience of the Learner 4. Readiness to Learn 5. Orientation to Learning 6. Motivation to Learn. The Speaker distinguished between the traditional and Outcome based education. He emphasized the shortfalls on rote learning and extraordinary benefits of outcome-based education.

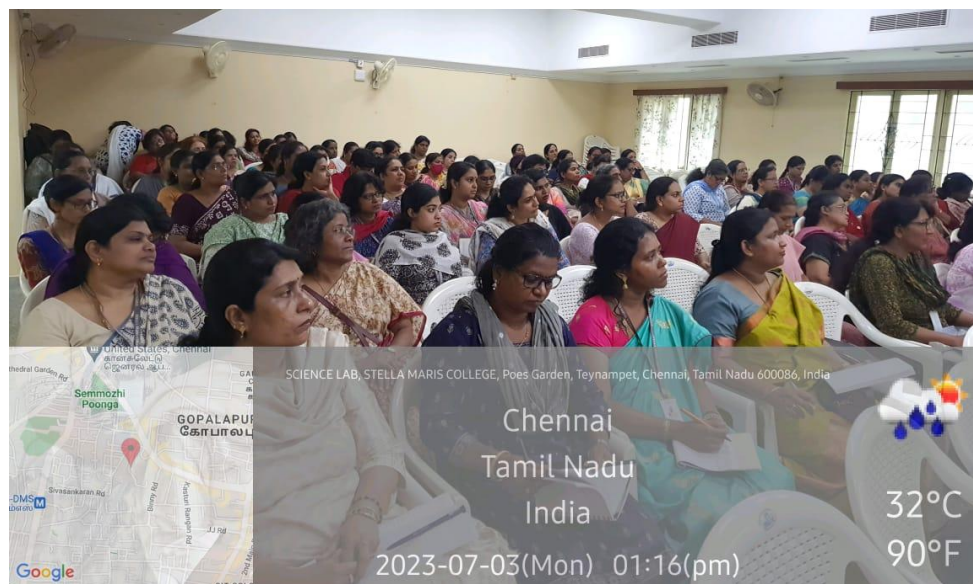
The following components of a Learning Outcomes Curriculum Framework were highlighted: a. a well-designed Learning Outcomes Curriculum Framework typically includes the following components: a. Scope and Sequence: This outlines the progression of learning outcomes across different grade levels or educational stages, providing a clear roadmap for educators and learners. b. Core Competencies: These are the essential skills and knowledge areas that students should develop to succeed academically and thrive in the future. Core competencies can include critical thinking, problem-solving, communication, collaboration, and digital literacy. c. Subject-specific Learning Outcomes: These define the specific knowledge and skills that students should acquire within each subject area, ensuring a well-rounded education. d. Cross-Curricular Integration: The framework encourages the integration of learning outcomes across different subjects, promoting interdisciplinary connections and holistic understanding. e. Assessment and Evaluation: Learning outcomes facilitate the development of appropriate assessment methods to measure student progress and achievement accurately. This component includes both formative and summative assessments aligned with the desired outcomes.



*Dr. Gladston addressing the faculty members*

He encouraged the institution to adopt LOCF with its significance and implement it in the right way and lead the other educational institutions. He encouraged faculty to have a creative assessment based on the department, course and contents. A successful LOCF Implementation requires consideration in the

following areas - a. Professional Development: Teachers and administrators need adequate training and support to understand and effectively implement the framework in their teaching practices. b. Stakeholder Engagement: Collaboration with various stakeholders, including educators, parents, students, and community members, is crucial to ensure buy-in and create a shared vision for education. c. Flexibility and Adaptability: The framework should allow for flexibility to accommodate diverse learning styles, local contexts, and emerging educational needs. d. Ongoing Evaluation and Feedback: Regular evaluation of the framework's effectiveness and feedback from educators, students, and other stakeholders will facilitate continuous improvement and refinement.



*A section of faculty members from the session*

He concluded that educational institutions have to implement alternative assessment methods to be objective, creative and measurable. The framework promotes student-centered learning, fosters essential skills development, and ensures accountability and quality in education. Its successful implementation requires collaboration, professional development, and ongoing evaluation to meet the evolving needs of learners and society at large.

The session ended with the online collection of feedback through Google Forms from the participants and a formal vote of thanks by Dr. Renuka Devi S V, IQAC Core Member.



***A Session on Effective Teaching Strategies for Learning Outcome-based Curriculum Framework  
For Science Faculty***

Resource Person: Dr. Lily Margaret Priya, Associate Professor, Department of Chemistry, Women's Christian College, Chennai

The introductory remarks about the session were given by Dr. Janet Sabina X, IQAC Core Member. The session formally began with a prayer by Dr. Faustina Joan S P, IQAC Core Member. Dr. Rebecca Devaprasad, the IQAC Coordinator introduced the resource person, Dr. Lily Margaret Priya.



*Dr. Rebecca Devaprasad introducing Dr. Lily Margaret Priya*

During the session, Dr. Lily addressed several key points related to UGC (University Grants Commission) mandates and the implementation of Learning Outcome-Based Models in education. These points include the need to mandate UGC guidelines on LOCF (Learning Outcome-based Curriculum Framework) and the use of the OBT (Outcome-Based Teaching) model. The importance of incorporating Bloom's Taxonomy, which categorizes cognitive skills, was also emphasized. A group activity was done to discuss the traditional teacher-centered methods and learner-centric methods.



*Dr. Lily and faculty members during the group activity*

Additionally, she discussed the process of designing a lesson plan based on learning outcomes and the shift from traditional teacher-centered methods to more learner-centric ideologies. Student-centered activities were highlighted as a means of engaging students actively in the learning process, taking into account their diverse needs.

Furthermore, the integration of technical tools into the teaching and learning processes was emphasized. These tools can enhance the educational experience by providing interactive and innovative ways to deliver content and assess student progress.



*Dr. Lily addressing the faculty members*

Overall, the discussion revolved around the importance of aligning education with UGC mandates, focusing on learning outcomes, and adopting student-centered approaches to cater to the diverse needs of learners. By incorporating technical tools, educators can create an engaging and effective learning environment that empowers students to actively participate in their own education.

The session ended with the online collection of feedback through Google Forms from the participants and a formal vote of thanks by Dr. Sathya Bama S, SMCHRD Core Member.

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