



IMPLEMENTATION OF OUTCOME-BASED EDUCATION IN TEACHING LEARNING PROCESS – ISSUES AND CHALLENGES

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ABSTRACT

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. It encourages the teacher and the student to share responsibility for learning and it can guide student assessment and course evaluation. In the era of globalization, traditional education system is losing its relevance. In today's world, everything changes very rapidly and continuously. More skills are required to work with very fast developing technology. Thus to overcome the requirement, it is mandatory to shift from traditional education system to Outcome Based Education (OBE)

KEYWORDS : Outcome based education, Assessment

INTRODUCTION

Outcome based education is an educational methodology where each aspect of education is organized around a set of goals (outcomes). Students should achieve their goal by the end of the educational process. Throughout the educational experience, all students should be able to achieve their goals. It focuses on measuring student performance through outcomes. The OBE maps & measures students' performance at every step. The OBE model aims to maximize student learning outcomes by developing their knowledge & skills. Most of the teachers put the center of their attention too much on what they teach rather than on what their students learn, OBE emphasizes on what is expected from the student to finally achieve when they complete their course rather than how they achieved it. Outcome based education is defined as an approach to education in which decisions about the curriculum are driven by the outcomes the students should display by the end of the course. OBE is being recognized as the most important educational component of societies with knowledge based economy. OBE designed to achieve the predefined learning outcomes. OBE starts with a clear picture of what a student should be able to do, design the curriculum, teaching-learning process to ensure that outcomes are attained.

TRADITIONAL EDUCATION SYSTEM

In the traditional system of education, the teachers and students spend a lot of time trying to learn the syllabus of every subject. The main aim of the course and curriculum has been to score good marks in the examination. The students weren't skilled or knowledgeable enough by the end of the semester due to this method. The traditional teaching style is often described as teacher-centered, lectures, curriculum centered, and formal in other words transmitting information from the teacher to the students.

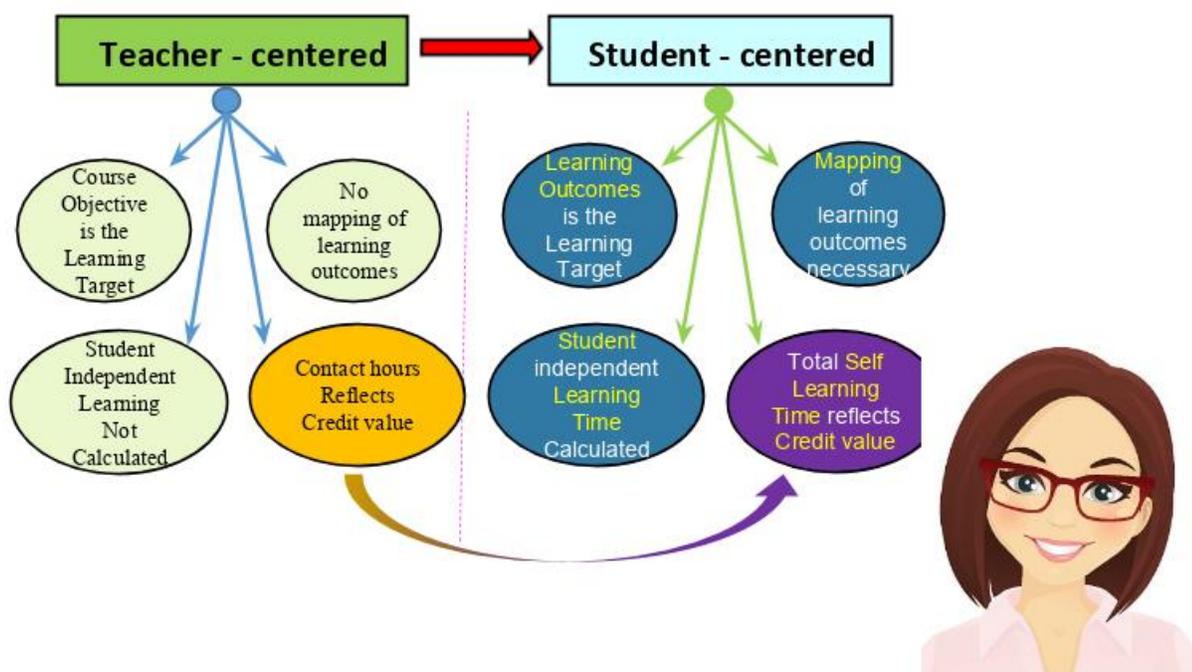
What Is Outcome Based Education?

Outcome-based education is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by end of the course. There is no specific style or time limit of learning. The student can learn as per their choice. The faculty members, moderators, and instructors guide the students based on the target outcomes

NEED TO HAVE THE OUTCOME BASED EDUCATION

The basic aim of the traditional education system is to pass on the knowledge of the previous generation to the upcoming generation of students. Even the most experienced staff members are concerned only about teaching the curriculum and don't have the enthusiasm to stretch their lessons beyond the classroom. They just want students to learn & mug up things being taught. The curriculum plays a pivotal role in providing deeper insights regarding different subjects to the students. The more practicality is included, the more students will develop essential skills that'll guarantee a career worth pursuing. OBE system provides expanded opportunities for the kids by following a student-centered learning approach. It has a clear goal to impact their lives positively committing to excellence & innovation. The curriculum is designed in such a way that the output to be achieved by the end of the session is decided in the first

place. Teachers need to give inputs that may include various innovative activities that would support students to reach the desired target. Teachers need to decide what skills are required to master a particular subject, and then, they design the curriculum keeping the same in mind. However, with the implementation of the OBE system software, every student's progress can be tracked based on their performance and differential growth at various stages or levels which also adheres to the education standard set by National Education Policy NEP 2020.



BENEFITS OF OBE

Clarity

The focus on outcomes creates a clear expectation of what needs to be accomplished by the end of the course. Students will understand what is expected of them and teachers will know what they need to teach during the course. Clarity is important over years of schooling and when team teaching is involved.

Flexibility

Instructors will be able to recognize diversity among students by using various teaching and assessment techniques during their class. OBE is meant to be a student-centered learning model. Teachers are meant to guide and help the students understand the material in any way necessary, study guides, and group work are some of the methods instructors can use to facilitate students learning.

Involvement

Student involvement in the classroom is a key part of OBE. Students are expected to do their own learning, so that they gain a full understanding of the material. Increased student involvement allows students to feel responsible for their own learning, and they should learn more through this individual learning. Other aspects of involvement are parental and community, through developing curriculum, or making changes to it. OBE outcomes are meant to be decided upon within a school system, or at a local level. Parents and community members are asked to give input in order to uphold the standards of education within a community and to ensure that students will be prepared for life after school.

DRAWBACKS OF OBE

Assessment problems

When determining if an outcome has been achieved, assessments may become too mechanical, looking only to see if the student has acquired the knowledge. The ability to use and apply the knowledge in different ways may not be the focus of the assessment. Instructors are faced with a challenge: they must learn to manage an environment that can become fundamentally different from what they are accustomed to. In regards to giving assessments, they must be willing to put in the time required to create a valid, reliable assessment that ideally would allow students to demonstrate their understanding of the information, while remaining objective.

Generality

Education outcomes can lead to a constrained nature of teaching and assessment. Assessing liberal outcomes such as creativity, respect for self and others, responsibility, and self-sufficiency, can become problematic. There is not a measurable, observable, or specific way to determine if a student has achieved these outcomes. Due to the nature of specific outcomes, OBE may actually work against its ideals of serving and creating individuals that have achieved many outcomes.

Involvement

Parental involvement, as discussed in the benefits section can also be a drawback, if parents and community members are not willing to express their opinions on the quality of the education system, the system may not see a need for improvement, and not change to meet student's needs. Parents may also become too involved, requesting too many changes, so that important improvements get lost with other changes that are being suggested. Instructors have found that implementing multiple outcomes is difficult to do equally, especially in primary school. Instructors will also find their work load increased if they chose to use an assessment method that evaluates students holistically.

India has become the permanent signatory member of the Washington Accord on 13 June 2014. India has started implementing OBE in higher technical education like diploma and undergraduate programmes. The National Board of Accreditation, a body for promoting international quality standards for technical education in India has started accrediting only the programmes running with OBE from 2013.

Objectives of the Study

The prime objectives of the study are;

1. To study the impact of Outcome-Based Education (OBE) in learning process
2. To study the impact of Outcome-Based Education (OBE) System in Teaching process

Research Methodology

Data were gathered using different research papers, journals, and documents prepared by various institutes during the survey

The OBE model measures the progress by using the following parameters;

1. Program Educational Objectives (PEO)
2. Program Outcomes (PO)
3. Course Outcomes (CO)
4. Program Specific Outcomes (PSO)

Program Educational Objectives (PEO) is a statement that illustrates the career and professional attainment for which the program is expecting by the students. POs are claims about the expertise, skills, and attitudes (attributes) that a student should achieve in a formal educational program. POs deal with the graduation program's general facet for a specific course and the skills that a candidate should possess at the end of the program. Such course-specific outcomes are known as Course Outcomes. Each class is designed in such a manner that can fulfill course outcomes. The course outcomes are designed and written in such a mode that they can be calculated. PSO's are statements that define what a specific student should be able to do.

Aspects of OBE

- a) **Learner centric:** OBE usually focused on the learners so they can learn as per their ability. OBE believes that each learner's power is different, and the grasping speed is also varying.
- b) **Clarity and focus:** Students and teachers work together to achieve the goals mentioned in the course outcome or program outcome.
- c) **Opportunity:** Students would have several chances of achieving the results. Marks are pure measures of the outcomes, and the learner should express the stress dimension of Education in his way.
- d) **Involvement:** A fundamental part of OBE is student participation in the classroom. Students are expected to learn their own; to gain a complete understanding of the subject. Many forms of involvement are parental and community engagement through creating or amending curricula.

CONCLUSION

This paper provides an overview of the characteristics of Outcomes-Based Education and its application in various contexts. The level of educator's understating of OBE is still very low. For successful implementation of OBE, the educators should understand the OBE system. All of sudden the traditional. Educators should change or improve their ways of instructing and accessing the learner's work. Affiliating universities should frame the curriculum, students assessing system and teaching methodologies in such a way that the students should realize the importance of OBE system.

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