



# “OUTCOME BASED LEARNING THROUGH BLENDED MODE AT UNDERGRADUATE LEVEL” – An Analytical Study

**Dr. Mala.K.S**

**Assistant Professor, Department of Commerce, Government First Grade College, Malur**

**Dr. S Muralidhar**

**Associate Professor and Head, Department of Commerce and Management, Government Boys College,  
Kolar**

## ABSTRACT

The prevailing education system is more curriculum based rather than skill based which is neither making students to face competitive/ professional exams or securing good job after graduating. The knowledge of the student is restricted only towards gaining good marks in exams. The students are to be given skill based learning along with graduation. Skill based learning means job oriented learning or providing knowledge to students in order to face competitive exams of any stream. For this separate training should be given to students based on their interest by well versed professors working at different colleges of same university through online mode after class hours. Here both professors and students are not restricted to same college but same university. The curriculum should be designed in such a manner that students of different colleges of same university can attend this course based program and obtain certificate at university level. The student at the end of graduation will have clarity regarding his future once he obtains certificate. This course may be in blended form that is classes will be held online and exams are conducted offline along with semester exams. This course should be made compulsory for students based on his/her interest. Example: CAT exams, MAT exams, PG CET, KPSC exams so on.,. For this the research is made through collecting

students opinion using google forms distributed to various colleges of same university. Sources of data collection may be through primary and secondary.

Key words: Blended learning mode, job oriented learning, skill based education

## **Introduction**

Outcome based learning or education is an educational theory where each part of an educational system lies around goals(outcome). At the end of the educational, each student should have clarity set about the goal. Special classes, opportunities, and assessments must help students to achieve the specified goals. The role of the faculty must be as an instructor, trainer, facilitator, and mentor based on the outcomes targeted by students.

Outcome-based methods have been adopted in education systems around the world, at multiple levels. Australia and South Africa adopted OBE policies from the 1990s to the middle of 2000, but were abandoned in the face of substantial community opposition. The United States had OBE program in place since 1994 that has been adapted over the years. In 2005, Hong Kong adopted an outcome-based approach for its universities. Malaysia implemented OBE in all of their public school systems in 2008. The European Union has proposed an education shift to focus on outcomes, across the Europe.

An OBE curriculum means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction and assessment to make sure this learning ultimately happens(Spady,1994).

## **Objectives**

- i. To understand the need of outcome based learning through blended form
- ii. To analyze the concept through framework model
- iii. To draw attention about the concept to higher officials.

## Need of outcome based learning

To make students to choose what they would like to study and how they would like to study it (online or offline mode).

To concentrate in competency based learning and outcome based learning.

To have continuous quality improvement.

To make students competitive enough to face the actual challenges after graduation.

## Traditional Learning Methods

Traditional learning methods focus on providing theoretical knowledge to students which might not be helpful in the professional career. Due to this many students were not able to get jobs according to their qualification. Traditional learning method is typical education system where students are assessed using old methods where studying whatever specified in textbook is the main criteria to crack exams. This may limit the potential of the students and cannot determine his/her interest towards their career path. This method will not help the students to achieve their goals and restrict them to learn for exams. So this method has to be changed in order to make students realize the real life career objective and learn them.

## Benefits of OBL

- a. Flexibility: OBL does not specify any kinds of teaching methods that has to be used for teaching the students. It is the student based learning system where the teacher can use any necessary modes to make the students understand the concepts and help to solve real life problems.
- b. Clarity: OBL provides a clarity for both students as well as teachers where students will understand the concept clearly by assessing the outcomes of the learning and teachers will be able to understand the concept clearly and know what has to be thought to the students.

- c. Comparison: OBL is an education system which has the ability to provide the students assess their performance by comparing themselves with the students of other institutions and helps them to analyze their productivity in learning.
- d. Involvement: OBL provides a platform to the students where they have to learn on their own and understand the concepts according to their own learning. It is an individual learning method where the students are expected to involve themselves to learn and understand in a better manner.
- e. Independence: OBL provides independence to the students so that they can learn according to their level of understanding and helps the students to learn without any others involvement. This gives an opportunity for the students to typically examine their own understanding.

### **Countries that have implemented outcome based learning**

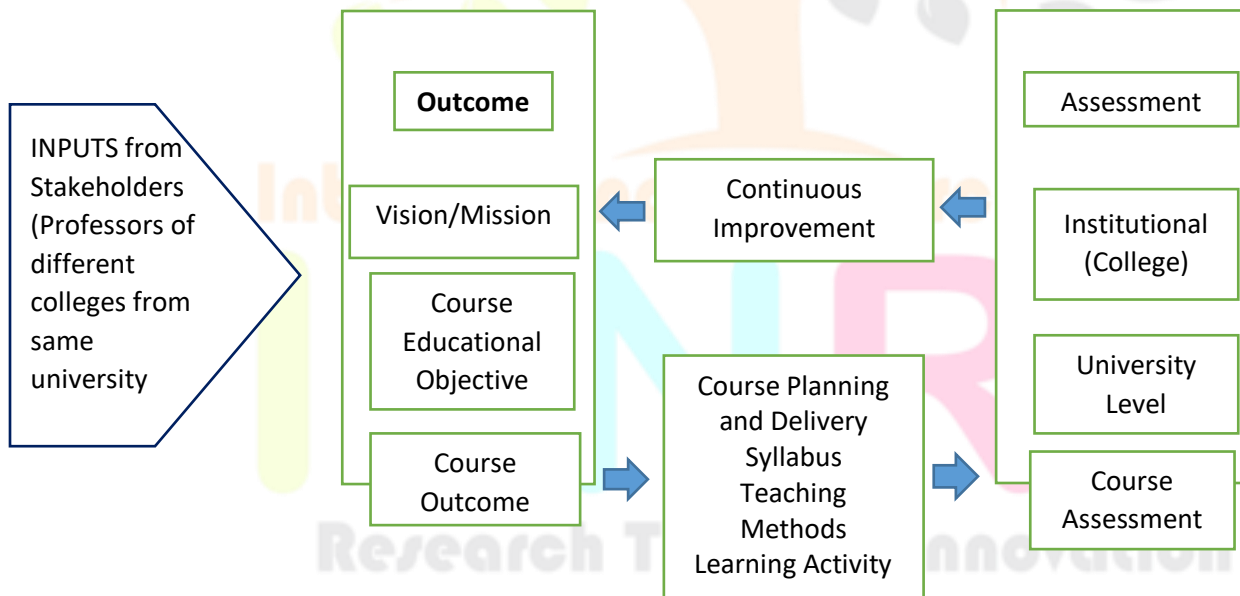
- a. Australia: Outcome based learning in Australia was first introduced in early 90s to their curriculum to primary and secondary schools. But the teachers were overwhelmed by the outcomes expected by the students and couldn't make the students to understand the basic concepts.
- b. European union: Here Outcome based learning was implemented on December 2012 for decreasing the unemployment rate in European countries. Here various modes such as internet was used to help the students understand the concepts clearly.
- c. Hong Kong: Hong Kong implemented Outcome based learning in the year 2005. Their main goal was the societal development and no separate curriculum was made for this.
- d. Malaysia: Malaysia practiced OBL in early 1930s but the original implementation of it was done in the year 2005 where all sectors including tertiary sectors education was implemented with outcome based learning.
- e. United States: OBL was first implemented in the year 1983 but the students were not learning in this approach and several improvements were made and in the year 2012 President Obama made certain improvements to make this program a successful one.

- f. India: India started OBL only for higher education level which includes UGs and diplomas. OBL was implemented in the 2013 by the National Board of Accreditation.

## OBL Framework

The framework is designed to know how the course based learning will flow and how the students are benefited through this certification based course program. To analyze this google form was created and distributed to students of both government and private college and data was collected from nearly 100 students regarding their about this course based learning.

### OBL FRAMEWORK



## Meaning of Outcome Based Learning Through Blended Mode of Education

It is a teaching and learning platform where the learning is done using OBL method with the help of blended mode of education. Here blended mode of education included online as well as offline learning which helps the students to learn in their convenient format. By providing outcome based learning through blended mode students will be able to gain knowledge and help them experience the education in a different manner.

### Concept

The concept behind this course based learning is to make students to face the corporate world, to train them to crack competitive exams and to make them to have clarity regarding their future. For this google form was created and few questions were raised for students of government and private colleges. Among the respondents 14.3% were from first year, 25.7 from final year and 60% from second year. 68.6% students are sure that after graduation they may get job without any training and rest 31.4 % students are not sure of getting jobs. If special training is to be provided to students (regarding competitive exams and to face entrance exams to get admitted in professional courses) by various college professors of same university (for example various colleges of Bengaluru North University) 52.9% students preferred **Offline mode**, 31.4% preferred **Blended mode** and only 15.7% preferred **Online Mode**. 81.4% students opinioned that separate internal marks are to be allotted for these courses by making it compulsory. For this students are ready to pay separate fees(51.4%). **85.7% students are in need of course based learning and 90% are interested in attending it.**

### Objectives of Outcome based learning through blended mode

- a. To make students face competitive exams at ease.
- b. To make students understand the concept in professional manner.
- c. To assess the students by using career based approach
- d. To provide assistance to the students for the betterment of their knowledge.
- e. To provide society with productive employees.
- f. To assist students to face the interviews by the top companies at ease.



## **Inputs**

The inputs for the course based learning can be from the Professors of different colleges of same university. For example, for students of Malur College, Professors from K G F first grade college can train through online mode after the class hours and must be included in 40 hours' workload under the head others. It may be 2 hours per week. Interested professors with special skill and knowledge in the said field may be recognized at university level and nominate them to take classes for interested students.

## **Course educational objectives**

The main objective of this course based training is to make students understand importance of professional based exams to have secured and bright future. To utilize the hidden knowledge of eligible professors. To bridge the gap between need based and actuality. To make students to have clarity of their near future. To make the course as compulsory so that each students takes up course of his or her own interest.

## **Course outcome**

After attending the course, the student will be having clarity of his future. He/she will be eligible to take up jobs at their specialization. Can decide either to continue education or to join required jobs or both. The certificate should be issued on the basis of assessment made with grading system **A+** grade for excellent performance above 95%, **A** for 90-94%, **B+** for 85-89% so on.

## **Assessment**

After completion of the course exams should be conducted at college level by university. Where students are need to attend it offline for which question papers will be set at university level. Common question paper for all college

students of same university. Before this exams students are to be given class level exams for securing internal assessment marks. After qualifying in exams students are to be given certificates.

### **Integration of Outcome Based Learning in implementation of NEP**

In traditional system of learning or education, the students and teachers were spending time in learning syllabus specified by university. The main aim was to score good marks in examination, but the students were neither knowledgeable or skilled enough to get employment after education. There aroused a gap between curriculum framework and industry requirement which led to unemployment and shortage of manpower. According to the analysis 87% of the students expect the universities they learn to provide them with career advices and 1/3 of the graduate students feel lost in their career path. As NEP is providing lot of scope for students to choose their subjects (Open Elective) other than their main stream and made it compulsory to take exams in those subjects which makes them to acquire knowledge in other areas also. But still it is in traditional mode. The subjects to be choose by students are already there is traditional mode and no new concepts are thought to them. Hence this study highlights the importance of outcome based learning in NEP. Here students are to be given option to choose any professional courses when they enter to graduation level at first semester. Choice must be given at admission level to choose their interested areas such as (CA, ICWA, CMA, MFA, Pharmacy, IAS, IPS, LAW, KAS, English course and other competitive exams conducted by Banking, Insurance, railways so on). Divide at least 20 students in each stream and provide special training for them either online or offline and conduct exams at university level and provide certificates to qualifying students at college level. The assessment may be done by class mentor by observing the performance of each student. NEP is the best path to implement this type of education system at undergraduate level. Outcome based learning helps the students to assess themselves and help them to attain the knowledge and skill as desired by them. Integration of NEP with OBL is essential to make student ready to face competitive world ahead.



## Conclusion

These type of job oriented certification course is to be made compulsory for students at undergraduate level either at first year, second year or at final year as open elective. Training should be given to students at college level and exams are to be conducted. Question paper pattern must be same for all students attending this course based exams. After successful completion of course, certificates are issued at proper grades with A+,A,B+,B,C+, C. Students with D grade need to reappear for exams. For getting such type of job oriented training students are ready to pay reasonable fees and hence MOU can be signed with either local job training institute or with state level trainers or National level trainers (UN Academy, BIJUS). Separate training programs are to be organized for Commerce (Banking, Insurance, Auditing, Retail), Science (Pharmacy, Bio Tech, chemistry) and Arts (Communication skill, drama, music, media, Police). Wherein after securing the certificates they should be confident enough to face the competitive world and secure good position either at higher education or gain employability skills and get recruited at corporates. For implementation of Out Come Based Learning NEP plays an important role. Without out implementation of NEP thought of Out Come Based Learning may not have aroused at all. Hence we can say that NEP can make things happen and it is one of the best tool to overcome the defects of traditional method of learning. By implementation of NEP students are made not only confident enough but also competent to face practical real world.

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