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## OUTCOME BASED EDUCATION / LEARNING

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*So learn that you may full and faultless learning gain,*

*Then in obedience meet to lessons learnt remain.*

St.Thiruvalluvar

### ABSTRACT:

There is a proverb think twice before taking action. That means, we need to foresee what would be the effect or outcome by undertaking this particular action or project or education etc. The expected outcome has to be ascertained beforehand as in the case of research. Outcome based education (OBE) empower the students to understand the concept clearly and apply the same in practice. Assessment has to be restructure in such a way that reflection and refinement of education be enumerated on the basis of achievement rather scoring marks. One of the main attributes of OBE is to practice what we talk. OBE is student-centred instruction model that stresses on judging student performance through outcomes. Existing current process of learning comparing with the outcome based learning. Types of OBE and its benefits are discussed. We need to develop the students to become life- long learners to use the knowledge acquired from education field in practice for the benefit of society in particular and nation in general.

**Key words:** OBE, Process of learning, project learning

### INTRODUCTION

We would like to start this article with a couplet of St.Thiruvalluvar as quoted above and is meaning is "Let a man learn thoroughly whatever he may learn, and let his conduct be worthy of his learning". National Educational Policy (2020) envisaged by the Government of India under the stewardship of Dr.Kasturi Rangan, Retd. Chairman of Indian Space Research Organization (ISRO) has given full emphasize on "outcome based learning" rather than scoring marks in the board examinations. As human, we used to make decision before entering into any venture viz. education, business, career and tour with an understanding that after completing the process, the expected outcome was decided beforehand. The 21<sup>st</sup> century learning is purely depends on technological advancement and hence it has become important to align learning with attributes such as just in time, skill based and adaptive to the meet the desired outcome. Knowledge has to be acquired and accessed at the right time for right use and at right place. The learning paradigm is also shifting towards flexible, result oriented curriculum rather traditional curriculum.

## WHAT IS OUTCOME BASED EDUCATION? (OBE)

According to Tucker (2004), OBE is a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than the accumulation of course credits". There is a need for tertiary education to provide both professional knowledge/skills and all-round attributes to the graduates so as to enable them to face the diversified yet global demands of the 21st century society (Michael J, 2007). Outcome based education (OBE) is student-centred instruction model that focuses on measuring student performance through outcomes. . Its focus remains on evaluation of outcomes of the program by stating the knowledge, skill and behaviour at the end of every year. Every single opportunity given to the student will have to be assessed properly keeping in mind of the specified expected outcomes and the process will be continuously monitored. At first OBE defines its objectives by taking into consideration of the outcomes for users by avoiding information inserting approach. For example, if a student needs to migrate from one subject to another (Mathematics to Psychology), the school, teaching faculty should focus on the same outcome, have clear objectives and build skills around the steps or knowledge required to achieve the desired results in Psychology. The role of the teacher has become facilitator in giving suggestions, directions and guiding the students to reach the outcome on their own. Independent learning with collaborative attitude will help the students to learn better as there are reservations in clearing their doubts with the teachers. The peer learning where discussion happen freely, collaborative effort takes place happily and application of concept learning into practice. In chemistry laboratory the role of a teacher has become a facilitator, guide and the whole practical is done by the students with desired outcome kept in mind. The figure 1 depicts the clear picture of Out-come based education which is very essential in the 21<sup>st</sup> Century citizens.

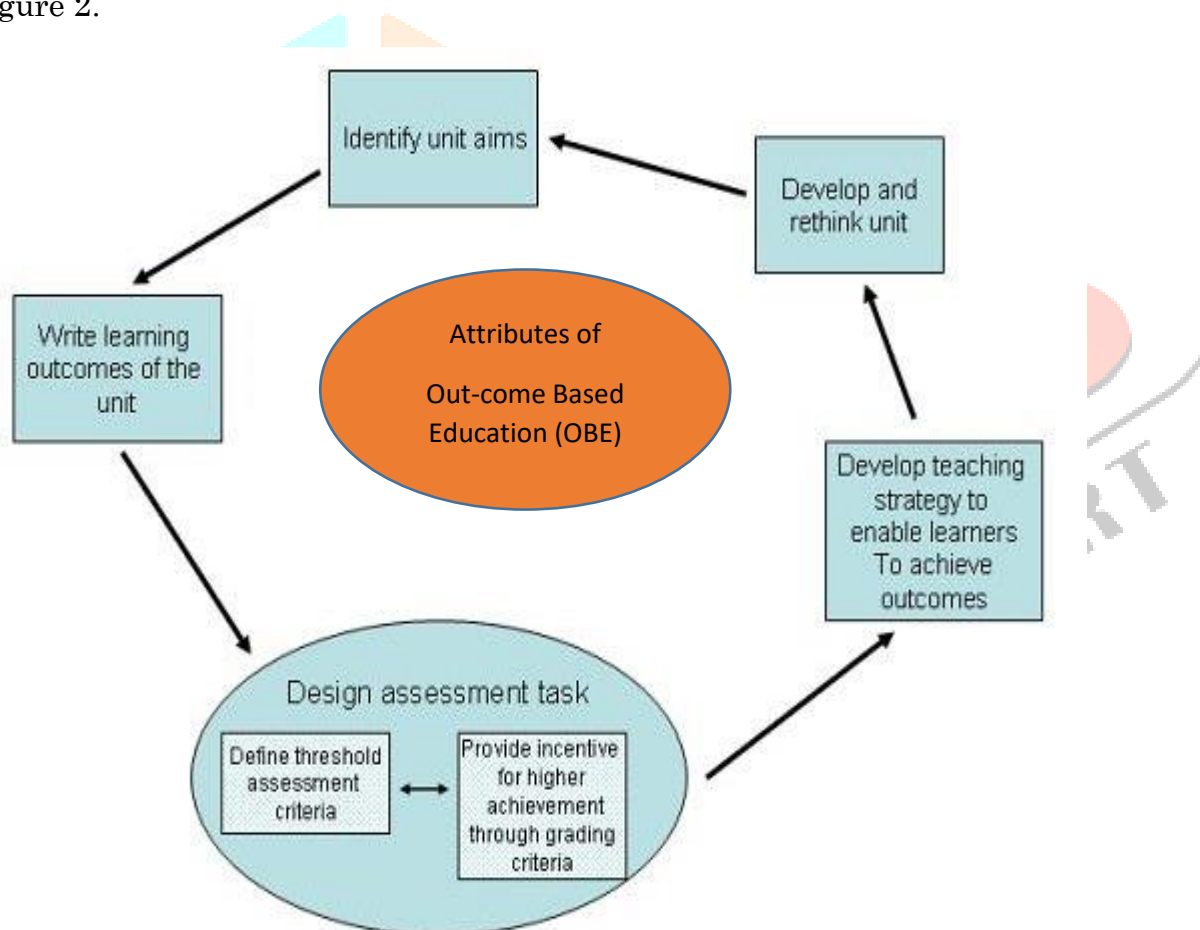
Figure 1 depicts clear picture of OBE



## ATTRIBUTES OF OUTCOME BASED EDUCATION (OBE)

We need to practice in life what we speak. There is no pre-set methodologies for getting the fruits of outcome based education and we need to adopt various approaches taking into consideration of the beneficiaries. The attributes of OBE comprises a vision and mission, programme educational objective, programme outcome, course outcome and how the structural knowledge be implemented into practice. OBE is student-centred instruction model that stresses on judging student performance through outcomes. Outcomes include knowledge, skills and behaviour. Assessments can provide direct or indirect measures of student learning. Direct measures require students to demonstrate their achievement and often involve quantitative measurement procedures. Indirect assessment is based on opinions. Direct evidence of student performance or attainment relies upon direct scrutiny or examination of student performance or attainment for individual students. These methods allow you to collect the evidence of student learning or achievement directly from students on various works they submit. The following figure 2 clearly indicates the attributes of the OBE in task oriented project.

Figure 2.



## CURRENT PROCESS OF LEARNING

As far as Indian economy is concerned we follow the mixed economy of capitalism and socialism until now since 1947, after getting our freedom from the British. In India we follow the mixed economy of capitalism and socialism. In the same way, our educational system is also following both the traditional and modern concept (when British ruled in India) to produce a fleet of clerk to serve the masters. There is an urgent to need to reassess the educational quality of education provided for that we need to understand how the current process of learning. Current process of learning is assessment at the end of year measured on the level of students understanding

of the amount of knowledge/information dispersed to them rather than the tasks assigned and the outcome generated by the individual. The traditional teaching style is often described as teacher-centred, lectures, curriculum centred, and formal in other words transmitting information from the teacher to the student. The traditional learning provides the learner with knowledge or skills, or both, but they are not coupled to a specific context – so the learning takes place in a vacuum and cannot be regarded as outcomes-based learning. It belongs to the input part of the learning process.

In the modern day learning, skill based learning with framework as well as enabling job opportunities and social learning. There is no standard methodologies for implementing OBE but the best practice is to build knowledge assets with skill need, developing collaborative models of learning and information education. Approach to OBE is to derive skills and curriculum which are closer to reality and realized by undertaking projects and be implemented using technical, functional and end user techniques. In others words, we call it as experiential learning where the students will have to experience using intelligent quotient, emotional quotient and thinking quotient.

The aim of education is to prepare learners for life in society and for performing tasks. It is the intention of the outcomes-based approach to focus as much on the process of learning and the final outcome or result, as on the knowledge and skills. In this way, the process of achieving outcomes during the process of learning can be related directly to the way in which outcomes are achieved in the world of work (Stephen ER, 1984). The outcomes-based approach requires a mind shift in the curriculum process and the way in which the learner should be empowered for the achievement of outcomes. The following table describes the comparison between Traditional and Outcome based education (OBE)

Table 1.

<b>Traditional system</b>	<b>Outcome based education (OBE)</b>
Learners are passive.	Learners are active
The approach is exam-driven	Learners are assessed on an ongoing basis
Rote-learning is encouraged	Critical thinking, reasoning, reflection and action are encouraged.
The syllabus is content-based and divided into subjects	Content is integrated and learning is relevant and connected to real-life situations
Learning is textbook/worksheet-bound and teacher-centred	Learning is learner-centred, the teacher facilitates and constantly applies group work and team work to consolidate the new approach.
The teacher sees the syllabus as rigid and non-negotiable	Learning programmes are seen as guides that allow teachers to be innovative and creative in designing their programmes.
Teachers are responsible for learning and motivation depends on the personality of the teacher.	Learners take responsibility for their own learning and are motivated by feedback and affirmation of their worth.

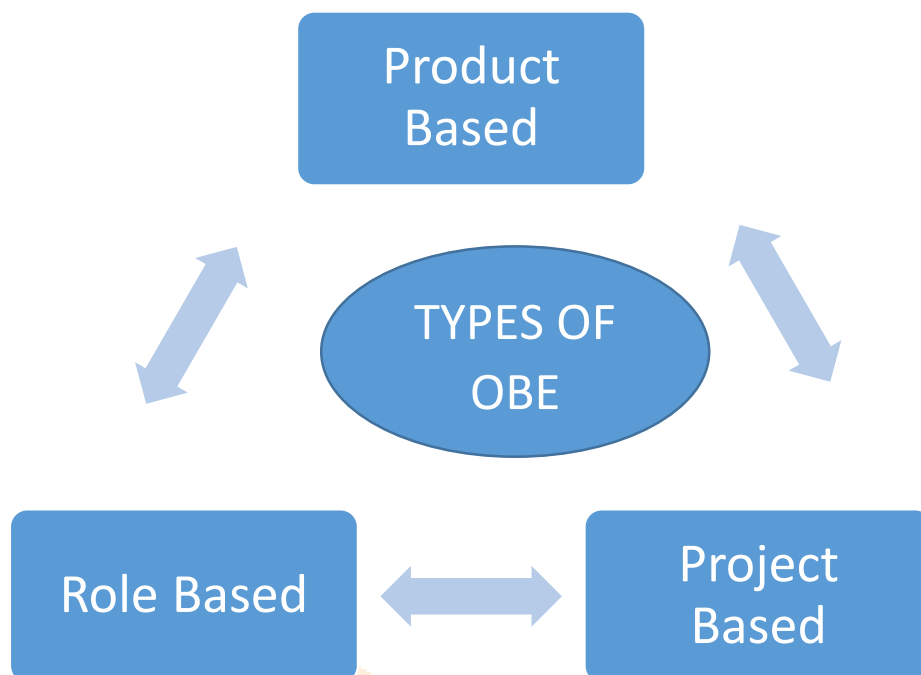
## TYPES OF OUTCOME BASED LEARNING

The types of outcome based education/learning be broadly divided into three like Product-based, Project-based and Role-based.

In Product based types, the focus is to work with collaboration, discussing with others, analyse the results whether the outcome (product) will get into the pre-set specific objectives of the project. When you have pre-set mind with objective the real activity will always be reaching the goal. In the project-based type, the focus is to work with Consulting / Implementers to design competency for the outcomes to be driven for implementation such as a migration task and optimization. In situation where collaborative learning, discussion and every member of the project will contribute their input for the success. In a Role based learning, the curriculum should be designed on what is required to enhance students' effectiveness or some of the core subject with project orientation taking into consideration of the active role of students in not only understanding the concept but also put them in to practice by playing a role of leader. All the three types of outcome based education are interrelated, integrated and irresistible in bring out the outcome of learning more beneficial to the students. Figure 3 represents the three types of outcome based learning.



Figure 3. Types of OBE

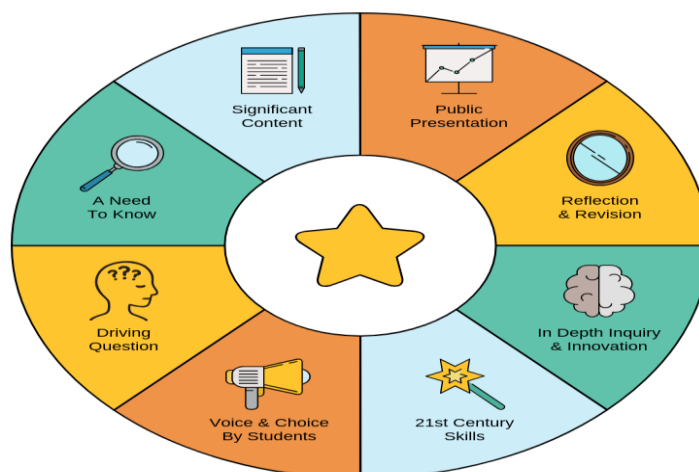


### BENEFITS OF OBE

The first and foremost benefit of OBE is students would become more focussed on the challenges on hand with the capacity to solve the problems and achieve the target in mind. Students would learn how to use the resources on hand effectively in order to reach the optimum level efficiency in applying the acquired knowledge into practice to get the desired outcome. Figure 4 enlist the benefits of out-come based education. The following are the specific benefits of OBE.

- ❖ an ability to apply knowledge of mathematics, science, and languages
- ❖ an ability to design and conduct experiments, as well as to analyze and interpret data
- ❖ an ability to function on multidisciplinary teams,
- ❖ an ability to identify, formulate, and solve problems,
- ❖ an understanding of studentship and ethical responsibility,
- ❖ an ability to communicate effectively,
- ❖ an ability to engage in life-long learning,
- ❖ an ability to use the techniques, skills, and modern technical tools to enhance his knowledge and practice.

Figure 4.



## CONCLUSION

Education has to help the students to become life-long learner with the capability of solving the problem on his own and help the society in general and family in particular. Over all the development of a student will bring out a good citizen for the nation and for this the National Educational Policy paved a way for outcome based learning (education). It is great step forward to effectively help the students to become motivated to do research and development on the subject in which he/she is interested and pursue higher studies. Educators should change or improve their ways of instructing and accessing the learner's work, students assessing system and teaching methodologies in such a way that the students should realize the importance of OBE system.

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