

Institutions National E-Conference “Implementation of NEP in Higher Education

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OBE - The Future Education System

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Abstract

The adoption of NEP has once again stressed the urgent need to change the educational scenario in India from teacher-centric to student-centric approach. In this direction, efforts are being made by the teaching fraternity to understand and implement Outcome Based Education. For Higher Education Institutions the Outcomes are defined at four levels viz., as Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) defined with reference to Bloom’s Taxonomy. OBE focuses on what the students learn rather than what is taught. The significance of OBE is therefore to make the student acquire the knowledge with the right skill base. In the age of rapid technology invasion, it becomes all the more necessary to help the students learn to cope with the recent trends. In this study, the five important factors identified in influencing student learning outcomes are learning objectives, students learning styles, assessment strategies, language competency and career requirements. The emphasis of outcome-based education (OBE) system is on quantifying what the students are capable of doing, and learning outcomes of the students is one of the key components.

Keywords: Higher Education, Outcome Based Education, Student Learning Outcomes, Reforms w.r.t NEP

1. Significance of OBE

“Outcome-Based Education means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This 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” - William Spady

Outcome-based Education is a holistic approach promoting lifelong learning for students. It is a top-down approach where the focus is shifted from teaching to learning linking it to the attainment of pre-defined outcomes. OBE addresses the following key questions

- What do we want the students to be able to do?
- How can we help students achieve it?
- How can we know the students' achievement?
- How do we measure the attainment of outcomes?

OBE is a 360⁰ feedback which takes into account of identifying all the stakeholders , communicate to them the outcomes, explain the facilities, policies and services offered, provide a clarity on measuring of the results and ultimately check the satisfaction of the stakeholders in measurement and attainment of outcomes. The strategy for effective and efficient OBE is inclusive of designing the curricula, adopting appropriate teaching & Learning methods, identifying variety of assessments and involving stakeholders in this process. OBE is student centric and since facilitation is done by the faculty members for the benefit of students, Faculty and Student are the key entities in OBE

2. Objectives of the Study

The prime objectives of the study are:

1. To compare the teacher-centric Vs. student centric education system
2. To explore the impact of Outcome-Based Education (OBE) System
3. To study OBE as a NEP reform

3. Research Methodology

Reference and study was made of different research papers, journals and documents and data collected.

4. Outcome-Based Education (Student Centric) Vs.

Conventional Education (Teacher Centric)

The conventional education system is often described as teacher-centric, is curriculum oriented and is mostly focussed on one direction sharing of the information from teacher to student. This pedagogy though provides knowledge lacks connection with the student. On the other side is the outcome-based education which is more student centric. OBE is a flexible learning approach aims at preparing students for life in an interactive manner. It helps in assessing and measuring student's success as their outcomes, based on their values, skills and knowledge.

Sl.no	Conventional Education	Outcome Based Education
1	Effective transfer of knowledge from one generation to the other	OBE sharpens students intellectual skills in a creative and flexible manner
2	More focus on inputs rather than the output.	More Focus on outputs rather than inputs
3	Importance given to what teacher has taught rather than what a student has learnt	Importance is given to what a student has learnt rather than what a teacher has taught
4	Student trained at memorizing lessons	Students are motivated and directed towards attaining more skills
5	Student are passive seekers of information delivered by teachers	Learning expertise is enhanced through listening, demonstration, Experimentation of tasks
6	Student is highly dependent on Teacher	Students are encouraged to be more independent.
7	Critical Skill are not sharpened	OBE focusses on skill enhancement
8	Assessments are mundane	Variety of assessment strategies are adopted to evaluate student performance
9	Curriculum not linked with end outcome	Curriculum is designed, reviewed and reframed as per the demands of desired outcomes
10	Doesn't focus on all round development of students	OBE prepares the students for life

5.1. Process for implementing OBE

Though OBE may be implemented from the early student education, it is highly recommended that it is better to it at higher education level, since a student would be more serious to acquire various skills at this stage of learning experiences and participates actively in the learning process.

The following factors need to be considered for effective implementation of OBE

- Designing of syllabus curriculum effectively.
- Involving active participation of students in their learning routines.
- Framing effective outcomes that a student must acquire upon completion of course and graduation.
- Linking these outcomes with the organisation's vision and mission.
- Connecting the vision with the goals.
- Adopting various pedagogies to make learning more appropriate.
- Comparing learning outcomes to performance outcomes.

The Teacher and the Student are the main stakeholders in the Learning process.

5.2 Role of Student in Outcome-Based Education

The success of Outcome Based Education depends mostly on the active participation of student in their learning process. Students should fully understand the outcomes and learn from those outcomes. They play an effective role in the continuous development of Outcome Based Education by giving feedbacks, by participating in surveys, writing exams, doing projects etc. Students are the one who will help in realising the organisation's vision and mission.

5.3. Role of Teacher in Outcome Based Education

A teacher is the one responsible for effective framing of syllabus curriculum. A teacher is the one who frames course outcomes and program outcomes. These outcomes contribute to the success of student in OBE hence a teacher must frame those with high quality. Teachers take the responsibility of motivating the students towards OBE and explain them about the benefits of OBE. They also frame questions for exams and surveys to assess the development of student in OBE.

6. Terminologies used in Outcome Based Education

6.1 Program Educational Objectives (PEOs): PEO address ‘What the graduates are expected to perform and achieve during the first few years after graduation’. PEOs are Statement of areas or fields where the graduates find employment or prepare them to take up higher studies. PEO should address the following: Preparation, Core Competence, Breadth, Professionalism and Learning Environment.

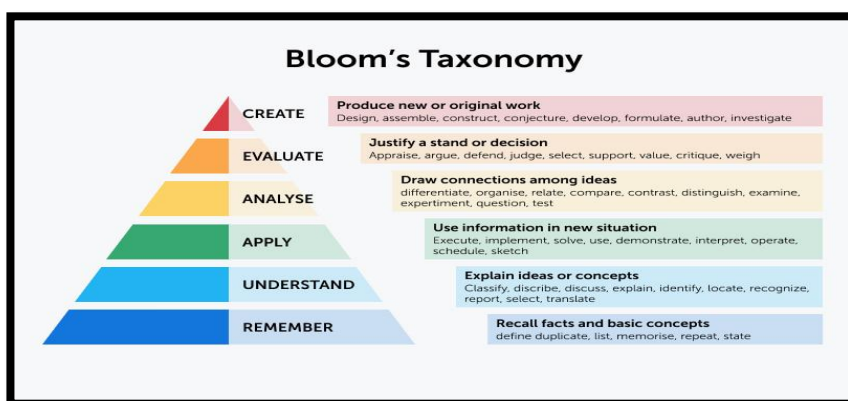
6.2 Program Outcomes (POs): Program Outcomes (POs) are narrower statements that describe what students are expected to be able to do by the time of graduation. POs are expected to be aligned closely with Graduate Attributes.

6.3 Program Specific Outcomes (PSOs): These are the expected outcomes students should be able to do by the time of their graduation. The PSOs are specific to the program to which a student is enrolled for. PSOs are uniquely defined by the department offering it. Two to four PSOs are usually defined at this level.

The Graduate Attributes factors to be covered by both POs and PSOs are

Core knowledge, Problem analysis, Design/development of solutions, Conduct investigations of complex problems, Modern tool usage, the clubs and society, Environment and sustainability, Ethics, Individual and team work, Communication, Project management and finance and Life-long learning

6.4 Course Outcomes (COs): Course outcomes (Cos) are the statements of objective focussing on knowledge/ skills/ abilities that students are expected to know, understand and perform as a result from their learning experiences in each course. Designing Cos is a bottom up approach. Cos are defined with reference to Blooms Taxonomy focusing on the action verbs in a hierarchy.



7. Assessment & Evaluation

A crucial component of OBE is assessment methods framed in alignment with the predefined outcomes. Cumulative Continuous Evaluation (CCE) is the method widely applied in evaluating and grading students. Once the CCE is well framed, teaching is well aligned with it and assessment of students COs achievements are entrenched, quality assurance of OBE is ensured. Universities in the country have to be ready with OBE-oriented courses, programmes, curricula and teaching and CCE-based assessment to benefit all students and teachers with higher quality education. Evaluation is a continuous task along with assessment. It includes quantifying the end result of assessment and then comparing with the structured outcomes to measure the attainment levels.

7.1 Types of Assessment under OBE

There are two types of Assessment 1. Direct Assessment 2. Indirect Assessment

7.1.1. Direct Assessment: Direct Assessment involve analysing the actual results of students undergoing tests. These tests may include Assignments, Seminars, Projects and examinations conducted during and at the end of a particular period. Direct Assessment is primarily used for calculating attainment standards of students. Level of attainments are compared with the pre set standards defined for the course. Average marks of the students in a section are calculated and the average marks in a section are matched to one of the levels of attainment. Based on level of attainment one can assess the extent to which students have successfully acquired the prescribed course outcomes.

7.1.2 Indirect Assessment: Indirect assessment involves evaluating the learning capacities through means other than the direct performance in the results of the students. These include surveys, exit interviews, and focus groups. Indirect Assessment is usually conducted after the completion of Program by a student. Indirect Assessment is generally used for gauging the extent to which the syllabus is useful to the development of student. Feedbacks, surveys are collected from the alumni, parents, job holders by designing questionnaires. The questionnaires data is analysed and are mapped to program outcomes. Based on these results from feed-backs and surveys attainment levels are measured. If the level of attainment is high then no changes to the syllabus are made otherwise If the level of attainment is low then changes to the syllabus are made.

8. Advantages of Outcome Based Education

Outcome Based Education provides a better clarity to the students and teachers facilitating the learning process to be more focused and productive. OBE provides the opportunity to the

student to self-evaluate and measure their progress at every stage. As Outcome Based Education is a student centric approach, the teacher can focus on designing effective curriculum for the improvement of student rather than just focusing on how to teach. As Outcome Based Education contributes towards skill development and self-learning ability for the student thereby paving way for better employment opportunities. Under Outcome Based Education students have ample opportunities to be more involved and participate in learning process which in turn may help them to fit into the job market.

9. Disadvantages of Outcome Based Education

It is very challenging to design effective program outcomes and requires a lot of expertise and knowledge. The need for each institute to design their own outcomes is one of the limitations of OBE. Active participation of student and teacher is required for the OBE to be successful. Both Students and Teachers must have complete clarity about the structured outcomes designed in order attain it. This approach is difficult and time consuming to implement.

10. Conclusion

Identify the need for, and have the preparation and ability to engage in independent and continuous learning in the widest view of technological change, the OBE model is a recursive and continuously progressive model. Better implementation will give the new ideas and challenges to develop the educational sector with improved learning outcomes. However, the academic staff and students must know the learning and roles of both teachers and learners to adopt the OBE successfully in the education system.

The biggest advantage of OBE is that the worthiness or desirability of the whole course can be pre-judged before its implementation by the defining of its objectives, viz. the outcomes, and how they can be achieved through the several steps contained in the process ([Hager, 2006](#); [Green, et al., 2009](#)). Precisely drawn-specific outcomes provide clarity of purpose in teaching/learning ([Bond et al., 2017](#)). OBE is out-and-out learner-centric, in the sense that it helps learners conduct concurrent self-assessment for knowing their progress in attaining the postulated outcome. In case of difficulties in reaching the intended level in learning, the scheme empowers the learners to demand learning experiences appropriate for resolution. Teachers in turn ascertain the effectiveness of their teaching and make sure that they legitimately enjoy the right to administer tests for assessing the learners' capability in the attainment of the outcome. Nevertheless, what combination of forces would be instrumental in determining the outcomes is crucial. It is therefore very important that the concerned teachers determine the outcomes,

and the students are clearly communicated about them. Continuous monitoring, democratic environment, innovative approaches, student centric approaches would be needed to move towards homogenization of outcomes. Higher education institutions of teaching and research have to rearticulate their curricula in alignment with the requirements of OBE leading to the success of NEP.

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