

A RESEARCH PAPER ON OUT COME BASED LEARNING – A NEED OF THE HOUR.

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ABSTRACT

The Education System is in the state of transformation through out the world. The students community are now demanding quality education at all levels including professional level to traditional level. The present educational courses are not tracing more on the skill development rather they are focusing more on exam based learning which in turn makes the students difficult to get placed in good companies after the completion of the course. The need to design the curriculum in which the outcome in the terms of skill in students is properly measured and colleges are given proper guidelines to teach the

subjects in such a way that students are directly benefited. This paper is decent contribution in making the awareness of Outcome based learning. The Authors have done conceptual study on this important aspect of learning system. The Graduate and post graduate students should be given proper assignments to test their skill development and they should be made aware about the new techniques and tools in their respective areas of study.

KEYWORDS:- Learning, College, Outcome, Students, Syllabus , Placement , Teaching, Skill.

INTRODUCTION

The main aim of higher education is its quality and how do we maintain it for the betterment of the students. The quality higher education is possible only when we create quality content in the syllabus. Further improvement of quality of higher education is considered critical for enabling effective participation of young people in knowledge production and participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the

opportunities or social mobility. Other priority areas of action for fostering quality higher education include translation of academic research into innovations for practical use in society and economy, promoting efficient and transparent governance and management of higher education system, enhancing the capacity of the higher education system to govern itself through coordinated regulatory reform and increasing both public and private sector investment in higher education, with special emphasis on targeted and effective equity-related initiatives.

LEARNING OUTCOMES-BASED APPROACH TO CURRICULUM PLANNING AND DEVELOPMENT

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The learning should be made more interesting and target based then making it only exam based. The Present exam system only checks the memory of the learner and do not check the analysis and application of the learnt concepts in context to daily life problems and issues. Proper exam system with scientific way to test particular skill is required at all the levels of the education system.

MAJOR CHARACTERISTICS OUTCOME BASED EDUCATION SYSTEM.

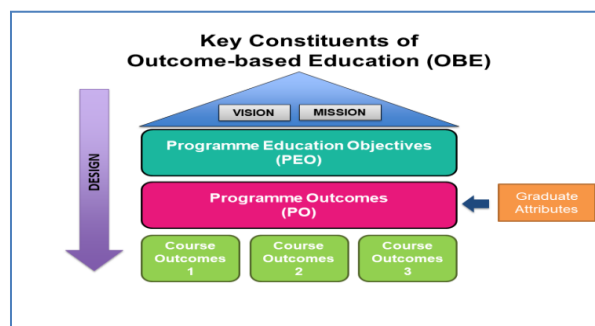
Following are the major areas in which more trace should be given to get more benefits to the students community

- 1) Program Design and syllabus Design
- 2) Course Duration and Time Frame
- 3) Teaching Learning System and Methods
- 4) Exam system and Evaluation
- 5) Placement Capability
- 6) Skill Enhancement System
- 7) Review of the best qualities in the leaning system and maintaining them.

BENEFITS OF OUTCOME BASED LEARNING

The students are the direct beneficiary of this system. They will be having following benefits in short and long term

- 1) Skill Development at young age.
- 2) Make them good citizens of the country.
- 3) Make them productive .
- 4) Improve in Knowledge.
- 5) Provide good employees to the companies
- 6) Self Development as well as family Development
- 7) Increase in financial Position of the Individual as well as companies.



Source :-

<https://www.google.com/search?q=outcome+based+learning&sa=X&bih>

KEY CONSTITUENTS OF OUTCOME BASED LEARNING OR EDUCATION

The above figure shows main parts in which the outcome based learning can be continued in the colleges . The learning outcomes-based curriculum framework for undergraduate education is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study and holder of a qualification. The key outcomes that under pin curriculum planning and development at the undergraduate level include Graduate Attributes,

Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes:

GRADUATE ATTRIBUTES

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing an important role in problem solving.

PROGRAMME OBJECTIVES FOR THE COURSES OUTLINE TO DESIGN THE COURSE PROGRAMME STRUCTURE.

Following fig explains in short the programme objectives which can be implemented in any course for the proper outcome based learning process.



Source :-

<https://www.google.com/search?q=outcome+based+learning+&tbm=is>

- 1) Curriculum
- 2) Standard of Education
- 3) Continuous Improvement

4) Industry Requirements

The main Skills involved would be Knowledge gained, Analysis , Complex Problem Solution Skills Developed . problem Analysis Skill , Maturity level , Research skill and Innovation Skill Developed by above model it is possible to test all the learning skills of the students.

Drawbacks of Outcome based Learning

Following are the main drawbacks of this system

Definition

The definitions of the outcomes decided upon are subject to interpretation by those implementing them. Across different programs or even different instructors outcomes could be interpreted differently,

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.

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

The Involvement level of students is important in this system if better results are required. If students do not take serious participation results may not be as per required.

CONCLUSION :-

Outcome-based education or outcomes-based Learning, also known as standards-based education, is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in this system , Students are the direct beneficiary of this system . faculty and other stakeholders should take education very seriously are impart the course to develop the skills of the students . OBE is useful to

classes, get good opportunities in placement It helps in assessments of students and helps to achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted. Following skills are developed using this method of learning Life skills, Basic skills, Professional and vocational skills, Intellectual skills, Interpersonal and personal skills. This paper is a decent contribution in creating the awareness about this important topic to the readers and stakeholders of the educational system.



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