

OUTCOME-BASED EDUCATION- HOW TO GO ABOUT

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ABSTRACT

With every academic year passing by, academicians and society alike is concerned about the outcome of learning that takes place in educational institutions throughout the country. The concern calls for a review of the curriculum. There is a feeling that the education today does not prepare the youth suitably for work and life. There was a general accusation that graduates of yesteryears were not completely prepared for the workforce. There was lack of emphasis on soft skills which were needed in jobs e.g.communication skills, office skills,human relationships skills.But sadly, the scenario has not drastically changed even today. The curriculum should be such that it is on par with global universities thereby enabling our students to perform without any difficulty. This gave birth to OBE or Outcome-Based Education. This paper delineates the ways in which the curriculum can be altered to help students give the best output when they leave the portals of their educational institutions.

Keywords: *outcome, curriculum, Outcome-Based Education.*





I. Introduction:

With every academic year passing by, academicians and society alike is concerned about the outcome of learning that takes place in educational institutions throughout the country. The concern calls for a review of the curriculum. There is a feeling that the education today does not prepare the youth suitably for work and life. There was a general accusation that graduates of yesteryears were not completely prepared for the workforce. There was lack of emphasis on soft skills which were needed in jobs e.g.communication skills, office skills,human relationships skills. But sadly, the scenario has not drastically changed even today. The curriculum should be such that it is on par with global universities thereby enabling our students to perform without any difficulty. This gave birth to OBE or Outcome-Based Education. This paper delineates the ways in which the curriculum can be altered to help students give the best output when they leave the portals of their educational institutions.

Lets first ponder over what our students should ask for once our class is over. The tutor will be mightily pleased if the learner is able to do morechallenging tasks other than memorize andreproduce what was taught.Students, whether technical or not, should be able to: write projectproposals, complete projects, analyse casestudies, give case presentations, show theirabilities to think, question, research, andmake decisions based on the findings, to mention a few.

What do the signatory countries expect of our students?

They are also expected to

-  think out of the box
-  be able to analyse and synthesize information
-  be able to plan and organize tasks
-  be able to work in a team as a community or in entrepreneurial service teams to propose solutions to problems and market their solutions.

So, what can the teachers/ tutors do?

They have to decide the desired outcome and then prepare the curriculum. The one-size-fits-all curriculum of the past where the syllabus was framed and students asked to slip into it cannot work out any more. Then, the instructional materials are prepared and assessment schedules are planned based on the outcome. The teachers become the facilitators of the outcome and not just “completer” of the syllabus.

Gurukulam of the olden days- the pioneers of OBE

If we look keenly into the mode of education imparted during the Vedic age, we will be surprised to find that the Gurukulam was a pioneer to this Outcome-Based education in a small way. The outcome was a total learning on the part of the sishya. I say, ‘total’ because the sishya learns the Vedic scripts to that extent that he can have his own private execution of the same. At the same time, he serves the guru and learns the household chores and is thereby, a ‘total learner’, both professionally and socially.

Typically, a guru does not receive any fees from the sishyas studying with him. At the end of his studies, a sishya offers the guru dakshina before leaving the "gurukul" or ashram. The gurudakshina is a traditional gesture of acknowledgment, respect and thanks to the guru, which may be monetary, but may also be a special task the teacher wants the student to accomplish. Even, a Guru Dakshina is seen as beneficial for the student, not so much of a benefit for the guru.

The Guru, in the process, also inculcated values to the sishyas and he stood as a role model in practicing them. Punctuality, hard work, respect, humaneness, contentment and many more were taught through small anecdotes and through live examples of those days. The students were able to relate and follow as they witness the authenticity of the guru’s words.

Since the sishyas lived at the ashram and away from home, they developed social skills. They were inter-dependent. They helped and supported one another. Since the guru had other activities throughout the day, they learnt problem-solving techniques from each other. Not much was taken to the guru as a confrontation. Human relationship skills happened by itself. So, can we peep into these and take a few relevant strands from them?

What kind of curriculum?

For implementation of OBE today, we can start very technically. One can do a Unit-wise and then a Programme-wise listing and teaching. The spirit of the OBE education is not just what is being taught but what is

being learnt at the end of the course. This is just one aspect. The technical curriculum being decided it is in the hands of the curriculum-framers of English to prepare the student for acceptance by society. A lot has been deliberated in many forums and it has been practically arrived at that the only thing that miracles cannot be achieved at the 4-year college programme. But the environment can be provided to make the learner feel confident. For us, English teachers there are two challenges, one, preparing him for a good, decent placement and next, equipping him to crack the competitive exams for entry to higher education institutions.

The curriculum has to include activities which will definitely help him see the outcome of learning English. Activities can be the same but should be suited to the modern learners' needs by making it more audio-visual than just offering topics for debate and discussion.

One activity which we try in our language lab which has been received well by the students and has motivated them to work on it further is the 3-prong effect. It goes like this:

If we want to initiate them into a group discussion, we start with a set of rules and guidelines of how to participate effectively in a GD, and it is done through a ppt only. The visual effect only works today. The rules and guidelines are taken the existing ones, from what HRs tell us, and what our alumni tell us. So, it is updated regularly. Once the ppt is over, they have a clearer picture of a GD than what they had assumed so far. The 2nd step is more interesting when we show a model group discussion live in front of them. The participants are youngsters like the audience and the topics are on current affairs. This gets them closer to understanding a GD.

Once this is over, a topic is given to them or they are permitted to choose a widely-accepted topic and discuss following the rules and the video that they have witnessed. The same is followed for interview skill also. For the video on interviews, we have a bad and a good interview, where they see how they sometimes tend to commit the mistake that the bad interviewee does. Since these are very essential for their crucial job placement, they will follow and adhere to it to a very great extent.

Supposing a student intends to take up higher studies, then he has to be prepared to crack the competitive tests like GRE, GMAT, TOEFL, IELTS, etc. Again, the language lab plays a major role. Though the material and model papers for these exams are available online, how many students will take interest to browse these sites to learn more. He always thinks he can do it at the end of the day. He has a lot of things to divert him online. So, again the tutor has to have this outcome of his success in these exams as his/ her goal. So, how can this be done? The resources available on the net has to be put to optimum use by the tutors. The books available can be the secondary sources. The learner should be given pronunciation and listening practices through software like Sky pronunciation. He can be motivated to speak, record his speech and play it for himself. For written skills, without grammatical errors, there are many play-way exercises which are mature and cater to the college level like GIU and Tense Buster. He can then be asked to give a feedback of the usefulness of these software and so you test his writing skill, incidentally. These should happen gracefully without much ado and without too much emphasis that "you-are-developing-this and that-skill". Now he is prepared for the basics of these tougher exams.

Finally, the education should equip him to face the barriers at the global level-especially the cultural barrier. He should have sufficient knowledge of the cultural ethos of the country he is going to work in or study in. Hence, it is important to introduce Ethics and Values as a part of his curriculum. It is being done in some private universities even today and is of immense value to the student.

These are objectives that have to be achieved by a graduate several years after

Graduation:

- _ Has basic mastery of knowledge and skills needed to be an efficient employer
- _ Has professional attitude and ethics in fulfilling his role.
- _ Capable of adapting to the global work environment.
- _ Be capable of providing leadership in the organisation he works in.
- _ Capable of conducting research for his organisation.

II. CONCLUSION:

The Macaulay system of education has corrupted us so deep that we are unable to wriggle out and see the rich past and learn from our history. Our outcomes today have more monetary leanings than that which would make them humane. The teachers, with a penchant for teaching, should put their heads together and frame a curriculum which takes strains from our ancestors. There is nothing they haven't done which the western countries are able to accomplish today through OBE.

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