

TRANSITIONAL AND TRANSFORMATIONAL SHIFT IN TEACHING LEARNING PROCESS THROUGH OUTCOME-BASED EDUCATION

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Abstract

Education is progressing towards sustainability through an individualized capacity-building approach for a holistic development of learners by having a conducive classroom culture . In earlier times, classroom as one whole component was counted and labeled as a good or notorious or indiscipline class. No micro structure like an individual identity was filtered or given attention too until the child was either gifted or super problematic in cognitive or psychomotor or in the emotional domain. The classroom was never considered as a collection of individuals with a diversity of ethnicity, culture, caste and creed. Once a child was inside in the classroom, motto was to upscale the cognitive area by various means. The approach taken by the master/faculty was unquestionable. The lecture method was considered to be best suited for all but it wasn't tailored for individual talents. Representatives of the class were either the toppers or the notorious ones but the average masses were never in the picture. Scholars had to play a cheerleader role for the success of the classroom and were notorious as the active citizens or activists in the classroom. Average students were trained to always be followers. Differently able students were given the category of "sympathetic poor fellow", always denied of human rights and considered as part of society for the namesake of inclusivity but in reality these students were never felt welcomed in class as they were considered as extra work for teachers.

Keywords: *Outcome based education, Classroom environment, Individual identity.*

INTRODUCTION

The new paradigm of learning depicts a major shifting phase , where each student is an integral part of the classroom, no followers and no one else as a representative. Today's time cherishes the individualistic identity of a unit quantity as a student and celebrates it. The outcome based approach helps the learner to give their optimum opinion and create a niche for themselves, where nurturing of the personality is possible.

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In earlier times, the teacher used to be the focal point of learning and child-based methods were taken as undisciplined act. The thought process was quite different at that era, interaction among peers was beyond question and it was a big mistake to do it during lectures session, It was taken as an insult to the teacher or the subject. They were scolded or harsh punishment was given to correct them so that they would not repeat this mistake. The direction of the flow of knowledge was always from one side. Projections on the graph of knowledge giver and receiver were tilted and it was very obvious. Today, we celebrate the engagement of learners in class and taken as best practice. Today, the teacher has to do multiple things so that students will open up from the ice-breaking session to know their buddies and evaluate them through peer assessment.

In 21st century learning, students use educational technologies to apply knowledge to new situations, analyze information, collaborate, solve problems and make decisions. They have developed certain critical core competencies such as collaboration, team building, group project, digital literacy, critical thinking, grit, growth mindset, resilience, creativity, problem-solving, self-image, self-esteem, self-learning etc. The curriculum should incorporate higher order thinking skills, multiple intelligence, emotional attachment, positive psychology, Eco-sustainability learning environment, technology and multimedia, communication skills and self-learning methodology, along with authenticated scientific assessments and evaluation. The curriculum should provide direction so that students can navigate their learning discourse by themselves and work both independently and interdependently. The curriculum and instruction should be designed to challenge all students and provide for differentiation. So, the curriculum should not be a mere syllabus or textbook-driven or fragmented in nature, it should be a set of specific, measurable, attainable, appropriate, challenging but achievable educational outcomes which students will acquire at the end of the period. Evaluation of student achievement can be made more valid and reliable as the benchmark of achievements is explicitly stated. The course equips the learner with the tools and techniques for effective teaching and hand-on practices through specially designed software with an appropriate pedagogic framework for designing outcome-based curricula. It also upgrades knowledge, skills, abilities, values, and attitudes in the learner. In outcome-based education, course delivery and assessment are planned in-depth to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels based upon pre-decided rubrics. Learning objectives have to be measured by the learning outcome.

Today, higher education institutes in various countries are emphasizing continuous quality improvement by reforming their curriculum, planning and assessing learning outcomes at all

levels, collecting evidence of learning, recording, tabulating data, cross examining and analyzing outcomes accomplishment using a variety of assessment techniques, to guarantee that the learning outcomes are actually met.

Change is inevitable in today's dynamic world, and that also demands the education system to update, upgrade, equip and adapt its approaches and parameters in all spheres. Outcome-Based Education is a pedagogical model in which curriculum, pedagogy and assessment processes are reconstructed to reflect the attainment of high-order learning rather than the accumulation of course credits. Traditional education is based on rigid curriculum and standardized practices, in which students gather under one roof at a specific time to be instructed by a teacher. It focuses on the skill sets that students will need when they finish their education. COL (classroom oriented learning) and POL(program outside classroom learning) are planned diligently to assist students in achieving these goals.

Outcome-based education is a revolutionary practice in the higher education system and is accepted across the globe to improve the quality of education. Both students and teachers use this to plan and streamline learning activities to actualize the desired outcomes. It is a flexible learning approach where learning becomes skill-based, and teachers are able to create lessons and practices to meet the requirements of their students. Unlike the rigid traditional education system, outcome-based education is mostly student-centered, with teachers serving as guides who promote, stimulate and motivate students' involvement at each learning stage. Students self-govern their learning and take greater ownership of their learning activities. The assessment practices in OBE are consistent with stated outcomes and more accurate as it allows students to evaluate each other, self-evaluate, and have employers evaluate their performance. It provides educators with feedback and information on the success of the teaching and learning techniques they use in the classroom. This has a positive and significant impact on the creation of more responsive and adaptable teaching strategies that assist students in achieving their educational goals.

DIFFERENCES FROM TRADITIONAL EDUCATION METHODS

- Outcome-Based Education can primarily be distinguished from traditional education methods by the way it incorporates three elements: theory of education, a systematic structure for education to have best pedagogical transaction and a specific approach to instructional practice

- It organizes the entire educational system towards what is considered essential for learners to be successful and happy at the end of their learning experiences.
- In this model, the term "outcome" is the core concept and is sometimes used interchangeably with the terms as "competency", "standards", "benchmarks" and "attainment targets".
- Outcome-Based Education also uses the same methodology formally and informally adopted in actual work to achieve outcomes.
- While developing the curriculum, it focuses on development of soft skills, basic or core skills, professional skills, vocational skills, intellectual skills, inter-personal and intrapersonal skills.
- Integration of theory, practical, project work, assignments, community collaboration, extension work, cultural celebration, festivals, curricular and co-curricular activity comprise the learning in a complete form. Identifying a problem, whether a social or cognitive, problem analysis, formulating research question, researching on literature and analyzing complex situations to best accommodate solutions in each situation is a gateway to learning. Design solutions for complex course problems and design system components so that processes that meet the specified needs with appropriate consideration for public health & safety, cultural, societal and environmental considerations.

OUTCOME-BASED EDUCATION FOCUSES ON STUDENT LEARNING BY:

- Using learning outcome statements to make explicit what the student is expected to be able to know, understand or do.
- Providing learning activities and situations that will help the student to achieve these outcomes.
- Assessing the extent to which the student meets these outcomes through the use of explicit assessment criteria.
- Implementation of the Outcome-based Education Program is possible through effective planning of educational objectives, program outcomes, practical assessment tools and vigorous evaluation.

BENEFITS OF OUTCOME-BASED EDUCATION

There are several benefits of outcome-based education. It gives the clarity of future line of action on how to deal with the situation with innovation. Past experiences open the gateway for alternative options. The clear picture of the intended curriculum emerges. Teachers and students become more aware of the lacuna on their part and plan accordingly. As each learner is different, learning style do differ with their attitude and temperament and hence their expectations from teacher and learning also vary. Outcome based education creates a clear picture of the end product, allowing students to progress.

OBE creates a flexible environment for learners and the learning process for better progress by involving students. Students are expected to own their learning so that they gain a full understanding of their strengths and their areas of concern.

CONCLUSION

Outcome-based education has changed the discourse which is multidimensional and multi-directional. Its prime agenda is to create a learning ecosystem which correlates learning to make life meaningful. It does not put focus merely on acquiring the book knowledge and score good marks by rote memorization. It goes beyond academics and reflects real-life characteristics to enter the workforce as mature and dutiful professionals. It creates quantum energy to sustain and have a positive well being. It creates humane as a resource for society and the nation's assets.

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