Transforming Indian Higher Education with Outcome-Based Education in the Context of NEP 2020

Dr. Shweta Bhatia, Prof. & Head,

(Department of Education, M J College, Bhilai)

ABSTRACT

William G. Spady introduces outcome-based education (OBE) to establish an academic framework for learning outcomes. The higher education system is curriculum based rather than student learning, which has raised concerns about graduate preparedness for the world. OBE is gaining attention as a promising approach with students at its centre. "Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery and assessment are planned to achieve stated objectives and outcomes. It focuses on measuring students' performance i.e outcomes at different levels." The thrust is on what a student is able to do after completing a course or programme. Being student-centric, it empowers students to choose why and how they would like to study. For outcome-based learning, a certain framework model has to be developed and followed; the first step is to identify desired outcomes, design outcome-based curriculum, adopt and use appropriate teaching-learning pedagogical tools and design suitable assessment to measure attainment of the learning outcomes. outcome-based education requires restructuring of the curriculum which is known as learning outcomes-based curriculum framework which was adopted by UGC in 2018 under LOCF. Pedagogy adopted and the methods of assessment used are important in achieving and reflecting the attainment of specific goals as outcome-based education is not mere accumulation of credits but attainment of higher-order learning.

NEP-2020 advocates developing and adopting pedagogy which emphasize on holistic development of learners like experiential learning, discussion-based learning, art integrated learning, flipped classroom etc.

The integration of OBE within the NEP 2020 framework is poised to significantly elevate the quality of higher education in India. As educators and institutions adapt to this new paradigm, the focus on outcomes rather than inputs promises to better prepare students for the complexities of the modern world. This shift requires a collaborative effort among all stakeholders, including educators, policymakers, and the private sector, to reimagine and reinvent the educational landscape of India.

Keywords: Outcome Based Education (OBE), NEP 2020, Higher Education Reform, Indian Higher Education, Learner-cantered, Pedagogical Innovation.

What is Outcome Based Education?

Learning is supposed to have occurred when we can do something that we could not do earlier. Learning leads to acquiring new knowledge, behaviours, skills, values, preferences, or understanding and sometimes involves synthesizing different information types. According to Kolb, learning is the process whereby knowledge is created (knowledge production) through the transformation of experience. Outcomes of Learning or 'learning outcomes' are what the student should do at the end of a learning experience. Learning experiences in formal higher education programs can be identified as learning units. A unit of learning maybe a few hours

of self/classroom learning activity, a one-semester course, or a formal program of two to four years. The outcomes of learning are also referred to as Outcomes, Learning Outcomes, Intended Learning Outcomes, Instructional Objectives, Educational Objectives, Behavioural Objectives, Performance Objectives, Terminal Objectives, Subordinate Skills, Subordinate Objectives, General Instructional Objectives, Specific Learning Outcomes, and Competencies. An outcome of education is what the student should do at the end of a program/course/ instructional unit. An outcome is a functional ability, including attributes, skills, and knowledge. William Spady introduced Outcome Based Education (OBE) in the early 90s for the American School system. Higher education systems adopted OBE eventually by shifting the focus from what is taught to what is learned. OBE is an approach to education in which decisions about the curriculum and instruction are driven by the exit learning outcomes that the students should display at the end of a program or a course. It facilitates establishing the conditions and opportunities within the system that enable all students to achieve those essential outcomes. A system based on outcomes gives priority to ends, purposes, learning, accomplishments, and results.

Higher Education in India is undergoing major changes since 2015. One important change is shifting the focus from what is taught to what is learned. This is formally known as Outcome Based Education (OBE). OBE is an approach to education in which decisions about the curriculum and instruction are driven by the exit learning outcomes that the students should display at the end of a program or a course. A system based on outcomes gives priority to ends, purposes, learning, accomplishments, and results. While this shift to student centricity appears to be the right way, it calls for important changes to the existing beliefs and practices of teaching and learning. These include how the syllabus of course is communicated to the learners, the way instruction needs to be done, how the assessment of learning is done, and how the attainment of educational goals (learning outcomes) is determined.

The Higher Education Institutions (HEIs) in the State are in the threshold of a major transformation especially in the realm of curricular reforms. This is in line with the global and national development in the structure and content of higher education. Major changes are being implemented in teaching -learning at the undergraduate level involving a thorough transformation in the teaching-learning process. Outcome Based Education (OBE) forms an integral part of the curricular reforms. The emergence of new areas of knowledge and technological changes are to be integrated in to the whole system of higher education. There are several liberal arts, humanities and social sciences of great relevance not appropriately promoted in the Higher Education Institutions. The technological adoption must be sophisticated enough to be in perfect alignment with Outcome Based Education (OBE).

Propose of the Outcome-Based Education

Outcome-based education aims to ensure that trainees are exceptionally well prepared with the knowledge, competencies and attitudes required to end up a successful character once they exit the education institution. Outcome-based learning is a scientific educational process that takes advantage of a learner's determined performance abilities and applies that knowledge to meet the outcomes they are taught when they are taught.

Relevance of Outcome-Based Education

New Education Policy 2020 (NEP) will promote creative learning among students and their employability prospects. Notably, the idea of a single regulator would bring in greater

transparency, reduce entry barriers in terms of time and cost of starting a college or university, and reduce states' involvement in managing higher education affairs. The National Board of Accreditation (NBA) has started accrediting ongoing programs with OBE only and aims to create a system of outcome-based education with the objective of quality assurance and relevance of programs in professional and technical disciplines. Outcome-based education is meant to be learner-cantered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. Outcome-based education provides a guideline to students to select what they would like to study and how they would like to study it. Outcome-based education will understand to the students what is expected of them and teachers will know what they need to teach during the course. Outcomes-based learning (OBE) creates the insight to the Students, and their parents, can pick an institution, program and course based on clearly spelled out learning objectives.

Significance of outcome-based education in the current educational system

Education is crucial for acquiring the knowledge and skill sets necessary for specific industries. The curriculum of each program is tailored to its domain, aiding students in securing employment upon successful completion. This is contingent upon the program's length and duration, which emphasizes course coverage over outcomes. The contemporary educational system revises the curriculum to establish precise outcomes that students are expected to attain upon examination, encompassing the attributes that graduates should possess postgraduation. (Bajada et al., 2019; G.A et al., 2020; Myla Medrano Loreto, 2018). Establishing defined, measurable targets for each student is a substantial advantage of outcome-based education. (Hansen, 2010). Clear objectives serve as markers to facilitate the acquisition of certain skills. Clarity eradicates ambiguity and optimizes effort. Outcome-Based Education assesses learners' strengths, weaknesses, and learning preferences. OBE provides individuals the opportunity to succeed by customizing educational experiences. OBE stresses practical, real-world abilities necessary for problem-solving. (Gurukkal, 2020). Critical thinking, problem-solving, effective communication and teamwork are taught to prepare learners for life beyond university (Bhat et al., 2020; Oliver & Jorre de St Jorre, 2018). Outcomes-based education prioritizes development above assessment. Assessments are designed to evaluate your retention and identify areas for improvement. Students influence their learning within outcomes-based education. They are motivated learners who own responsibility for their educational outcomes. (Soares & Dias, 2018). OBE unequivocally endorses the notion that education is a perpetual process. Students and teachers should consistently pursue advancement rather than merely

National Education Policy (NEP) 2020 and Outcome-Based Education (OBE)

NEP 2020 has proposed several changes in teaching pedagogies and evaluation mechanism, Role of faculties, curriculum restructuring, various multidisciplinary learning options to learners by proposing multiple entries and exits options etc. following are the few guidelines for higher education institution proposed by NEP.

Curriculum development: as per new guidelines of NEP -2020 Higher Education institutions need to move towards multiciliary and flexible learning options approach by offering various courses that integrate knowledge from various fields such as vocational and experiential learning hence they need to revise and update their curriculum to align with the NEP-2020 guidelines to focus holistic development of students.

Faculty development: The policy recognizes the importance of faculty development, ensuring that they are equipped with the latest teaching methods and technologies to deliver high-quality education to students, hence Higher education institutions need to arrange various training and development programs on new teaching methodologies, use of technology and collaborative learning approach for their faculty to equip them required skills and knowledge to implement NEP 2020 effectively.

Learning resources: the policy advocates online education as a legitimate alternative to traditional classroom learning, enabling institutions to offer courses and programs to students across the country, hence higher education institution need to provide access to variety of online learning resources, Open educational resources (OERs) including digital libraries to ensure that students have access to quality education and can learn at their own pace and convenience.

Assessment and evaluation: National Education policy aims to transform the assessment and evaluation process to ensure that it is more student-centric, flexible and relevant to the needs of the 21st-century world, it focus on Multiple types of assessment, Use of technology, continuous evaluation, learning outcome based assessment, competency based assessment. To fulfil all above criteria of assessment, higher educational institutions need to develop appropriate assessment and evaluation mechanisms to measure students learning outcomes and progress rather than just giving them marks by taking one time exam.

Collaboration and partnerships: the policy recommends promoting internationalization , enabling institutions to collaborate with foreign universities and attract students from abroad , so higher institutions need to foster collaborations and partnership with other institutions, industry partners, government agencies to provide students with diverse practical learning opportunities through internships programs and develop industry relevant skills and enhance employability among students and make them understand real world challenges.

Infrastructure and facilities: higher education institution need to support NEP -2020 by ensuring adequate infrastructure and facilities like digital classrooms, advance laboratories and other facilities for developing experiential and practical learning.

Student support: higher education institution needs to play an important role by providing counselling services, carrier guidance and adequate and academic support to students. This will help to pursue their career goals successfully.

Academic credit bank: The NEP-2020 proposes the creation of an Academic Credit Bank, which will enable students to accumulate and transfer credits across various universities and programs.

Autonomy and self-governance: The NEP-2020 encourages universities to achieve self-gov

enhance and autonomy to promote innovation and excellence in academic program

CONCLUSION

OBE is an excellent technique for improving and making school more useful. If Indian institution uses OBE, they may be able to help students learn more, prepare them for success, and demonstrate accountability to everyone. OBE is a new way of thinking about education that differs from the traditional techniques utilized in the Indian Higher Education System, which are teaching learning process. This kind of instruction focuses on the entire learner and

takes their needs into account. HEIs need to play a proactive role in implementing NEP 2020 to ensure that they provide quality education to students and prepare them for future challenges. For that they may require many collaborations with different associations.

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