

## Chapter 8

# Outcome–Based Education Evolution and the Modern Way of Implementation in the Current Scenario

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### **ABSTRACT**

*There are many types of educational theories since inception for departing the formal education to the society. The outcome-based education (OBE) is a target-oriented education, imparting and achieving desired results at the end. There are no fixed rules for such education systems, but it evolves itself from different teaching styles, opportunities, and assessments methods that help students in achieving their desired targets. There are various positive ends of this system like clarity, flexibility, comparison, and involvement. In traditional education systems, students were expected to perform as desired or level of their knowledge as compared to other fellow members of a particular class. The old system is based on dissipating or sharing knowledge for older generations to the newer one and providing the basic of all. The older system has less focus on the attention paid by students to a particular topic, which is quite different from the OBE. But there are some drawbacks also associated with this modern system like assessment problems, generality, type, as well as level of involvement.*

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## **8.1 INTRODUCTION**

In reaction to the need to standardize education programs and procedures, many higher education institutions in the Philippines have transferred their emphasis and resources to the implementation of Outcome-Based Education (OBE) at school level. Implementation of the Outcome-based Learning Program (OBE). The definition specifically describes the values that will serve as a basis for the policies and processes that the schools must carry out in order to insure that the Ordinance is properly enforced within the organization. Defining OBE as a program that will require educational development, evaluation and monitoring practices in the area of education (Angelo, T. et al., 1995). The term “effect” is lexically defined as “anything that occurs as a result or occurrence,” “an end-product or mechanism” and “an interpretation about why anything happens.” The common denominator in all meanings is that they both agree that the effects emerge as an outcome or as a feature of processes or other ancestral events or incidents. In planning, tests are seen as learning results that students are expected to show throughout the curriculum. Educational effects can often differ in degree or form. (The Biggs, J. et al., 2011). According to Killen (2000), there are some outcomes at the point of the course (subject-related academic performance) and some at the instructional and structural process (cross-disciplinary output. Nonetheless, the most important category of outcomes that can be linked to those styles or levels of outcomes are those that reflect the individual tasks that learners may perform when they exit school – and are considered to be culminating outcomes. Generally, put, the outcomes of the course / subject and the level of planning should be directly related to the progress or failure of the story. This approach ensures that schooling is structured to prepare children for future roles in life. Therefore, OBE relies mainly on academic achievement or incentives rather than knowledge and curricular structures. (Biggs, J., & Tang, C. et al., 2007). It has succeeded in establishing a new era of research. The first thing to be identified and clearly mentioned in the OBE set-up is the outcome of departure performance that we want our students to be able to accomplish in a meaningful manner at the completion of their learning experience. Once these discoveries have been made, they can focus on the facets of life that students will face in the real world. Another of OBE ‘s operational ideas in Spady’s (1991; 1994) model is the Build Down method, which may be applied in combination with other functional standards (i.e. continuity of focus, high expectations and expanded opportunities). Design-based philosophy is like a top-down system of formulating and reporting results. (Bresciani, M. J., Gardner, M. M. & Hickmott, J. et al., 2012). The culminating outcomes will first be defined, followed by some inspiring outcomes (program level) and then some distinct outcomes evaluated in terms of individual learning experiences. (course level); (course level) (Bresciani, M. J., Gardner, M. M., &

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