

Chapter 9

Outcome–Based Education in Business Schools: The Adoption of a Progressive Cult

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ABSTRACT

Traditional approaches to education seem to be a legacy of the industrial revolution which are fast facing value erosion in the context of Industry 4.0. Today, in the VUCA world of disruptions, it is needless to say that the emergence of big data, artificial intelligence, and machine learning have facilitated the emergence of new pedagogies in learning like personalised learning and outcome- based approach to education. The prime focus of outcome-based education (OBE) is on the learning outcomes, which are expected to be attained at the completion of a course by a student rather than how they have attained the desired outcomes. The chapter seeks to provide an insight as to how the teaching learning processes and practices in business schools (management institutions) need to be further revamped to become outcome based to build the necessary skillsets and competencies in learners to increase their employability and develop an innovative and creative mindset in them to effectively meet the challenges of the workplace in future in the context of Industry 4.0. The chapter would draw the attention of policymakers, administrators, and academic practitioners and help them to create and support learning spaces within the academic ecosystem without compromising the individuality, creativity, and innovation of the learners.

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9.1 INTRODUCTION

Traditional approaches to education seem to be a legacy of the industrial revolution which are fast facing value erosion in the context of industry 4.0. Today, in the VUCA (representing volatility, uncertainty, complexity, ambiguity) world of disruptions, the emergence of big Data, artificial intelligence and machine learning have led to the emergence of new pedagogies in learning like personalized learning and outcome based approach to education .

The prime focus of Outcome Based Education (OBE) is on the learning outcomes which are expected to be attained, at the completion of a course, by a student rather than how they have attained the outcomes. Transition to a outcome based driven education system gives the Institution a profoundly different means of restructuring the teaching learning process.

The transition from the focus of traditional approach to three R's (Reading, writing, Arithmetic) to 4 C's (Creativity, Critical, thinking, Communication & Collaboration) has brought about a difference in course attainment outcomes This transformation from the traditional teaching learning to learner's centric approach has resulted in the attainment of desired attributes, leading to the strong belief that the OBE approach adoption can bring about the desired change in the skill set, employability and educational ecosystem The approach will help to provide much better technical knowledge to the twentieth first century business school graduates and at the same time to a large extent help in the development of affective domain attributes which have become equally important in workplace e.g. Interpersonal skills, strong business ethics, motivation and personal initiative, flexibility and adaptability to cross cultural environment, logical thinking and analytical skills, information technology skills, organizational skills, leadership skills, communication and interpersonal skills, innovation and entrepreneurial skills. In India the National Board of Accreditation (NBA) has been instrumental in introducing the Outcome Based Education in the Indian Education Framework and it has also become a necessary requirement for international accreditation boards such as the U.S, U.K ...

An OBE system firstly addresses the requirements of graduate attributes of business school students, and then organizes the curriculum, pedagogy and assessment to make sure these learning outcomes are achieved for implementation of the OBE system, it is very essential to first determine the desired outcome and then as per the outcome, curriculum, delivery and assessment system and support facilities are planned. During the Course delivery, different methods are used by the faculty to make learning and teaching more effective and to attain the desired course outcomes.

The study seeks to provide an insight as to how the teaching learning processes and practices in (management institutions) Business schools need to be further revamped to become outcome based to build the necessary skill sets and competencies

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