

Chapter 12

A Comparative Study of Existing Mechanisms for Implementation of OBE in Various Countries

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ABSTRACT

Outcome-based education (OBE) provides effective ways for enhancing the employability of students enrolled in any program using attainment of predetermined outcomes. Literature survey reveals that OBE-based approaches to education adopt various methods for assessing direct and indirect course outcomes designed for achieving intended program outcomes, program educational objectives, mission and vision of institute. This chapter disseminates knowledge scientifically observed as analytical ways to efficient implementation of outcome-based education in various countries and compare the same for identification of effectiveness. The goals of OBE are achievement of similarities between student expectation and knowledge received through course items delivery of a teacher based on student-centred learning model, comparison of attainment of outcomes at institute and individual level, involvement of students for self-learning.

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INTRODUCTION

Outcome Based Education is adopted for changing trend modern and 21st century educational institutions in many countries. Conventionally, they are offer teaching in traditional classroom setups which are highly “Teacher-Centered” or taught with fixed curricula. OBE is focus on student learning in form of outcomes and curriculum is based on the demand of industry and as per the requirement of professional organization. OBE offer new knowledge and skills for students for achieving learning outcomes and provide scope for teachers and administrators for learning new methods and approaches to prepare themselves for international level quality. OBE is a dynamic process that involves the designing of curriculum, assessment methods, evaluation methods and reporting practices in education. Outcome based education (OBE) provide a way for the academic community in addressing the challenges and identifying issues for improvements. The main aim of OBE implementation is to prepare students to face real world problems other than rote learning. The rapid changes of technological development is produce more challenges for the academia in terms of making the curriculum relevant to the needs of the profession and is effective in deployment. In OBE, The faculty play role of the instructor, trainer, facilitator, and mentor based on the outcomes targeted and allows the students of different abilities to learn at their own rates with an emphasis on programmatic outcome in professional knowledge, skills and attitudes. The curriculum decision making based on the competencies of students and should demonstrate at the end of their educational program, thus the outcomes or competencies dictate the curriculum content and organization, the teaching methods and strategies, the course offered, the educational environment and the assessment strategies in OBE.

BACKGROUND

Outcome-Based Education (OBE) (Berlach, 2004) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels.

Some Important Aspects of the Outcome Based Education

1. **Vision** (Lennon, 2010) is a futuristic statement that would like to achieve by any institution and department over a long period of time.
2. **Mission** (Lennon, 2010) statements are essentially the means to achieve the vision.

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