Chapter 15
Critical Issues and Answers of Outcome-Based Education for Technical Institutions in India

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ABSTRACT

The revolution of the world economy and higher education are driving profound changes in the engineering education system. Worldwide adaptation of outcome-based education framework and enhanced focus on higher-order learning and professional skills necessitates a paradigm shift in traditional practices of curriculum design, education delivery, and assessment. In recent years, worldwide sweeping reforms are being undertaken to bring about essential changes in engineering education in terms

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of what to teach (content) and how to teach (knowledge delivery) and how to assess (student learning). MHRD and AICTE jointly introduce so many new professional skills through MOOCs and also set some performance indicator to measure the outcomes. This chapter deals with the critical issues present in technical institutions and how it can be neutralized through POs, PSOs, PEOs, and Bloom's Taxonomy.

15. INTRODUCTION AND BACKGROUND OF OUTCOME-BASED EDUCATION

15.1 Traditional Education System and Issues

Traditional education or a general education approach focuses on individual student needs and self-control. In the eyes of the reformers, the methods focused on traditional teachers to learning and memorization should be abandoned as a result of learner-centred approaches and career-learning. The indigenous study was easy to review orally. As usual, the students would sit quietly in their seats and listen to each student after each reciting his lesson until each one was called. The teacher's best work is sharing and listening to these narratives; students also memorize assignments at home. Oral tests or tests can be given at the end of the unit, and a process, called "task-based learning and unit test", in addition to emphasizing verbal responses, relying on too much memory to grasp comprehension), and terminated interactive assignments, and was the most inappropriate use of time for students and teachers. This traditional approach also emphasized that all students are taught the same things at the same time; illiterate students quickly failed, rather than be allowed to succeed at their natural pace.

Issues in India's Traditional Pedagogy System

Foremost issues and difficulties in the edification sector and related issues are addressed under the following headings:

1. **Expenditure on education:** Expenditure on Education In terms of spending on education, especially in education in Graduate, post-graduate [Davis et. al. (2015).], in the period 2010 to 11, the Government disbursed an estimated Rs.15, 440 crore which is 85% of the annual budget review rate. The latest round of 66 of the NSSO investigation shows that, in the year of 1999-2009, education expenses, in general, in rural areas it exceeded 378 and in urban areas, it is 345% in the country. The investigation also shows that expenditure on education for kids emphasizes a significant increase - 63 percent for people of rural areas and 73 percent for the people of urban areas. However, if, expenditure

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