

Chapter 15

Critical Issues and Answers of Outcome–Based Education for Technical Institutions in India

J. P. Patra

 <https://orcid.org/0000-0003-2924-6090>

Chhattisgarh Swami Vivekanand Technical University, India & Shri Shankaracharya Institute of Professional Management and Technology, Raipur, India

Alok Kumar Jain

Shri Shankaracharya Institute of Professional Management and Technology, Raipur, India

Gurudatta Verma

Shri Shankaracharya Institute of Professional Management and Technology, Raipur, India

Sumitra Samal

Shri Shankaracharya Institute of Professional Management and Technology, Raipur, India

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

DOI: 10.4018/978-1-7998-4784-7.ch015

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

18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/critical-issues-and-answers-of-outcome-based-education-for-technical-institutions-in-india/263883

Related Content

Teaching Practice Supervisors' Experiences of Being Involved in Mobile App Development at an ODe-L Institution

Matshidiso Joyce Taole (2023). *International Journal of Online Pedagogy and Course Design* (pp. 1-14).

www.irma-international.org/article/teaching-practice-supervisors-experiences-of-being-involved-in-mobile-app-development-at-an-ode-l-institution/323650

Improving Distance Student Retention Through Satisfaction and Authentic Experiences

Madeleine Bornschlegland David Cashman (2018). *International Journal of Online Pedagogy and Course Design* (pp. 60-77).

www.irma-international.org/article/improving-distance-student-retention-through-satisfaction-and-authentic-experiences/204984

Challenges Encountered in Creating Personalised Learning Activities to Suit Students Learning Preferences

Eileen O'Donnell, Mary Sharp, Vincent P. Wade and Liam O'Donnell (2013). *Learning Management Systems and Instructional Design: Best Practices in Online Education* (pp. 263-287).

www.irma-international.org/chapter/challenges-encountered-creating-personalised-learning/76194

The Role of Multimedia in Developing Middle School Students' Reading Comprehension and Creative Thinking Skills: Using Multimedia in Teaching EFL Students

Hanaa Mohamed Mohamed Nada (2021). *International Journal of Online Pedagogy and Course Design* (pp. 20-32).

www.irma-international.org/article/the-role-of-multimedia-in-developing-middle-school-students-reading-comprehension-and-creative-thinking-skills/287534

Education's Role in Integrating Nanotechnology in the Curriculum for the Future

Fatima Al Husseiny and Jana M. Saab (2024). *Revolutionizing Curricula Through Computational Thinking, Logic, and Problem Solving* (pp. 118-132).

www.irma-international.org/chapter/educations-role-in-integrating-nanotechnology-in-the-curriculum-for-the-future/348778