

Preparation of Papers for Outcome Based Education

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Abstract: Outcome-based education emphasizes the explicit declaration of learning outcomes which identify the tasks students are expected to be able to perform after completing the course, and to what standard. OBE also requires the teaching, learning and assessment activities to align with the stated learning outcomes. We interviewed fifteen university instructors about their experience of teaching outcome-based computer science courses and how OBE has affected students and themselves. Academic departments had not adjusted their teaching load to account for the added effort required for the migration to OBE. Most instructors continue to use time-saving norm-referenced assessment. Students did not seem to perform better under OBE. With the way OBE is being implemented, it is doubtful that the full benefits of OBE will ever be realized.

Keywords: *outcome-based education, student learning, learning outcomes, outcome-based teaching and learning, Managerial Accounting, flexible learning*

I. INTRODUCTION

As educators continue their efforts to enhance the quality of America's schools, they are presented with a variety of tools and methods for improvement, each with its own merits and challenges. Outcomes-Based Education (OBE) is one model of educational restructuring that has gained increasing support-and attracted close scrutiny-in recent years.

Traditionally, educators have measured learning in terms of Carnegie units or standardized tests. In contrast, Outcomes-Based Education defines learning as what students can demonstrate that they know. Instead of specific content requirements,

the OBE curriculum is derived from a set of broad, visionary goals designed to enable students to lead effective lives after they leave school. Built on the notion of "success for all students," OBE seeks to improve on methods in which only a fraction of students usually excel. OBE is a controversial concept. Its detractors charge that OBE seeks to instill values rather than skill and knowledge, and that it employs what amounts to behavior modification to force students to conform. Supporters point to dramatic from functioning OBE programs, including improved student achievement and greater focus and commitment from staff. However, even its backers note that implementing OBE will take time and presents many challenges.

II. LITERATURE REVIEW

The main basis of OBE is producing outputs rather than inputs. The learning process is student-centered rather than lecture-based as in the conventional approach. As defined as : - outcome based education means clearly focusing and organising everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organising the curriculum, instruction and assessment to make sure this learning ultimately happens.

III. METHODOLOGY

In order to achieve the objectives of this study, the two semesters final examination results of May 2010 and October 2010 for non-OBE cohorts students and April 2011 and September 2011 for OBE cohorts students were used for data analysis. Descriptive statistics and independent samples t-test were performed to establish the group statistic and significant difference in the mean grade point average between

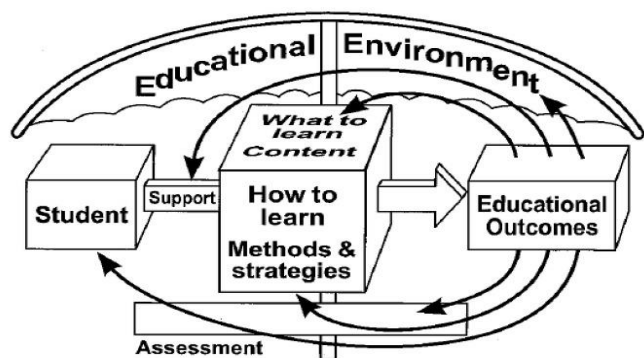


Figure 1. A model for the curriculum emphasising the importance of educational outcomes in curriculum planning.

OBE cohorts and non-OBE cohorts students and also the mean grade point average by streams. Correlation analysis was also conducted to determine correlation between students class size and grade point of course code and the correlation between the semester (part) the students in and grade point of course code. In addition, the students entrance-exit survey and self- assessment level score was also calculated to examine the alignment level score among students of OBE cohorts as well as to identify whether there is difference between students from science streams and social sciences streams in term of grade point average and overall scores at programme level and course level. All students (244) of the respective semester from one public university in East Malaysia was involved in this study and 89 course codes were included in the analysis. Out of these, 45 course codes are from OBE cohorts and 44 are from non-OBE cohorts.

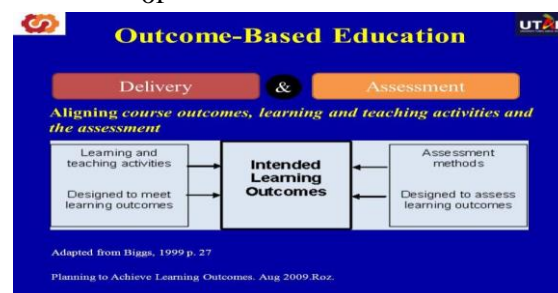
IV. FLEXIBLE LEARNING

With a clear sense of what needs to be accomplished, instructors will be able to structure their lessons around the student's needs. OBE does not specify a specific method of instruction, leaving instructors free to teach their students using any method. Instructors will also be able to recognize diversity among students by using various teaching and assessment techniques during their class. OBE is meant to be a student-centered learning model. Teachers are meant to guide and help the students understand the material in any way necessary, study guides, and group work are some of the methods instructors can use to facilitate students learning.

V. FIGURES AND TABLES

Comparison of student s academic

performance
As shown in Table
1.1, students academic
performance in terms
of



VI. CONCLUSION

As a conclusion, the implementation and application of OBE learning approach supporting by technology elearning indicates better grade point average achievement in term of academic performance in comparison to the conventional teaching-learning approach. However, when tested individually by programmes and streams, its impact is significantly higher for sciences students than social sciences students.

VII. ACKNOWLEDGEMENTS

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