

Curriculum and Evaluation in Outcome-Based Education

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ABSTRACT

The “Outcome-Based Education” (OBE) model is being adopted at a fast pace in education institutions. It's considered an enormous breakthrough to enhance education across the world. Outcome-based education (OBE) may be a student-centered instruction model that focuses on measuring student performance through outcomes. Outcomes include knowledge, skills, and attitudes. There's a hidden contradiction within the projection and implementation of the OBE. One results in Multidisciplinary and therefore the other results in OBE. At first, we expect freedom and in other structured progress is predicted. One results in democratic knowledge and therefore the other results in capitalist knowledge management. Our education is sort of a lady with over ornaments who is unable to steer simply because of the load she carries of the ornaments. Technology silences the mind and not questioning a mind and thus this information society or knowledge society is ignorant and this may come whenever and wherever we mention mass education and not class education. This paper discusses the necessity and importance of curriculum formation and enhancing evaluation within the Outcome Based education –OBE.

Keywords

Education, Curriculum, Outcome based education, taxonomy

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Curriculum

The term curriculum means many things to many people. Any decide to define the concept within the context isn't aimed toward seeking the consensus of interpretation but rather an understanding of the meaning attached to the concept. Curriculum refers to planned learning experiences that the tutorial institution intends to provide for its learners.

Despite the shortage of agreement on the meaning of the term, there seems to be a consensus that educational institutions, as institutions charged with the all-important societal function of teaching citizens, have the only claim to the curriculum. Furthermore, most agree that within the education of all forms, there is no such thing as being neutral. Some authors believe that education should be directed towards helping learners become intelligent and important citizens during a democratic society, yet for a few, education may be a political act that ‘demands from educators that they take it on as a political act which they consistently live their progressive and democratic or authoritarian and reactionary past or also their spontaneous, uncritical choice, that they define themselves by being democratic or authoritarian’. Put simply, either the learners got to be taught to suit as a cog into the prevailing social machinery, or to find

out to acknowledge their responsibility. For the transformation of the social, political, and economic world during which they live. Philosophy of education represents choices, values, knowledge, and beliefs of teachers also as their aspirations, intentions and aims. It serves to guide and encourage and contributes to determining the detail of every day life within the classroom’.

What is OBE?

The “Outcome-Based Education” (OBE) model is being adopted at a fast pace in education institutions. It's considered an enormous breakthrough to enhance education across the world. Outcome-based education (OBE) may be a student-centered instruction model that focuses on measuring student performance through outcomes. Outcomes include knowledge, skills, and attitudes. Its focus remains on the evaluation of outcomes of the program by stating the knowledge, skill and behavior a graduate is predicted to realize upon completion of a program and after 4 – 5 years of graduation. Within the OBE model, the required knowledge and skillsets for a selected engineering degree are predetermined and thus the scholars are evaluated for all the

required parameters (Outcomes) during the course of the program.

Why do institutions got to follow OBE?

There is a seamless and cross-institutional approach to market OBE. for instance, the induction of India within the Washington Accord in 2014 with the permanent signatory status of The National Board of Accreditation (NBA) is taken into account an enormous breakthrough for the higher-education system in India. It means an Engineering graduate from India are often employed in anybody of the other countries who has signed the accord (Know more about the Washington accord here). For Indian Engineering Institutions to urge accredited by NBA according to the pacts of the accord, engineering institutions must follow the result Based Education (OBE) model. So, for an Engineering Institution to be accredited by NBA it should compulsorily follow the OBE model.

How is it measured?

The OBE model measures the progress of the graduate in three parameters, which are

- Program Educational Objectives (PEO)
- Program Outcomes (PO)
- Course Outcomes (CO)

Program Educational Objectives (PEO) are broad statements that describe the career and professional accomplishments that the program is preparing the graduates to understand. PEO's are measured 4-5 years after graduation. Program outcomes are narrower statements that describe what students are expected to know and be able to treat at the time of graduation. Course outcomes are the measurable parameters that evaluates each students performance for each course that the scholar undertakes in every semester.

Methods of Assessment:

Traditional Assessment as per established Taxonomies:

The method of assessment of the candidates during the program is left for the institution to form a choice. the varied assessment tools for measuring Course Outcomes include Mid - Semester and End Semester Examinations,

Tutorials, Assignments, Project work, Labs, Presentations, Employer/Alumni Feedback, etc.,. These course outcomes are mapped to Graduate attributes and Program outcomes supported relevance. This evaluation pattern helps Institutions to measure the Program Outcome.

The Program Educational Objective is measure through Employer satisfaction survey (Yearly), Alumni survey (Yearly), Placement records, and better education records.

Formative Assessment

- To monitor student learning and to supply ongoing feedback which will be employed by instructors to enhance their teaching and by students to enhance their learning.
- Help students identify their strengths and weaknesses and target areas that require work• Help faculty recognize where students are struggling and address problems immediately
- Examples of formative assessments include asking students to:
 - Submit one or two sentences about a piece of writing or lecture during a discussion forum
 - Complete a little quiz
 - Upload/submit a visible depiction of an idea
- Summative Assessment
 - To evaluate student learning at the top of an instructional unit by comparing it against a typical or benchmark.
 - Often high stakes, which suggests that they need a part value and a big impact on the course grade
 - Examples of summative assessments include:
 - Exams
 - Projects
 - Papers

Information from summative assessments are often used formatively when students or faculty use it to guide their efforts and activities in subsequent courses. In Bloom's Taxonomy, the evaluation level is where students make judgments about the worth of ideas, items, materials, and more. Evaluation is that the final level of Bloom's taxonomy pyramid. it's at this level, where students are expected to usher in all they need learned to form informed and sound evaluations of fabric. Key Words for the Evaluation Category are-

evaluate, appraise, conclude, criticize, critique

Particular success lies within the effective adoption and stringent accreditation process to make sure the standard of education is maintained. Outcome-based education (OBE) means focusing and organizing everything in a tutorial system around what's essential for all students to be able to do successfully at the highest of their learning experiences. Despite the popularity of outcome-based education, research documenting its effects is rare. As an umbrella concept embracing various reform efforts, OBE defies easy definition.

Outcome-based education is criticized for reducing education, teaching, and learning to kinds of human engineering and quasi-scientific planning procedures geared toward instrumental means and specified ends. Stating outcomes as a comprehensive kind of intellectual scaffolding limits inquiry and speculation and provides institutions and curriculum framers unwarranted authority over knowledge and understanding. Transitional outcome-based education lies within the twilight zone between traditional material curriculum structures and planning processes and thus the future-role priorities inherent in transformational OBE. Districts undergo incorporation, integration, and redefinition stages in implementing transitional OBE. Transformational OBE's guiding vision is that of the competent future citizen.

Challenges:

- Meaning of the term "outcome-based education" and the way they're derived.
- Current interest in OBE to global socioeconomic changes.
- the way to choose classroom reform
- the way to choose program alignment
- the way to create external accountability
- the way to achieve system transformation
- the way to sustain it over time.

The curriculum in CBCS (choice-based credit system)

Prime concern about the CBCS is why we'd like it during a country like India where at every 100 km culture, understanding and problems are different. Recently many stakeholders in India

protested for implementing CBCS and still, there's controversy regarding the implementation of CBCS at education institutions. However, we'd like CBCS because we'd like to get rid of the singular structure of data, which means Knowledge isn't a monolithic structure. The monolithic structure has damaged the potentiality of data. It's damaged the thread of knowing or potentiality to think, which is damaging the spirit of Education because education demands knowledge in totality, therefore, we do require CBCS (choice-based credit system). It's also useful for opening the multidimensional way of thinking, not imposed but entertained by the liberty to settle on. So virtue of CBCS is freedom of choice. To make Potentiality to think differently give birth to innovative learning. So CBCS provides a backbone for Creativity. It provides space for the liberty to think differently. Self-reflexivity and freedom to think are the essential stone on which this structure of CBCS is to be created and therefore the entire gamut of learning should be build and Carved. But the way to make it possible. How the spirit of CBCS to be translated and exhibited is a tutorial exercise, which is obligatory for education to think and execute. This will be done by creating the structure of curriculum befitting to the spirit of upper education.

Outcome-Based Education

There is a difference between Output and Outcome. The first is the product or service of any process. It is what we create, develop or deliver. In the education System Certificates or degrees is the output. It measures the quantity of knowledge of the students. While the Outcome is the result of performance. It is the quality of output. Competencies, Ability, Skills, Attitude, Performance, etc.

Countries Adopted OBE

Following countries have adopted OBE of which Australia and South Africa are not successful in the implementation of OBE.

- Australia (the 1990s, not very successful)
- South Africa (1990s, then abandoned in 2006)
- United States (1983, National Commission on Excellence in Education, Standard Base School reforms 1996, Goals 2000-No child left behind 2001)
- Hong Kong (HKUGC-2005 fully adopted)

- EU (EC 2012 Policy- Students to learn skills and links to employment)
- Malaysia(2008- Fully integrated OBE Practices by Malaysian qualification Agency- MQA to oversee this)
- Washington Accord 1989

Competence

All stakeholders of higher education must ponder on following two questions.

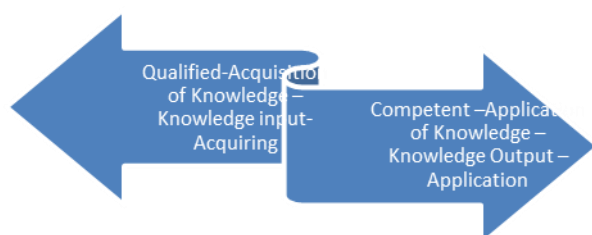
- ❖ Do exam grades reflect students Quality (outcomes)?
- ❖ Is this performance indicator is the true reflector of qualification or competence of students?

Adding or memorizing knowledge into students' brains without its understanding, application, analysis and even synthesis is necessary for building competence in students. Knowledge application is dependent on the teacher's knowledge of application and skills to teach application.

OECD defined

- ❖ Competence is the ability to meet demand or carry out the task successfully and consist of both cognitive and noncognitive dimensions
- ❖ Key Competence is important across multiple areas of life and that contribute to an overall successful life and well-functioning society. The development of certain competencies is required to measure the country's development.

A qualified driver is one who knows better about driving the vehicle but a Competent Driver is one who has other supportive knowledge with its application– Cleaning, Emergency preparedness, Servicing, Maintenance, Traffic Signals, and So On. Similarly, a Qualified Student is one who holds the degree however, competent students are one who knows the application and use of the knowledge which he/she acquires. The following figure shows the difference between qualified and component.



We hire teachers based on qualifications prescribed by the central regulatory body without knowing the competencies of them. Apex agency

of higher education should also consider the following competencies of teachers to implement OBE.

- ❖ Students Psychology
- ❖ Communication Skills
- ❖ Teaching Methods
- ❖ Leadership skills
- ❖ IT Tools

OBE is a step towards transformation from qualification to competence

Benefits

Following are the important benefits of outcome-based education.

Clarity

Clarity about Programme outcomes, Course Outcomes, Programme Specific outcomes, students Learning Outcomes, etc are communicated to all stakeholders in advance in direct or indirect ways. Wherein, What is expected from students and what is the responsibility of teachers is clearly stated. which helps students and teachers to have clarity about their roles, responsibility, and accountability towards Courses and Programmes.

Flexibility

Flexibility is available to teachers about how they teach and what they teach.

Comparison

Based on OBE certain Benchmarking levels can be set by the Universities and colleges which helps them to compare their performance within the departments, College and University and also inter institutions comparison.

Involvement

Apart from students and teachers, Parents, Management, Industries, and Government are also involved as outcomes are well defined and communicated.

Drawbacks

Diversity

Diversity in terms of the understanding in knowing and implementing Programme outcome, Course outcomes etc. it could be interpreted differently.

Assessment Problems

Diversity in checking and learning outcome and sometimes Creating valid and reliable assessment of the outcomes may vary from institution to institution.

Involvement

To involve all the stakeholders may prove a myth and not the reality.

Curriculum in OBE

Curriculum making is a dynamic process, not a one-time event. Instructors' wisdom, quality, creativeness and interest are the foundation to making a curriculum. There is a difference between syllabus and Curriculum

Syllabus

A concise statement of facts or table of the heads of a course or subjects of a series of lectures

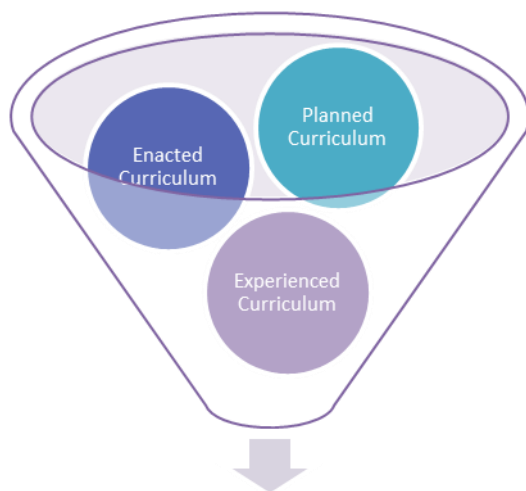
Curriculum

A set of guidelines to achieve the academic objectives

The curriculum is a serious exercise that needs to be taken seriously.

To define the word curriculum is not an easy matter. In the classical period of Greek civilization, Curriculum has been described what has been taught during the specific time slot. In 1970 Pinar (1974) defined Curriculum as lived experience.

The curriculum has to consider 3 levels



Three Levels of Curriculum

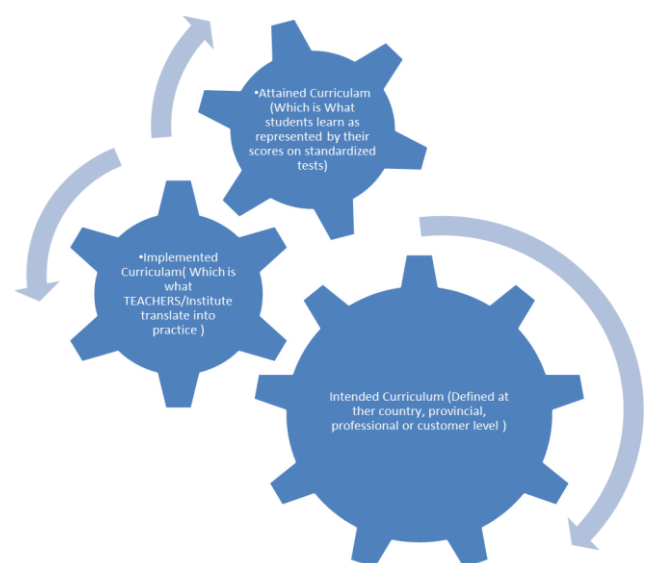
- ❖ The planned Curriculum is all about the important goals and objectives, what knowledge is most worthy. The Planned Curriculum according to Cambell is the Legitimation of Standardized guidelines. It has a Curricular authority.
- ❖ The Enacted Curriculum deals with how it is to be implemented and evaluated. The teacher has to judge the Pedagogical Knowledge and to be translated in use. Curriculum enactment is a plan to be implemented.

- ❖ Experience Curriculum refers to what happens in the class which is the live wire of educational experience, which is called as lived experience. This lived experience is individual, ongoing, and unpredictable but 21st-century information Society does not limit itself to the class—restricted to Community but it is in individual control and is more powerful. And this curriculum necessarily higher on a scale of value from the inert and dead Curriculum. Our engagement with any subject ought to be romantic exciting attractive and enjoyable so that it would become a lived experience. The curriculum in this respect must be expressive and must have a live experientiality, it should get under the skin for the learner.

The substance of definitions of the curriculum is largely emphasis on

- ✓ Purpose of goals of curriculum – Reflexive thinking
- ✓ Contexts within which the curriculum is found- to develop the individual learner
- ✓ Strategies used throughout the curriculum- problem solving process

Certain definitions do provide insights about common emphasis and characteristics within the general idea of curriculum . Over and above following three levels can also be consider from the view point of implementation



Five major Principles about curriculum presented by

- ❖ The concern with the experiences of learners
- ❖ Making decisions about content and process
- ❖ Making decisions about a variety of issues and topics
- ❖ Involving many groups
- ❖ Decision making at many levels

The concept of the curriculum by walker emphasized three important aspects.

- Content
- Purpose
- Organisation

The following table represents the Curriculum for the new millennium which was presented by Longstreet and Shane in the year .

Social Oriented Curriculum	Schooling is to serve Society
Students centred Curriculum	Student a crucial source of all curriculum
Knowledge centred Curriculum	Knowledge is the heart of curriculum
Eclectic Curriculum	Totality is the heart of curriculum

Eisner and Vance have given the following important elements of the curriculum which were modified and revised the original Concept of 1974 in 1986 they deleted self actualization orientation and added personal success and personal commitment

- ❖ Conflicting conceptions of curriculum
- ❖ A cognitive process of orientation
- ❖ Technological orientation
- ❖ Self actualisation orientation
- ❖ Social reconstructionist orientation
- ❖ Academic reconstructionist orientation

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