Outcome-Based Education in the Classrooms of Humanities

Dr. Srinivasa Rao Songa

Lecturer in English

PB Siddhartha College of Arts and Science

Vijayawada-10

songasrinivas22@gmail.com

Abstract:

Discussions are already underway among OBE education practioners as the country changed its status as a temporary member of the Washington Agreement in 2014 to a permanent signing agent and decided to follow OBEA (Outcome-Based Education and Accreditation) into all Engineering Institutions. All engineering institutions in India are required to implement OBE in all respects. It is compulsory. There are therefore concerns in different segments, particularly with regard to understanding the concept, the study of different elements and the options for implementing it. As AICTE has taken initiatives to implement this approach, many educators are told that OBE only applies to Engineering Education. Scholars in the arts, sciences and humanities aren't bothered about OBE and/or sometimes feel that introducing such new initiative into college education is an additional burden. Some educators have an extremely low level of understanding of OBE simply with regard to the end product and ignore the various other factors and processes which constitute OBE collectively. This paper provides a justification for OBE, assesses the practicality and outlines an OBE framework for humanities in view of the different problems faced by Indian Higher Education.

Keywords: Outcome based Education, Humanities, Higher Education, Possibilities

Introduction:

If the basic concept is not valued, universities and colleges would become a company which produces graduates without a scrupulous analysis annually. The training of students is, in its most real sense, the expected result. The focus of this training course is on transforming the young and changing their attitude, vision, goals and abilities noticeably. These results will only happen if the institutions of higher education become a learning temple that transforms young people into mature people, skilled professionals and employees through various inputs aimed at developing the students ' natural talents and imparts knowledge in ways that are readily understandable, easy to understand and integrate specific skills and thus It isn't learning per se if these things don't happen. Today many entrepreneurs go to schools as a lucrative business enterprise and label themselves as educators. Educational institutions operate in such a scenario like business houses, and the desired results are not achieved.

Training based on results is not new to teachers or new in the world. In various international and national forums, this topic has been discussed in depth and in the past few decades many countries have adopted this model. With time, several school oversight agencies have dismissed OBE arguing that it does not extend (Hiatt, 2006). OBE is not a consistent set of practices but a philosophy (Brandt, 1998). Therefore, there is no common solution or model structure that clearly states that the program is OBE; rather, in different education systems and countries, all of which are protected by the OBE framework, different models are followed. It is often used as an academic approach that ultimately relies on specific student outcomes. It is sometimes known as results-based

or performance-based learning, skills-based training, and sometimes as need-based training. It differs from various master's-learning approaches as OBE deals with more specific learning outcomes, development of skills through explicit goals and sound justification.

The Outcomes-Driven Developmental Model (ODDM) of John Champlain in the beginning of the 1970s will be considered as the OBE prototype. The ODDM stresses the role of learners in the acquisition of knowledge and abilities, and the duty of educators consists of tracking students ' achievement of the goal and their gain (Brandt 1994). The one created by Spady (1994) is a popular model sometimes associated with OBE.

Spady's Outcome-based Education (1994) focuses on the importance of learning for students, and organizing the curriculum, teaching and evaluation to ensure that this learning is ultimately achieved using four basic principle:

- to help students develop their knowledge, skills and personalities so that they can achieve the clearly articulated, intended results;
- clearly define the expected results to be achieved by students at program end;
- to define challenging performance standards in order to encourage students to participate in what they learn,
- aims to provide all students with increased resources (p.12).

Two approaches generally interpret OBE: the transition one, which focuses on the mastery of academic achievements related to subjects and the more transformative approach, which is directly associated with future role in a student's life, such as being productive in a socially concerned profession (Killen, 2000).

Therefore, the desired result that an educational establishment sets for students and generally requires from students is the basis for the OBE. In order to be an effective and meaningful OBE, it must focus not only on goals or goals alone, but also on the process and related factors contributing to the progress of transformation. Not only the aim, but also the many ways to make this a reality. Can the OBE vary from college to college? Yes and no, the reply. The answer is yes and thus Autonomous colleges can be given independent status as academic freedom. At the same time, the State / Government colleges adopt a single curriculum in search of similar results.

Obviously, OBE is a holistic learning that focuses on students ' overall development. The aim of comprehensive learning is to prepare students for the challenges of life and a well-disciplined life, social awareness and above all skills and knowledge. There must be many life skills (psycho-social skills) incorporated into education by various support services to provide a chance to develop thoroughly. Thus education should not be atomist but should be confined in every way possible to the subjects taught. Therefore OBE aims not only at the specific study area selected but also to acquire different life skills, to complete the development of students with accurately defined results goals. Even though students cannot turn into full professional or mature personalities in a short period of college life, they can begin this process in a healthy and healthy manner.

The OBE Model:

The proposed model for education in humanities takes the following factors into account:
1) Student-friendly campus environment
2) Enrolling student characteristics
3) Curriculum that is focused on specific skills-based objectives
4) Teaching-learning process by qualified engaged employee in a student-centred way

5) Assessment and evaluation process fitting to measure student transformation

1) Campus Environment:

Preparing the college campus for OBE is a must. Collages are supposedly non-profit organisations, which are exclusively aimed at the welfare of students, in order to provide information and skills. Leadership should be hospitable and open-minded to accept that a high priority should be the well-being of students. The campus should be equipped to be comfortable and learn. If the management is not prepared to provide students and faculty with the right infrastructure, it lacks creditworthiness for delivery-based education. Fidelity to the organisation, if the management is hostile to students as well as to the staff themselves, often prevents many teachers from working fully for them (Janetius et al., 2016).

> "The management together with the teachers, do strategic planning and establish well-set norms, lay down guidelines to offer every possible facility, like appropriate classrooms, labs, IT centre, library and reading room, counselling services, emergency resting rooms, hostel, cultural cuisine in the canteen and sports and recreational facilities to create a relaxing atmosphere for learning."

It is not because the UGC or other accreditation bodies have mandated that it be done but because it is genuinely supported by the philosophy that knowledge and the development of students are important.

The need for multiculturalism or cultural sensitivity when students from various cultures are welcomed and admitted on campus is another important element of student welfare (Janetius et al., 2015; Mini, 2015). The active integration of cultures is done through two means: firstly, the establishment in classroom and on campus of an attitude of acceptance, respect and appreciation of people of different cultures; secondly the organization and acceptance of cultures for inclusion through various external activities in order to show cultural diversity. By organizing certain cultural events and other external activities many institutions claim to be multicultural. A culturally sensitive campus is more than just a few outside cultural events. The campus should be a place to help both students and employees relax with a second home experience that is very friendly. For optimum student learning and also to be proud of their alma mater this is crucial. In the case of the employees, the feeling of respect, personal satisfaction they receive and care for together with the obvious balance between work and life make them more productive and committed, in accordance with their individual cultural contexts. One of the unacceptable cultural insensitivity which many organizations often detect is that not giving enough holidays during holidays is a sure sign that holidays are not culturally pleasant. This is why not just the fundamental facilities and facilities make a campus friendly for learning but also the organizational culture which makes students and employees at home culturally diverse. Multicultural expertise should also be focused and the different steps taken by the school from time to time notified at the right level of the non-teachers.

2) Student Characteristics:

The aspects of student enlistment are one of the areas that are most often overlooked as OBE is suggested and designed or addressed by researchers. In contrast to the scenario that happened a few decades ago when young people preferred jobs after graduation, today they prefer to graduate before they seek jobs. We should also remember that there have been rapidly increased number of

women pursuing higher education. It seems that this might be a positive change, opening the way for a higher number of motivated and unfocused students to enter universities (Janetius & Mini, 2015). In order to delight these non-motivated students, mushroom entrepreneurs are investing in educating and training as a lucrative enterprise. Such barfoot teachers are searching for the amount rather than the value and hope for their safety. Students, regardless of their marks, intellectual capacity, cognitive capacity, skill, or interest, are therefore welcome to attend any study stream (Janetius & Shilpa, 2016). This condition further exacerbates poor habits of learning and avoiding training, lack of qualifications, absence of self-esteem, lack of management skills, lack of communication and less information, bullying, abuse of alcohol, group behaviours and destructive behaviour both within the school and outside. When there are more unmotivated students, OBE cannot be talked about or introduced in the classroom.

The majority of students enrolling for a particular branch at the UG level are also essential for higher education, not because of their continuous desire or ability to participate in a common program, but because they are imaginatively ready to finish the course or presumable simple availability of jobs, parental influence and family pressure to work in benefit (Mini and Janetius, 2013). Most schools don't perform admission tests or other psychological / scholastic tests to determine students ' suitability and interest for a certain branch of study. Even the well-known IIMs don't assess the student's management ability in the CAT test.

> *"OBE is basically possible only when student characteristics, namely, aptitude (the inborn potentials, capacity), intellectual capacity (inherent cognitive ability) and the overall interest for a specific profession are seriously taken into consideration."*

Gardner and his Multiple Intelligence Theory explain this concept well and clearly, that intelligence as a bio-psychological potential of humans explains how to process certain types of information in a certain way. He also explains that this biological or genetic potential and cognitive processes carried out with a friendly environment to foster and encourage the individual's further development play a crucial role in intellectual skills through neurons and neural processes (Gardner 1983; 1999). Gardner tries to expand the idea of intelligence to all human cognitive capacities in contrast to the traditional vision of intelligence which focuses mainly on verbal and numerical scholastic skills.

Every person is therefore intelligent and well able to perform in his / her intelligence field. So, if an individual is driven in an atmosphere in which suitable resources are available, an individual can grow or improve a bio-inherent intelligence. If this concept is prioritized and integrated into the educational system by multiple intelligence and the strength of the cognitive person, this result will be optimal.

3) Curriculum Design:

The focus on results is one of the qualifications of a curriculum. The program should have clear goals and the training impact should also be clearly articulated in each curriculum. In' outcome-based education,' as Rao (2015) points out, you build the program from the effects that students want to produce, instead of the curriculum goals you have. The curricula must be application-oriented, in order to turn the students into expert specialists in their specific field of specialization and hence student-centered, situating the training in real time, problem solving and skills development. The stakeholders and alumni should regularly integrate the professional expertise and skills necessary for professional success into the curriculum for specific results. It is carried out so decisively that once the course is finished the students are skilled and well equipped according to the demands of the workplace and have confidence that they are a professional in a given field.

Therefore, it is important to plan a program in a way that provides the opportunity for students on a practical level to develop real world situations and to improve skills. It also includes community services, study, project work, internships or other hands-on learning. Some teachers and teachers believe that only certain disciplines can provide orientation on practical skills and that other areas are intended for abstract learning. A college has created a certain area of study as jobs are available, and the application of that expertise is pursued by students and skilled people. Each branch of education can thus be taught in application-oriented and competency-based sciences. The program should be designed by defining the type of students who are studying in particular programs and the skills required by them in the labour market. The uniqueness of the university should therefore be reflected in the curriculum by taking into account the type of students usually enrolling at the university.

4) Teaching-Learning Process:

Here the role of teachers is of great importance, with a lot of innovation and creativity. The teacher must be a dedicated worker to accomplish the task in such a way that it reaches the students. An employee who is interested could be characterized as being "extremely resourceful, motivated by a mission that is religious and holy to assist students with information exchanged, skills created, beliefs instilled and therefore their overall welfare dedicated" (Janetius et al. 2016). The teacher should be creative and innovative in managing the classroom, in addition to commitments. The originality of the teachers prevails here provided that natural, innate talents of the student are taken into account. A teacher can choose any unique knowledge style according to the student population and situational requirements.

- AVK model of teaching that encourages the individual learning style to facilitate classroom activities
- Multiple intelligence classrooms in which the individual student's distinctive intelligence is measured via Gardner's model to allocate assignments and project works specified in the unique intelligence of the learner
- Blended learning in which the use of the internet and other digital technology combined with the conventional methods
- Field-based learning where the students are taken to the real-world life situation to optimize learning
- Practicum and internships that promote on-site work experience for skills development
- Case study and simulation exercises for problem solving and decision-making skills
- Socratic Method, in which instead of giving answers to questions, raises questions to the students. Argument of refutation, cross-examination and interrogation, scrutiny, particularly for the use of negation to develop critical thinking.

A novel model for better classroom management, which is similar to the Indian gurukul concept, is the Talent-based Futuristic Learning Model (Janetius & Mini, 2015). Impart knowledge in a way a student can easily understand and learn is the motto of Talent-based Futuristic Learning Model.

5) Talent-based Futuristic Learning Model:

Educationalists in India are concerned about the unemployable graduates from both professional and non-professional streams. The current educational system is often blamed for this phenomenon. However, the poor admission criteria used in Indian colleges where students are permitted to any stream of study irrespective of their intellectual ability and aptitude is often ignored and overlooked. Indian youth often make a hasty stereotypic choice done under the compulsion of parents, the influence of friends and or carried away by the glamour of a particular career profile in

vogue. Identifying the current dilemma in Indian education and the popular teaching-learning process in the country, Talent-based Futuristic Learning (TFL model) focuses on individualistic learning which is similar to the highly acclaimed Indian traditional gurukul learning.

The model has two main components: firstly, it takes into account the basic student attributes such as students ' learning styles (AVK model), natural intelligence and cognitive capacity (based on Gardner IT), and aspirations to a life and/or career. A teacher is allowed to adopt and implement multimodal strategies since students of diverse learning and intelligence will always be present in a classroom. In the multiple intelligence model of Gardner, the natural talents are also identified. Life goals and career options are taken into account in keeping with their natural talents. Furthermore, after the strengths of the pupil have been identified, an educator can generate the program and instructional process, both as educators and as learners through continuous evaluation, by assignments and other activities adapted to individual students and, according to their prevalent ability, they can completely do the work in their own language and learning style. This will not only inspire students to practice in their own fashion, but will also pave the way for better study results as well as the optimum improvement of skills.

6) Evaluation of student development:

Assessment generally represents the measurable goals set out in the program that the students achieve in a specified time period. It also sets clear goals to be met at the end of the program as specified by the organization. The progression of students is defined in a timeframe in the traditional setting of semester / quarter and uniformly assessed before they move towards the next semester / year if they master or not. The only exception is the obligatory requirements that must be fulfilled before taking another course. To be completely results-based, the parameter results must be identified with the individual students and the time and other learning resources necessary to achieve the results. This calls for success rather than the conventional advancement on a time basis that is not realistic in the normal progression of learning. However, some specific results may be defined in a specified schedule with provisions on multiple measurement criteria based on different elements such as the diversity of student forces, institutional expectations and program objectives.

Formative, summative evaluations generally are used for measuring learning outcome in education. A formative assessment is a compilation of student learning data during the process of learning and teaching. This appraisal provides the teacher and the learner with insight into the success of the teaching-learning approach, as well as into the level of learning obtained for the expected results (Popham, 2008). At the end of the program a summative evaluation is done to meet the minimum requirements for accountability. It is superior to performance-based assessment approaches, which measure participant ability to perform rather than simply theoretical knowledge (scenario-studies, case analysis, activities documents, or performance-based assignments, simulations). The outcome will be accurately evaluated because OBE's skills and specific outcome-based targets are the keys and the student has directly observed evidence of learning (Drake & Burns, 2004). (Drake & Burns, 2004).

Conclusion

Outcome-based education is a need of the hour in the Indian education system, not just in engineering, but also in Humanities, because higher education from many sectors has shown a lack of skill development and especially language skills are huge hurdles among the majority of graduates comparing to the technical students. No rationale is available if OBE is easier to adjust to any branch of study to be engineering alone. It is applied for desirable results in many countries at all levels of education. If we want to adopt this methodology as it starts from the organizational context and culminates in the result-based assessment process, a comprehensive paradigm change is required

from various sectors. An articulate curriculum and a meaningful learning system can simply be planed, while the features of the learners that play a vital role in the outcomes require a change of mindset in the community. Since at the outset of implementation a lot of planning and training is needed,' slow and steady race wins' would be the right approach for OBE rather than sudden revamping of the whole process.

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