



Department of Artificial Intelligence and Data Science

Outcome Based Education (OBE)

1. Introduction

The changing nature of education sector worldwide has shifted the focus from the traditional mode of classroom teaching to an outcome based teaching - learning environment. The recent National Education Policy 2020 has also envisaged the idea to bridge the 'gap between the current state of learning outcomes and what is required by undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. Presently, there is a pre-dominance of the conventional and traditional classroom setups which are highly "teacher-centered" or taught with fixed curricula. Outcome based Education (OBE) is a shift towards "Students-Centered" classrooms with focus on learning outcomes.

To achieve this, it is pertinent to adapt high-quality pedagogy to be able to successfully deliver the curricular material to students. The pedagogical practices adapted play a major role in determining the learning experiences received by the students and thereby, directly influencing their learning outcomes. OBE aims to train the faculty members in the new knowledge and skills which is required to move beyond the scope of traditional classroom and to implement novel approaches to their teaching pedagogy. It covers the latest pedagogies regarding foundational conceptual frameworks of Blooms' taxonomy, graduate attributes, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning and use of ICT applications to aid the process. It will facilitate and encourage the faculty to share innovative ideas, develop critical thinking and best practices related to outcome based education.

2. Benefits of OBE

- Clarity:** The focus on outcome creates a clear expectation of what needs to be accomplished by the end of the course.
- Flexibility:** With a clear sense of what needs to be accomplished, instructors will be able to structure their lessons around the students' needs.
- Comparison:** OBE can be compared across the individual, class, batch, program and institute levels.
- Involvement:** Students are expected to do their own learning. Increased student involvement allows them to feel responsible for their own learning, and they should learn more through this individual learning.



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3. India, OBE and Accreditation

From 13th June 2014, India has become the permanent signatory member of the Washington Accord. Implementation of OBE in higher technical education also started in India. The National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) are the autonomous bodies for promoting global quality standards for technical education in India. NBA has started accrediting only the programs running with OBE from 2013.

The National Board of Accreditation mandates establishing a culture of outcome based education in institutions that offer Engineering, Pharmacy, Management program. Reports of outcome analysis help to find gaps and carryout continuous improvements in the education system of an Institute, which is very essential.