Role of teacher in nurturing desired Outcome based teaching and performance based assessment

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Abstract- It has been argued, and for good reasons, that outcome-based education (OBE) represents the most important development in education in the past two decades. A clear specification of the end product of training and the associated learning outcomes is essential for effective curriculum planning. It's like the same that we won't be approaching an architect to build a house until we had approved plans. The seeds we plant in our garden and how we cultivate them, including the growing conditions we create and the fertilizers we use, will depend on the plants we expect to grow. In the same way, in OBE recognition is given to the importance of the end product of the training programme and the competencies expected of the learners trained. Who could disagree with that? In this OBE backward or reverse-planning model, the course content and the teaching, learning and assessment methods are derived from the expected learning outcomes. This paper was written for practitioners in higher education, including academics and instructional designers who are engaged in curriculum revision. It aims to examine the notion of outcomes-based education, survey the literature and provide a critical review of the outcomes-based approach to quality assessment and curriculum improvement in higher education. The outcomes-based approach is completely student-centered, which focuses on what students know and can actually do. Sharpening the focus onto student learning outcomes goes beyond mere tinkering with traditional structures and methods; it really constitutes a paradigm shift in educational philosophy and practice.

Keywords: Learning Outcomes, Teaching, learning, student-centered, quality, curriculum.

Introduction
What is outcome-based teaching?
Outcome-based education (OBE) is an educational theory that centers each fragment of an educational system on goals i.e. outcomes. The expectation is that by the end of the educational experience every student should be in a position where he had already achieved the goal. There is no definite style of teaching or assessment in OBE; but the classes, opportunities, and assessments should be helpful for the students to achieve the specified results.

According to Acharya (2003), OBE addresses the following key questions:

1. What do you want the students to learn?
2. Why do you want them to learn it?
3. How can you best help students learn it?
2. How will you know what they have learnt?

From his own experience, Towers (1996) listed the following that are necessary to make OBE work:

1. What the student is to learn must be clearly identified.
2. The student's progress is based on demonstrated achievement.
3. Multiple instructional and assessment strategies need to be available to meet the needs of each student.
4. Adequate time and assistance need to be provided so that each student can reach the maximum potential.

OBE has been adopted by various countries. It was not successful in Western Australia. Although OBE has been used in some form for K-10 students for several years, it faced opposition when it was introduced in upper school classes. One group of opponents argued that the implementation of OBE would pose significant problems and potentially lead to the decreased knowledge and performance of school students. Eventually, the Western Australian Government abandoned most of its OBE system in January 2007.

Similarly, Outcomes Based Teaching and Learning (OBTL) is a student-centered approach to learning and teaching.

OBTL is not focused on what the teacher proposes to teach but rather the importance is on what is the outcome from the learner of that teaching is intended to be. The basic idea of OBTL is that the teaching and learning activities (TLAs) and assessment methods (AMs) are constructively associated with the intended learning outcomes (ILOs) for the course. In other words, the outcomes determine the curriculum content, the teaching methods and strategies, and the assessment process. The outcomes also provide a framework for curriculum evaluation.

Performance based certification or assessment
A performance-based assessment or certification is a testing method that places users in an environment that emulates on the job tasks and captures a wide spectrum of candidate ability and comprehension. There is a lack of resources available explaining how to design and launch a performance-based certification program.

Nurturing desired outcomes: Mechanism for development of desired outcomes
While expounding on the learning outcomes it was realized that it would be necessary, the student interviewees in the focus groups often, directly or indirectly, revealed how they thought

the learning outcomes were developed in their programme. It seemed to be a natural corollary to progress from an outcome to its development, in most cases without prompting.

For an outcome to be developed there needs to be an opportunity to practice its use. Generic capabilities are nurtured if programmes and curricula provide learning activities which require the deployment of the capability in question. Developing these capabilities occurs in courses which make intellectual demands upon students. Qualities like critical thinking develop through students engaging in analytical debate about key topics. As a result, well planned courses can be demanding.

Developing these capabilities is consistent with requiring students to practise using the higher-order intellectual skills needed for a discipline. There is no need for courses dedicated to developing generic competencies if they are developed through use within the context of the discipline. The best way to develop critical thinking is to make demands on students which require the practice of critical thinking.

There has been a long history of advocacy of the benefits of active learning for specific learning objectives. Of the families of models of teaching reviewed by Joyce, Calhoun and Hopkins (2002), almost all require some practice or application from the learner; so there should be no problem in accepting that good teaching involves the provision of active learning experiences. However, the principle of providing practice in the deployment of generic capabilities does not seem to have been promulgated as the principal mechanism for their development. Indeed, some of the advocates of generic courses for skill development appear to be taking an opposing position by teaching about the skill rather than providing opportunities to practise it.

The analysis of the mechanisms for nurturing desired outcomes started with an open inductive stance which sorted the interview comments into categories referring to aspects of teaching and learning, such as assessment or the relationship between teachers and students.

Rationale of the study

India, with more than 1.4 million schools and more than 230 million enrolments, is the center to one of the largest and complex school education systems in the world along with China.

India has made phenomenal progress since independence in the field of education. Following the Millennium Development framework, by the measure of the Net Enrolment Ratio (NER), India had crossed the cut-off target of 95 per cent, regarded as the marker value for achieving 2015 target of universal primary education for all children aged 6-10 years in 2007-08. The present education system in India is guided by different objectives and goals but is based around the policies of yesteryears. Immediately after independence, a Department of Education under the Ministry of Human Resource Development was set up on August 29, 1947 with a mandate to expand the educational facilities. After 1960, the focus on access gradually started moving towards quality. With that vision, the National independence, a Department of Education

under the Ministry of Human Resource Development was set up on August 29, 1947 with a mandate   the focus on access gradually started moving towards quality. With that vision, the National Policy on Education was formulated in 1968. Over subsequent years, several policies have been formulated by the Indian government to ensure that the literacy level is gradually increased with a close monitoring of the quality of education as well. Retention of children in schools was of paramount importance in the years that followed. With several educational reforms, school drop-out rates have registered a decline with the gender gap of education also showing a dipping figure.

With the recent surveys on the employability of graduates which have unanimously reported that the percentage of young graduates, particularly engineering graduates produced by the Indian education system, is poor.

The framework
The basic problem is the poor quality of education which is actually very important to present generation of students. National bodies concerned with education like UGC and AICTE have been looking for ways and means to bring about reforms in the education system that would improve the quality of education in Indian universities and affiliated colleges. As a part of this effort, the National Board of Accreditation (NBA), after thoroughly gone through the best practices in education in the world, is looking to introduce the Outcome Based Education (OBE) system in Indian educational institutions on par with the Washington Accord an international agreement among bodies responsible for accrediting engineering degree programs. Outcome Based Education is an educational philosophy where the student-centered learning approach that is measuring the student performance based upon a predetermined set of expected program outcomes. Outcomes mean set of values or attributes (skills, knowledge and reduce unemployment etc.) on what a student should acquire upon completion of his/her program. For example, Washington Accord, set up in 1989, recognizes the equivalency of Professional Engineering programs accredited by their respective bodies (like NBA) which are its signatories. The graduates of accredited programs in any of the signatory countries are recognized by the other signatory bodies having met the academic requirements for entry to the practice of engineering.

To become a signatory of the Accord then, India has to adapt the OBE in all other fields like Engineering and Technical institutions. It gives a clear idea that we seriously need reforms in our education and educational practices.

The Objectives therefore, of the paper are as stated below:
   a) To facilitate the required changes in the teaching learning.
   b) To explore the implications of OBE
   c) To generate realistic and workable ideas to the implementation of OBE
   d) To assess the relevance of assessment OBE
   e) To acquire the knowledge of performance certification.

Outcomes based education, if implemented properly, is an advocate of the following desirable changes:

- The objectives and outcomes are formulated after consultation with all stake-holders; faculty, alumni, students and employers are the important stake-holders. It will be a mistake if they are simply copied from each other
- Programs are evaluated against the attainment of their own objectives and outcomes
- A variety of universities and colleges must be available that cater to students with different levels of preparation and capabilities with a flexible system that allows students to move up the ladder progressively
- Research funding provided by the government must be by a transparent competitive process based on strong conflicts of interest policies and research must become an integral part of the educational pedagogy in all universities, public or private.

Procedure

Based on the studies and condition of the present classroom practices a study was conducted. Specific course content was taught by following traditional method:

Traditional Course Objective

Aim: To develop interest for English Literature among graduate students.

Objective:

1) To examine the role of English literature in student's achievement levels.
2) Learning literature.
3) Learning Literature basics.
4) Analyze language and literature.

Outcome of the Course:

Students were able to understand a bit about literature and the language but that was a very less proportion of the aim framed. The retention was also be for a specified period of time. As the aim was to develop interest for English literature therefore, the focus should have been on making students familiar and comfortable with the language and literature usage.After that outcome-based learning activity was used as a method of effective teaching- learning process.

Aligning Teaching and assessment with learning outcomes

"Learning through watching movie clips and enacting the play".

Aim: The course aims at helping students build positive attitude towards English literature and improve their English proficiency in all the four skills i.e. Reading, Writing, Listening and Speaking.

Intended Learning Outcomes

At the end of the course, students were able to:

1) Use English effectively in speaking as through enacting, their expressions have been refined;
2) Understand literature and language in a better and accurate manner;
3) Analyze and critically examine different techniques used in a specific piece of language or literature content.
4) Learn new vocabulary and pronunciation. Also, will develop acquaintance with various expressions used in literature;
5) Develop a personal interest and opinion for language and literature due to self-experience.

Activities *Students:*
   a) Read the play
   b) Saw and Listen the play
   c) Discussed the play
   d) Either opted characters of their choice or were allocated by the teacher
   e) Wrote dialogues for their character
   f) Presented the character after understanding it completely.

Assessment
   1) Students were allotted characters and were provided opportunity to defend their roles. Group-wise presentation were critically observed and analyzed by other non-performing students.
   2) Based on their experience of the movie students were able to relate their performance.

Also, teacher divided presentation in terms of:

   a) Understanding of the character: 20
   b) Presentation: 30
   c) Confidence: 20
   d) Expression: 20
   e) Body Language: 10

Student's Feedback

S1: First time I felt interest in reading a long story in English.
S2: It motivated me to study on my own English.
S3: It made me speak, which I always avoided.
S4: I learnt how to speak with expression.
S5: It inspired me to think critically and independently.
S6: I worked with my competitor whom I always hated.
S7: I learnt how to work in a team.

S8: I acted first time in life and found that I'm actually good at it.
S9: I started attending English Literature classes.
S10: I learned how to help others.
S11: I purchased a story book named HEIDI.
S12: I learnt how to write a dialogue.
S13: I actually felt good when I realize how to express.
S14: I enjoyed watching the play both in video and on stage.
S15: I chose my character on my own and it was truly appreciated. So, I realized that I have good decision-making ability.

For the study a play from first year undergraduate play named Animal Farm by George Orwell was taken and the link for the movie clips online is

https://www.youtube.com/watch?v=TyndDoqUkvg

Therefore, the above two different methodologies used in actual classroom proved that student's involvement and interest in teaching learning practices can be developed with the help of outcome-based learning.

Conclusion
The Study reveals that the Outcome Based teaching and Accreditation model that is a "Learner Centric", rather than the traditional "Teacher Centric" model. Following observations can be made about the OBA for the management of education in India Outcome based accreditation can bring about a huge change in the quality assurance of learning programmes and can serve as an effective international benchmarking. Apart from recognition of accredited programme, the true value of OBA lies in the inherent continuous quality improvement process. Effective implementation of the OBA system is challenging and must involve each and every faculty member. This paper highlights the role of OBA as a continuously evolving process that helps the teachers to meet the challenges posed by the dynamic context. The paper would help in understanding the basic idea of new outcome-based teaching and performance-based accreditation or certification program which is too recent phenomenon to comment on the implications of it on educational system. The researcher has therefore focused only on changes in the process as compared to the older one and tried to draw attention on the challenges faced by the schools in implementing the program.

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