OUTCOME BASED EDUCATION SYSTEM

Outcome-based education (OBE) is a model of education that rejects the traditional focus on what the school provides to students, in favour of making students demonstrate that they "know and are able to do" whatever the required outcomes are.

Outcome based education (OBE) is student-centered instruction model that focuses on measuring student performance through outcomes. Outcomes include knowledge, skills and attitudes. Its focus remains on evaluation of outcomes of the program by stating the knowledge, skill and behavior a graduate is expected to attain upon completion of a program and after 4 – 5 years of graduation. In the OBE model, the required knowledge and skill sets for a particular engineering degree is predetermined and the students are evaluated for all the required parameters (Outcomes) during the course of the program.

Outcome-based education is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted

OBE reforms emphasize setting clear standards for observable, measurable outcomes. Nothing about OBE demands the adoption of any specific outcome. For example, many countries write their OBE standards so that they focus strictly on mathematics, language, science, and history, without ever referring to attitudes, social skills, or moral values.

The key features which may be used to judge if a system has implemented an outcomes-based education systems are:

Creation of a curriculum framework that outlines specific, measurable outcomes. The standards included in the frameworks are usually chosen through the area's normal political process

Standards-based assessments that determines whether students have achieved the stated standard. Assessments may take any form, so long as the

assessments actually measure whether the student knows the required information or can perform the required task.

Outcomes
The emphasis in an OBE education system is on measured outcomes rather than "inputs," such as how many hours students spend in class, or what textbooks are provided. Outcomes may include a range of skills and knowledge. Generally, outcomes are expected to be concretely measurable, that is, "Student can run 50 meters in less than one minute" instead of "Student enjoys physical education class." A complete system of outcomes for a subject area normally includes everything from mere recitation of factto complex analysis and interpretation.

Each educational agency is responsible for setting its own outcomes. Under the OBE model, education agencies may specify any outcome (skills and knowledge), but not inputs (field trips, arrangement of the school day, teaching styles

Approaches to grading, reporting, and promoting
An important by-product of this approach is that students are assessed against external, absolute objectives, instead of reporting the students' relative achievements. The traditional model of grading on a curve (top student gets the best grade, worst student always fails (even if they know all the material), everyone else is evenly distributed in the middle) is never accepted in OBE or standards-based education.

Under OBE, teachers can use any objective grading system they choose, including letter grades. In fact, many schools adopt OBE methods and use the same grading systems that they have always used. However, for the purposes of graduation, advancement, and retention, a fully developed OBE system generally tracks and reports not just a single overall grade for a subject, but also give information about several specific outcomes within that subject. For example, rather than just getting a passing grade for mathematics, a student might be assessed as level 4 for number sense, level 5 for algebraic concepts, level 3 for measurement skills, etc. This approach is valuable to schools and parents by specifically identifying a student's strengths and weaknesses.

In one alternate grading approach, a student is awarded "levels" instead of letter grades. From Kindergarten to year 12, the student will receive either a Foundational level (which is pre-institutional) or be evidenced at levels 1 through to 8. In the simplest implementation, earning a "level" indicates that the teacher believes that a student has learned enough of the current material

to be able to succeed in the next level of work. A student technically cannot flunk in this system: a student who needs to review the current material will simply not achieve the next level at the same time as most of his same-age peers. This acknowledges differential growth at different stages, and focuses the teacher on the individual needs of the students.

In this approach, students and their parents are better able to track progress from year to year, since the levels are based on criteria that remain constant for a student's whole time at school. However, this experience is perceived by some as a flaw in the system: While it is entirely normal for some students to work on the same level of outcomes for more than one year parents and students have been socialized into the expectation of a constant, steady progress through schoolwork. Parents and students therefore interpret the normal experience as failure.

This emphasis on recognizing positive achievements, and comparing the student to his own prior performance, has been accused by some of "dumbing down" education (and by others as making school much too hard), since it recognises achievement at different levels. Even those who would not achieve a passing grade in a traditional age-based approach can be recognized for their concrete, positive, individual improvements.

OBE-oriented teachers think about the individual needs of each student and give opportunities for each student to achieve at a variety of levels. Thus, in theory, weaker students are given work within their grasp and exceptionally strong students are extended. In practice, managing independent study programs for thirty or more individuals is difficult. Adjusting to students' abilities is something that good teachers have always done: OBE simply makes the approach explicit and reflects the approach in marking and reporting.

Differences with traditional education methods
In a traditional education system and economy, students are given grades and rankings compared to each other. Content and performance expectations are based primarily on what was taught in the past to students of a given age. The basic goal of traditional education was to present the knowledge and skills of the old generation to the new generation of students, and to provide students with an environment in which to learn, with little attention (beyond the classroom teacher) to whether or not any student ever learns any of the material. It was enough that the school presented an opportunity to learn. Actual achievement was neither measured nor required by the school system.

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 achieve. 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 do by the time of graduation. They must reflect the 12 Graduate attributes as described by NBA for under graduate engineering programs.

Course outcomes are the measurable parameters which evaluates each student's performance for each course that the student undertakes in every semester.

4) Methods of assessment

The method of assessment of the candidates during the program is left for the institution to decide. The various assessment tools for measuring Course Outcomes include Mid -Semester and End Semester Examination, Tutorials, Assignments, Project work, Labs, Presentations, Employer/Alumni Feedback etc,. These course outcomes are mapped to Graduate attributes and Program outcomes based on 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 higher education records.

Choice-Based Credit System (CBCS)

5 things that you need to know about the structure and implementation of Choice-Based Credit System (CBCS).

1) Learner-Centric Approach

The most important change brought by the CBCS system is making the learning system "Student-Centric". CBCS will allow students to choose inter-disciplinary, intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and provide more flexibility for students in learning. Students will be allowed to obtain credits by combining unique subject areas such as, Physics with Economics, Microbiology with Chemistry or Environment Science etc. CBCS offers flexibility for students to study at different times and at different institutions to complete a course, thereby providing ease of mobility to students. Credits earned at one institution can be transferred to another institution as well. Thus, if effectively implemented the CBCS system provides good flexibility to meet the needs of every student.

2) Subject Categories

CBCS system allows students the flexibility of selecting the subjects of their choice. The subjects are categorised in to various groups allowing students to select subjects of their interest under each group.

1. Core Course
2. Elective Course
• Discipline specific elective Course
• Generic Elective
• Project
3. Ability Enhancement Courses
• Ability Enhancement Compulsory Courses
• Skill Enhancement Courses

3) Grading

The CBCS system follows the semester pattern where two consecutive semesters (odd & even) constitute an academic year; Grading and evaluation of student's performance in each subject takes place at the end of each semester. CBCS uses a credit-based grading system and not a percentage-wise system. Though the use of credit-based grading is common among universities, the credit system specified by UGC is specified below.

The following illustrations could be taken as an example for computing SGPA and CGPA from credits for honours courses in all disciplines, degree Program courses in Science subjects and degree Program courses in Humanities, Social Sciences and Commerce subjects:

1. Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+(Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
AB (Absent)	0

2) Sample illustration of computing SGPA (Semester Grade Point Average) and CGPA (Cumulative Grade Point Average) for subjects under CBCS system

4) Ballot System

The easiest and simplest way to implement CBCS system at an institution for a small cohort of students is the ballot system. At the beginning of each semester all the available subjects (based on UGC guidelines & teacher availability) for students are made available as empty bins. Students then can select the subject of their choice by dropping a paper with their name on it in bins of the relevant subject. This way the institution will be able to collect data on the preferences of the subject by students. This type of subject selection method is feasible only for a small number of users. Once the subject selection is complete then the list of students for each subject is digitised by the subject-specific teacher and all subject specific information (Time table, syllabi etc,.) are shared to the students. Attendance and Grading as per the CBCS system should be done by the teacher manually and reviewed on a regular basis.

This type of system is appropriate for a small cohort of students and become tedious and confusing for a larger number.

5) Online System

When CBCS system has to be implemented for a large group of students, the better alternative for manual work would be an automated online system built to meet your requirements. An online system should ensure effective and easy implementation of the CBCS system at your campus and let you improve, customise and make changes in the future. A good online system to implement CBCS system at your campus should help you do the following.

Subject Selection by students:
Once the institution has finalised the subjects, credits, paring, pre-requisite courses etc, for the particular course, the data has to be uploaded in to the system. The system should allow students to select the subject and teacher as per their interest. The system should be able to restrict the selection of subjects by students based on the criteria that fits the requirement of the institution. This way of subject selection will remove the complication that may occur when following a manual system. Teachers should also be able to share notes, conduct tests, discuss on subject areas with students thus making learning an engaging experience for students.

Grading as per CBCS:
For institutions that already use the credit-based system for evaluation, the

CBCS system would not involve too much change. Institutions where Controller of Examinations (CoE) already making use of online system for evaluation will understand the ease and simplicity an online system can provide them. The online system should be able to generate the SGPA and CGPA based on the inputs received by the teachers of each subject. Though there are many online systems that provide with such a service, the best one's would be those that are user friendly and simple for the teachers to use. The online system capable of printing mark sheets based on institutions requirements makes the work even simpler for universities and autonomous colleges.

How to promote university and invites students

Students today are dramatically different from students ten years ago. They're not attending college just for a degree and "the college experience;" they want assurance of a job at the end of it all. And in addition to their heightened concern for finances, schedule flexibility, degree options, and a rewarding career, they want personalized answers—immediately. In short, they're tough customers for marketing and enrollment departments to serve. Blackboard can help you navigate the marketing and enrollment needs of today's students.

There are "Four Leading Strategies to Identify, Attract, Engage, and Enroll the Right Students," and you'll learn:

- We need to research the market before launching a new degree program
- How to understand to target student profile and market
- How to develop a customized communication strategy that entices the targeted candidates
- How to nurture prospectus.

- ## Social Media Marketing

- The Innovative and Most Demanding Mode of Marketing to Make Anything Popular
  Digitalization has captured all domain and industries as its significant importance can be seen everywhere. Now, those domains from different industries verticals that are moving total digital modes of advertising and marketing are gaining momentum and moving on the growth of success. Social Medial Marketing is a part of digitalization that lures target audience more easily and instantly.

- Social Media Marketing has become a platform – easily accessible to anyone with internet access. Being an inexpensive platform for organizations to implement marketing campaigns, it has become an innovative way of increasing communication to foster brand awareness and often improved customer services. It is truly a next big thing and a powerful fad that brings numerous added benefits of let any organization or company move on the track of success.

- ## Instagram Marketing Activity

- Instagram has been gaining popularity in the recent past and more number of students are using this service as social networking tool to share photos and small videos. Education institutes should take advantage of it. Education institutes should post images / photos and strategic videos like student testimonials, educational event details along with competitions for the students. Usage of hashtags is important so that your post would be reachable to more number of students and parents.

- ## Stay in Touch with Students through Remarkable Presence of Different Social Networking Sites

- For an educational institute or a business management school, it is a buzzword that is no lesser than a miracle because a big part of young generation is on different social medial platforms. Having an impressive Facebook page, Twitter account, Linkedin account, presence at Instagram and pages or profiles on different other social networking sites is certainly the best way of reaching target audience more instantly. You can create event pages or organize events to invite students. Majority of youngsters have their presence on Facebook and Twitter. They often create their own groups and invite more people. Your institute's presence will be effective there.

- ## Educational Events Attracts Students and Parents Altogether to Create Awareness about Education Environment

- Educational event are one of the most powerful tool of drawing attention of students, parents and guardians as well as different coaching classes where students do preparations to crack entrance exams or in hope of achieving good grades. Different conferences, congresses, webinars and webcasts, are very helpful in making your institution's presence on front page of different newspapers and educational magazines. These events offer a variety of opportunities for professional development, encompassing webinars, seminars, workshops, roundtables and annual conferences that provide with a flexible means of advance, change, focusing on your career and future growth. Such events are also helpful for your existing students to move on the track of success and better career.

- **Parent Interaction Is another Essential Point to Make Your Educational Institution Popular**
- It is one of the essential steps that always play an important role in making your institution popular. Parents and guardians always try to know the progress graph of their children. Parent Interaction is the right step that help them in stay with the institution; while provide them a better way of focusing on their children's growth and academic career. Organizing such meetings at least once in a month or sending them emails at a regular intervals will help parents to track their children in collage in the right way.

  Competition classes, different exams and tests regularly or at regular intervals also play an important role in improving students' knowledge base and make them sharp to face competitions. There are different other activities that play a pivotal role in making any educational institution popular among students for different diploma and degree courses.

1. Focus on student interests and needs

One of the biggest mistakes you can make with a university blog is making it all about what *you* think makes the school look good. You need to work on shifting your perspective to what your potential students are thinking. Talk to your current students. Talk to students who come for a visit to the campus. Figure out what they're interested in and what kind of questions they have. Shape your strategy for the blog around what they tell you.