OUTCOME BASED PEDAGOGICAL METHODS FOR EFFECTIVE TEACHING

Dr. Himadri Phukan
Professor & Head of the Department
Roorkee College of Business Studies
Haridwar University, Roorkee

Abstract

The concept of Outcome-Based Education (OBE) has become a paradigm shift in the field of education by introducing a strong emphasis on students' accomplishment and identifying measurable learning outcomes. The prevailing education system is more curriculum based rather than skill based as a result student cannot perform well in competitive/ professional exams successfully or secure good jobs after graduating. The knowledge of the student is confined only towards gaining good marks in exams. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued rise, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. The students are to be given skill-based learning along with graduation. Skill based learning means job-oriented learning or providing knowledge to students in order to face competitive exams of any stream. Globalisation, changing demographics and technological advancements are some of the key driving forces of the future. Our students will have to be prepared to face these challenges and seize the opportunities brought about by these forces. In Twenty-first Century Learning, students use educational technologies to apply knowledge to new situations, analyse information, collaborate, solve problems, and make decisions. Twenty-first century education structured should be outcome based which developed certain critical core competencies such as collaboration, digital literacy, critical thinking, problem-solving, and self-learning. Outcome-Based Education approach has attracted more attention for its concern on the needs of the society for talents and its emphasis on the curriculum construction from learning outcome. Outcome-Based Education (OBE) as a new teaching approach concentrates on student-cantered learning and is adopted by many Countries. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. This study undertakes thorough investigation of OBE practices and concepts, exploring its impact on pedagogical techniques, implementation strategies, and theoretical foundations.

Key words: Outcome-based education (OBE), job-oriented learning, skill-based education, Pedagogical methods, Outcome-based Learning (OBL)

1.0 INTRODUCTION

Outcome-based methods have been adopted in education systems around the world, at multiple levels. An OBE curriculum means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction and assessment to make sure this learning ultimately happens. For this separate training should be given to students based on their interest by well versed professors and skilled trainers. The curriculum should be designed in such a manner that students can attend any course through online or offline mode and at the end of graduation obtains certificate. This course may be in blended form so that classes can be held online and exams are conducted offline along with semester exams. This course should be made compulsory for students based on his/her interest. There should be flexibility both for the professors and students. Information technology and communication in education have transformed the traditional school into digital classrooms. The adaptability of technological tools as teaching-learning resources facilitates the rationalization of educational work. With contrary to the fact that most teachers put the center of their attention too much on what they teach rather than on what their students learn. OBE emphasizes on what is expected from the student to finally achieve when they complete their course rather than how they achieved it. Outcome based education is defined as an approach to education in which decisions about the curriculum are driven by the outcomes. The students should display by the end of the course related to professional knowledge, skills, abilities, values and attitudes, rather than on the educational process.

2.0 OUTCOME-BASED EDUCATION (OBE)

Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. Outcome-Based Education (OBE) is an educational process that attempts to reach certain specified outcomes as the result of getting students involved in the learning process. That is, students are given more independence to decide about their lessons themselves. Furthermore, the students are part of the learning and may have to be given more importance to set the outcomes based on their expectations.

2.1 NEED FOR OUTCOME BASED LEARNING

- To make students to choose what they would like to study and how they would like to study it (online or offline mode).
- To concentrate in competency-based learning and outcome-based learning.
- To have continuous quality improvement.

- To make students competitive enough to face the actual challenges after graduation.

2.2 BENEFITS OF OBL

a. **Flexibility**: OBL does not specify any kinds of teaching methods that has to be used for teaching the students. It is the student-based learning system where the teacher can use any necessary modes to make the students understand the concepts and help to solve real life problems.
b. **Clarity**: OBL provides a clarity for both students as well as teachers where students will understand the concept clearly by assessing the outcomes of the learning and teachers will be able to understand the concept clearly and know what has to be thought to the students.
c. **Comparison**: OBL is an education system which has the ability to provide the students assess their performance by comparing themselves with the students of other institutions and helps them to analyze their productivity in learning.
d. **Involvement**: OBL provides a platform to the students where they have to learn on their own and understand the concepts according to their own learning. It is an individual learning method where the students are expected to involve themselves to learn and understand in a better manner.
e. **Independence**: OBL provides independence to the students so that they can learn according to their level of understanding and helps the students to learn without any others involvement. This gives an opportunity for the students to typically examine their own understanding.

Many countries have implemented Outcome Based Learning. To name a few countries include Australia, European Union, Hong Kong, Malaysia, United States and India.

3.0 PEDAGOGICAL METHODS

Pedagogy is defined by the Oxford English Dictionary as 'the science of teaching'. In modern day usage pedagogy stands for: A place of instruction; a school, a college; a university; Instruction, discipline, training; a system of introductory training; a means of guidance; The art, occupation, or practice of teaching. Teacher as an artist need to be innovative, flexible and imaginative so that he/she is not locked into any single teaching style. The term pedagogy has been appropriated in education discourse as simply strategies of instruction. Pedagogy is important because it gives teachers an insight into the best practices for a classroom setting. It allows them to understand how different students learn so they can tailor their lesson to suit these needs. As a result, this will improve the quality of their teaching as it will be well received by students. The traditional Indian teaching-learning system has been driven by *Guru-Shishya parampara*. It is a holistic system which provided comprehensive knowledge, value-based learning as well as requisite life skills suited to the learners. Diverse pedagogies have been used for achieving core objectives of the entire learning processes, which included exposure to real life experiences and hands on learning, value-based learning through stories/narrations,

problem-solving through explorations, role plays, memorization and dissemination through debates and discussions.

4.0 OUTCOME BASED INNOVATIVE PEDAGOGICAL METHODS

In recent years, outcome-based education (OBE) has gained significant traction as an innovative approach to teaching and learning, particularly in higher education. Figure 1. Model shows which prioritises are required for the development of essential skills, mindsets and values that are designed to prepare the learners to succeed. Unlike traditional education systems, which often focus on the rote acquisition of knowledge, OBE emphasises the application of that knowledge to achieve specific, measurable goals. The result is an educational system that is more aligned with the demands of the modern workforce and the needs of students. OBE's effectiveness lies in its holistic approach to student development. It nurtures core knowledge while also enhances problem-solving abilities, research skills, technical expertise and social competencies. In recent years, outcome-based education (OBE) has gained significant traction as an innovative approach to teaching and learning, particularly in higher education.

5.0 OUTCOME BASED INNOVATIVE PEDAGOGICAL APPROACHES

Pedagogical approaches which involve usage of appropriate means (tools) and methods (ways) in a new and creative ways and in varied combinations in order to make the teaching-learning process more effective by enabling the learners to attain the 7 expected/defined learning outcomes, develop students' capabilities in problem-solving, teamwork, learning to learn, reflective thinking etc. to be creative, adapt to changes, manage and analyse information, and work with knowledge. Innovative pedagogical approaches positively impact student learning, behaviour and attitudes and are capable of ensuring that all students achieve the defined course/programme learning outcomes and demonstrate the expected graduate attributes. There are four broad categories of pedagogical approaches, namely - Behaviourism, Constructivism, Social Constructivism, and Liberationist.

1. **Behaviourism**- This approach is toward teacher-centred learning and topic-based learning. A behaviourist pedagogical approach is expected to use a lesson mixture of lecturing, modelling and demonstration, rote learning, and choral repetition. All these activities are 'visible' and structured and are led by the teacher.
2. **Constructivism:** It is Learning through experiences and reflections is a part of constructivism theory. Constructivist pedagogy is 'invisible pedagogy' as it puts the child at the centre of learning. This pedagogy also has scope for emphasis on being outdoors and engaging with nature. Constructivism is also sometimes referred to as a progressive teaching style.
3. **Social Constructivism:** This pedagogy has two priorities: teacher-guided and student centred. The teacher uses group work elements, having smaller group sizes and limited topics for choices. The teacher may also use teacher modelling, questioning, and a mixture of individual, pair, and whole-class instruction.

4. **Liberationism:** This approach involves democracy in the classroom as the student's voice is placed at the centre. The class discovers the subjects together, and the teacher plays the role of a learner. The teacher thus provides space and opportunity for the students to learn independently.

In addition to the points above, the following innovative pedagogies may be considered:

Blended learning – Rethinking the purpose of the classroom and classroom time

- **Gamification** – Engagement through play and the pedagogies of games
- **Computational thinking** – Problem-solving approach through logic
- **Experiential learning** – Investigating in a complex world
- **Multi-literacies and discussion-based teaching** – Fostering critical thinking and questioning

Recently, a new form of teaching, learning, and assessment have been explored, in order to guide teachers and policymakers in productive innovation, and proposed, under the title ―Innovating Pedagogy. It includes

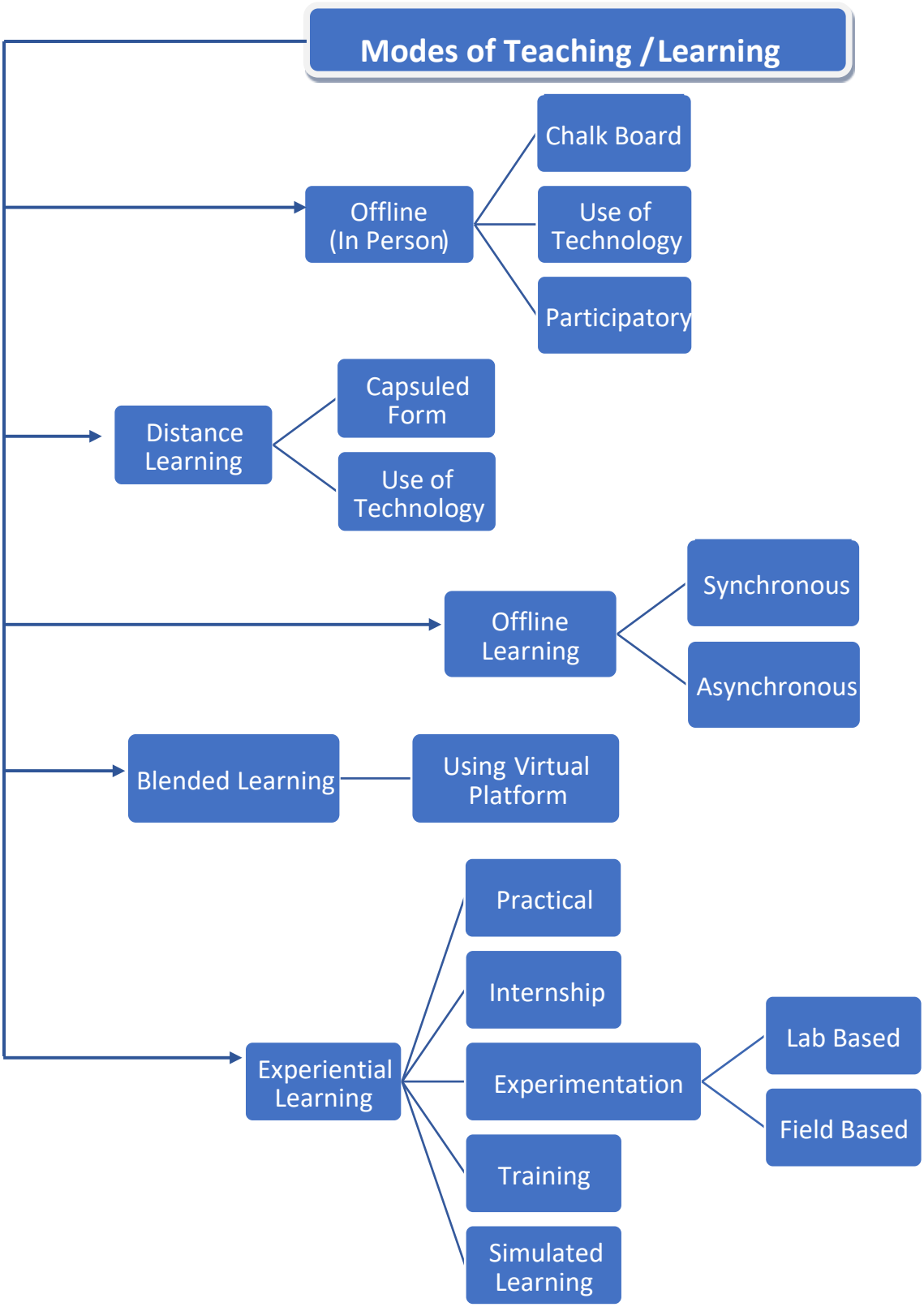
- Artificial intelligence in education
- human-centred System
- Learning through open data
- Learning from animations
- Multisensory learning
- Online laboratories – Laboratory access for all

It is believed these pedagogies will play a part in shaping the future of teaching and learning and in opening possibilities for learners and teachers.

6.0 MODES OF TEACHING LEARNING AND PEDAGOGICAL APPROACHES

NEP 2020 envisions holistic education for learners. From the ancient period, there was a huge innovative methodology introduced in teaching, learning, and evaluation which leads catastrophic increases in the quantity of education. But, the 21st century is focusing on quality, accountability, and outcome. Especially the outcome-based education is need of the hour to overcome unemployment, for economic sustainability, and to fit the youth to the global citizen. Traditional education systems are gradually losing their significance in the age of globalization. The changes take place very quickly and continually in today’s globe. More skills are needed to cope with the modern world. Therefore, it is unavoidable to move from traditional education to outcome-based education. But huge questions arise about how the learner-centric approach or outcome-based education (OBE) will be beneficial and here is how this system will be beneficial. The underlying need for holistic education is to have the combined use of different pedagogical modes is shown in the Fig1 below.

Figure 1: Modes of Teaching Learning



Source : National Education Policy 2020, Ministry of Human Resource Development, Government of India.

6.1 MODELS OF TEACHING

Models such as Concept-Attainment Model, Role-Play, Assertive Training Mode, Inquiry-Training Model, Jurisprudential Inquiry Model, Synectic are a few powerful models for classroom environments, even in Higher Education. Each model has direct instructional as well as nurturing effects such as development of concept-formation, logical reasoning, creativity, assertiveness, etc.

(A) Offline Modes of Teaching

Various modes of pedagogy that a teacher may use for offline teaching are:

Cooperative Learning Strategies (CLS): These strategies include methods such as Jigsaw, Think-Pair-Share, Team-Pair-Solo, Inside-Outside Circle, Fishbowl, Project Quality Plan (P-Q-P), etc.

Brainstorming: Using chalkboard or a presentation device to invite ideas of learners on a problem/issue without allowing them to criticise, but encouraging wild ideas which should follow short-listing and critically analysing ideas generated.

Group discussions: Group discussions encourage active listening, self-reflection, and the exchange of different cultural narratives, worldviews and attitudes.

Role-plays: This technique provides an opportunity for participants act in a scenario depicting some sustainability issues and understand their perspective, experiences and contexts, or issue, better.

Guided Questioning: Using probing and structured questions, for example, during fieldwork or on an interpretive walk, to direct learners' thinking about particular aspects of their experience.

Interpretive Trails: It is a guided walk or a trail with interpretive signage through an area where one can learn about the natural or built environment. Examples like signs, poster boards or plaques along the way, a booklet with a map and additional information, a knowledgeable guide, and digital technologies etc.

Music, Poetry and Visual Art: People learn differently.

Stimulus activities: A stimulus activity involves watching a video or looking at photos, poems or newspaper extracts to initiate reflection or discussion.

Critical incidents: Learners are given an example and asked what they would do, what they could do and what they should. A teacher can use this approach with groups to promote awareness and deep reflection about multiple perspectives on sustainable development paths.

Case studies: These provide learners with in-depth information about a particular issue in one specific. Case studies can bring diverse learning domains into curriculum areas and promote the learners' group with a holistic view of an issue.

Reflexive accounts: Individuals consider their position concerning new knowledge about an issue. This pedagogical approach makes learners reflect on personal roles, attitudes and responsibilities concerning sustainability issues.

Critical reading and writing: These are important social practices which are the keys for promoting learning. To assess the author's possible motivation in the text, learners de-construct the discourses and try to visualize alternative futures.

Problem-based learning: Problem-based learning is an iterative learning process. A teacher uses this approach to teach a whole range of subject matter.

Solution-based learning: This approach involves an idea that one wants to bring to life and action. Therefore, it is important to work with and get inspired by positive examples to promote positive emotions and motivation for active participation in the communities and institutions.

Fieldwork and outdoor learning: Fieldwork is an example of experiential pedagogy that can influence students' emotions and help develop the essential critical thinking skills to understand the complexity of an issue. Fieldwork and outdoor learning are often based on issues in the local community and environments, linking theory to real-world examples.

Storytelling: Telling stories is an engaging and effective form of teaching and learning. Storytelling makes ideas, theories, and concepts come alive, offer a source of inspiration, provides us with practical insight into approaches to our most persistent environmental, social and economic difficulties, and helps to impart respect for cultural heritage and the environment. This enables teachers to reflect better sustainable development information, principles and values with the group of learners.

Talks and presentations: In this activity, a body of knowledge or selection of information through a structured verbal and visual presentation is presented. Lectures of 10-15 minutes at a time to be encouraged followed by participatory, learner-centred methods. It is used for both types of education - offline and online. A good presentation requires teachers to incorporate visuals such as images, GIFs, videos, etc. as it will lead to use of both auditory and visual senses for better learning.

(B) Online Modes of Teaching

Live Online Classes: With Online classes, teachers deliver online lectures in real-time and need not have students in the physical classroom. Live online classes allow teachers and students to interact face-to-face and have the same classroom like environment for learning. There are various video conferencing apps which a teacher can use. Live online classes break the barriers of reach, and teachers can connect to students from anywhere.

Online Whiteboard: Teachers can use online whiteboards for best practices in teaching online. In a virtual classroom setup, an online whiteboard helps them convey information and better connect teachers and students. Online whiteboard is a canvas on which teachers can create diagrams, share pre-made templates and charts, make sketches, write up etc. It works just like the classroom blackboard and digitizes the content provided by the teacher which can be reused.

Online Quizzes: Online quizzes are the effective mechanism to incentivize student completion of preparatory work, enhance active learning, and from the educator 's perspective these are

relatively time efficient. The online quizzes are used to improve instructional design and support formative assessment.

Pre-Recorded Video Lectures: Pre-Recorded Video Lectures are one of the suitable online teaching methods and pedagogy, where the lectures are recorded and shared with the students instead of taking live lectures. It gives them the flexibility to attend the lecture at their own convenient time. Unlike live online courses, students can also use the pre-recorded videos for revision purposes and to clear their doubts.

Game-Based Teaching: Game-based teaching methods help students enjoy and not feel bored during teaching lessons. It allows students to be better engaged and not feel stressed students. Students who are not quite good at studying can find this way of teaching helpful in learning and memorizing.

Collaborative ICT tools: The use collaborative ICT tools such as Digital Walls, collaborative concept-mapping tools, sticky-notes, project management tools such as Open Project allows for better problem-solving skill, increased knowledge, satisfaction and motivation for learning.

Flipped Classroom: During the past few years, the flipped classroom has gained popularity and has emerged as one of the best teaching practices. Opposite to the traditional classroom concept, in flipped classrooms, students need to read and review the study material before their teacher teaches them. It is a reserving concept of actual in-class where teachers teach, and students' study later. The flipped classroom concept includes effective techniques, like Online quizzes, Polls, Info graphics, Mind maps or word clouds.

Class Blog: Students create a class blog individually or in a group about what they have learnt. An innovative concept class, a blog allows students to explore self-learning and share knowledge with other students by sharing the blog. Teachers can also share their learning material on class blogs.

Virtual environments: Virtual Labs, Museums, Augmented reality (AR) - Virtual reality (VR) Technologies / AR-VR contents are specifically useful in teaching scenarios requiring field work.

(C) BLENDED MODE OF TEACHING

Teachers may combine physical classroom learning activities with online learning components. Using a blended approach as a course design enhances students' teaching and learning experiences. In many cases, the act of ―blending may bring better experiences and outcomes for a student and more efficient teaching and course management practices for a teacher. It can involve a mix of delivery modes, teaching approaches and learning styles. Advances in technology provide new opportunities for blended learning forms for students in diverse environments. Also, blended teaching allows the designing and delivery of courses to enhance the teachers' role.

The blended learning approaches a teacher may use include:

- Sharing the Video Lectures with the students for the entire course.
- Use Internet-Based Learning (IBL) to promote self-learning as studnts must undertake some internet-based projects, i.e., the search & learn approach.
- Project-Based Learning has integrated multiple peer groups for the projects, and students collaboratively generate ideas.
- Use of Tablet (TAB) based remote learning / remote examination and evaluation. Touch screens and digital pens appeal to tactile learners requiring mobile learning.

- Satellite-based TV channels provide an opportunity for mass learning, adult education, and farmer education, taking care of different timings.
- Online Assessments – Quiz, Assignments, Tests, Examinations – at regular intervals to measure learning outcomes.

7.0 TRADITIONAL LEARNING METHODS

Traditional learning methods focus on providing theoretical knowledge to students which might not be helpful in the professional career. Due to this many student were not able to get jobs according to their qualification. Traditional learning method is typical education system where students are assessed using old methods where studying whatever specified in textbook is the main criteria to crack exams. This may limit the potential of the students and cannot determine his/her interest towards their career path. This method will not help the students to achieve their goals and restrict them to learn for exams. So, this method has to be changed in order to make students realize the real-life career objective and learn them.

TABLE1. COMPARISON OF TRADITIONAL AND OUTCOME BASED EDUCATION

Traditional	OBE
Learners are passive	Learners are active
The approach is exam-driven.	Learners are assessed on an ongoing basis.
Rote-learning is encouraged.	Critical thinking, reasoning, reflection and action are encouraged.
The syllabus is content-based and divided into subjects.	Content is integrated and learning is relevant and connected to real-life situations.
Learning is textbook/worksheet-bound and teacher-centered.	Learning is learner-centered; the teacher facilitates and constantly applies group work and team work to consolidate the new approach.
The teacher sees the syllabus as rigid and non-negotiable.	Learning programmers are seen as guides that allow teachers to be innovative and creative in designing their programmes.
Teachers are responsible for learning and motivation depends on the personality of the teacher.	Learners take responsibility for their own learning and are motivated by feedback and affirmation of their worth.

Source: OUTCOME-BASED EDUCATION – ISSUES AND CHALLENGES" Journal of International Review of Business and Economics", July 2020

8.0 HOLISTIC DEVELOPMENT OF LEARNERS

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning. Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning. The mandated content will focus on key concepts, ideas, applications, and problem solving. Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.

9.0 CURRICULUM PEDAGOGY

The curriculum should incorporate higher order thinking skills, multiple intelligences, technology and multimedia, communication skill and self-learning methodology along with authenticated scientific assessments and evaluation. Curriculum should provide direction so that student can learn by themselves and work both independently and interdependently. The curriculum and instruction are designed to challenge all students, and provides for differentiation. So the curriculum is not a syllabus or textbook-driven or fragmented, it should be set of Specific, Measurable, Appropriate, Challenging but Achievable educational objective or Skills (outcome) which students will be acquire at the end. Evaluation of student achievement can be made more valid and reliable as the benchmark of achievements is explicitly stated**.** High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Finally, all programmes, courses, curricula, and pedagogy across subjects, including those in class, online, and in ODL modes as well as student support will aim to achieve global standards of quality. Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to continuously improve learning and test the application of knowledge. Last but not least, the development of

capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning. Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives will be required to ensure that learning environments are engaging and supportive, and enable all students to succeed.

10.0 21ST CENTURY EDUCATIONAL OBJECTIVES / OUTCOME TO ATTAIN OBE

The OBE model measures the progress of students in three parameters, through:
Program Education Objectives (PEO) and Outcomes – The PEO is narrated in the form of Aim, Vision, Mission, and program objectives and outcomes. Program is defined as the specialization or discipline of a Degree. It is the interconnected arrangement of courses, co-curricular and extracurricular activities to adopt and accomplish predetermined objectives leading to the offering a degree. The program objectives/outcomes can be further classified in general and specific and they may differ according to the short-term and long-term educational program. Program outcomes are split into narrower statements that describe what students are expected to be able to do by the time of the duration of program in their career, and also in particular, what the students are expected to perform or achieve after the program in the real world.

Course Outcomes (CO)– it is the measurable and accountable parameter that evaluates each student's performance and learning outcome based on the Blooms' Taxonomy different levels for each course that the student undertakes every semester or subjects. Course outcomes are statements that describe significant and essential learning that learners have to achieved, and can steadfastly demonstrate at the end of a course. Which includes the commitment to excellence in all scholarly and intellectual activities, including critical thinking and judgment, an ability to develop creative and effective / applications responses to intellectual, professional and social challenges, a commitment to sustainability and high ethical standards in social and professional practices, discipline to enable a smooth transition and contribution to professional and community settings. Further, the ability to be responsive to change, to be inquiring and reflective in practice, through information literacy, autonomous in learning, self-managed learning, the ability and competency in communicate and collaborate with individuals, and within teams, in professional and community settings, ability to engage with sundry cultural and indigenous perspectives in both global, regional and local settings.

The following three 21st century skills can be considered as important to achieve OBE.

Learning skills – it is the prime skills that include critical thinking - Finding solutions to self and others problems, reasoning and logical thinking, analysis, interpretation, synthesizing and evaluate information, Creativity - Thinking outside the box which include inductive and detective, research and critical thinking skills, practices, interrogative questioning, creativity,

artistry, curiosity, imagination, innovation, and personal expression, Collaboration -Working with others which include small and large team, Perseverance and Communication –Talking within (Intrapersonal) to taking with others(Interpersonal), oral and written communication (Language competency), public speaking, presenting, listening, collaboration, co-operation.

Literacy skills- it includes Information literacy - Understanding facts, cultural context, figures, statistics, and data; Media literacy -Understanding the methods and outlets in which information is published; Technology literacy -Understanding the machines that make the Information age possible, data interpretation and analysis, information and communication (ICT), computer programming.

Life Skills - it is very essential for social mobilization. Especially the Flexibility and negligibility - Deviating from strategies as needed, adaptability, adjustability and initiative; Leadership -Motivating self and the team to achieve a goal; Initiative - Starting projects, entrepreneurship, strategies, plans on one's own and others; Productivity - Maintaining efficiency, dynamics and innovation in the world of uncertainty; Social skills - Meeting and networking with other individual, community and other needy one for mutual benefit, civic, ethical, self-direction, planning, self-discipline and social-justice literacy, morality and ethics interpersonal and personal skills are very essential skills for 21st century citizen.

11.0 CONCLUSION

With the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

Outcome based education has the potential to improve the calibre and applicability of education in a variety of circumstances, as demonstrated by its theoretical underpinnings as well as insights from real-world applications and case studies, By doing this, the education community may collaborate to develop an educational paradigm that is more student-focused, outcomes-driven, and responsive for the benefit of both the present and the future generations. This paper gives a thorough analysis that fosters a deeper knowledge of OBE's implications for reshaping education by providing educators, policymakers, and academics with important insights into the complex environment of Outcome based education.

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