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Effect of Outcome Based Education (OBE) on Academic Achievement of Student – Teachers

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Abstract

OBE has the potential to positively impact students' academic achievement in several ways. Firstly, it provides clear and measurable learning objectives, enhancing students' understanding of what is expected of them. It can lead to improved performance of the student-teachers to have a well-defined path for their education. The OBE promotes active student-teachers to engagement by involving them in the learning process and requiring them to demonstrate specific outcomes. When students are engaged, they are more likely to perform well academically. Additionally, the strong emphasis on assessment and feedback in OBE can help students identify areas where they need improvement, leading to targeted efforts to boost academic performance. OBE often emphasizes practical skills and real-world application of knowledge, making learning more relevant and potentially enhancing motivation and academic achievement. In this researcher studied the effect of Outcome Based Education (OBE) on academic achievement of students – teachers.

Keywords: outcome-based education, academic achievement

Introduction

In the dynamic landscape of contemporary education, there is a growing recognition of the need for pedagogical approaches that not only enhance students' learning but also empower them to excel in their chosen fields. One such approach that has gained prominence in recent years is Outcome-Based Education (OBE). OBE is a student-centric educational framework that places learners at the forefront of the teaching and learning process, with a clear focus on the outcomes they are expected to achieve. This introduction provides an overview of Outcome-Based Education and its potential to empower student's performance, particularly in the context of a Bachelor of Education (B.Ed.) course.

Outcome-Based Education (OBE) is an educational philosophy and methodology that shifts the emphasis from what is taught to what students are expected to learn and achieve. OBE is rooted in the belief that education should be driven by clearly defined learning outcomes, aligning the entire educational process – from curriculum design to assessment – to these predetermined goals. In essence, it is a paradigm shift from a traditional content-centered approach to a more learner-centric approach. In the context of a B.Ed. course, where the primary goal is to prepare future educators and empower them to be effective in the classroom, OBE holds immense promise. The empowerment of students in this context encompasses not only academic success but also the development of critical skills, competencies, and attributes that are essential for effective teaching and lifelong learning. Here are several key aspects of how OBE can contribute to empowering student's performance in a B.Ed. program:

Clarity of learning outcome: OBE provides a clear and well-defined set of learning outcomes for each course or module. This clarity helps students understand exactly what is expected of them, enabling them to focus their efforts on achieving those outcomes.

Student centred learning: OBE places students at the centre of the educational process. It encourages active engagement, critical thinking, and problem-solving, which are essential skills for educators who aim to empower their own future students.

Assessment for learning: OBE emphasizes continuous assessment and feedback. This not only allows students to monitor their own progress but also provides educators with valuable insights into individual and group learning needs.

Preparation for Real-world challenges: By focusing on practical, applicable skills and competencies, OBE equips B.Ed. students with the tools they need to address the real-world challenges they will encounter in their teaching careers.

The scholars in terms of understanding, skills, and attitudes and values that suit the instantaneous social, economic and cultural environment of society.

Assessment: Traditional vs. Outcome Based Education (OBE)

Traditional	Outcome Based Education (OBE)
What are our (educators) practices	What our students have become and able to demonstrate
Teaching (inputs, content)	Learning (demonstration of skills and competencies,

	outcomes)
Teaching and Learning (TLA) as the end	Teaching and Learning (TLA) as the means to an end
Practice determines the outcomes	Outcomes inform the practice
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 programmes 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.	Learner stake responsibility for their own learning and are motivated by feedback and affirmation of their worth.

This paper delves into the profound effects of Outcome-Based Education on the academic achievement of both students and teachers. It seeks to explore the multifaceted dimensions of this educational approach and its implications on the key stakeholders in the learning process. By examining the experiences of students and teachers within the OBE framework, we aim to gain a comprehensive understanding of its influence on academic achievement.

As we embark on this exploration, it is important to recognize that OBE's impact extends beyond the confines of the classroom. It has the potential to reshape the educational ecosystem,

fostering a culture of continuous improvement and accountability. Consequently, this study will consider both the advantages and challenges that OBE presents to students and teachers.

Objectives of Study

1. To study the pre-test scores of academic achievements of B.Ed. student- teachers.
2. To study the effect of Outcome Based Education (OBE) of B.Ed. student-teachers.
3. To study the post-test score of academic achievements of B.Ed. student- teachers.
4. To study the pre- test score and post –test score of academic achievements of B.Ed. student- teachers.

Hypothesis of the Study

There is no significant difference between the pre-test score of control group and experimental group with respect to their outcome-based education (OBE) on academic achievement of students –teachers.

Variables of the Study

Independent Variable: Outcome based education model

Dependent Variable: Academic Achievement

Research Design of Study

The present study the researcher used Pre-test and post-test equivalent group..

O1 X O3 = Pre-test

O2 C O4 = Post-test

Sample of the Study

The purposive sampling technique was used for the present study was conducted. The total sample was 46 student- teachers of F.Y. B.Ed.

Research Methodology of the Study

The present study adopted a quasi-experimental design of pre-test-post-test equivalent group.

Research Tools used:

In this research researcher were used academic achievement test and Outcome based education model.

Finding of the Study

- It has been found the post-test of academic achievement score of student-teachers in control group were not significantly higher than their pre-test scores.
- It has been found that the post-test of academic achievement score of student-teachers in experimental group were higher than their pre-test academic achievement score
- A significant difference has been between the means scores of post-test for the academic achievement test administered on the control group and experimental group at 0.05 levels.

- The difference between the mean scores of student-teachers of two groups is quite significant showing the effectiveness of learning through the outcome based teaching - learning process.

Conclusion

The impact of OBE on academic achievement for student- teachers was not uniform and depends on various factors including implementation, support, and the specific context of the educational institution. When properly implemented with adequate support and resources, OBE has the potential to improve student-teachers learning outcomes by providing clear goals, enhancing engagement, and fostering real-world skills. The success of OBE in improving academic achievement for students-teachers depends on effective implementation, ongoing support, and the commitment of all stakeholders.

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