Chapter 13

Implementation of Outcome-Based Education for a Course: A Case Study

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ABSTRACT

Outcome-based education (OBE) is a learning theory based on objectives that derive outcomes for each portion of an instructional scheme. Every student has to accomplish the objectives at the end of the instructional experience. OBE is not limited to well-defined teaching or direct assessment strategies but involves indirect assessments to assist the learners in the attainment of defined outcomes. In this chapter, a case study on a course is described in all aspects of direct and indirect assessments. Initially, a correlation between programme outcomes (POs) and course outcomes (COs) is established duly analyzing the impact of CO on PO. The evaluation of COs using assessment tools are well-defined. The CO attainment percentage is evaluated using statistical methodologies, and the same is categorized to high, medium, and low-level attainments. The achieved level of attainments is correlated to Pos, and the same is adapted for all the courses in order to initiate the corrective action for further improvements in successive years.

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**INTRODUCTION**

OBE based on results has many inherent benefits that must make it an attractive model for curriculum planning with the assistance of curriculum developers, teachers, employers, students and the public. Despite the obvious appeal of OBE, research documentation and its effects are relatively low. Nevertheless, there are strong arguments for introduction of outcome-based education and assessment of its role in education. However, it represents that it is almost certainly a valuable education tool. Hopefully its adoption will foster a legitimate discussion about various kinds of educational outcomes are expected in and quantify the same (Harden, 1999). It is now accepted that learning outcomes should occupy a key position in curriculum plan and a model for the curriculum which recognizes as given in Figure 1

OBE meant to focus and organize everything in an educational system that is essential for all students to be successful at the end of learning experiences. It focuses on improvement in student learning and ultimate performance abilities to the highest possible levels at the end of graduation (Spady, 1994). In UK, the Quality
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