

A STUDY ON OUTCOME BASED EDUCATION AMONG BA ECONOMICS STUDENTS IN COIMBATORE

Dr. K.Vidyakala^{*}

Dr. Nithyakala^{**}

Dr. J.Deepa^{***}

Anjana^{****}

P.Nandhini^{*****}

ABSTRACT:

With a clear sense of what needs to be accomplished, instructors will be able to structure their lessons around the student's needs. OBE does not specify a specific method of instruction, leaving instructors free to teach their students using any method. Instructors will also be able to recognize diversity among students by using various teaching and assessment techniques during their class. OBE is meant to be a student-centered learning model. Teachers are meant to guide and help the students understand the material in any way necessary, study guides, and group work are some of the methods instructors can use to facilitate student learning.

^{*} HoD, Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India.

^{**} Assistant Professor, Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India.

^{***} Assistant Professor, Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India.

^{****} BBA Student, Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India

^{*****} Research Scholar (FT), Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India

INTRODUCTION:

OBE can be compared across different institutions. On an individual level, institutions can look at what outcomes a student has achieved to decide what level the student would beat within a new institution. On an institutional level, institutions can compare themselves, by checking to see what outcomes they have in common, and find places where they may need improvement, based on the achievement of outcomes at other institutions. The ability to compare easily across institutions allows students to move between institutions with relative ease. The institutions can compare outcomes to determine what credits to award the student. The clearly articulated outcomes should allow institutions to assess the student's achievements rapidly, leading to increased movement of students. These outcomes also work for schools to plan transitions. A potential employer can look at records of the potential employee to determine what outcomes they have achieved. They can then determine if the potential employee has the skills necessary for the job.

OBJECTIVES OF THE STUDY:

- To analyze the respondents' perception towards OBE.
- To examine the significant difference between the personal profile of the respondents and learning styles; perception towards OBE

RESEARCH METHODOLOGY

The analysis of this paper is based on primary data collected from students and secondary data collected from the related websites, books and articles from different journals.

REVIEW OF LITERATURE:

Tania Rahman (2018) analysed about Outcome Based Education (OBE), the debate on Medium of Instruction and the relevance of a Balancing Act in ELT in Bangladesh. The overall aim of outcome based education (OBE) is to ensure maximum achievement of targeted knowledge and skills necessary for graduates to choose a career, and also, to survive and grow at work. Some successful implementations of OBE have been reported in the humanities, particularly, in English language programs in Asia, e.g., in training pre-service English language teachers in Malaysia (Majid, 2016), and in designing and implementing undergraduate English and linguistics programs in Hong Kong (Lixun, 2013, 2011). Very recently, some private universities in Bangladesh have also started considering OBE to ensure quality education. But one crucial

obstacle in achieving the goals of OBE in ELT in Bangladesh is the debate on establishing Bangla or English as the medium of instruction in educational institutions from pre-primary and primary to tertiary level of education. A timely solution to this problem is adopting a balancing act approach in deciding the medium of instruction in Bangladeshi educational institutions in which both Bangla and English co-exist to ensure maximum attainment of language skills among the students. This paper addresses the medium of instruction debate related to Bangla and English and proposes the balancing act theory (Rappa and Wee, 2006) as a potential way to achieve OBE in teaching English language in the Bangladeshi educational system

Linda Barman, Charlotte Silen and Klara Bolander Laksov (2014) studied about outcome based education and teacher's tensions in balancing between student learning and bureaucracy. This study is found to be an empirical contribution to the debate about outcome and competency based approaches in health sciences education. A qualitative method was used to study how teachers from 14 different study programmes designed courses before and after OBE was implemented. Using an interpretative approach, analysis of documents and interviews was carried out. The findings show that teachers enacted OBE either to design for more competency-oriented teaching-learning or for further detail knowledge or thus move towards reductionism. This shows variations of how teachers enacted the same outcome-based framework for instructional design.

SAMPLING TECHNIQUES

The sampling technique used for the study is Census sampling.

REALABILITY

Reliability is the extent to which the measurement of the constructs gives consistent results. The Cronbach's alpha was used to measure the reliability of the constructs. The Cronbach's alpha coefficient for the overall instrument was found to be 0.969, which depicts that the reliability of the coefficient value is at an acceptance value.

Reliability Statistics

cronbach's alpha	Nofitems
0.969	83

DESCRIPTIVE STATISTICS

The following are the descriptive statistics method used in this study. It was analyzed using SPSS software version 16.0.

- Mean
- Standard deviation

MEAN

Mean deviation is the arithmetic mean of the absolute deviation of the values about their arithmetic mean or median or mode.

STANDARD DEVIATION

Standard deviation is the root mean square deviation of the values from their arithmetic mean.

ANALYSIS AND INTERPRETATION:

Assessment of OBE

OBE Assessment of BA ECONOMICS Respondents

Year of study	I	II	III	Total	I	II	III	Total	I	II	III	Total
	Year	Year	Year		Year	Year	Year		Year	Year	Year	
Assessment Learning	N				MEAN				STD.DEVIATION			
I am an active learner.	60	56	57	173	4.52	4.07	4.12	4.24	0.70	0.83	0.80	0.80
I am assessed on ongoing basis and our assessment is an integral part of the whole system.	60	56	57	173	4.13	3.91	3.75	3.94	0.68	0.77	0.76	0.75

My critical thinking, reasoning, reflection and action has improved through OBE.	60	56	57	173	4.05	3.86	3.82	3.91	0.79	0.67	0.83	0.77
My learning is relevant and connected to real-life situations	60	56	57	173	4.12	3.91	3.84	3.96	0.76	0.86	0.80	0.81
My classroom is Learner-centred.	60	56	57	173	4.20	3.89	3.77	3.96	0.71	0.89	0.80	0.82
My lecturers are facilitators and they constantly use teamwork.	60	56	57	173	4.07	3.88	3.67	3.87	0.80	0.88	0.85	0.85
Comments and input from students is encouraged in classroom.	60	56	57	173	4.05	3.71	3.81	3.86	0.75	0.99	0.81	0.86
Our Curriculum is seen as a guide that allows lecturers to be innovative and creative.	60	56	57	173	4.00	3.98	3.81	3.93	0.74	0.70	0.72	0.72

Our faculty motivates students by constant feedback and affirmation.	60	56	57	173	4.23	3.88	3.82	3.98	0.74	0.90	0.93	0.87
In my class emphasis is on outcomes	60	56	57	173	4.22	3.79	3.72	3.91	0.76	0.76	0.73	0.78
Students are not given marks just for remembering subject content.	60	56	57	173	4.12	3.75	3.60	3.83	0.74	0.88	0.92	0.87

Different aspects of the learner's abilities, such as creativity and critical thinking are also assessed	60	56	57	173	4.18	3.88	3.82	3.97	0.72	0.76	0.85	0.79
Avg. Mean	60	56	57	173	4.16	3.88	3.80	3.95				

(Source: Primary data)

INTERPRETATION:

The above table shows the agreeability towards OBE assessment among BAEconomics respondents. „I am an active learner“ this statement has the highest mean value of **4.52** among the I years. „I am an active learner“ this statement has the highest mean value of **4.07** among the II years. „I am an active learner“ this statement has the highest mean value of **4.12** among the III years.

The average of total mean score **3.95** implied that respondents agree in their opinion towards Assessment of OBE.

Critical Cross Field Outcomes

Critical Cross Field Outcomes of BAECONOMICS Respondents

Year of study	I	II	III	Total	I	II	III	Total	I	II	III	Total
	Year	Year	Year		Year	Year	Year		Year	Year	Year	
Outcomes	N				MEAN				STD.DEVIATION			
Communicate effectively – language.	60	56	57	173	4.43	4.11	4.00	4.19	0.85	0.80	0.76	0.82
Improves skills and presentation.	60	56	57	173	4.13	3.93	3.81	3.96	0.68	0.74	0.83	0.76
Identify and solve problems by using creative and critical thinking.	60	56	57	173	4.17	3.91	3.79	3.96	0.69	0.67	0.80	0.73

Organize and manage myself and I am responsible for my activities effectively.	60	56	57	173	4.30	4.07	3.79	4.06	0.70	0.81	0.80	0.79
Avg. Mean	60	56	57	173	4.26	4.00	3.85	4.04				

(Source: Primary data)

INTERPRETATION:

The above table shows the agreeability towards Critical OBE among BAEconomics respondents. Communicate effectively –

language has the highest mean value of **4.43, 4.11, 4.00** among the I years, II years and III years. The average of total mean score **4.04** implied that respondents agree in their opinion towards Critical Cross Field Outcomes

Reflection learning

Table No. 4.2.7: OBE Reflection of BAECONOMICS Respondents

Year of study	I	II	III	Total	I	II	III	Total	I	II	III	Total
	Year	Year	Year		Year	Year	Year		Year	Year	Year	
	N				MEAN				STD.DEVIATION			
My institution extends help to students to communicate effectively by developing their language and written skills.	60	56	57	173	4.35	4.11	4.00	4.16	0.90	0.71	0.87	0.84
My institution helps students to think critically and solve problems.	60	56	57	173	4.02	4.02	3.86	3.97	0.83	0.65	0.79	0.76

My institution helps me to use technology effectively and critically, showing responsibility towards the environment and the health of others.	60	56	57	173	4.22	4.00	3.82	4.02	0.85	0.79	0.78	0.82
I am able to understand that the world is a set of related systems—problems solving do not exist in isolation.	60	56	57	173	4.13	4.02	3.95	4.03	0.83	0.75	0.74	0.78
My institution helps me to be aware of the importance of effective learning strategies,	60	56	57	173	4.18	3.91	3.88	3.99	0.79	0.96	0.85	0.87
Avg. Mean	60				4.18	4.01	3.90	4.03				

INTERPRETATION

The above table shows the agreeability towards OBER reflection among BAEconomics respondents. „My institution extends help to students to communicate effectively by developing their language and written skills“ this statement has the highest mean value of **4.35** among the I years. „My institution extends help to students to communicate effectively by developing their language and written skills has the highest mean value of **4.11** among the II years. My institution extends help to students to communicate effectively by developing the

English language and written skills has the highest mean value of **4.00** among the III years. The average of total means score **4.03** implied that respondents agree in their opinion towards „Reflection Learning“.

OBE process

Table No.4.2.8: Process of OBE of BAECONOMICS Respondents

Year of study	I	II	III	Total	I	II	III	Total	I	II	III	Total
	Year	Year	Year		Year	Year	Year		Year	Year	Year	
Learning process	N				MEAN				STD.DEVIATION			
Outcome-based education is a flexible, empowerment oriented approach to learning.	60	56	57	173	4.37	4.09	4.09	4.19	0.78	0.72	0.85	0.79
It aims at equipping learners with the knowledge, competence and orientation needed for success in their future professions.	60	56	57	173	4.10	3.93	3.86	3.97	0.84	0.68	0.64	0.73
OBE has helped in teaching and learning models.	60	56	57	173	4.10	3.96	3.75	3.94	0.84	0.71	0.76	0.78
4.4.4. OBE adaptation has helped me to optimize learning and ensure the development of myself.	60	56	57	173	4.23	4.04	3.79	4.02	0.72	0.81	0.77	0.78
Avg. Mean	60				4.20	4.00	3.87	4.03				

(Source: Primary data)

INTERPRETATION

The above table shows the agreeability towards OBE LEARNING PROCESS among BAEconomics respondents. Outcome-based education is a flexible, empowerment oriented approach to learning has the highest mean value of **4.37, 4.09, 4.09** among the I years, II years and III years. The average of total means score **4.03** implied that respondents

pondents agree in their opinion towards „OBE process“.

CONCLUSION:

The agreeability towards „Critical Cross Field Outcomes“ (mean score -4.26) is

found to be high among I year BA. Economics students. The agreeability towards „OBE Reflection“ (mean

score -4.01 & 3.90) is found to be high among II and III year BA. Economics students.

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