OUTCOME BASED EDUCATION – A PROMISING TOOL TO ENHANCE

PRODUCTIVITY: A CASE OF R V INSTITUTE OF MANAGEMENT

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ABSTRACT

Outcome Based Education (OBE) has become a buzzword in the education space and more soever in the higher education space. Most of the accreditations - be it national or international, including NAAC and NBA today gives a lot of importance on the OBE. Strong emphasis is laid on the ability of the Institution to follow the principles of OBE to the core and not for the name sake. This is where decoding the entire process of OBE as conceptualized in the Bloom's Taxonomy becomes relevant and important to enhance productivity of all the processes including Teaching – Learning - Evaluation. In this paper, which is conceptual in nature, an attempt has been made to understand the processes involved in OBE as substantiated with a real world case of a standalone B-school of eminence of India, i.e. R V Institute of Management, Bangalore.

KEYWORDS: Outcome Based Education, R V Institute of Management, Accreditation, Higher Education & Bloom's Taxonomy

Original Article

INTRODUCTION

The central philosophy around which the Outcome Based Education practice revolves is Bloom's Taxonomy. Bloom's taxonomy is a guide for strengthening the Teaching-Learning-Evaluation processes in the context of higher education institutions, irrespective of the courses offered. The three important domains VIZ Cognitive domain (Knowledge domain: Knowing – Head), Psychomotor domain (Skills domain: Doing – Hands) and the Affective domain (Attitude domain: Feeling – Heart) highlighted in the Bloom's taxonomy[1] and the positioning of the course with regard to different levels in each domain needs to be looked into while framing and delivering the curriculum for a specific course. This is where understanding the different levels in each domain becomes very critical in enhancing the productivity of all the processes including teaching-learning-evaluation. In the following section, different levels in each domain will be presented in a pictorial way in order to gain a broader understanding of the Learning that happens at the higher education as learning per se doesn't only mean ability to remember and reproduce knowledge.

deliberations need to happen at each and every stage as it is directly linked to the accomplishment of mission and vision of the Institution. OBE is simply a tool to enhance productivity of the Teaching – Learning – Evaluation processes aimed at realizing the mission and vision of the Institution. Choosing the right action verbs (words) while framing the GAs, PEOs, POs, COs and MOs is very crucial and important as each action verb (word) reflects unique level in the order of the learning in each of the three domains as narrated in the earlier section. Some of the action verbs for different levels of learning in the Cognitivedomain are illustrated here-in-under[4];

Table 2

Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	• Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State	• Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate	• Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write	• Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test	• Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write	• Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value

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