Research Paper

A Study of the Outcome Based Education among Post Graduate Students With Respect To Their Demographic Variables

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Abstract
*Outcomes based education (OBE) is the highlighted trend these days in education area to manual post graduate students in their professional career and lead them too greater informed and creative. This could enable them to development well in their working surroundings. To gain the attributes detailed for outcome based on colleges via national board of accreditation right overview techniques are required, due to the fact assessment of the graduate attributes plays a key position in coaching gaining knowledge of system to enhance the device and to improve the overall performance of college students. Purpose of the study challenges crucial implications of generous out the framework for the exercise and strategies of assessment and evaluation of college students' performance in arts colleges. **Objectives:** The present study based on outcome-based education among post graduate students with respect to their demographic variables in Salem District. **Sample:** A sample comprised of 542 postgraduate students studying in post-graduate was selected randomly from arts colleges of Salem district. **Tool:** The research tool outcome-based education developed and standardized by Rhaffor, (2017). **Method:** descriptive research method. **Technique:** stratified random sampling technique was used in the present study. **Statistical methods:** The data was analyzed using the mean, standard deviation, and t-test. The data was analyzed through SPSS. **Results:** The major findings of the study are male and female,of postgraduate studentsdo not differ in their outcome-based education. The results also showed thatrural and urban and PG I Year and PG II Yearof postgraduate studentsdodiffer in their outcome-based education.*
Keywords: Outcome-based education, Post graduate students, Demographic variables

I. Introduction

The educational idea of outcome-based education (OBE), also known as standards-based or accountability in education, was developed in the late nineteenth century and revived in the twenty-first century, and it is based on each individual aspect of an educational system. Outcome-Based Education (OBE), on the other hand, is a student-centered teaching and learning style in which course delivery and evaluation are structured to meet specific objectives and outcomes. Outcome-based education is insisting the responsibility in teaching and learning.Outcome-based education (OBE) is a type of education that involves measuring outcomes rather than the inputs of the curriculum. Knowledge, skills, and attitudes are all possible outcomes. Teaching components and activities should be carefully organized, planned, and continuously improved in order to achieve the desired objectives [W. G. Spady, 1991Since 2007, all degree programme have included OBE aspects in each of their curriculums. In other words, course outcomes (CO) are mapped to specific programme outcomes (PO) for each course [M. M. Kamal, H. Hashim, and W. Mansor, 2008]. Outcome-based education is a type of education in which curricular decisions are made based on the students' ability to demonstrate proficiency at the end of the course.The National Board of Accreditation (NBA) has accepted the OBE technique and has provided the basis for establishments seeking accreditation [Devasis Pradhan, 2021].

Outcome Based Education (OBE)

OBE has been followed for more than a century while educationalists introduced to light the significance of appreciating students character version inside the studying process, believing that training is fine measured by means of encouraging man or woman college students' fulfillment that would occur at exceptional

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fees for distinct college students. The goal of outcome-based education is to ensure that students are well-prepared with the knowledge, skills, and attitudes essential to become successful individuals once they leave the school system.

Outcome-based education is a type of education that focuses on novices' future performance capacities and how to apply knowledge to achieve their goals once they have been taught. One of the most important problems in outcome-based education is the powerful curriculum design that gives experiential gaining knowledge of effectiveness of any curriculum may be measured via the procedure of coaching- getting to know and assessment of what students can genuinely do, after they may be taught. The outcome-based educationin particular attempts to undertake learning effects of the scholars in terms of understanding, skills, attitudes and values that suit the instantaneous social, economic and cultural environment of society.

Types of Outcome-Based Education
Traditional, Transitional, and Transformational OBEs are the three categories.
❖ Traditional or conventional outcome-based educationwhich measures the mastering consequences in terms of students' mastery of the mounted curriculum.
❖ Transitional outcome-based educationwhich measures the studying effects of college students in phrases of generic or higher order abilities such as important wondering, problem solving, conversation talents and teamwork.
❖ Transformational outcome-based education which measures the mastering results of students in terms of vast category of disciplinary understanding and competencies (i.e., multi-disciplined), customary talents, attitudes and values required by using the enterprise or society. Here is a desk displaying the variations among the traditional content material primarily based gadget to outcomes based totally device.

Statement of the problem
The problem is stated as **"A Study of the Outcome Based Education among Post Graduate Students with respect to their Demographic Variables".**
Operational definitions of the study
Outcome Based Education
Outcome-based education is very significant for the general interface between the students and the faculty of a society or institute.Outcome-Based Education is commonly defined as a set of knowledge, skills, and competencies, aptitudes, attitudes, and understanding that a student will acquireof his or her successful participation in a set of higher education experiences and opportunities.
Post Graduate Students
A postgraduate, often known as a postgraduate student, is a university student who has completed their first degree and is now studying or conducting research at a higher level.
Objective of the study
The study was created with the following objectives in mind.
❖ To study the outcome-based education among post graduate students with respect to their gender
❖ To find out the outcome-based education among post graduate students with respect to their locality
❖ To study the outcome-based education among post graduate students with respect to their course pursuing
Hypotheses of the study
❖ There is no significant difference in the outcome-based education among post graduate students based on the select sub sample gender
❖ There is no significant difference in the outcome-based education among post graduate students based on the select sub sample locality
❖ There is no significant difference in the outcome-based education among post graduate students based on the select sub sample course pursuing

II.   Review of Related Literature
According to Davis, [2003] and Caguimbal, et. al., [2013] stated that Outcome Based Education is an approach to education in which decisions about the curriculum are driven by the exit learning outcomes displayed by the students at the end of each course. Outcome Based Education principles outlined by Dr. William Spady. As early as 1980s, outcome-based education is functional to create a competitive advantage among countries in international field [Borsoto et. al, 2014]. Outcome-based education philosophy identifies the need to involve the entire education community in determining what students need to learn and then in doing whatever is necessary and reasonable to be confident that each student does learn [Rogers & Dana, 1995]. The implication is that outcome-based education leads to educational modification which is supported by Tucker [2014] who points out that outcome-based education is a process that involves the restructuring of curriculum,

assessment and reporting practices in teaching to reflect the achievement of high order learning and command rather than the accumulation of course credits.

III. Methodology

The study was descriptive and based on the use of survey strategy for the conduct of research.

Method of Study

A five-point Likert type rating scale was developed which was based on 30 items. The lowest option on the rating scale was strongly disagreed with a value of 1 and strongly agreed with a value of 5. It was pilot tested for the determination of reliability and finalization. The sample for the present study were 542 postgraduate students.

Data Presentation and Analysis

Table -1 Difference in outcome-based education of postgraduate students based on gender

Outcome Based Education	Gender	N	Mean	S D	p value
OBE	Male	215	30.40	8.96	0.945*
	Female	237	33.08	9.14	

From the above tale, it can be seen that, not a significant difference is observed between male and female of postgraduate students with respect to outcome-based education (P=0.945, p>0.05) at 0.05 level of significance. Hence, the formulated null hypothesis is accepted.

Table -2 Difference in outcome-based education of postgraduate students based on locality

Outcome Based Education	Locality	N	Mean	S D	p value
OBE	Rural	213	30.82	8.68	0.001*
	Urban	229	33.40	9.49	

From the above tale, it can be seen that, a significant difference is observed between rural and urbanof postgraduate students with respect to outcome-based education (P=0.001, p<0.05) at 0.05 level of significance. Hence, the formulated null hypothesis is not accepted.

Table -3 Difference in outcome-based education of postgraduate students based on course pursuing

Outcome Based Education	Course Pursuing	N	Mean	S D	p value
OBE	PG I Year	220	29.63	8.71	0.023*
	PG II Year	232	37.38	7.82	

From the above tale, it can be seen that, a significant difference is observed between rural and urbanof postgraduate students with respect to outcome-based education (P=0.023, p<0.05) at 0.05 level of significance. Hence, the formulated null hypothesis is not accepted.

IV. Findings

❖ Male and female of postgraduate studentsdo not differ in their outcome-based education.
❖ Rural and urban of postgraduate studentsdo differ in their outcome-based education.
❖ PG I Year and PG II Year of postgraduate studentsdodiffer in their outcome-based education.

V. Conclusion

❖ The main aim of the study is to find out the significant difference between a study of the outcome-based education among post graduate students with respect to their demographic variables. The major findings of the study are male and female,of postgraduate studentsdo not differ in their outcome-based education. The results also showed thatrural and urban and PG I Year and PG II Yearof postgraduate studentsdodiffer in their outcome-based education.In recent years, various academics and scholars from all around the world have placed a great deal of focus on outcome-based education. Students' self-learning takes priority in the Outcome Based Education System above learning from what teachers have considered in the classroom.In outcome-based education, students are given goals to achieve by the conclusion of each course, as well as goals to achieve by the time they graduate. In outcome-based education, professors function as knowledge facilitators for postgraduate students.

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