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Commonwealth Educational Media Centre for Asia

CHIEF GUEST ADDRESS

STRATEGIES FOR DEVELOPING OUTCOME-BASED  
CURRICULUM & UTILISING DIGITAL TOOLS IN  
EDUCATION

By

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ONE WEEK NATIONAL LEVEL ONLINE FACULTY  
DEVELOPMENT PROGRAMME (FDP)

Organised by

Netaji Subhas Open University in collaboration with Uttarakhand Open University

11 November, 2024  
6 PM - 7 PM IST



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The poster features the logos of Netaji Subhas Open University (NSOU) and Uttarakhand Open University (UOU) at the top. The text reads: "Netaji Subhas Open University Institution's Innovation Council In collaboration with Uttarakhand Open University Organises One Week National Level online Faculty Development Programme (FDP) 'Strategies for Developing Outcome-Based Curriculum & Utilizing Digital Tools in Education' Inaugural Session". Below this, three circular portraits are shown with their respective titles: Prof. O. P. Negi, Vice Chancellor, UOU; Dr. B. Shadrach, Director, CEMCA; and Prof. Indrajit Lahiri, Vice Chancellor, NSOU. At the bottom, a calendar icon indicates the date and time: "6:00 PM – 7:00 PM; 11 November, 2024".

Dear Professor Indrajit Lahiri, Vice Chancellor of Netaji Subhas Open University, dear Professor O P S Negi, Vice Chancellor of Uttarakhand Open University, dear Professor Jitendra Pande and Professor Anirban Ghosh, dear Professor Ritu Mathur Mitra, Professor Ashutosh Bhatt, all participants and everyone else involved in organising the week-long national level FDP titled, "Strategies for Developing Outcome-based Curriculum and utilising digital tools in education." It is nice to see that one of the most powerful digital tools since the Pandemic, Zoom, is being used for conducting the entire week-long sessions, fully online. This is a great testament to the use and utilisation of digital tools for developing educational strategies.

I consider it a great honour to join you to discuss how our educational landscape at the tertiary level can be transformed through the idea of OBE – Outcome-Based Education. This is important at a time and age when we are looking to combine skills and competencies necessary for our learners to thrive in the 21st Century Marketplace. Also, the significance of OBE is outlined in the National Education Policy (NEP) 2020 where it provides a detailed framework for transforming Indian education system through pedagogical approaches such as the OBE.



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NEP 2020 sees OBE, not as a mere methodology or a pedagogical issue, but as a philosophy that places learners at the centre of gaining the education experience s/he deserves. NEP 2020 also sees OBE to achieve the much desired holistic and multi-disciplinary approach to education. The policy, as we all know, emphasises upon the development of intellectual, aesthetic, social, physical, emotional and moral capacities among learners who would not only go on to becoming lifelong learners, but also global citizens.

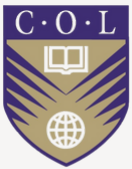
OBE, therefore, also calls for an interdisciplinary thinking in our education, combining humanities, arts, social sciences, STEM, vocational subjects to foster communication, collaboration, creativity, critical thinking and problem solving. In other words, the application of OBE approaches will enable our tertiary system to produce well-rounded individuals equipped to deal with the challenges that emerge in the 21st century, including that of upkeeping the value systems, ethical conduct, social engagement and environmental consciousness.

What are the core elements of OBE that we can closely look at when delivering the best educational and learning experiences for our students?

First, we need to be very clear about the definition of learning outcomes. We discussed a range of outcomes above. Be it interdisciplinary approach to learning or to gaining 21st century skills or even becoming a good global citizen with ethical and moral moorings. Here is where we as educators face the challenge! What do we want our learners to learn? It is the knowledge from our teachings or skills they hone or the competencies they gain or even the value systems they imbibe! If we have an answer to these questions, half the job is done with regard to OBE!!

Once we know the definition of OBE in our contexts, we will be able to pay some attention to the curriculum that we handle. We would introspect if the curriculum is aligned to the goal that meets one's own definition of OBE. The questions that will arise are: Is my curriculum flexible? Is it multidisciplinary, is it holistic, is it transdisciplinary and one that would help the learner to prepare her/himself for the future of the world of work and the complex modern world that we live in.





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In order to handle the curriculum, rather the curriculum that we introspected, we would then determine if and how innovation can be brought into the teaching and learning processes, in other words, in the pedagogy. Are we incorporating project-based, activity-based, problem-based, action-oriented learning methods that are applicable in the real-world setting. Can these result in a blended approach that is squarely different from the theatrical style of delivering talks to our students, to make them learn from a variety of means and methods. So that they continue learning even after leaving us!

OBE also calls for a new look at the assessment, be it continuous, summative, formative, diagnostics or for ensuring that evidence is gathered for granting degrees and certifications. Modern technologies provide for assessments in various ways, be it instant feedback or analytical feedback through the use of AI tools or even the dashboards of our LMSs that tell a thousand stories about our learners and their learning behaviours.

OBE can be successful only when we learn to focus on student support and their wellness. Be it academic advice or administrative advice during their time in our university system or career counselling and placements as they complete their studies or even orientation programmes on various support systems available as they start their studies. It is important for us to focus on the diverse needs of our students so that together with them we strive to overcome all barriers, leading their success. That is perhaps the best testament to OBE.

In all these, capacity development of faculty and non-faculty members are often ignored, and they fall between the stools. In higher education institutions, both the administrative and academic leadership should recognise the need for continuous professional development that fosters a culture of innovation and pedagogical excellence in which teachers end up being facilitators to creating well rounded future citizens who would lead the world.

In conclusion, I would like to congratulate Professor Lahiri and Professor Negi for doing just that – becoming the champions of OBE in their respective universities.

I also wish to add a note from ChatGPT here:

*The NEP 2020's components are intricately linked to the principles of Outcome-based Education. By focusing on holistic development, institutional restructuring, quality and autonomy, research and innovation, equity and inclusion, regulatory reforms, vocational education, teacher education, student support, and internationalization, the policy aims to create a robust educational framework that ensures students achieve specific, measurable learning outcomes. This alignment with OBE principles ensures that the educational system not only imparts knowledge but also prepares students for real-world challenges and opportunities.*

Thank you.

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