

# A Systematic Framework for Implementation & Continuous Improvement of Outcome-Based Education

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**Abstract-** An emerging pedagogical paradigm, Outcome-Based Education (OBE) places an emphasis on the achievement of predetermined learning outcomes as the cornerstone of all educational activities. The pedagogical approach known as OBE is the subject of this research, which delves into both the theoretical underpinnings & real-world implementation of this approach. Drawing on W. Spady's seminal work from 1994, this essay explores the role of OBE in shaping educational practices, with an emphasis on how to ensure that goals are in line with institutional values & mission statements. This article provides a detailed overview of a methodical procedure for achieving OBE, including all of the necessary steps as well as methods for continuous evaluation & enhancement. Finally, this study piece connects the dots between Outcome-Based Education's theoretical underpinnings or its actual use. It hopes to equip everyone involved in education with the understanding and resources necessary to fully embrace OBE as a paradigm shift in teaching & learning that improves both the quantity and quality of student experiences.

**Keywords-** Outcome-Based Education, Learning, Educational Institutions, Continuous Improvement

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## INTRODUCTION

In contrast to the majority of educators, who place more emphasis on their own teaching methods than on their students' actual learning, outcomes-based education (OBE) places more weight on the learning outcomes desired by students at the end of a course than on the specific methods used to get there. Instead of focusing on the teaching itself, outcome focused education prioritises the professional knowledge, skills, abilities, values, & attitudes that students should have acquired at the course's end. It stresses the need of knowing where you're going before setting off on a voyage (Harden 1997; McNeil P H 2006).

This research article lays out the study's stated goal, which can be summarised as follows: In Order to Offer Thorough Understanding: By tracing its origins, evolution, and guiding principles, this research hopes to provide a comprehensive overview of OBE. Educators, administrators, and policymakers are the target audience, and the book aims to help them understand OBE and its relevance to contemporary classrooms. With the Goal of Creating a Workable Plan for Execution: In order to successfully integrate OBE in educational institutions, the study aims to provide an organised & practical framework, building upon the

theoretical foundation. To help institutions who are interested in using OBE as a teaching method, it will examine the steps needed to do so and provide plans for ongoing improvement. Essentially, this study aims to strengthen education or learning experiences by giving a thorough resource that explains the theoretical foundations of OBE and provides practical steps or strategies for its effective implementation. The ultimate goal is to close the gap between theory and practice.

## History of outcome-based education

For over a hundred years, educators have used OBE to highlight the significance of understanding and embracing students' unique learning styles. They hold the belief that the best way to measure education is by fostering students' individual achievements, which can happen at different rates for each student. Using OBE, students with varying capacities can study at their own pace while still focusing on the program's goal of improving their professional medical knowledge, talents, & attitudes (Harden 2002a; Harden, R.M. 1999). The healthcare reform that prioritises the establishment of uniform standards for doctors, with an emphasis on the fact that students of medicine should demonstrate

competence in professionalism as a prerequisite to graduation, has also supported the idea of OBE (Schwartz 2002). Many medical schools have begun using OBE as a means to guarantee that their graduates are qualified to practise medicine in a globalised market and that their degrees are competitive and recognised on an international level.

### Outcome-based education Nature

According to Harden (1986), curriculum decisions in OBE are based on the competencies students should have learned by the end of the programme. As a result, the course offered, the teaching methods, the educational environment, or assessment strategies are all dictated by the outcomes or competencies. The end goal is the deciding factor in all pedagogical and curriculum choices (Spady, W. 1988; 1993). Process for developing and executing an outcome-based course of study:

1. **Determining on the outcomes:** Regarding content, context, and competence, the educational outcomes are clearly defined and described. Results are summed up by the US Accreditation Council on Graduate Education as a set of general competencies covering medical knowledge, patient care, system-based practice, interpersonal and communication skills, professionalism, and practice-based learning and improvement (Harden R.M. 2005).
2. **Outcome demonstration:** establish 'benchmarks' at each stage of the programme to identify the desired outcome. The student must show proficiency in each benchmark. The objectives of the curriculum and methods to evaluate whether students have accomplished them at a given level of study should be addressed and defined in benchmarks.
3. **Choosing lesson plans & material OBE can be applied in two ways:** the first is the "Whole-class" model, which seeks to raise the level of knowledge of every student in a classroom to a high level before moving on, and the second is the "Flexible" model, which makes use of instructional management, technology, continuous progress, and flexible grouping (Spady, W. 1988).
4. **Evaluation in Objective-Based Education:** Evaluation in OBE is based on clearly stated learning outcomes, not on other variables like course content, student effort, or the specific way in which students reach their goals (Willis, S. 1995). To evaluate OBE, one might utilise standard-referenced assessment, which is comparable to criterion-referenced assessment but provides a more precise outline of the expected performance. Additionally, continuous assessments or student portfolios would be highly beneficial, as OBE necessitates continuous feedback

between the instructor & student (Harden R.M. 2005).

### LITERATURE REVIEW

Dewani et al. (2022) There has been a recent, significant uptick in interest in the idea of an OBE paradigm and its potential for use in higher education. Some Pakistani universities and colleges adopted this pedagogical approach in the 2017–18 school year. This study looks into OBE & non-OBE systems within the context of student learning outcomes & academic success in Pakistani engineering education. Undergraduate students from MUET in Jamshoro, Sindh, Pakistan, participated in the study. The software engineering majors are used as the sample. Cohorts of students are divided into those participating in OBE & those not. Exam results at the end of the semester are utilized for statistical analysis. Establishing the group statistic requires the use of both descriptive statistics & independent samples t-test. This study's results suggest that a shift away from the existing approach in favor of OBE inside engineering schools could prove fruitful in the long run.

S. Amirtharaj et al. (2022) Course outcomes (CO) & program outcomes (PO) are the skills & competencies students are expected to acquire after completing a given program or course. OBE seeks to guarantee that students acquire the theoretical, practical, & soft skills necessary to enter the workforce as competent & confident professionals upon graduation. Analysis of OBE outcome attainment via the lens of an assessment system is the topic of this essay. It's a web-based tool for assessing whether or not higher education institutions are succeeding in meeting their COs, POs, & PEOs. These days, many universities & colleges use OBE and the choice-based credit system (CBCS). Accrediting bodies, along with the rest of the stakeholder community, acknowledge OBE & CBCS for the value they bring to the table. COs, POs, & PEOs are discussed, along with the process of building and refining them, as well as the institution's & department's respective visions & missions for the program being offered. Methods and criteria for gauging progress toward such goals are also covered. Accreditation is a recognition system for evaluating the quality & standards of a program's instruction at a school of higher education. This article describes a method for comparing OBE with CBCS to determine whether or not a program's graduates have met its outcomes.

Rahmatullah Katawazai et al. (2021) There is great potential for Outcome-based Education in today's educational system around the world. The Ministry of Higher Education in Afghanistan has made it a policy priority in recent years to emphasize the importance of implementing OBE & student-centered learning. As a result, the goal of this study was to learn how Afghan professors feel about the recent changes to their country's educational system. A combination of quantitative and qualitative methods was used in the study's data collection. The study employed a questionnaire filled out by 120 academics, responses from 7 experts in the field of OBE, and interviews with lecturers in Afghanistan. The quantitative results show

that educators have favorable impressions of outcome-based education and are open to implementing it, albeit acknowledging a few significant obstacles. The findings, however, also reveal how rarely this strategy is really put into practice at the moment. The qualitative data shows that content-based curricula, teaching, learning, & assessment procedures, a deficiency in fundamental infrastructure or informational structure, a shortage of classroom space, and teachers' workload are among the major obstacles to this strategy's widespread adoption. These findings will be used by the Ministry of Higher Education & Higher Education Development Program to shape future policy & place greater emphasis on this paradigm change in higher education. Also, instructors will gain a better understanding of the big picture of learning outcomes and student focus. Further, it will provide an opportunity for scholars to delve into this promising area of study in Afghanistan's academic institutions.

Dr. Aloysius Edward J et al. (2020) OBE is a concept of teaching in which it is assumed that students would, upon successful completion of the course, have accomplished the objectives established for the curriculum. Many countries began adopting OBE in the 1990s, but its importance has only grown since then. The objectives, strategies, and evaluation criteria for success in OBE-based learning are all laid out in great detail. As a result of the dynamic nature of modern technology, all professions now require greater adaptability and versatility than was previously the case. As a result, today's graduates face increased pressure to enter the workforce immediately after receiving their diplomas, armed with the necessary expertise for that position. It's interesting to observe the shift away from more conventional student and instructor roles, as well as teaching methods. There are benefits and drawbacks to OBE, but when looking at education from a long-term perspective, the benefits are more substantial. There is little doubt that OBE is now accepted as a measure of the efficiency and quality of education provided. The paper explains the basic idea of OBE, the method involved in OBE, learning domains, & assessment of learning results.

Anju Rawley et al. (2020) Practitioners in higher education, such as policy designers and implementers, academics, instructional designers, curriculum reviewers & re-designers, curriculum creators, or institutions implementing OBE & OBC, will find this paper's critical analysis of OBE & OBC useful. Rather than merely tweaking old structures & procedures, OBE represents a genuine paradigm shift in educational theory and practice because of its emphasis on empirically gauging students' performance. The widespread adoption of OBE & OBC represents a radical departure from traditional approaches to teaching and learning around the globe. The Outcome-Based strategy has been widely adopted since the 1980s. There has been a pressing need for decades for a thorough examination of OBE's planning, execution, and evaluation. Outcomes-based approaches have been used by accrediting bodies & universities as a platform for the accreditation & improvement of engineering programs in response to the increasing

need of industries 4.0. In this light, schools have begun adopting the OBE method, which employs learning analytics with the aim of improving final results. In order to meet the requirements of OBE, educators must shift their focus from instruction to learning, from lecturing to questioning, and from content to results. Thus, teachers play the role of facilitators, establishing & maintaining a conducive learning environment for the purpose of implementing the curriculum, assessing student progress, and enhancing instruction. The outcome-based approach to higher education has been met with a number of challenges on a global scale, particularly in the areas of implementation & assessment. Nonetheless, this study draws on the experiences of NITTTR, Bhopal to emphasize the obstacles and issues associated with the systematic planning & design of a system aligned to outcome-based education, curriculum, its implementation, and assessment. This has the potential to reduce the difficulties and issues connected to its development, implementation, evaluation, & certification.

### OBJECTIVE OF THE STUDY

1. To elucidate the theoretical basis of OBE extensively.
2. To provide a practical framework plan for introducing OBE into educational institutions, with an emphasis on ongoing development.

### RESEARCH METHODOLOGY

A field's methodology is its approach to theoretically and methodically analysing research methodologies. It is the theoretical examination of the set of rules and procedures linked to a certain field of study. The word "research" is associated with the process of investigating a subject in order to learn more about it. Research, then, is the practice of methodical inquiry.

#### Research Design

This article uses a qualitative research design with literature review & conceptual assessment. OBE and its theoretical basis & practical features can be thoroughly investigated using a qualitative approach.

#### Data Collection

- a) **Sources:** Scholarly works, academic papers, books, reports, and other pertinent publications pertaining to OBE comprise the main data sources for this study. Databases, university libraries, and the internet were the means of access for these materials.
- b) **Data Collection Techniques:** Educational journals & websites, as well as academic databases like PubMed, Google Scholar, & JSTOR, were combed through to compile a thorough literature study.

- c) **Data Selection:** This research paper's sources were vetted using the following standards to guarantee its relevance & reliability: The inclusion of modern viewpoints is guaranteed by using sources published within the past twenty years (i.e., 2003–2023).

Academic journals, publishers, and educational institutions' peer-reviewed articles & reports. Materials discussing the theory and practice of OBE. Research on OBE's adaptability & worldwide acceptance should be included. By integrating a qualitative literature review with conceptual analysis, this study's research technique enabled a thorough exploration of Outcome-Based Education. The study findings offered in this work are credible & relevant because of the approach used.

### OBE INCLUDES THE BASICS THAT FOLLOW

1. What are the exact pieces of information, abilities, and competences that we hope our students will take away from this course?
2. To help students achieve these learning outcomes, what are the best methods and strategies?
3. How can we find out if the students have accomplished these goals?
4. How can we implement a system of continuous quality improvement (CQI) to upgrade the educational process on an ongoing basis?

## A COMPREHENSIVE FRAMEWORK FOR EDUCATIONAL EXCELLENCE OF OBE BLUEPRINT

### 1. Mission and Vision Statements

In this first phase, the institution analyses its stated goals and objectives. An organization's mission statement should outline its primary goals and how it will contribute to the community at large. The purpose of the vision statement is to describe the ultimate aims & dreams of the organisation. All decisions and acts relating to OBE that follow are based on these statements, which serve as core principles. To begin, we will take stock of our current Mission and Vision and determine if they are in line with OBE's objectives. If not, we will make the required revisions to ensure that they do.

### 2. Describe Core Values

The fundamental principles & beliefs of an institution can be defined by its core values. Every aspect of the institution's culture, from actions to decisions, is shaped by these core beliefs. Finding and explaining the fundamental principles that will support the organization's dedication to OBE is a part of the process. To make sure these principles are meaningful to everyone involved—teachers, students, or administrators—we need to work together.

### 3. Study Program Educational Objectives (PEOs) & Program Outcomes (POs)

The institution checks the POs & PEOs at this stage to make that the programmes are in line with the requirements set by external accrediting agencies. To ensure that the PEOs & POs align with the educational goals and values of the institution, a thorough study is conducted at this stage.

### 4. Program Specific Outcomes (PSOs)

The institution's many areas of expertise inform the development of PSOs. Creating specialised PSOs that mesh with the overarching PEOs & POs is what this stage is all about. Each programme has its own distinct set of requirements & objectives, and specialised PSOs help to meet those needs while also preparing students for specialised jobs or academic disciplines. These PSOs connect the institution's broad objectives with the unique requirements of each student.

### 5. Identifying Critical Objectives for the Institute

Organisational priorities are defined by the PEOs, POs, PSOs, Core Values, Mission, & Vision of the institution. The strategic path for implementing OBE is laid forth by these goals. Decisions, curriculum development, & assessment processes will all be guided by SMART goals, which are defined as clear, quantifiable, and achievable.

### 6. Identify Skills, Abilities, Knowledge, & Personal Attributes

An important first step is to determine what kids really need to improve upon in terms of knowledge, skills, and character traits. This procedure guarantees that the learning environment is modified to suit their needs. To do this, we must first identify the overarching and more specific competencies—both general & discipline-specific—that students will need to succeed in reaching these goals.

### 7. Problem Statements & Course Outcomes

Within each field of study, specific course objectives & problem statements are established. Here, we use Bloom's taxonomy to specify what we want our students to take away from each class. In order to reach the PSOs and, by extension, the more general educational objectives, these results are necessary.

### 8. Develop Assessment Rubrics

In order to measure how well students have accomplished both course & programme outcomes, assessment rubrics are developed. In order to help teachers evaluate their students' work, we've created these rubrics. For the purpose of fair & consistent evaluation, rubrics should be in sync with the course goals and issues identified earlier.

### 9. Develop CO-PO Mapping Matrix

With each concentration comes a new mapping matrix: the Course Outcome-Program Outcome (CO-PO). The programme results are connected to the specific course outcomes through this matrix. It guarantees that the curriculum at the programme level is consistent with the content at the course level.

### 10. Analyze Attainment of COs and Pos

In order to determine how far pupils have come in achieving COs & POs, this stage entails establishing a systematic monitoring & assessment system. The process may include gathering information about students' performance through tests, quizzes, and other types of evaluation. The study highlights both strong and weak points, which is quite helpful.

### 11. Continuous Improvement

- a) In order to keep standards high, current rubrics are reinforced for results that have reached the target level of attainment. To maintain effective results, this requires continuous monitoring & review.
- b) The Define-Measure-Analyze-Improve-Reinforce (DMAIR) cycle is followed for continuous improvement for outcomes with attainment disparities. Finding ways to fill in the gaps or improve the learning experience involves reevaluating things like course outcomes, evaluation rubrics, or issue statements.

Education institutions can guarantee that their OBE is in line with their mission, beliefs, & objectives by following this thorough approach. This way, students can receive a high-quality, career-focused education. At its heart, this method is about continuous improvement so it can adjust to changing educational demands & standards.

### ADVANTAGES OF OBE

Education institutions, instructors, and students all benefit greatly from OBE. This is a list of some of the most important advantages:

- Among the many tenets of OBE is the importance of having well-defined & explicit learning outcomes for each student. This openness helps students better understand their academic responsibilities & provides them with a roadmap for their future success.
- Objective Belief Alignment: OBE guarantees that all educational activities are in accordance with the institution's stated purpose & objectives. Throughout the course of education, this ensures that these goals will be satisfied.
- Adaptability: With OBE, schools can adjust their course offerings to meet the needs of individual students & fields of study they provide. This customisation ensures that graduates are prepared for the careers of their choice.
- OBE facilitates evaluation & assessment, which in turn allows for the measurement of measurable outcomes, such as the extent to which pupils have learnt. Using this data-driven approach, institutions may assess the performance of their programmes and make adjustments as needed.
- An Environment of Ongoing Development: OBE Promotes This Value. To increase the quality of education & meet the ever-changing demands of the industry, educational institutions regularly assess & enhance their programmes. According to OBE, accountability is fostered from the top down, even in the classroom. Through well-defined goals or evaluation processes, educators are held accountable for their students' progress and the effectiveness of their curriculum.
- Enhanced Employability: Individuals who complete OBE programmes often possess better skills that are sought after by employers. They possess the necessary information & abilities, making them more employable.
- The development of strong analytical, problem-solving, & critical thinking skills is a primary goal of OBE. Students develop into more adaptable & capable employees when given opportunities to apply what they learn in the classroom to real-world situations.
- Learning with an Emphasis on the Learner: OBET shifts the focus from instruction to learning, with a particular emphasis on the learner. Students are encouraged to actively participate, take charge of their own learning, and think critically since they are positioned at the core of the learning process.
- OBE's adaptability makes it relevant on a global scale, regardless of cultural or geographical factors. It teaches them to think globally & adaptable, so they may succeed in any job.
- To guarantee the quality of programmes & student preparedness, OBE is highly regarded by many employers and certifying organisations. There is often an advantage in terms of recognition & reputation for graduates of OBE programmes.
- Greater Cooperation Amongst Faculty Members: OBE encourages faculty members to work together across

departments. It encourages teachers to work together towards shared goals and fosters a shared view of education's purpose. When students have clear goals and objectives and can see how their coursework applies to real-world situations, they are more likely to enjoy their time in school or graduate with high levels of competence.

- statistics-driven decision-making: Organisations can benefit from OBE's insightful statistics on student accomplishment. It is possible to use this data to inform decision-making, resource allocation, or curriculum development.
- Learning for Life: OBE encourages students to embrace a mindset of continuous learning. In the course of their careers, they are more prone to pursue further training & advancement opportunities. Ultimately, the goal of outcome-based education is to improve the efficacy, relevance, and quality of education through a comprehensive approach that places an emphasis on well-defined outcomes and continuous improvement.

## RESULTS

The theoretical basis, evolution, & guiding principles of OBE are thoroughly explored in this study article. This elucidates the reasons behind the rise of OBE in contemporary classrooms.

This study provides a systematic & workable plan for introducing OBE into classrooms. It provides a transparent and practical roadmap for implementing OBE by walking educators, administrators, & legislators through each step. It stresses how important it is for organisations to have mission and vision statements that are in line with OBE ideals. Based on the findings, it's critical to update these declarations as needed to demonstrate dedication to OBE. •An institution's culture, conduct, or decision-making should be guided by a set of Core Values, which are defined in this document. It stresses the need of working together to make sure these principles are understood by everyone.

The article delves into OBE's potential to improve institutional recognition & legitimacy through accreditation, as well as its adaptability to many cultural and global contexts. How OBE promotes a growth mindset is the subject of the study. It is an example of how the DMAIR cycle might be put into practice to keep standards high and close achievement gaps. This article explains how OBE changes the emphasis from teachers to students. Further explanation of how this method fosters participation, autonomy in education, & critical thinking is provided.

This study delves at the ways in which OBE trains students to think critically, solve problems analytically, and get ready for the workforce. Graduates of OBE programmes are more marketable and flexible,

according to the study. Data-driven decision-making is an important part of OBE, the study says. It describes how OBE helps schools with programme evaluation, curriculum creation, & budget allocation by providing important data on student performance.

In this article, we'll look at how OBE promotes teamwork across academic departments & individual professors. It delves further into how this cooperative setting fosters a common comprehension of instructional objectives. •The study highlights how OBE encourages students to continue their education & professional growth by fostering a culture of lifelong learning.

According to the research, when students have clear goals and can see how their lessons will apply to real-world situations, they are more likely to enjoy their time in OBE classes. All things considered, this paper's results highlight how OBE has the ability to revolutionise schools by raising their standards, making them more relevant, and making them more effective. In order to adapt to the changing demands of students & society at large, it is crucial to match institutional principles and promote a growth mindset.

## CONCLUSION

This research study has offered an exhaustive examination of OBE, covering its theoretical foundations & practical application. We have shown how OBE can revolutionise education by providing a framework for success based on measurable, predetermined goals for student achievement. Our research began with a comprehensive review of OBE's theoretical underpinnings, including its origins, evolution, guiding principles, & significant impact it has had on the field of education. We have worked hard to ensure that all parties involved in education—from teachers & administrators to legislators—get a firm grasp on what OBE is and why it matters in today's classrooms. Finally, we must stress the need of realising that different educational contexts may call for different contextual modifications when applying OBE concepts. Since OBE is a living strategy, it has to be fine-tuned and adjusted on a regular basis to fit the changing requirements of education. As far as OBE is concerned, this study piece connects the dots between theory & practice. Its ultimate goal is to equip schools with the information they need to provide students with better, more relevant learning experiences that will help them succeed in the real world. With its focus on measurable results, evidence-based decision-making, & ongoing enhancement, OBE serves as a guiding light for educational institutions to reach better and more efficient futures.

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