

# **STUDENT'S PERCEPTION TOWARDS OUTCOME BASED EDUCATION [OBE] WITH SPECIAL REFERENCE TO NAMAKKAL DISTRICT**

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## **Abstract:**

*In the context of higher education, this study investigates how students see outcome-based education (OBE). OBE is a pedagogical strategy that emphasizes the need for clearly stated learning objectives and their evaluation in order to raise educational standards. The study uses a mixed-methods approach that combines surveys to collect information on how students see the influence of OBE on their academic success, learning experiences, and general satisfaction. The results shed insight on the benefits and drawbacks of applying OBE in educational institutions by demonstrating the complexity of student's perceptions. For educators and policymakers to optimize OBE practices and ensure that they meet the requirements and expectations of today's learners, it is essential to understand student's viewpoints. This study offers important new perspectives to the current discussion about OBE and its influence on the direction of education.*

## **Introduction:**

Certainly, in recent years, education systems worldwide have undergone significant transformations, with a growing emphasis on outcome-based education (OBE). OBE places a strong emphasis on defining clear learning outcomes and aligning curriculum, teaching methods, and assessment strategies to achieve these outcomes. This approach aims to equip students with practical skills, competencies, and knowledge that are relevant to real-world situations and demands.

This study seeks to delve into the student's perceptions towards outcome-based education in Namakkal District. By examining how students perceive the transition to OBE, their attitudes towards the alignment of learning outcomes with teaching methods and assessments, and their overall satisfaction with the educational experience, this research aims to provide a comprehensive understanding of the impact of OBE on students' learning journeys.

# A STUDY ON CHALLENGES AND OPPORTUNITIES FACED BY TEACHER'S WHILE IMPLEMENTING OBE

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## **Abstract:**

*Outcome-Based Education (OBE) has gained prominence as an educational framework designed to align curriculum and instruction with predefined learning outcomes. While OBE offers promising benefits in enhancing student-centered learning and aligning educational goals with real-world skills, its implementation presents a complex array of challenges and opportunities for educators. This paper explores the multifaceted landscape that teachers navigate when adopting OBE methodologies. The challenges encompass factors such as redefining teaching strategies, assessing diverse learning outcomes, managing time effectively, and addressing resistance to change. However, these challenges are accompanied by opportunities such as fostering deeper student engagement, promoting critical thinking skills, tailoring instruction to individual needs, and preparing learners for the demands of a dynamic global landscape. Through an examination of current literature and case studies, this paper provides insights into the strategies that can help educators capitalize on the potential of OBE while mitigating its associated challenges. By addressing both the obstacles and advantages of implementing OBE, educators can make informed decisions and create adaptive pedagogical approaches that align with the evolving needs of modern education.*

**Keywords:** *OBE, teachers, challenges, opportunities*

## **Introduction:**

The educational landscape is continuously evolving, and one prominent evolution is the shift towards Outcome-Based Education (OBE). OBE emphasizes the significance of defining clear learning outcomes and aligning teaching methods to achieve these outcomes. However, the implementation of OBE is not without its share of challenges and opportunities for educators. This introduction delves into the nuanced interplay between the challenges that teachers grapple with and the exciting possibilities they encounter while navigating the realm of OBE.

On one hand, teachers face the challenge of revisiting their pedagogical approaches to align with predefined learning outcomes. This demands a thorough understanding of the desired skills, competencies, and knowledge that students should acquire. The transition from traditional content-driven teaching to outcome-focused instruction requires careful planning and the development of new instructional strategies. Additionally, assessment methods need to be revamped to effectively measure whether students have achieved the desired outcomes, thus

# STUDENT'S PERCEPTION TOWARDS E-LEARNING MATERIALS

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## Abstract:

*A society's access to global knowledge and immediate communication is made possible by the Internet, which is widely used as a research and instructional tool. Anywhere, including homes, workplaces, schools, fast-food outlets, airplanes, and even beaches, can have Internet access. One of the instructional education programs that might assist students in their studies is e-learning. The goal of this study was to look into how well secondary school pupils used e-learning*

## Introduction:

Information technology has a huge impact on daily life, and its importance to education cannot be overstated. Due to the closure of educational institutions, which creates obstacles for student's learning. Through cutting-edge learning management systems, information technology is helping to solve the problem of continued learning during this quarantine period. It has given educators the chance to use IT technologies for both teaching and evaluating the completion of students' course work. Teachers, students, and institutional officials are all working to ensure that technology is used as effectively as possible and that the educational process runs smoothly. Worldwide educational institutions and students have embraced and valued the online learning environment. This acceptability is based on its simplicity of use, adaptability of learning, and controlling environment.

## Objectives:

- To determine the student's level of exposure to e-learning.
- To investigate the effectiveness of using e-learning among college schools students.

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The area of artificial intelligence (AI) is vast, and so is this book. To the best of our abilities, we've attempted to cover all aspects of the field: from microelectronic devices to robotic planetary explorers, logic, probability, continuous mathematics, and more. People across the world are beginning to realize how important Artificial Intelligence (AI) will be in the global digital economy of the future. It's been a few years since AI became a geostrategic issue, and a lot of nations are working hard to keep on top of their AI policies. Programming languages, operating systems and other tools have been provided by computer science's software side as well. AI has paid back its debt in many ways, including the introduction of time sharing, engaging interpreters, the linked list data type, automatic storage management, along with some of the basic concepts of object-oriented programming and integrated development environments with graphical user interfaces that have found their way back into "mainstream" computing. Artificial Intelligence (AI) is seen in India's AI policy as a potential source of inclusive economic growth and social progress. In order to "fully harness the promise of AI in a sustainable way," the paper stresses the necessity of skills-based education (as opposed to information

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Neural networks and deep learning are one of the most important programming paradigms ever invented. When we programme traditionally, we instruct the computer what to do by dividing large issues down into smaller, more manageable jobs. We, on the other hand, don't instruct the computer how to solve our issue in a neural network. Instead, it takes in information from the world around it and uses it to come up with a solution to the issue at hand. As a concept, it's exciting to think about. There was a time when neural networks were only capable of outperforming more conventional methods in a few specific cases. The development of methods for learning in so-called deep neural networks in 2006 revolutionized the field. Deep learning is a term for these approaches. Deep neural networks and deep learning have been further improved, and currently they are able to perform very well on a wide range of computer vision,

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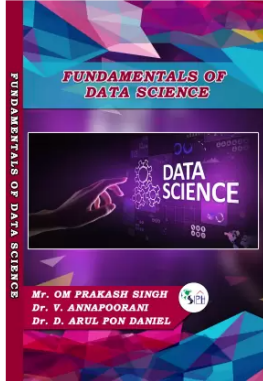
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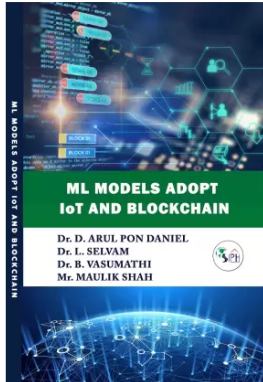
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