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Implementation of Objective-Based Education in Designing the Curriculum of Land Law in Bangladesh

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Abstract

In the new era of globalization, the traditional lecture-based old-age education system is losing its importance. Due to rapid globalization, everything is changing continuously. A significant number of qualities and skills are required for the technologically sophisticated and developed working environment. Educational institutions need to supply graduates to meet the demand of the present situation. Thus, Outcome Based Education (OBE) can be a solution by replacing the traditional education system to overcome the situation by fulfilling the need of the new era. This paper reports on a curriculum recently designed for the development of a curriculum of land law based on Outcome Based Education (OBE). The target audience comprises law schools in Bangladesh that have developed or will design their Law curriculum to fulfill the Outcome Based Education requirement (OBE) requirement. The objective of this paper lies in sharing

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an innovative way of designing various components of a curriculum and the OBE method of teaching, Learning, and the process of evaluation by focusing land laws of Bangladesh. Implementation of Objective Based Education in designing the curriculum of land law is assessed by establishing a relationship between Program Learning Outcome(PLO), Course Learning Outcome(CLO), and Bloom's Taxonomy. This paper discloses the effectiveness and challenges of OBE and suggests some recommendations to make OBE effective.

Keywords: OBE, PLO, CLO, Bloom's Taxonomy.

Introduction

Outcome-Based Education is a system of Learning that focuses on goals. The academicians make outlines for the student to gather knowledge at the end of the course. The student's achievements will be evaluated based on the OBE model. The target knowledge and skillsets for a particular degree have to be selected already in the OBE model. After completing the program, students are expected to achieve the targeted knowledge and skills. Outcome-Based Education (OBE) is being applied at different law schools in Bangladesh by considering its advantages. OBE focuses on the expected result the student achieves when they accomplish their course then, contrary to the traditional teaching strategy applied by the teachers. Achievement of professional knowledge, skills, abilities, values, and attitudes is centered on outcome-based education. For fulfilling the demands of the 21st century, OBE highlights that the destination of the journey should be fixed before starting the voyage. The attention of law schools in different nations is on students learning outcomes and assessment, including Bangladesh. OBE gives a clear outline of what a student should be able to gather knowledge and skills, develop the curriculum, teaching-learning method, and the assessment process to ensure that the outcomes are achieved.

Literature Review

Outcome-based education has been widely discussed in literature from a different perspective. It brings a dynamic change in the teaching and learning method. Hejazi B. M. (2011), in his paper, identifies outcomes-based education as a transformational approach which has positive impact on learning quality and mobility in higher education. Duhl, G. M. (2012) focuses on increasing emphasis on outcomes, expanding experiential learning opportunities, and creating more student flexibility. Nakkeeran, R., Babu, R., Manimaran, R., & Gnanasivam, P. (2018) describes the importance of Outcome Based Education (OBE) to advance educational quality and

enhance global mobility. Asim, H. M., Vaz, A., Ahmed, A. & Sadiq, S. (2021) analyzes seven papers regarding Outcome Based Education's effectiveness in different disciplines of education. The findings suggested five important factors from the literature that impact student learning outcomes, including assessment strategies, learning objectives based on level of complexity, student-preferred learning styles, English language competency, and Employer requirements.

Spady (1988), one of the leading advocates of outcome-based education, defined this approach as the design, development, and documenting of instruction in which goals and outcomes are pre-defined. According to him, the curriculum should be developed after an educational institution demonstrates the outcomes they want its students to achieve after graduation. Giessen- Hood (1999) defined OBE as an educational approach where the main focus is not only on what the students learn but also on how they learn. It is viewed as one of the systems in which the main focus is on the attainment of educational standards and learning outcomes, and the learners should be able to reach those at the end of graduation. Teachers and learners need to understand the method of teaching and the expectations of the students to learn, understand and apply practically in real life (Midraj, 2018). For proper implementation of outcome-based education, academic institutions have to ensure that the outcomes have been fixed appropriately and are aligned with the contents of the curriculum (Gurukkal, 2020). Rao, N. J. (2020) presents a method of writing outcomes for general higher education programs. Outcomes for a higher education program are defined at three levels program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs). He also emphasized that determining the types of outcomes must be achievable and measurable and aligned with the three main domains, i.e., affective, cognitive, and psychomotor domains of Bloom's Taxonomy.

Malan (2000) explains OBE as a new visionary educational system in which the needs of the students have been pre-determined and pre-modified. OBE allows stakeholders with a socio-constructivist base to respect the input and the adaptation of the new demands and requirements. Furthermore, Mitra and Gupta (2020) stated that the main purpose of outcome-based education is to prepare graduates for employability in the global market. The current employment market needs special professional, communicational, technical, and problem-solving skills. Academic institutions have a major responsibility to foster their graduates based on market demands.

Therefore, Yusof (2017) stated that OBE is the best solution to resolve the problem of curriculum design. It shifts from the traditional content-based curriculum to the modern curriculum that can produce graduates who are best suited for the economic change of the market and are more skilled with the demands of the current global market. Eldeeb, R. and Shatakumari, N. (2013) review the origin, advantages, disadvantages and guidelines in implementing outcome-based education. It is an attempt to comprehensively cover a prevalent current trend in medical education. Kumbhar V. S. (2020) assesses the conventional education system's limitations and explores the impact of the Outcome-Based Education (OBE) System. He also considers the impact of Outcome-Based Education in Indian Universities.

In Bangladesh, no comprehensive literature can be found in respect of the implementation of Objective Based Education in designing the curriculum of Law in Bangladesh. Through this paper we assess the impact of OBE's implementation in designing the land law curriculum and find out the opportunities and challenges in implementing OBE in Bangladesh.

Methodology

The method of this study is qualitative. This research study employed with descriptive nature. The study is based on the review of the existing literature on the implementation of Objective Based Education. Necessary information is collected from published articles, books, newspapers, periodic, etc. The purpose of this method is to ensure that the problem is investigated in in-depth detail by collecting qualitative data to understand the research problem and reach the culmination of research finding.

Outcome Based Education (OBE)

In order to cope with the modern age, which is very much sophisticated and dependent on technology, every country needs a working force capable of solving problems and communicating with others using new technological inventions. The learning approach of OBE is flexible and empowerment-oriented. OBE aims to equip learners with the knowledge, skills, and ability needed for their success in the workplace by using the aptitudes acquired from educational institutions. Thus, the objective of OBE is to prepare skillful citizens for the future. OBE is an extensive method for designing and conducting a curriculum focused on and defined by the successful demonstrations of learning sought from each learner.

Application of OBE in Land Law

The fundamental objective of OBE is to equip learners to confront real-life challenges more successfully and to perform multi-dimensional tasks

competently. The outcomes-based approach focuses on skill-based education to meet the market's demand as an outcome or result. The process of achieving outcomes by OBE through Learning can be related directly to how outcomes are achieved in the world of employment. The outcomes-based approach needs a mind shift by developing a curriculum and how the learner should be equipped with the achievement of outcomes. OBE is applied in tertiary-level education by several universities of the United States, United Kingdom, Australia, Canada, New Zealand, Ireland, Hong Kong, China, Japan, Singapore, Korea, Malaysia, Turkey, Russia, South Africa, India and Bangladesh. This paper focuses on applying OBE in land law and evaluates the effectiveness of the OBE system.

The Rationale of the Course

This course aims to offer a sound apprehension of the fundamental principles of land law. It also provides the students an insight into how the land law operates to regulate relationships among property owners. Furthermore, this course develops a critical awareness among the students regarding the law reform issues in land-related rights. Students will acquire knowledge through the study of cases, statutes, and various materials, to get a comprehensive Knowledge and understanding of and expertise in land law-related issues in Bangladesh.

Course Objectives

At the end of the course on land law, students will be able to demonstrate knowledge and skill in the area of land law. They will have the ability to:

- Demonstrate and understand the origins of the present rules and principles of the land law, of current internal tensions within that Law and its function in the society, and speculate in an informed manner on possible future developments.
- Explain the fundamental ideas of the land law and demonstrate how they operate throughout the diverse parts of the subject area.
- Locate, interpret, evaluate and apply legislation applicable to interests in land.
- Improve critical analytical and legal reasoning skills in the context of property law to provide a foundation for more advanced study
- Apply knowledge related to land law to real-life scenarios. Instruct and communicate with clients and others about their rights and obligations.
- Solve legal problems by using critical legal reasoning and analytical skill.

Program Learning Outcome

Program Learning Outcome is the determination of the outcome of the program, which will be achieved after the completion of the program. For law, common program learning outcome can be the following:

- PLO1- Legal knowledge:** Analyze substantive and procedural laws and Counsel clients convincingly.
- PLO2- Legal Research:** Research to solve land-related disputes.
- PLO3- Teamwork:** Solve legal problems individually and collectively.
- PLO4- Ethics:** Maintain professional and moral values in practice.
- PLO5- Communication Skill:** Present facts and legal reasoning in a coherent manner.
- PLO6- Self-employability:** Practice Law independently and work in legal sectors.
- PLO7- Life-long Learning:** Be self-motivated to cope with the changing reality.

Course Learning Outcome

Course Learning Outcomes are those targeted outcomes that will be obtained after completing the specific course. For the specific course of land law, the following can be the CLOs:

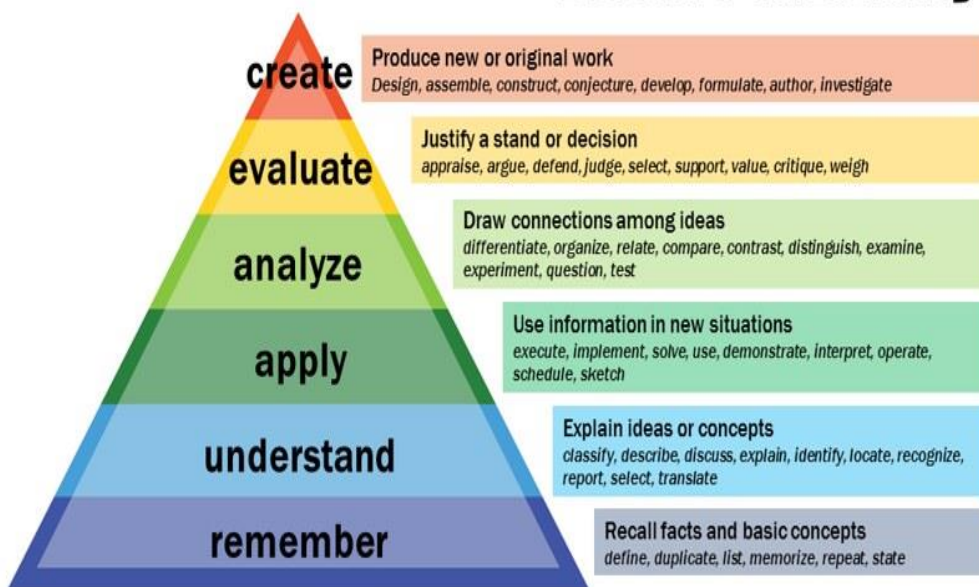
CLO1	Understand the basic principles of Land laws; (Legal knowledge)
CLO2	Evaluate and vetting land related documents; (Analytical skill)
CLO3	Conduct research on various land law issues; (Research)
CLO4	Analyze the problems of land law critically, both individually and in a group; (Legal knowledge and Teamwork)
CLO5	Demonstrate critical thinking ability and strong

	reasoning in explaining land issues; (Communication Skills)
CLO6	Nourish the eagerness to learn more and more to keep in line with major changes in the legal arena. (Life-long learning)

Bloom’s Taxonomy

Benjamin Bloom was the proponent of the Bloom’s Taxonomy. In order to develop the course objective, in 1956, Benjamin Bloom, with his collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl, made a framework for categorizing educational goals. That framework is known as Bloom’s Taxonomy. It is a classification of the

Bloom’s Taxonomy



diversified levels of thinking for designing course objectives. Bloom’s Taxonomy consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. It assists the teacher in planning and delivering proper instruction, device assessment methods, and strategies.

Week	Topic	Learning Outcomes	T&L Strategy	Assessment	CLO	PLO	Domain Level
1	Introduction and History of land Laws: Meaning of land, land tenure, land administration, land reform, land reform methods, the Pre-Mughal land tenure system, Mughal period, British period, Pakistan period, Bangladesh period	To describe the historical development of land laws, evaluate land management systems during the British regime, and critique the land legislations in Pakistan and Bangladesh.	Lecture and guided reading	Assignment	2	5	Remember & Evaluate
2	State Acquisition and Tenancy Act 1950: History of the title of the act, some anti-dated terms, special provisions for acquisition, <i>ckaran</i> tenant, preparation of the record of rights, assessment of compensation and acquisition of rent receiving interests, special provisions for preparation of compensation assessment.	To describe and evaluate the significance and methods of land acquisition and detect the compensation for assessing and acquiring rent-receiving interests.	Lecture and guided reading	Quiz test	3	7	Remember & Understand

Week	Topic	Learning Outcomes	T&L Strategy	Assessment	CLO	PLO	Domain Level
3	Class of agricultural tenants and regulations of their rights and liabilities; incidence of holdings of <i>rayats</i> and transfer, purchase, and acquisition of lands.	To classify and explain various types of agricultural tenants and their rights and liabilities and assess the manner of transfer.	Demonstration and Small group discussion	Presentation	5	2	Understand
4	Provisions as to assessment, enhancement, and reduction of rent, amalgamation, sub-division and consolidation of holdings, provisions as to rent, and realization of rent.	To explain the rules of assessment and describe the legal regime of amalgamation subdivision and consolidation of holdings.	Lecture and Discussion	Tutorial	6	7	Remember

Week	Topic	Learning Outcomes	T&L Strategy	Assessment	CLO	PLO	Domain Level
5	Maintenance and revision of record of rights, land survey tribunal and land survey appellate tribunal, jurisdiction, appeal, revision, and review.	<p>i. To demonstrate the procedure of maintenance, revision, and correction of the record of rights.</p> <p>ii. Outline the appeal, revision, and review process against land-related disputes.</p>	Demonstration and minor group discussion Seminar	Class test	4	5	Apply
6	Special provisions for exemption of rent, special provisions for exemption of revenue in agricultural lands, provisions in the Land Reform Ordinance 1984	To describe and evaluate the provisions for exemption of revenue in agricultural lands and the requirements regarding the limitation of holding lands and the protection of barga land and homesteads.	Case Study	Presentation	1	4	Understand

Week	Topic	Learning Outcomes	T&L Strategy	Assessment	CLO	PLO	Domain Level
7	Law relating to Non-agricultural Tenancy: Definitions and classes of Non-Agricultural Tenants, tenancies held by a non-agricultural tenant, incidents of non-agricultural tenancies, provisions as to transfer of non-agricultural lands, judicial procedure.	To classify non-agricultural tenants, demonstrate the procedure of transfer of non-agricultural lands, and explain judicial procedures in settling disputes relating to non-agricultural land.	Lecture and group study	Presentation	3	6	Understand
8	The Law of vested properties in Bangladesh	To critique the management of vested properties in Bangladesh.	Seminar	Class Test	2	6	Evaluate

Week	Topic	Learning Outcomes	T&L Strategy	Assessment	CLO	PLO	Domain Level
9	Khas Land, Settlement of agricultural khas land, Settlement of non-agricultural khas land, Settlement of char land, Objectives of settlement of such land, laws of sairat mahal (hat bazaar, ferryghat, jalmahal, balumahal etc), Laws of vested land, abandoned land and land contiguous to the road.	To know about the management of Khas land	Group Study	Participation	5	3	Remember
10	Regarding Khatian/Parcha; Different types of Khatian-CS, SA, RS etc, Khatian and holding, Mouja and mouja map; J.L No; Schedule of land.	Recognize and classify different types of Khatiyani	Discussion	Assignment	6	2	Understand

Week	Topic	Learning Outcomes	T&L Strategy	Assessment	CLO	PLO	Domain Level
11	Different types of deed (saf kabla deed, gift deed, will deed, waqf deed, lease deed, via deed, destroyed deed, disclaiming deed), Quobuliat and 35 patta, Duplicate Carbon Receipt (DCR), Rent Receipt/ Dakhila, Certificate of heir, Letter of administration and letter of probate, Different Registers, returns and papers maintained in different land offices.	Examine the process of transfer of title	Lecture	Presentation	5	4	Analyze

Week	Topic	Learning Outcomes	T&L Strategy	Assessment	CLO	PLO	Domain Level
12	Measurement of land in ancient method (Aana, gonad, kora, kranti and til), Method of writing these symbols; Comparative analysis of ancient method with modern method of measurement of land.	To have the knowledge of measurement of land and distinguish different types of measurement process	Group Discussion	Class test	3	1	Analyze
13	LD Tax, present rate of LD Tax, Procedure of assessment of LD Tax, Collection of LD Tax.	Apply the knowledge to collect and assess Land Development (LD) Tax	Lecture	Quiz test	4	5	Apply

Assessment and Evaluation

Under the Outcome Based Education system assessment and evaluation process will be fixed. The following can be a model of assessment and evaluation.

Assessment and Evaluation	Marks Distribution		%
	Continuous	Class Attendance	10
		Two Class Tests	10
		Assignment & Case Studies, including Presentation and Viva	10
	Summative	Mid-Term Exam	30
		Final Exam	40
	TOTAL		100

Mapping Alignment of CLOs, PLOs, and Bloom’s Taxonomy

A mapping matrix is prepared for every course in the program. The overall attainment of outcomes of a program (POs) is computed by adding direct attainment and indirect attainment values in a fixed proportion and compared with the set value. Any deviations from the set value, then the system should be improved to reach the set value. This should be done continuously till the attainment of a set value. This is called continuous improvement and also the strength of the OBE.

Opportunities and Challenges of OBE

Outcome-based Learning has brought a tremendously positive and market-oriented change in the students’ learning method and learning experience. It is also an effective tool for designing the teachers plan, framing the objectives of the programs and departments for better student learning outcomes for proper use of time and resources. Teachers have to select the appropriate learning method and the process of assessment strategies to achieve the desired outcomes. Implementing outcome-based learning will lead to greater efficiency and quality in the teaching and learning process. The teachers have the liberty to determine how OBE will be designed due to the model’s flexibility. Concentrating on outcomes can be very effective in saving teachers time and energy. There is nothing in this world without

defects. Thus, OBE has some challenges in its implementation. Some of the challenges are:

- It requires immense teamwork rather than individual endeavor.
- It needs to comply with external regulations and accreditation standards.
- It may shift to learning outcomes and takes time away from the core mission of teaching and Learning.
- Less emphasis on the philosophy of a particular subject and more focus on market-oriented course curricula, thus forcing teachers to change their traditional way of teaching.
- It reduces the Learning to its lowest common denominator.
- It creates a materialistic view of teaching and Learning
- It normalizes the complex and nuanced learning processes, despite the fact that the University is dedicated to teaching and research.

Conclusion

Outcome-Based Learning can bring change in the students' learning experience by improving their practical knowledge and skills. It encourages students to get life-long Learning rather than obtaining better grades. OBE enables one to gain experience through academic learning and gives a better critical thought process. This paper outlines an overview of the main characteristics of Outcomes-Based Education and its application in improving land law curriculum. The approach focuses on practical educational principles and renders a framework for students to acquire the necessary fitness to practice Law in the future. Poor apprehension of the total learning method of OBE by the existing teachers is one of the major drawbacks of the OBE curriculum. A proper understanding of OBE system is necessary for the successful implementation of OBE. The traditional approaches to teaching should not be thrown away but should be used to implement OBE. Teachers and instructors should change or improve their teaching methods and assess the learner's works. Universities should frame the appropriate curriculum, student assessment system, and teaching methodologies so that students can realize the importance of the OBE system. Furthermore, the entire academic institutions in the country should follow the common way of preparing graduates following the OBE system. This is the way by which the importance of OBE can be realized.

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