

## Chapter 12

# Outcome–Based Education: A Transformational Outlook on Quality and Mobility of Hospitality Education in India

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### ABSTRACT

*Education opens numerous revenues to register economic expansion all around the world with specific reference to developing nations. Advancement of India in education indicators has been severely lacking during the previous decades. Decreased financing along with inefficiency in budget expenditure, plus weak management system, have crippled the education sector ensuing poor educational outcomes. Outcome based education (OBE) is widely recognized as a prominent benchmark within contemporary educational system and has recently gained much attention in India as it proposes an influential and interesting option of transforming and organizing hospitality education. OBE is used in hospitality education because it clearly focuses and organizes everything in an educational system around what is necessary for all students to be able to do at the end of their learning. The purpose of this chapter is to look into the extent of quality and mobility of outcome-based education in hospitality education.*

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## INTRODUCTION

The internationalisation of education has brought up various difficulties and innovations that necessitate attention and response from academic institutions to ensure their alignment with established norms. Some of the problems encompass the task of generating graduates who possess employable skills relevant to the demands of the 21st century, adhering to international benchmarks, and designing curricula that align with industry needs in order to meet workplace expectations. This necessitates educators to critically evaluate their instructional approaches and adapt to the advancements in pedagogy and educational practices. The adoption of outcomes-based teaching and learning (OBTL) is a notable solution to the aforementioned challenges.

During the early nineteenth century, the significance of investing in human resources was relatively low across nations. Expenditures allocated towards education, ongoing professional development, and other associated investment categories were of negligible significance. The transformation of this trend began in the present century with the incorporation of technology and scientific advancements in the manufacture of cutting-edge equipment and more sophisticated methods of manufacturing in Britain, then adopted by other nations. The development and economic success of a nation are currently contingent upon the educational attainment, competence, knowledge, and efficiency of its populace. Currently, the present era can also be referred to as the Age of Capital due to the significant influence of a nation's standard of living on its utilisation of skills, practical knowledge, and competencies (Ozturk, 2008). Education plays a key role in facilitating economic growth and development, particularly in underdeveloped countries. According to Rahman (2013) empirical evidence from worldwide data indicates a positive and consistent relationship between education and economic growth. Education possesses the capacity to facilitate the emergence of creativity and innovation within a given society. Hence, it is imperative for developing nations such as India to undertake a significant endeavor in equipping its young population with essential attributes such as knowledge, creativity, vision, critical thinking, and leadership skills. This would enable them to make informed decisions for their own growth, contribute positively to their nation, and fulfil their responsibilities as active citizens. In order to effectively handle obstacles within the education system, it is imperative to possess a comprehensive understanding of the issues at hand. This necessitates the acquisition of precise and unambiguous information, which can then inform the development of relevant strategies and approaches. The progress made by many developing countries including India in terms of education metrics has been notably inadequate during the past few decades. The nation faces a deficiency in highly educated and proficient human capital capable of actively contributing to the country's development. The education sector has been severely impacted by a combination of reduced funding, ineffective budget allocation, and a deficient management system, resulting in subpar educational achievements (Ali & Jabeen, 2015). The government is making persistent efforts to enhance both the quantity and quality of education through the provision of sufficient educational facilities. In the past, emerging nations such as India encountered challenges in achieving their educational objectives due to the inability to implement necessary reforms within the education sector. The current objective of the government is to align with the Sustainable Development Goals (SDGs), specifically focusing on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. This is to be achieved through significant enhancements in the education sector (Nazar, Chaudhry, Ali, & Faheem, 2018).

According to Woo, Kim and Lim (2017) the allocation of resources towards educational initiatives, such as the integration of innovative pedagogical approaches, emerging technologies, revised instructional

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