



A Systematic and Literary Review on the Learning Outcome and Competency-Based Test

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ARTICLE INFO ABSTRACT

The study aims to reach a pro on learning outcomes and competency-based tests conducted in schools and the ways for implementing the same in higher education for assessing and evaluating in relation to the competency-based teaching-learning experience. Every individual has a distinct method for acquiring and constructing their knowledge. Facilitators in school and college are responsible for being skilled in various pedagogies to witness the progress of the learner. The State Council of Educational Research and Training (SCERT) has accentuated processed-based learning and assessment in practice. In 2023, SCERT implemented a new assessment for evaluating competency-based learning in schools and ways to guide the facilitator in designing the framework for teaching. As a follow-up, every month the students are assessed through learning outcome/competency-based tests in government schools. In this study, a convergent design, one of the mixed methods is used, and a structured questionnaire is set to collect the data. The data is collected from government school students who appear for learning outcome/competency tests, classes ranging from sixth to ninth, and also with the teachers who handle these students in all five subjects. The study discusses the development, pattern, and design of learning outcome/competency-based tests in schools, and its comparison with higher education competency-based semester assessments. It shows the new method of learning outcome/competency-based test can benefit the teaching and learning experience in higher education if conducted every month as a diagnostic assessment.

Keywords: Assessment, Competency, Convergent Design, Diagnostic Assessment, Learning Outcomes

Introduction

The competency-based tests are designed to evaluate the student's proficiency in specific skills and knowledge. This method is a counteract to the traditional method of assessing the students through grades and test scores. The competency-based test ensures individualized learning before advancing to the next level. This approach allows the students to exhibit their knowledge and learn the gap where they need additional support. These kinds of assessments focus on the ways of applying skills and intellect in the real and practical world. Through this assessment, teachers can identify the strengths and weaknesses of a student in learning outcomes. In addition, this method allows the students to have a deep learning of the material in a diverged manner. The competency-based test can be considered a holistic approach because it assesses the students' critical thinking, creativity and skills related to problem solving, rather than investigating the level of memorization. The assessment emphasizing the mastery skills aid the students in challenging the struggles in higher education and the workforce. The flexibility of the competency-based test is adaptable to various educational environments, such as online classrooms, and traditional classrooms. In the article, "Communal Expectancy and The Authentic Self of Men and Transgenders - *Arms and The Man* by George Bernard Shaw and *Birthday* by Meredith Russo", the author discusses about the emotions of male and ways of men establishing their authentic self. The visible injustice and ideologies are found in societal expectations related to masculine trait. Men emotions are not encouraged

to natter in discussion (Suganya et al., 2023, p. 878-882). Through the article it is evident that, men emotions are fragile in nature and that needs to be focused on all aspects. So, the present article focuses on the men's emotional and cognitive status in learning outcome/competency-based test. The significance of the assessment is that it reduces the achievement gaps and supports the equitable education system. The study focuses on the SCERT's new scheme of learning outcome/competency-based tests. It is conducted every month in schools, for classes from sixth to ninth. This helps to evaluate the student's level of understanding of the covered topics. In higher education, these learning outcome/competency-based tests can be implemented as a diagnostic assessment to check the knowledge of the subject matter. This may help to reduce the time allocated for basics and focus on advanced learning. This also allows the students to know their subject knowledge and focus on diverged learning. Additionally, it helps the teachers to refine their pedagogical method for each concept with the student's knowledge. This study is done to evaluate the significance of the learning outcome/competency-based test in students' learning and refine the pedagogical approach. The questionnaire is based on the criteria of formative assessment, summative assessment, benchmarking assessment, continual assessment, and self-assessment. These five assessments' core elements are the base of the questionnaire.

Methods

Population and Sample

The study population includes a random sample of 38 students from secondary education ranging from sixth to ninth. The thirty-eight participants are boys, because the survey was conducted in a boys' school. The selected participants are those who attempted in learning outcome/competency-based test conducted by SCERT. To reach valid results and conclusions from the data interpreted by the students, the secondary education faculty members who teach the classes from sixth to ninth are taken into consideration. Two sets of questionnaires were prepared and circulated to both the students and teacher to analyze the impact of learning outcome/competency-based tests in education. The survey questionnaire was circulated to twenty faculty members, but only eighteen responses were received and marked for the study. The final analysis includes stating the student's and teachers' survey responses on the new method of competency-based test implemented by SCERT in education.

Study Instruments

The study inculcates the method of convergent design, where the researcher collects and analyses both qualitative and quantitative data and narrows it down to a single interpretation. This mixed-method research, reaches a conceptual consensus on learning outcome/competency-based tests may facilitate benefits in higher education if it is applied. These separate results from the students and teachers are entered and analyzed through the software Statistical Package for Social Science (SPSS). Eight items of the questionnaire were prepared for both sets of participants to identify the impression of learning outcome/competency-based tests in assessing and evaluating the student's knowledge of the subject matter. The participants were made to select from the five-point Likert scale such as, strongly agree, agree, neutral, disagree, or strongly disagree. Among the five responses, the participants were made to choose one option as a form of expression for the given statement related to the learning outcome/competency-based test.

Result of the Study

The data is analyzed and the results are obtained through descriptive statistics, by using the software Statistical Package for Social Sciences (SPSS). The first part of the study discusses the questionnaire responses from students.

Table 1: The student's frequency and percent of the participant's responses to the study of the questionnaire

		Class			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	10	26.3	26.3	26.3
	7	10	26.3	26.3	52.6
	8	12	31.6	31.6	84.2
	9	6	15.8	15.8	100.0
Total		38	100.0	100.0	

Table 1 showcases the 10 participants from standard sixth and seventh responses to the survey questionnaire. A rise in response includes 12 participants from the standard eighth. On the contrary, only 6 participants from the standard ninth answered the questionnaire. In total thirty-eight participant responses were considered and derived results in the percent of hundred.

The thirty-eight participants' responses were positive for the learning outcome/competency-based test, which paved the way for their deeper learning of the subject matter.

Table 2. The frequency and percent of the participant's responses to the study of the questionnaire item in the dimension of learning outcome/competency-based test aids in deeper learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	20	52.6	52.6	52.6
	agree	16	42.1	42.1	94.7
	neutral	2	5.3	5.3	100.0
Total		38	100.0	100.0	

Table two reveals that this assessment helps the students to engage in an in-depth study of the subject matter. About 20 participants strongly agree and 16 participants agree with the statement. whereas, only 2 participants were neutral to the concept. The percentage of strongly agreeing with the statement of learning outcome/competency-based test is 52.6%, and 42.1% agree with the same. Only 5.3% is recorded for being neutral with the statement. The positive response is higher than the disagreeing response.

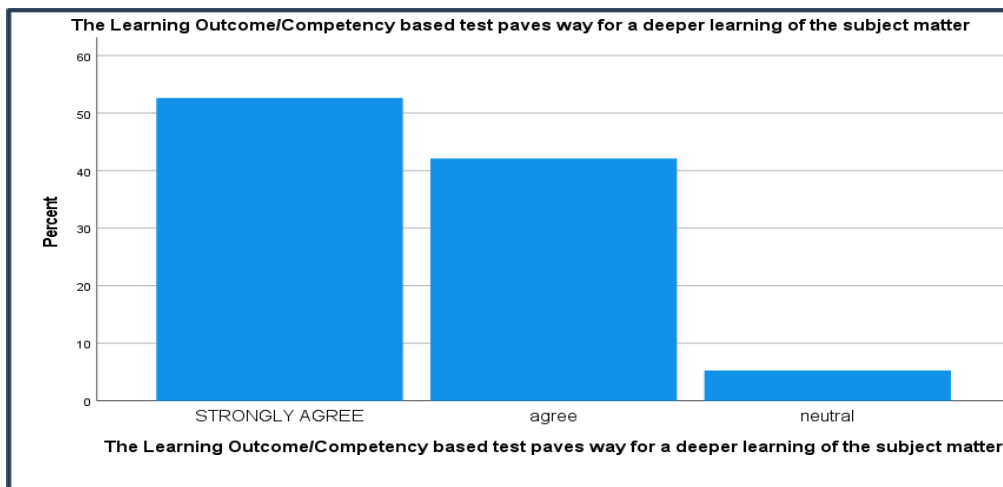


Figure No 1: The Learning Outcome/Competency based tests paves way for a deeper learning of the subject matter.

Figure one reveals that participants agreed with the methods of assessment aid in deeper learning of subject concepts and ideas.

Table 3. The frequency and percent of the participant's responses to the study of the questionnaire item in the dimension of learning outcome/competency-based test aids in evaluating the subject knowledge of every individual

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUE	38	100.0	100.0	100.0

Table three reveals that all thirty-eight participants agree with the statement on the significance of the learning outcome/competency-based test. The SCERT's new implementation of a learning outcome/competency-based test can check the level of knowledge in every student.

Table 4. The frequency and percent of the participant's responses to the study of the questionnaire item in the dimension of learning outcome/competency-based test helps to identify the gaps in learning the concepts.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	16	42.1	42.1	42.1
	agree	16	42.1	42.1	84.2
	neutral	6	15.8	15.8	100.0
	Total	38	100.0	100.0	

Table four indicates the learning outcome/competency-based test helps to find the missing factors while pursuing new ideas in the subject matter. It was found that 16 participants strongly agreed with the question and similarly, another 16 participants agreed with the question. Only 6 participants were neutral with the given idea. So, the obtained results showcase that, 84.2% of participants agree, and only 15.8% were neutral to the opinion.

Figure No 2: This competency method helps to identify the gaps in learning the concepts

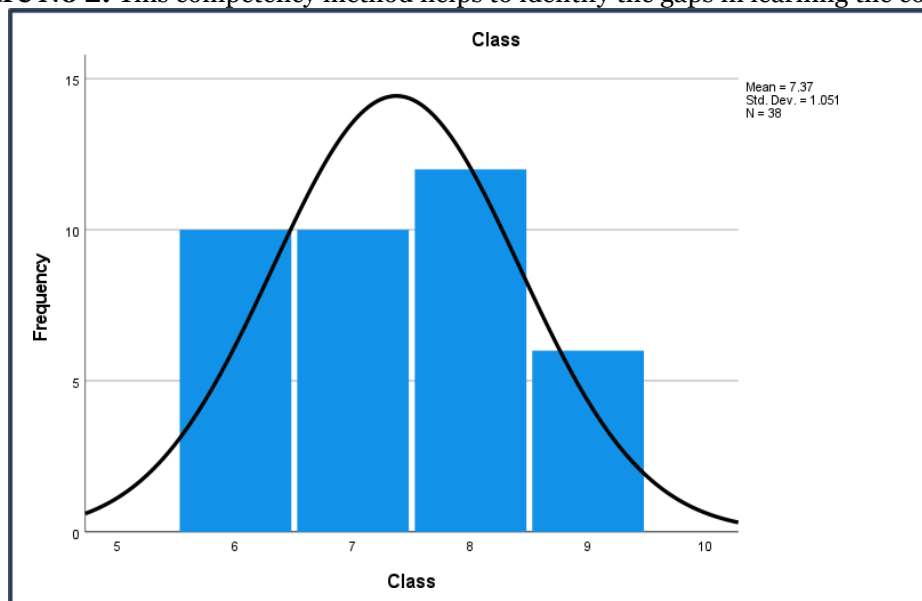


Figure 2 shows the participants' responses indicating the wave high in rise. This demonstrates the positive responses with the given opinion that the learning outcome/competency-based test helps in acquiring concepts in a diverged way.

Table 5. The mean median and standard deviation range from sixth to ninth in the dimension of the learning outcome/ competency-based test in the pedagogical method.

Statistics				
		The modified and improved pedagogical method by teachers helps to cover the topics in a wider perspective	The learning outcome/competency based test is an opportunity to receive feedback and alter the learning process accordingly	Class
N	Valid	38	38	38
	Missing	0	0	0
Mean		1.89	1.61	7.37
Median		2.00	1.00	7.00
Std. Deviation		1.008	.755	1.051
Minimum		1	1	6
Maximum		4	4	9
Percentiles	25	1.00	1.00	6.00
	50	2.00	1.00	7.00
	75	3.00	2.00	8.00

Table five compares the learning outcome/competency-based test’s positive aspects in pedagogical and learning approaches. The survey data shows a higher value in supporting the assessment. The learning outcome/competency-based test changes the pedagogical method in teachers and this helps the students in acquiring the concepts. This assessment also paves the way for altering the learning methods of students.

Table 6. The frequency and percent of the participant's responses to the study of the questionnaire item in the dimension of learning outcome/competency-based test in relation to the pedagogical approach.

The modified and improved pedagogical method by teachers helps to cover the topics in a wider perspective					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	18	47.4	47.4	47.4
	agree	9	23.7	23.7	71.1
	neutral	8	21.1	21.1	92.1
	Disagree	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

Table six demonstrates that, nearly 47.4% of participants selected strongly agree, and 23.7% of participants agree with the idea. In contrast to the above frequency, only 21.1% of participants remain neutral with the opinion. The participants' responses highlight the rise in response to admitting the learning outcome/competency-based test improved the pedagogical method in response to students' results.

The learning outcome/competency based test is an opportunity to receive feedback and alter the learning process accordingly					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	20	52.6	52.6	52.6
	agree	14	36.8	36.8	89.5
	neutral	3	7.9	7.9	97.4
	Disagree	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

Table 7. The frequency and percent of the participant's responses to the study of the questionnaire item in the dimension of learning outcome/competency-based test is an opportunity to alter the learning method

In the previous study, it was evident that students felt that the learning outcome/competency-based test helps to identify their level of knowledge and rectify the gaps in learning methods. Table seven reveals the students' responses are high in supporting the need for learning outcome/competency-based tests, in order to improve their learning method. About 32 participants agreed with the fact, and only 1 participant disagreed with the statement. Three participants remained neutral with the opinion. Nearly, 52.6% of participants selected strongly agree, 36.8% of participants selected agree, 7.9% of respondents are neutral, and only 2.6% of participants disagree with the fact that learning outcome/competency-based test alters the learning method.

Table 8. The frequency and percent of the participant's responses to the study of the questionnaire item in the dimension of learning outcome/competency-based test evaluation is based on the marking system is accepted by the students

The assessment helps in receiving the results in mark based system and aids to know the exact level of learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	18	47.4	47.4	47.4
	agree	15	39.5	39.5	86.8
	neutral	5	13.2	13.2	100.0
	Total	38	100.0	100.0	

Table eight demonstrates the student's acceptance of the mark-based system in learning outcome/competency-based tests helps to understand their level of learning. About 47.45% of the participants strongly agree and the participants in percent of 39.5% agree with the statement. In contrast to the above frequency, only 13.2% of participants remain neutral to the opinion. The positive response is obtained for the mark-based system in learning outcome/competency-based tests.

This learning outcome/competency-based test is conducted every month to evaluate the student's understanding of the covered concepts in that particular month. This assessment reduces the burden for term-wise examinations in the factors related to memory power and learning capacity in students. The learning outcome/competency-based test is accepted by the students in their learning process and it is evident through their responses. It was found that 86.9% of participants agreed with the given statement, and 13.2% of participants only remained neutral.

Table 9. The frequency and percent of the participant's responses to the study of the questionnaire item in the dimension of learning outcome/competency-based test help for term-wise examinations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	21	55.3	55.3	55.3
	agree	12	31.6	31.6	86.8
	neutral	5	13.2	13.2	100.0
	Total	38	100.0	100.0	

The learning outcome/competency-based test conducted for twenty-five marks was supported by the students. Figure 3 and Table ten, show the participants' response is higher in accepting the marking system for 25 marks as fair. About 73.7% of participants responded yes to the given fact. Only 26.3% of participants considered the assessment done for 25 marks was not sufficient to evaluate the student's learning. The students expected higher marks in the learning outcome/competency-based test to explore their cognitive ability. The research article, "Gender Performance on the Reinvigoration Via Food", explains the effects of interpersonal relationship. The interpersonal relationship benefits the provider and the receiver in distressed situations. It facilitates positive affect and decreases the empathetic guilt in the sender and the receiver (Suganya et al., 2023, p. 883 - 891). The interpersonal relationship among students may contribute in helping the slow learners. The preparation for learning outcome/competency-based test through interpersonal relationship may promote a better understanding and attachment between the students.

Figure 3: A total of 25 marks per subject is considered to be a fair marking system

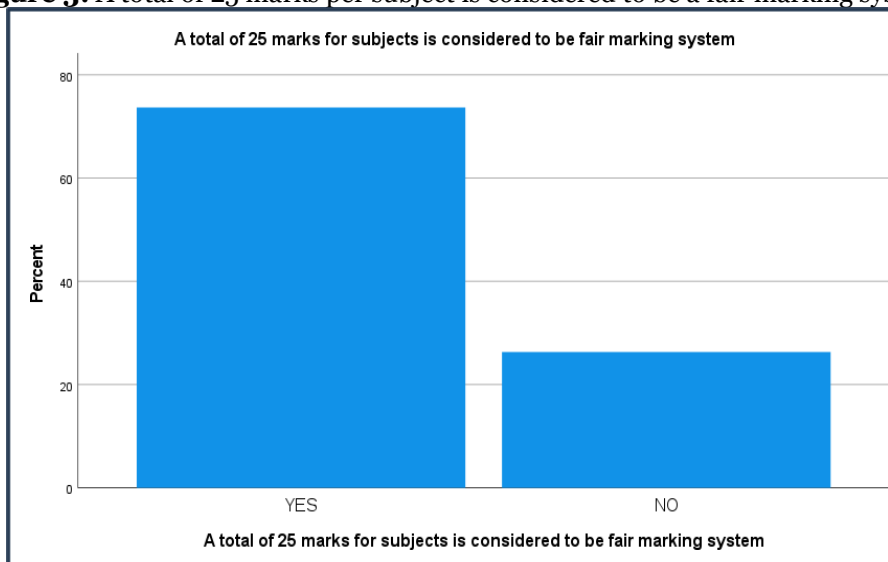


Table 10. The frequency and percent of the participant's responses to the study of the questionnaire item in the dimension of learning outcome/competency-based test for 25 marks as a fair marking system.

A total of 25 marks for subjects is considered to be fair marking system					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	28	73.7	73.7	73.7
	NO	10	26.3	26.3	100.0
Total		38	100.0	100.0	

The students' responses to the eight items of the questionnaire indicate that the learning outcome/competency-based test supports the learning process and it is also considered a fair assessment process in evaluating their cognitive abilities. To validate the results of the students, the survey questionnaire was circulated and analyzed with the teachers. These faculty members are those who handle the students, who participated in the survey. A separate questionnaire was made to analyze the impact of the assessment on students, and how it helps in changing their pedagogical approach. The survey questionnaire was circulated to 20 teachers, among them only sixteen teachers answered the questionnaire. All five subject teachers were chosen randomly and a questionnaire was distributed. They felt that the learning outcome/competency-based test is more efficient in evaluating and developing the subject knowledge in every individual student. Simultaneously, the thought-provoking questions present in learning outcome/competency-based tests result in a change in traditional teaching methods and student's learning ways. The teachers felt the learning outcome/competency-based test is a strategy to identify the student's level of understanding of the subject matter.

Table 11. The teacher's frequency and percent of the participant's responses to the study questionnaire

Statistics		
The learning outcome/competency-based test		
N	Valid	16
	Missing	0

Table eleven shows the number of participants who participated in the survey questionnaire. Sixteen participants accepted to answer the questionnaire among the 20 teachers, and these teachers are those who handle the classes for the students who participated in the survey.

The learning outcome/competency based test aids to identify the subject area in which the student is strong and weak					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	5	31.3	31.3	31.3
	agree	8	50.0	50.0	81.3
	neutral	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

Table 12. The frequency and percent of the participant's responses to the study of the questionnaire item in the dimension of learning outcome/competency-based test helps teachers to identify the student's level of understanding

Table twelve indicates the teachers' response to the given questionnaire. Nearly, 31.3% of participants opted strongly agree, and a higher in percent of 50.0% of participants agree with the opinion. only 18.8% of participants were neutral to the fact. The positive response by the participants supports the learning outcome/competency-based test helps them to find the students' strengths and weaknesses in the subject area.

Figure 4: The learning outcome/competency-based test aids to identify the subject area in which the student is strong and weak

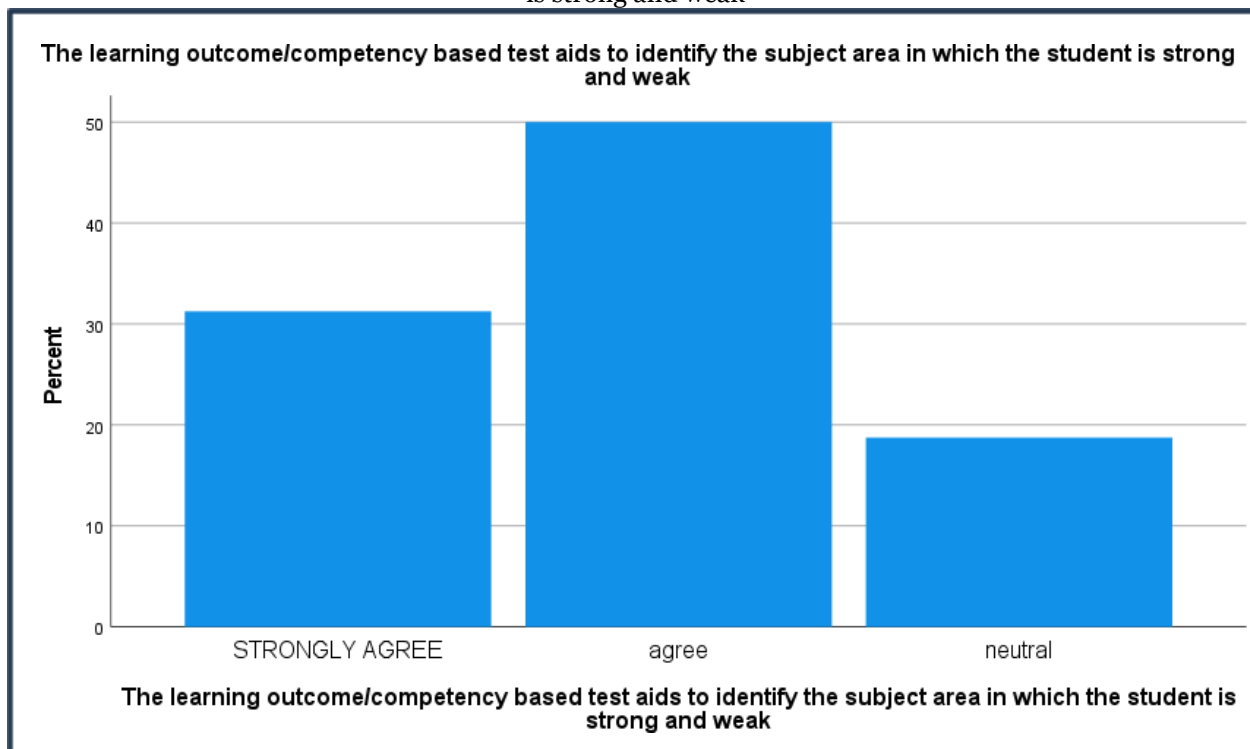


Figure four indicates a higher percentage in the area of agreeing with the statement and only lower in participants' responses to neutral.

Table 13. The frequency and percent of the participant's responses to the study of the questionnaire item in the dimension of learning outcome/competency-based test helps to alter the teaching method

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	7	43.8	43.8	43.8
	agree	7	43.8	43.8	87.5
	neutral	2	12.5	12.5	100.0
Total		16	100.0	100.0	

In the statement about the outcome of the assessment helps to refine the instructional/pedagogical strategies in teachers, table thirteen reveals the positive and supportive response. About the percent of 43.8% of participants strongly agree and agree with the given fact. Only 12.5% of respondents stayed neutral to the given opinion.

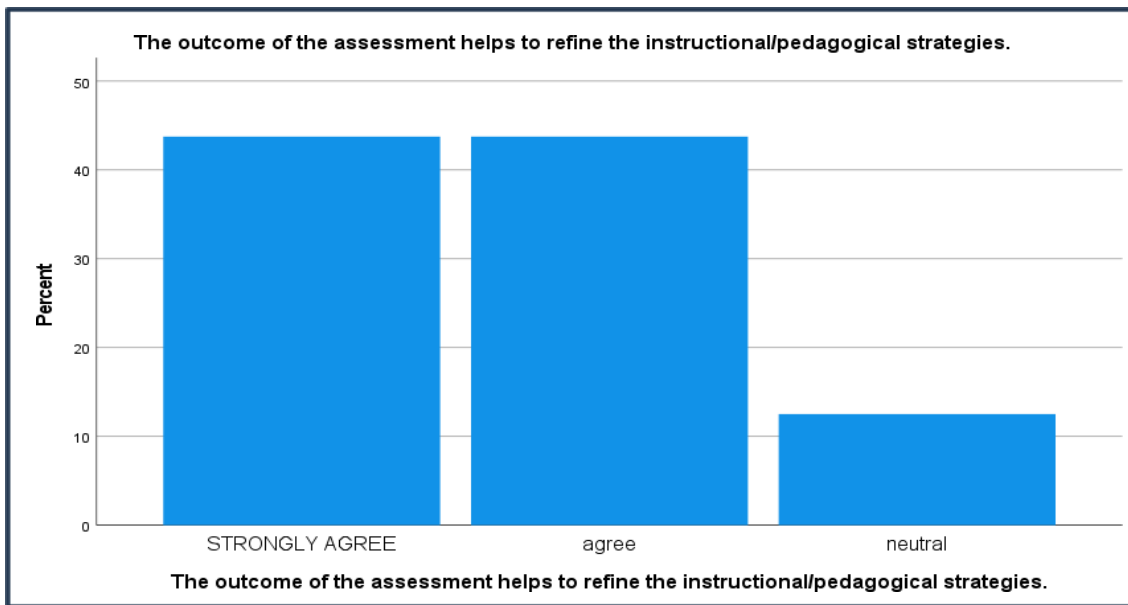


Figure 5: The outcome of the assessment helps to refine the instructional/pedagogical strategies

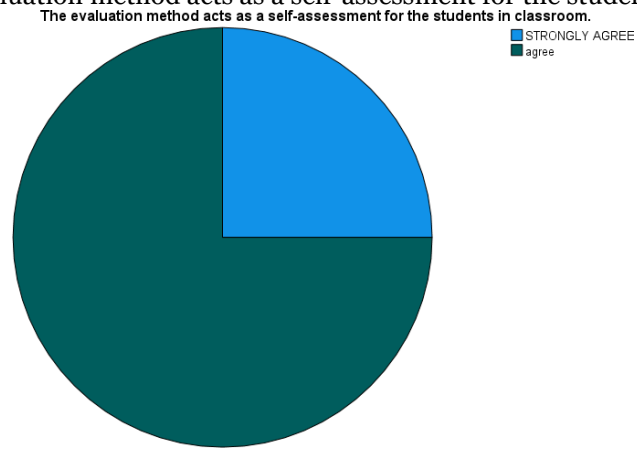
Figure five indicates the high rise in agreement to the questionnaire supports the statement, and this reflects the learning outcome/competency-based test helps the teachers refine their teaching methods.

Table 14. The frequency and percent of the participant's responses to the study of the questionnaire item in the dimension of learning outcome/competency-based test helps to track the students' understanding of each subject's content

The assessment helps to track the understanding level of students in each subject matter.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	3	18.8	18.8	18.8
	agree	12	75.0	75.0	93.8
	disagree	1	6.3	6.3	100.0
Total		16	100.0	100.0	

Table fourteen shows the benefits of assessment to teachers. This assessment helps in their evaluation of students' proficiency in each subject. About 75.5% of teachers agree with the statement. The contradictory response of only 6.3% of participants disagrees with the statement. so, the increase in percent agreeing with the statement indicates the benefits of assessment in teachers' roles.

Figure 6: The evaluation method acts as a self-assessment for the students in the classroom



From the above pie chart figure sixth, almost 75.0% of teachers felt the assessment acts as a self-assessment among students. No disagreement with the opinion was noted in the survey. About 25.0% of teachers strongly agree with the statement. The self-assessment of students' and teachers' contributions to refining the pedagogical approach is evaluated through the results of students' marks. So, after every test result, the teachers and students are engaged in a discussion to share their views on the development of future learning methods.

Table 15. The frequency and percent of the participant's responses to the study of the questionnaire item in the dimension of learning outcome/competency-based test kindle an active discussion on diverged learning

The learning outcome/competency based test kindles an active discussion on different perspectives on a single topic.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	4	25.0	25.0	25.0
	agree	9	56.3	56.3	81.3
	neutral	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

From table fifteen, it is evident that the participants voted to the percent of 25.0% by strongly agreeing with the statement. Nearly 56.3% of participants agree that the statement of assessment kindles the students and teachers in an active discussion on the divergent learning methods. In particular, 18.8% of participants remained neutral. The inflated rate of survey agree that the assessment kindles an active discussion around the classroom.

This competency based test paves way to offer constructive feedback to the students to improve in the weaker areas.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	3	18.8	18.8	18.8
	agree	11	68.8	68.8	87.5
	neutral	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

Table 16. The frequency and percent of the participant's responses to the study of the questionnaire item in the dimension of learning outcome/competency-based test's feedback.

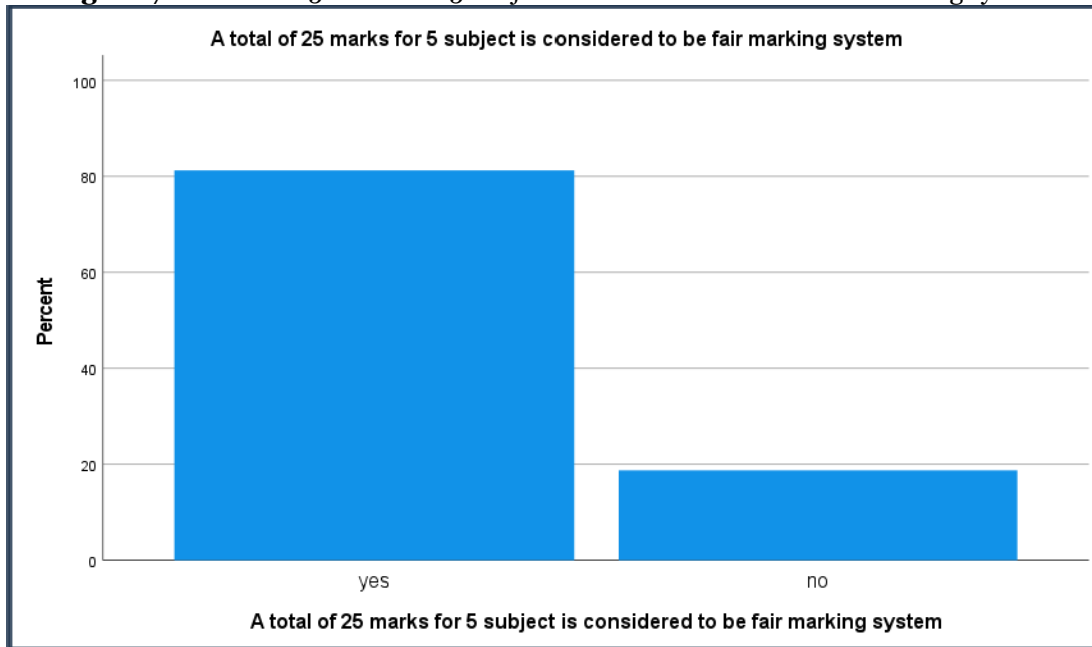
Table sixteen, clearly states that almost 68.8% of the participants agree with the fact that assessment helps to offer constructive feedback to students. 18.8% of participants strongly agree with the idea. It was found that only 12.5% of participants remained neutral to the opinion.

Table 17. The frequency and percent of the participant's responses to the study of the questionnaire item in the dimension of learning outcome/competency-based test is better than diagnostic assessment

The learning outcome/competency based test is better than the diagnostic assessment.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	2	12.5	12.5	12.5
	agree	9	56.3	56.3	68.8
	neutral	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

From the collected data, table seventeen, reveals that the learning outcome/competency-based test is considered better than the diagnostic assessments. About 56.3% of participants agree, and 12.5% of participants strongly agree with the thought. However, only 31.3% of participants reported being neutral to the opinion. The higher pitch of the participant response on the significance of learning outcome/competency-based test concludes that, this assessment process is considered better than the diagnostic assessments.

Figure 7: A total of 25 marks for 5 subjects is considered to be a fair marking system



From Figure seven, almost 81.3% of participants support the marking system in learning outcome/competency-based tests. Subsequently, the percentage is lower in disagreement, with 18.8% of participants disagreeing with the statement.

Discussion and Conclusion

This study focuses on the benefits of learning outcomes/competency-based tests instudents’ learning process. To evaluate the impact and result of learning outcomes/competency-based tests, two sets of questionnaires were prepared and circulated among students and teachers. Thirty-eight students and sixteen teachers responded to the surveyquestionnaire. The overall response reveals the positive outcome in students’ learning process and teachers’ pedagogical method. Through this assessment method, about 81.3% of teachers responded that, they were able to find the students’ strengths and weaknesses in subject matter. So, 87.6% of teachers were able to refine their pedagogical approach and focus on individualstudents’ learning processes.

Figure 7: The assessment helps to track the understanding level of students in each subject matter

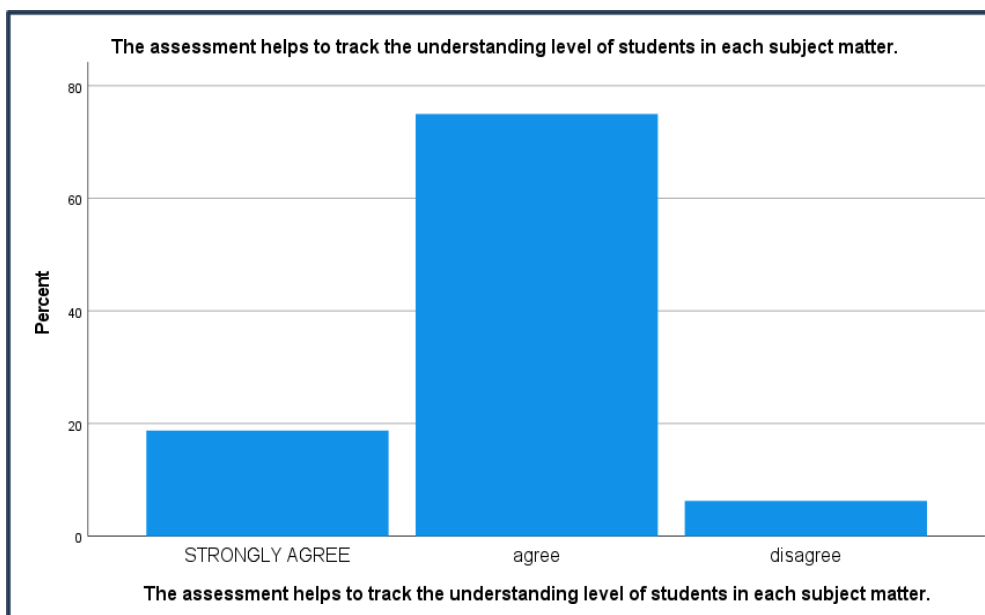


Figure seven indicates the high response of agreeing to the statement of assessment helps in tracking the students’ understanding level in each subject matter.

Subsequently, this assessment method helps 94.7% of students to be involved in in-depthlearning. Almost 100% of students responded in the affirmative regarding the assessment as a way to check the subject knowledge of each student. This assessment sets an opportunity for thestudents to receive constructive

feedback from teachers and alter their learning gaps accordingly. The 25 mark-based system was supported by the students and nearly 73.7% of students responded affirmatively. The 86.9% of students felt this competency-based assessment held month-wise reduces the burden in their terminal examinations in the factors of remembering the large concepts.

About 100% of teachers accepted the learning outcome/competency-based test as a self-assessment for the students to know their cognitive ability. These learning outcome/competency-based test questions kindle the students and teachers to engage in a discussion by revisiting the topic. Additionally, the teachers were able to pass their constructive feedback about students' weak areas in the subject. Almost 87.6% of teachers responded by admitting that the assessment paves the way to give feedback to students after their test results. More than evaluating the students beforehand of unit introduction, this learning outcome/competency-based test helps the teachers to identify the result of students' understanding of the completed units. So, this helps to reconstruct their pedagogical method and is helpful to students. Similar to the student's response, about 81.3% of teachers felt the 25-mark-based system is fair for evaluating the students' knowledge unit-wise.

From the collected data, it can be concluded that learning outcome/competency-based tests aid students in all aspects of the learning process. In "Mood Fluctuations and Familial Ambience of Army Brats in *My Super Papa* by Bella Meraki and *The Lords of Discipline* by Pat Conroy", the author investigates the mood fluctuations caused by familial ambience. The article vividly explains about the fluctuations impact an individual's character especially when it comes to school children. Hence, this affects their education as well (Suganya et al., 2023, p. 844-847). The emotions of the students affects while appearing the competency test. Meanwhile, the teachers were also able to identify and refine their instructional approach. So, this method can be applied in higher education to evaluate the student's competency level. The lack of self-assessment in higher education burdens the students at the end of the semester examinations and while encountering career opportunities. This assessment held every month may help to check their level of understanding and divergent perspectives on subject matters. It may also help the teachers to identify the lagging in students and rectify it immediately. The continuous assessments and semester examinations focus on Bloom's taxonomy method. This doesn't help the students or teachers to know the competency level of students. So, along with the continuous assessments and semester examinations, this learning outcome/competency-based test question method can be used as a diagnostic assessment. The impact will be on a wider range as it is in the article, "Psychological Implication and Impact of Racism in Children with reference to the *Invincible Summer of Juniper Jones*". It states that "The theory of social psychology and behavior psychology has been implied in relation to youngster's mental health" (Malaravan et al., 2021). It may help the higher education teachers to know the student's in-depth knowledge of subject concepts. Refining the teaching method and combining the subject basics with an advanced one, this assessment method of learning outcome/competency-based test questions may contribute to every aspect of higher education.

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