**Challenges in implementing Outcome-based education (OBE) in higher education settings in Bangladesh.**

Outcome-Based Education (OBE) is a way of teaching that concentrates on establishing clear goals for what students should be able to do by the end of their learning, like a class, program, or degree. OBE focuses on what students should learn, comprehend, or be able to accomplish after their educational experiences, instead of just focusing on what material is included or taught. OBE has been practised at the higher education level in Bangladesh since 2022 as per the mandate of the University Grants Commission of Bangladesh to improve the quality of higher education. Moreover, bridging the gap between academia-industry and professional bodies OBE is essential to provide skilled graduates. The educational regulatory bodies of the government and educational institutions have been working to align their curricula and assessment practices with clearly defined learning outcomes based on OBE.

Implementing OBE in Bangladesh, like many other developing countries, has several challenges including infrastructure and technological resources. The government provide funding only to public universities in Bangladesh and private universities manage their fund, especially from tuition fees of the students. Moreover, the lack of professional development opportunities and resources for teachers to build their intellectual capacity in this area are other challenges to implementing OBE smoothly. Further, introducing a new educational approach like OBE may face resistance from various stakeholders, including teachers, administrators, parents, and policymakers due to a variety of factors, such as fear of the unknown, concerns about increased workload, or confusion about the effectiveness of OBE compared to traditional approaches, assessment, and evaluation challenges and so on. Considering all those issues this presentation will focus on other possible issues that hinder the effective implementation of OBE initiatives in higher education in Bangladesh. This paper will also address viable ways forward to overcome those challenges.