

Chapter 6

Challenges and Issues in Implementation of OBE

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ABSTRACT

In India, most higher education institutions are still in the modern traditional way, that is, a curriculum designed in a central place (region wise) called a university, where the question paper is set by someone and evaluated by someone. This system is neither teacher-centric nor student-centric, but it is in a different state. In the past two decades, there have been enormous changes in India's higher education sector, such as new players entering into the higher education arena to offer higher education, namely Deemed to be Universities, Private Universities. All these players are interested in implementing OBE just to attract the students. The involvement of stakeholders is not as expected as supposed to be. In this chapter, the authors bring out the challenges and issues in the implementation of OBE, mostly the factors that are affecting the success factor and partial solutions to the problem.

6. INTRODUCTION

An educational process, is to achieve specified outcomes in terms of individual student learning. The key things students should understand and be able to do or the qualities they should develop, have to be addressed by both structures and curriculum.

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Educational structures and curriculum are regarded as the means and not the end (Willis and Kissane, 1995). Outcome-based education (OBE), highly successful in North America is widely practiced by institutions across the globe to enable students demonstrate the required competencies upon completion of programmes. OBE has four underpinning power principles viz; clarity of focus, expanded opportunity, design down and high expectations (Spady, 1994).

6.1. OBE IN HIGHER EDUCATION IN INDIA

India has the youngest population in 2020 in the world, with most of this population aged between 20 and 24. But the National Employability Report (NRE) states that only 20% of the graduates are employable and, a large portion of 80% of graduates lack skills that are necessary for employment.

To improve the quality and standards in the higher education sector, especially in technical institutions, India became a permanent member of the Washington Accord on 13th June 2014. Since then, Outcome-based education has become the focus in India. For ascertaining and improving the quality of education offered in India, two autonomous bodies under Ministry of Human Resource Development namely (i) National Assessment and Accreditation Council (NAAC) and (ii) National Board of Accreditation (NBA) accredit institutions and programmes respectively. Quality of education is one of the major challenges in Higher Education in India (Deepti and Navneet, 2012). Accreditation is seen as a process that is required to maintain quality in higher education in India (Pavan, 2019). The purpose of accreditation however is to certify for meeting standards. Outcome-based education is radical compared to conventional systems and requires significant changes in institutional policies, processes, structures and mindset of faculty members (Maruti et.al. 2020). Training certifications play a major role in improving quality of Outcome-based education (Madhavi and Vishnu, 2020).

6.2. CURRENT SCENARIO

Six years after signing the Washington accord, higher education in Technical Institutions is still in the transition stage. Very few institutions have succeeded in implementing OBE and reaping its benefits. A variety of valid reasons for not being able to implement OBE exist. In order to understand this, one has to focus on the types of available institutions, the faculty members, the systems and kinds of students getting into the system across the country. Always the Institutions of national importance such as the Indian Institute of Technology, National Institute of

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