Chapter 12
Challenges Faced by Affiliated Institutions (Tier- II) in Outcome-Based Education (OBE) Implementation:
A Literature Survey

Sunil Kumar

https://orcid.org/0000-0002-8881-2761
GITAM School of Business, GITAM University (Deemed), Visakhapatnam, India

Anshu Lochab
Maharaja Surajmal Institute, New Delhi, India

Manoj Kumar Mishra
O.P. Jindal University, Raigarh, India

ABSTRACT

The objective of this study is to identify the issues affiliated institutions faced during the effective implementation of outcome-based education (OBE). The literature from both empirical and conceptual papers has been taken in order to derive out the challenges before and during the implementation phase of OBE. Evident gaps in the initial phase of implementation were identified. Affiliated institutions faced many challenges in the way of OBE implementation. Lack of resources and inability to adopt change have become major hurdles on the way to OBE implementation. The present study is conducted on Affiliated Management Institute. The same can be replicated for other disciplines as well. The structured projected in the study will guide the management institutions in elevating their quality level.

INTRODUCTION

Charles Darwin's theory of evolutionary change, published in 1859 has given Herbert Spencer the term "survival of the fittest". The same is applicable to the higher education institutions in India as they struggle to develop effective model of quality assurance and continuous improvement. Accreditation is one such avenue that provides benchmark to ensure uniformity. Keeping in view the need of the hour AICTE (All India Council of Technical Education) in 1987 has established NBA (National Board of Accreditation). NBA works as an autonomous body since 2010 with an agenda to elevate higher education. NBA is based on the guidelines of ABET accreditation process followed in USA and has become mandatory to be part of Washington accord. The recent developments in NBA accreditation process are "outcome based education (OBE)". Outcome-based education (OBE) is an approach to education supported by exit learning outcome (LO) that a student should exhibition at the course completion (Davis, 2003). The outcomes include knowledge, skills and attitude transformation of any student. It is also associated with knowledge management attitude & IT supports given at institutional level (Kumar & Gupta, 2019), leadership style at educational institute (Kumar, Gupta & Mishra, 2020) and students own emotional intelligence helps in making decisions (Gupta, & Kumar, 2019) of their career choices. In contrary, the traditional education systems were confined to giving away only degrees. OBE acts as a benchmark to measure students' actual performance over a period of time. It helps to derive out the fact to what extent the concept is imbibed by the student and what is the scope of improvement. Therefore, the teaching plan and assessment tools are assiduously designed to strengthen the desired learning outcome. There is a direct link between the teaching plans, assessment tools and student's effective delivery at the end of the course and that can be measured with appropriate tools. Here, any gap between these three will eventually defeat the purpose of outcome-based education.

Education underwent several stages of growth, including competency-based education, criterion-referenced learning, and mastery learning, before the paradigm shift toward OBE was finally achieved. OBE was also a result of the movement toward financing, planning, and evaluating education according to results. Different scholars have characterized OBE in different ways, reflecting this curiosity. Spady (1994) defines OBE as "clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences". This demonstrates how OBE definitely departs from the conventional notion of academia or teaching choosing what to teach and emphasizing what students will be able to do after completing a programme. These contrasting but essentially congruent points of view highlight the fact that OBE assumes that students get the knowledge and abilities necessary in real-world,

10 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/challenges-faced-by-affiliated-institutions-tier--ii-in-outcome-based-education-obe-implementation/317983

Related Content

Creative Coexistence, Value, and Transformative Online Education for Social Self-Actualization
Jason Goulah (2011). *Handbook of Research on Transformative Online Education and Liberation: Models for Social Equality (pp. 232-244).*
www.irma-international.org/chapter/creative-coexistence-value-transformative-online/48873

Opportunities and Challenges of E-Learning in South Asia: Expediency and Encumbrance of E-Learning in South Asia
Gopikrishnan T. (2021). *Challenges and Opportunities for the Global Implementation of E-Learning Frameworks (pp. 165-179).*
www.irma-international.org/chapter/opportunities-and-challenges-of-e-learning-in-south-asia/277751

Multi-Disciplinary Studies in Online Business Education: Observations, Future Directions, and Extensions
J. B. Arbaugh (2011). *Student Satisfaction and Learning Outcomes in E-Learning: An Introduction to Empirical Research (pp. 1-22).*
www.irma-international.org/chapter/multi-disciplinary-studies-online-business/54149

Diagnosis, Supporting, and Fading: A Scaffolding Design Framework for Adaptive E-Learning Systems
Xun Ge, Victor Lawand Kun Huang (2012). *Interactivity in E-Learning: Case Studies and Frameworks (pp. 116-142).*
www.irma-international.org/chapter/diagnosis-supporting-fading/61686

Machine Translation Systems Athanasios Tryferidis Electrical and Computer Engineer, MLS SA, Greece
Athanasios Tryferidisand Theofanis Korlos (2008). *E-Learning Methodologies and Computer Applications in Archaeology (pp. 211-220).*
www.irma-international.org/chapter/machine-translation-systems-athanasios-tryferidis/9124