



Indian Council of
Social Science Research



National Education Policy-2020 & Outcome Based Education



OBE

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National Education Policy-2020 & Outcome Based Education (First Edition)



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Chapter-19

Attitude of Teachers towards the Implementation of Outcome-Based Education in Higher Educational Institutions: A Descriptive Study

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Abstract

The research work was pursued to study the attitude of the teachers of higher education institutes toward outcome-based education and its implementation in terms of demographic variables which is in its phase of implementation under the National Education Policy, 2020. For the sake of the study, 100 teachers from the colleges of Moradabad were chosen randomly as the sample. The primary data was collected from the teachers through online mode using Google Forms. The descriptive cum comparative method of the study and questionnaire was used to study the attitude of teachers towards OBE. The result revealed that approximately 52% of the teachers have a positive attitude of the teachers towards the implementation of Outcome Based Education. It is also found that there is no significant effect of any of the demographic variables i.e. gender, locality, age, teaching experience, and academic stream on the attitude of the teachers toward implementing outcome-based education. The results were discussed and consequently, implications were derived.

Keywords: OBE; Attitude; Implementation; Demographic Variables; Gender; Locality; Age; Academic Stream; Teaching Experience

Introduction

We all know that change is the law of nature. There has been change in all the spheres with the time. These changes arise due to the prevailing needs of that vary time. Just like all spheres, a series of changes has been noticed even in the education sector. Over the years, Education has undergone significant transformation. The transformation takes

place not only in terms of objectives but also of curriculum, modes of instruction, and assessment. All this results in improving the quality of education which fosters the all-round development of students and also makes them capable of getting good jobs. Education, particularly higher education aims to inculcate knowledge and skills that aid in preparing students for professional jobs in different areas (Cabaces et al.,2014). Traditional teaching methods are generally used to impart content to the students which is nearly a one-way process. But it is a little difficult to develop skills and knowledge to be able to get professional jobs. Presently, there is a need to develop skills in using technology. Institutes of Higher Education have to fulfill the aim of preparing the students for life and work and embed in them the feeling of fulfilling their duty to develop their nation (Mactangay et al.,2016). Thus, to fulfill these aims our new education policy, the first education policy of the twentieth Century-National Education Policy-2020 suggested certain changes and a few approaches to be adopted which are now in the process of implementation. One such approach is Outcome-Based Education (OBE) which is in its phase of implementation. It is a shift from content-based education to outcome-based education (Reyes, 2013).

Outcome-based education is a much-attention-gaining method that seeks to find what the students attained or learned at the end of the program. The concept originated in the 1950s with the movement that involves setting educational objectives. It was Ralph Tyler, in 1945 who first realized the importance of formulating objectives for the systematic planning of learning experiences with the focus on what the student should be able to achieve after the completion of learning and after mastering the content. After this, Bloom and his team 1956 gave the popular Bloom's taxonomy to conceptualize the intellectual objectives that aimed to expand the cognitive learning objectives, which are involved during the process of learning (Chaudhary, 2019) OBE is an approach to address all challenges and make sure that it can develop students into graduates who are knowledgeable, skilled, confident, and employable. It is a system of education that involves the learning outcomes that are framed in advance and along with this the assessment to assess the achievement after the curriculum is delivered (Spady,1994). The approach is just a shift in teaching, learning as well as evaluation in all the educational institutions of the country (Irfan et al.,2023). This is quite different from the approach that we have been using so far-the traditional approach. In the traditional method of teaching more emphasis is paid to what the teacher teaches rather than on what the students learn. It takes place within the four walls of the classroom. On the contrary, Outcome-based education is a student-centric method of teaching that focuses on what the students learn which takes place through the planning and implementation of the curriculum followed by achieving specific goals and outcomes (Babu and Joseph,2022). In other words, it focuses on providing output-based education to the students rather than providing only content. Hence, OBE helps in attaining the success of the students through their learning

and consequently gaining employability. It works on the concept that students learn the best through gaining experiences. The rationale behind adopting this approach in the education system is to develop skills among graduate students so they can be employed. Due to this reason, changes are being brought via this method from curriculum design to pedagogy to assessment.

Objectives of the study

1. To study the attitude of teachers towards the implementation of OBE.
2. To compare the attitude of teachers regarding the implementation of OBE in terms of gender, locality, age, teaching experience, and academic streams.

Hypotheses of the study

1. There exists no significant variation in the attitude of teachers towards the implementation of OBE in terms of gender, locality, age, teaching experience, and academic streams.

Research Design

Method: In the present study, the descriptive cum comparative method is used to study the attitude of the teachers of higher education institutes towards the implementation of Outcome Based Education descriptively and make comparisons based on demographic variables.

Participants: The population of the study consisted of all the teachers of colleges of Moradabad district. Out of this, 100 college teachers were taken into account randomly. For the sake of the collection of data, three academic streams i.e., arts, science, and commerce were chosen and the primary data was collected by the participants of the streams chosen above. The data was collected from the participants of all three academic streams through the online link of the questionnaire. All the responses except the one with incomplete, repeated, or false responses were included.

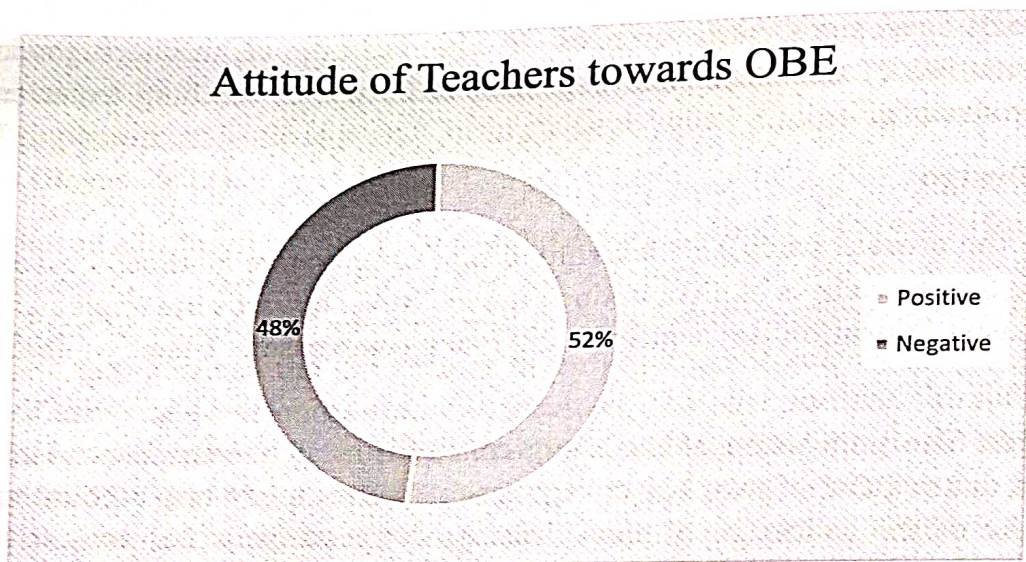
| Demographic variables | Level | N |
|-----------------------|--------------------------|----|
| Gender | Male | 34 |
| | Female | 66 |
| Locality | Urban | 90 |
| | Rural | 10 |
| Age | Above average | 46 |
| | Below average | 54 |
| Teaching Experience | High Teaching Experience | 36 |
| | Low teaching experience | 64 |

| | | |
|-----------------|----------|----|
| Academic Stream | Arts | 54 |
| | Science | 26 |
| | Commerce | 20 |

Instrument: A scale to study the attitude of the teachers towards OBE and implementation of Outcome Based Education was used to collect the data. The Scale developed by Baguio,2019 was used.

Data Collection: For the present study, the primary data was collected in online mode by using Google Forms.

Results



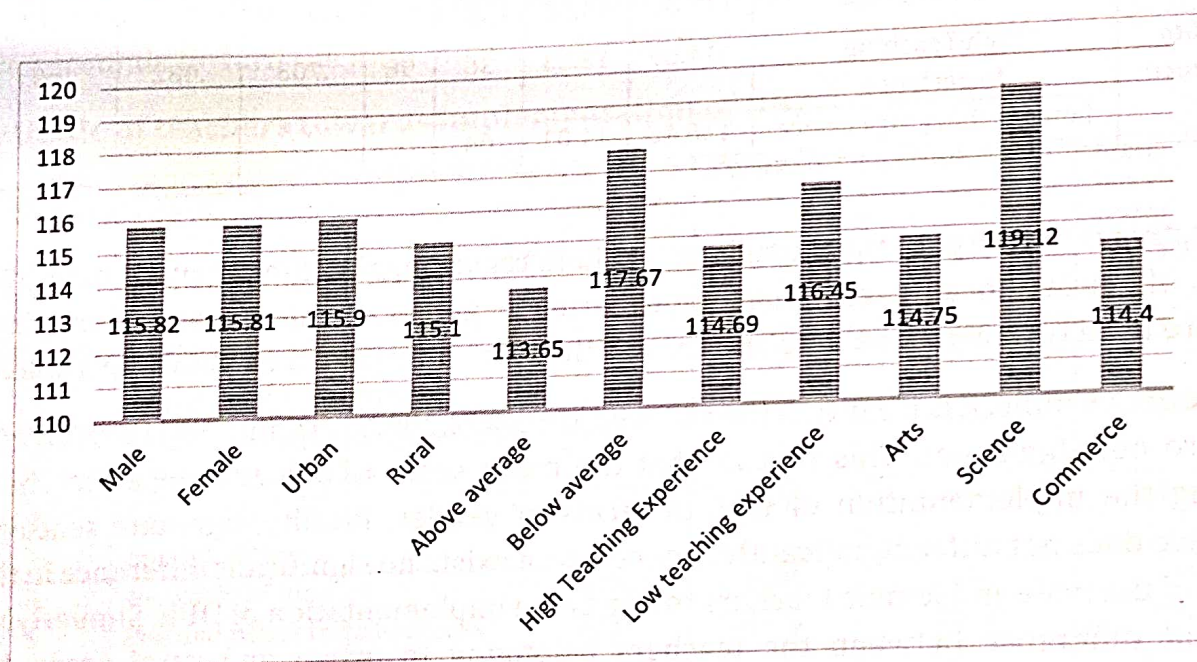
The above pie chart reveals that approximately 52% of the teachers of the colleges of Moradabad have a positive attitude towards OBE and its implementation as per the NEP-2020.

Variable-wise descriptive analysis

The descriptive analysis of the obtained data was done by using Mean, SD, and N concerning the demographic variables i.e., gender, locality, age, teaching experience, and academic streams. The results of the descriptive analysis reveal-

| Demographic variables | Level | N | Mean | SD |
|-----------------------|--------|----|--------|-------|
| Gender | Male | 34 | 115.82 | 13.10 |
| | Female | 66 | 115.81 | 11.40 |

| | | | | |
|---------------------|--------------------------|----|--------|-------|
| Locality | Urban | 90 | 115.90 | 12.08 |
| | Rural | 10 | 115.10 | 11.09 |
| Age | Above average | 46 | 113.65 | 13.05 |
| | Below average | 54 | 117.67 | 10.68 |
| Teaching Experience | High Teaching Experience | 36 | 114.69 | 13.53 |
| | Low teaching experience | 64 | 116.45 | 11.01 |
| Academic Stream | Arts | 54 | 114.75 | 12.33 |
| | Science | 26 | 119.12 | 10.11 |
| | Commerce | 20 | 114.40 | 12.80 |



The above table and figure reveal the mean score of the attitude of teachers towards OBE and implementation of Outcome-Based Education in terms of demographic variables. The figure demonstrates that there exists no difference in the mean score of the attitude of male and female teachers toward OBE and its implementation. With regard to locality, it was found that there exists a slight difference between the mean scores of urban and rural teachers towards their attitude toward implementing OBE. The attitude of Urban teachers is higher than their rural counterparts. The mean score of attitude towards OBE and its implementation differs about age. Teachers aged less than average have more positive attitudes towards the implementation of Outcome-Based Education. As far as teaching experience is concerned, the mean score of teachers having high teaching experience is less than those having low teaching experience. The teachers having low teaching experience have higher or more positive attitude towards their attitude towards their

Implementation of OBE. With regard to the academic stream, the mean score of the attitude of teachers is high for commerce, higher for arts, and highest for science.

| Demographic variables | Levels | Mean | SD | N | df | t-value | p-value | Remark |
|----------------------------|--------------------------|--------|-------|----|----|---------|---------|--------|
| Gender | Male | 115.82 | 13.10 | 34 | 98 | .002 | .998 | ns |
| | Female | 115.81 | 11.40 | 66 | | | | |
| Locality | Urban | 115.90 | 12.08 | 90 | 98 | .200 | .842 | ns |
| | Rural | 115.10 | 11.09 | 10 | | | | |
| Age | Above average | 113.65 | 13.05 | 46 | 98 | 1.691 | .094 | ns |
| | Below average | 117.67 | 10.68 | 54 | | | | |
| Teaching Experience | High Teaching Experience | 114.69 | 13.53 | 36 | 98 | .705 | .482 | ns |
| | Low teaching experience | 116.45 | 11.01 | 64 | | | | |

The objective is to compare the attitude of teachers regarding the implementation of OBE in terms of gender, locality, age, teaching experience, and academic streams. For this t-tests were used to analyze the data and the results were interpreted as shown in Table.

From the above table, it is clear that the t-values are 0.002, 200, 1.691 and .705 respectively which are not significant. This reveals that the mean score of the attitude of teachers regarding the implementation of OBE in terms of gender, locality, age, and teaching experience does not differ significantly. Hence, there exists no significant difference in the attitude of the male and female teachers towards the implementation of OBE. Similarly no significant difference between the teachers belonging to urban and rural areas. No significant variation exists among the attitude of above-average and below-average teachers toward the implementation of Outcome Based Education. In the same way, no significant difference exists among the teachers having high and low teaching experience.

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|-----------------|----|----------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| Arts | 54 | 114.7593 | 12.33332 | 1.67835 | 111.3929 | 118.1256 | 88.00 | 136.00 |
| Science | 26 | 119.1154 | 10.11267 | 1.98326 | 115.0308 | 123.2000 | 97.00 | 136.00 |
| Commerce | 20 | 114.4000 | 12.80789 | 2.86393 | 108.4057 | 120.3943 | 86.00 | 136.00 |

| | Sum of Squares | Df | Mean Square | F | p-value |
|----------------|----------------|----|-------------|-------|---------|
| Between Groups | 383.436 | 2 | 191.718 | 1.354 | .263 |
| Within Groups | 13735.324 | 97 | 141.601 | | |
| Total | 14118.760 | 99 | | | |

From the above table, it is clear that the F-value is 1.354, which is insignificant. Hence, no significant variation exists among the attitudes of teachers of art, commerce, and science backgrounds toward the implementation of OBE.

Attitude of teachers towards implementation of OBE

| S.No | Dimensions | Highly Favourable | Favorable | Unfavorable | Highly Unfavorable |
|------|---|-------------------|-----------|-------------|--------------------|
| 1. | Prepare students for the workplace | 56% | 41% | 1% | 2% |
| 2. | Raise the Academic Achievement of students | 50% | 44% | 5% | 1% |
| 3. | Flexible in employing a variety of teaching methods | 50% | 48% | 2% | 0% |
| 4. | Equal educational opportunities | 55% | 38% | 5% | 2% |
| 5. | No waste of time | 40% | 55% | 4% | 1% |
| 6. | Pen and paper tests to assess student competencies do not always benefit the students | 27% | 44% | 25% | 4% |
| 7. | OBE is the best learning approach as it ensures learners achieve success | 45% | 51% | 3% | 1% |
| 8. | Adequate preparation time for OBE approaches | 37% | 57% | 6% | 0% |
| 9. | Available resources to present lessons using OBE approaches | 36% | 58% | 6% | 0% |
| 10. | Experience in teaching will help to adapt to OBE approaches | 46% | 49% | 4% | 1% |
| 11. | Attend seminars and trainings relevant to the preparation and implementation of OBE | 56% | 38% | 6% | 0% |
| 12. | Use different assessment tools and rubrics to evaluate students' progress | 42% | 55% | 3% | 0% |

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| | | | | | |
|-----|--|-----|-----|----|----|
| 13. | Shift from a content-based approach to outcomes-based approach | 41% | 53% | 6% | 0% |
|-----|--|-----|-----|----|----|

The above table reveals the attitude of teachers towards OBE and its implementation. It reveals that about 56% of the teachers highly favor while 41% of teachers do not favor Outcome-Based Education prepares students for the workplace, 1% of the teachers do not favour and the remaining 2% highly unfavours the same. 94% (50%+44%) of the teachers believe that OBE aids in students' academic achievement. It is also found that 50% of the teachers highly favour, and 48% of the teachers favour Outcome-Based Education is flexible in employing a variety of teaching methods. But still, 2% of teachers do not agree with the same 55% of teachers highly favour OBE equal educational opportunities however, 38% of teachers favour the fact that it provides equal educational opportunities there were still 7% of teachers remaining who do not favour the view that OBE provides equal educational opportunities. 40% of the teachers highly favour it, while 55% of teachers favours the implementation of Outcome Based Education is not a waste of time. It is also found that during the implementation of OBE the use of paper pen to assess the competencies of the students does not benefit the students 96% of the teachers consider OBE as the learning approach that ensures learners achieve success. However, 87% of the teachers believe that it requires a lot of preparation time. 46% of the teachers highly believe that experience in teaching will help to adapt to OBE approaches while 49% of teachers believe the same but not much. 94% of teachers have a positive attitude towards the implementation of the OBE and believe that its implementation requires attending of seminars and training of the same. 94% (41%+53%) of teachers highly favours OBE is a shift from the content-based approach to an approach that focuses on outcomes and it requires assessment tools such as rubrics.

| OBE Implementation in the Area of- | Extremely High | Moderately High | Low |
|---|----------------|-----------------|-------|
| Formulation and Alignment of Learning Outcomes | 41.6% | 51.2% | 7.2% |
| Curriculum Content and Structure | 50.4% | 45.6% | 4% |
| Teaching-Learning Process | 54% | 41.25% | 4.75% |
| Assessment | 47.6% | 46% | 6.4% |

The above table reveals the attitude of teachers toward the implementation of Outcome - Outcome-based education in the areas of learning outcomes, curriculum content and

structure, teaching-learning process, and assessment. It is found that 41.6 % of the teachers have a highly positive belief, 51.2% have moderate and 7.2% of the teachers have low positivity toward the learning outcomes in OBE. They formulate the learning outcomes as the instructional target that will aid in bringing cognitive, psychomotor, and affective level domains. During the implementation of OBE, 50.4% and 45.6% of teachers implement the curriculum content and course structure extremely and moderately respectively. They implement the learning plan as a guide during the teaching-learning process. It also makes sure that course contents reflect the relationship between course outcomes to program outcomes. Similarly, in terms of the teaching-learning process, the implementation is extremely high (54%) and moderately high(41.25%). More than half of the teachers make major changes during the implementation of OBE and use a student-centric approach. It is also revealed from the table that implementation in the assessment is extremely high (47.6%), moderately high (46%) and the rest is low (6.4%). This includes aligning the teaching methods and assessing tools, developing rubrics, and much more.

Discussion, Conclusion, and Suggestions

The descriptive analysis of the present study revealed that overall 52% of the teachers have a positive attitude toward OBE and its implementation as per the NEP-2020. This needs to be increased as it improves not only the performance of the students but also the satisfaction of the teachers (Mitra & Gupta, 2020). This involves restructuring of teaching methods, curriculum as well as assessment techniques(Tucker,2004). Further, the analysis also revealed that no differences exist regarding the OBE and its implementation presently in terms of gender. Both male and female teachers have the same positive attitude towards OBE and its implementation. Urban teachers were found to have a more positive attitude toward OBE and are more positive and putting more effort towards its implementation. In the same way, the new teachers below average age are more positive and supportive towards implementing the OBE learning approach engaging students actively and bringing their learning closer to the application of the real world. This means the approach is more efficient making students able to solve problems in the real-world (Babu & Joseph, 2022). The new teachers having less teaching experience are positive and putting efforts into implementing OBE fully in the education system. The teachers of science background are most positive towards OBE followed by arts and commerce respectively. However, no significant variations were found based on gender, locality, age teaching experience, and academic stream.

The descriptive analysis also revealed that a major portion of the teachers have a good and positive attitude towards the implementation of OBE. They consider it as a student-centric approach that will equip the students with the knowledge, qualities, and skills required to be able to live in the real world (Spady,1994). Teachers believe that such an

approach will raise the academic achievement of the students leading to their success and preparing them for the workplace. They also believe that a shift in this OBE approach will be best implemented if relevant training for the same is provided. Moreover, seminars for the teachers can also support them in preparing them for implementation. The teachers are also positive towards learning outcomes formulate them and align them with program and course outcomes. They develop them to develop students in all three domains- cognitive, affective, and psychomotor. With this outcome-based approach, they are more prominent in delivering curricula designed as per the syllabi so that their performance can be enhanced. However, it has been seen that still only, more than half of the teachers are positive, supporting and implementing the OBE in areas of learning outcomes, curriculum, and assessment. However small a portion of the teachers are still negative about its implementation.

Hence, based on the study it is evident that teachers are getting positive in their attitude towards OBE but still, many teachers are lacking in this regard. So there is a need to convert their negative attitude towards positive. This can be done by developing their understanding of OBE. Organising seminars for the same can help in developing better understanding and how it can be implemented. Negligible differences have been found among teachers towards OBE and its implementation in terms of males and females. Since, rural teachers are little less positive towards it so efforts can be put in this direction as well. The teachers who are young and less experienced are accepting it and putting efforts in implementing Outcome-based education as it involves change of teaching methods, curriculum, learning activities and assessment techniques. So, for the teachers who are more in age and teaching experience there is still a need to change their attitude so that OBE can be implemented full-fledged in the education system. This can be done firstly by making them understand about it and organizing workshops and training so that they can be skilled to adopt student-centered teaching pedagogy, curriculum, and assessment techniques.

From time to time changes have been made in the Education system as the needs of that time, Outcome Based Education that comes with NEP-2020 is one such attempt to where focussed has been shifted to learning outcomes aligned with program outcomes rather than content approach. This will turn students to be more productive, knowledgeable, skilled, competent and deal with real-life problems.

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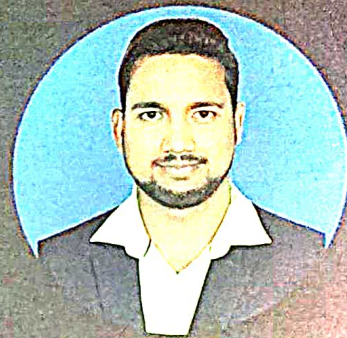
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