

## **CHALLENGES AND OPPORTUNITIES FACED BY COLLEGE TEACHERS WHILE IMPLEMENTING OBE (WITH SPECIAL REFERENCE IN MADURAI ART COLLEGE TEACHER)**

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### **Abstract**

*The goal of outcomes-based education (OBE) is to make sure that new students come to class with the values, abilities, and mindsets needed to succeed as adults once they graduate. The teaching strategy known as outcome-based education (OBE) focuses on how students will perform in the future and how they might apply their knowledge to achieve goals after receiving instruction. The newest trend in education is outcome-based education (OBE), which helps students develop their professional careers while also boosting their knowledge and creativity. OBE may promote their healthy development within the framework of their workplace. For students to gain the skills required for outcome-based education, the National Board of Accreditation (NBA) mandates that the proper evaluation techniques be used. Because it can enhance coaching, the educational system, and students' performance—all of which rely heavily on assessing graduates' abilities—outcome-based education, or OBE, is appealing. The students will discover how to close the gap between tutoring and results-based mastery methods through this approach. One of the most important developments in business education is the proposed methodological model, which would enhance the training's scientific capabilities.*

*Keywords: Outcome-Based Education (OBE), Outcome-Based Assessment, Program Outcomes (Pos), Program-Specific Outcomes (PSOs), Course Outcomes (Cos).*

### **Introduction**

Higher education institutions, particularly those in a particular profession, have traditionally placed a strong emphasis on curricula developed by a small group of seasoned individuals or professional associations. But in terms of careers, these programs did not adequately prepare their graduates. Students are graded based on their performance on tests covering the content they learnt in class in an outcome-based education system. Some pupils perform well, while others perform poorly. This method predicts that this kind of volatility in learner ranking is inevitable. The outcome-based education (OBE) strategy reorganizes the curriculum, evaluation, and reporting procedures to prioritize mastery and high-order learning over gaining path credit. OBE's primary goal is to help learners achieve the necessary changes by enhancing their knowledge, developing their abilities, and favourably influencing their attitudes, values, and judgment. OBE's guiding concept states that the best examination technique is to determine what needs to be done first. Techniques, tactics, strategies, and

other ways can be employed to accomplish the goal once it has been set.

Competency-based learning requirements and outcome-based quality control inspections make up outcome-based education (OBE). The most important aspect of education in countries with knowledge-based economies is OBE. The goal of outcome-based education (OBE) is to achieve predetermined learning outcomes. A business program's goals and outcomes highlight the outcome-based education (OBE) kind of accreditation. To make sure that the results are reached after having a clear understanding of what a learner must be able to accomplish, OBE builds the curriculum, teaching-mastery processes, and evaluation. The continued exceptional progress is supported by the OBE version.

### **Reasons for shifting Outcome-Based Education (OBE)**

In the context of outcome-based education (OBE), the phrase "consequences" is rarely mentioned or taken into consideration. The fact that the phrase is rarely used to describe abuse in occupations other than education is likewise inappropriate. Searching for "consequences definition" yields a great collection of documents about consequences and how they are used.

Participants in an outcome-based approach are held accountable for achieving long-term, broadly defined goals and objectives. Members make choices about rules, strategies, and procedures using their professional judgment, which must be or may be impacted by relevant research, practical experience, and the needs of the parties.

The go-out mastery outcomes that the students must exhibit at the end of the course serve as the basis for curriculum decisions in the outcome-based education approach to teaching. The outcome-based education (OBE) strategy has been approved by the National Board of Accreditation (NBA), which has also released criteria for institutions looking to achieve accreditation and excellence. In order to define the program results and the direction results, these recommendations are put into practice.

### **Outcome-Based Education (OBE)**

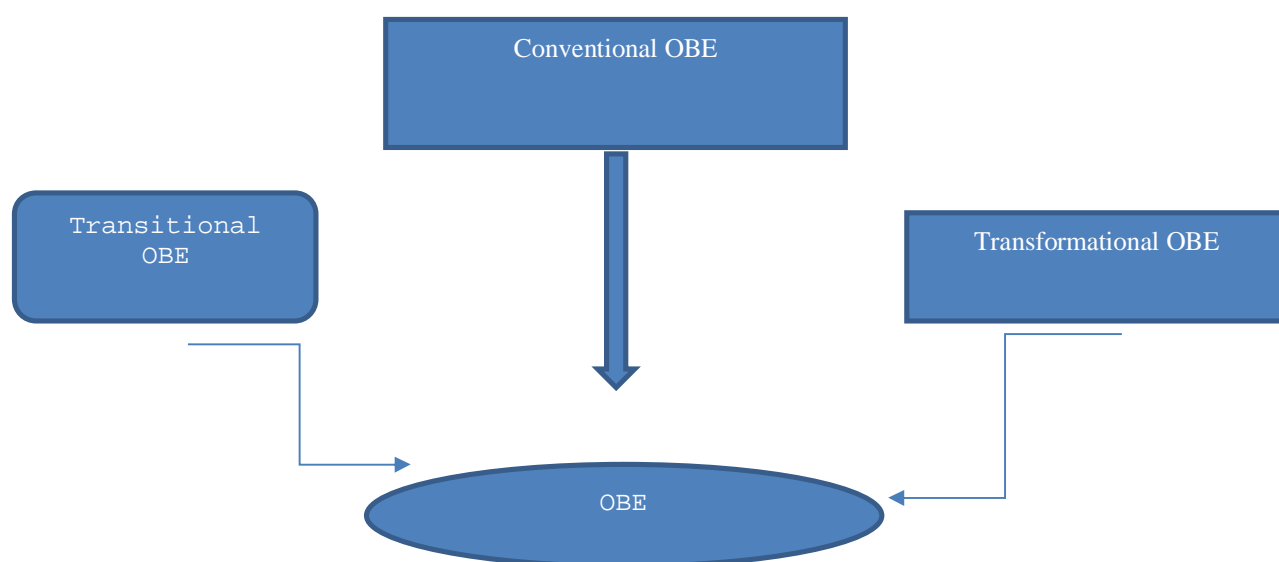
Since educationalists first highlighted the need of respecting students' character throughout the learning process more than a century ago, OBE has been in use. They felt that encouraging each learner's fulfillment—which would occur at varying rates for various learners—was the greatest method to evaluate education.

With the help of outcome-based education (OBE), new students are guaranteed to arrive at school with the values, abilities, and mindsets needed to succeed as adults once they graduate. The teaching strategy known as outcome-based education (OBE) focuses on how students

will perform in the future and how they might apply their knowledge to achieve goals after receiving instruction.

One of the main problems with the OBE's successful curriculum design is experiential learning. Coaching, which comprises determining and evaluating what students are capable of achieving (i.e., learning outcomes) following instruction, can be used to evaluate the efficacy of any program. The OBE seeks to implement the knowledge, skills, attitudes, and values that students have acquired in a way that is suitable for the contemporary social, cultural, and economic context of society. After a review of the literature, figure 1 displays three types of OBE.

**Figure 1: Different kinds of OBE**



- a. Traditional OBE determines learning outcomes by assessing students' understanding of the required content.
- b. Transitional OBE assesses general or higher-order skills like communication, problem-solving, critical thinking, and teamwork in college students.
- c. Transformational OBE evaluates how well students have mastered transdisciplinary knowledge and skills as well as the particular abilities, values, and attitudes that the organization or society requires.

### Significance of the study

For the purpose of implementing an OBE system at an educational institution, this study gave pertinent parties vital guidelines. In order to improve students' learning experiences and measure their performance in an objective and efficient manner, the OBE system is required. The management of the educational institution, policymakers, accrediting agencies, and scholars were given some recommendations by this study regarding the adoption of an OBE system in the educational institution.

### Objectives of the study

1. To Examine the challenges faced by college teachers while implementing OBE.
2. To Analyse the influencing factor implementing OBE

### Research Methodology

The opportunities and challenges college instructors have when applying OBE are the focus of this study, with particular reference to Madurai Art College faculty. Both primary and secondary sources of data were gathered. Using a structured questionnaire, primary data was gathered from a variety of art college instructors in Madurai city. Books, journals, research dissertations, records, and other published sources have all been used to gather secondary data.

### Sampling Design

The study aims at analyzing the in Challenges and Opportunities faced by college teachers while implementing OBE (with special reference in Madurai Art College teacher). A total of 120 samples were taken for the study. Convenient sampling method has been used to collect the data.

### Tools for analysis

Data are analyzed by using SPSS package. It was used for quantifiable variables. Then the tables were prepared by using statistical techniques such as visualization percentage.

### Data Analysis and Interpretation

**Table 1**

**Gender wise classification of the respondents**

| Gender | No of respondents | Percentage |
|--------|-------------------|------------|
| Male   | 42                | 35         |
| Female | 78                | 65         |
| Total  | 120               | 100        |

Source: Primary data

Table 1 inferred that, 65 percentage of the respondents are female teachers and remaining 35 percentage of the respondents are male teachers.

**Table 2**  
**Age wise classification of the respondents**

| Age      | No of respondents | Percentage |
|----------|-------------------|------------|
| Below 30 | 26                | 22         |
| 30 – 40  | 62                | 52         |
| Above 40 | 32                | 26         |
| Total    | 120               | 100        |

Source: Primary data

Table 2 shows that, 52 percentage of the respondents are 30 – 40 age group of the college teacher, 26 percentage of the respondents are above 40 years and remaining 22 percentage of the respondents are below 30 years of the college teachers.

**Table 3**  
**Designation of the respondents**

| Designation         | No of respondents | Percentage |
|---------------------|-------------------|------------|
| Associate professor | 82                | 68         |
| Assistant professor | 30                | 25         |
| Professor           | 08                | 07         |
| Total               | 120               | 100        |

Source: Primary data

Table 3 shows that, 68 percentage of the respondents are Associate professor, 25 percentage of the respondents are Assistant professor and remaining 7 percentage of the respondents are Professor.

**Table 4**  
**Nature of the Job**

| Nature of the Job | No of respondents | Percentage |
|-------------------|-------------------|------------|
| Private           | 94                | 78         |
| Government        | 26                | 22         |
| Total             | 120               | 100        |

Source: Primary data

Table 4 shows that, 78 percentage of the respondents are private teachers and remaining 22 percentage of the respondents are Government teachers.

**Table 5**  
**Challenges faced while implementing OBE in your classroom**

| Challenges  | No of respondents | Percentage |
|---|-------------------|------------|
| Lack of support from colleges administration                    | 22                | 18         |
| Difficulty in aligning learning outcomes with assessment method | 46                | 38         |
| Resistance from students to change in teaching methodology      | 18                | 16         |
| Difficulty in designing effective assessments                   | 34                | 28         |
| Total   | 120               | 100        |

Source: Primary data

Table 5 inferred that, 38 percentage of the respondents are difficulty in aligning learning outcomes with assessment, 28 percentage of the respondents are difficulty in designing effective assessments, 18 percentage of the respondents are lack of support from colleges administration and remaining 16 percentage of the respondents are resistance from students to change in teaching methodology.

**Table 6**

**Opportunities think OBE offers to enhance student learning outcomes**

| <b>Opportunities</b>  | <b>No of respondents</b> | <b>Percentage</b> |
|---|--------------------------|-------------------|
| Increase student engagement and motivation                        | 68                       | 57                |
| Improved creativity and innovation                                | 22                       | 18                |
| Enhance creativity and innovation                                 | 12                       | 10                |
| Better alignment of learning outcomes with real-world application | 18                       | 15                |
| Total   | 120                      | 100               |

Source: Primary data

Table 6 inferred that, 57 percentage of the respondents are increase student engagement and motivation, 18 percentage of the respondents are improved creativity and innovation, 15 percentage of the respondents are better alignment of learning outcomes with real-world application and remaining 10 percentage of the respondents are enhance creativity and innovation.

**Table 7**

**Teachers' awareness towards OBE can be enhanced**

| <b>Teachers awareness</b>                                | <b>No of respondents</b> | <b>Percentage</b> |
|--|--------------------------|-------------------|
| Professional development programs focused on OBE         | 32                       | 27                |
| Collaboration with other teacher to share best practices | 54                       | 45                |
| Mentoring from experienced OBE teachers                  | 24                       | 20                |
| Research on OBE to identify effective strategies.        | 10                       | 08                |
| Total  | 120                      | 100               |

Source: Primary data

Table 7 inferred that, 45 percentage of the respondents are collaboration with other teacher to share best practices, 27 percentage of the respondents are professional development programs focused on OBE, 20 percentage of the respondents are mentoring from experienced OBE teachers and 8 percentage of the respondents are research on OBE to identify effective strategies.

**Table 8**

**Garrett Ranking of influence the effectiveness of OBE in enhancing student motivation and engagement**

| Factors  | Mean score | Rank |
|--|------------|------|
| Alignment of learning outcomes with real-world application | 58.4       | I    |
| Effective use of technology in teaching methodology        | 55.31      | II   |
| Teachers' enthusiasm for teaching methodology              | 54.8       | III  |
| Student interest in the subject matter                     | 53.32      | IV   |

Source: Primary Data

Table 8 shows that the influence the effectiveness of OBE in enhancing student motivation and engagement is the most important factor that Alignment of learning outcomes with real-world application, followed by an effective use of technology in teaching methodology. Teachers' enthusiasm for teaching methodology. Students interest in the subject matter is the fourth factor.

**Table 9**

**Measures the effectiveness of OBE in your students**

| Factors  | Mean score | Rank |
|--|------------|------|
| Students performance on assessment aligned with learning outcomes      | 58.56      | I    |
| Teacher observation of student engagement and motivation               | 53.35      | II   |
| Students feedback on the effectiveness of teaching methodology         | 50.5       | III  |
| comparison of student performance before and after implementing of OBE | 49.5       | IV   |

Source: Primary Data

Table 9 shows that, Students performance on assessment aligned with learning outcomes goes to first rank, teacher observation of student engagement and motivation second rank, students feedback on the effectiveness of teaching methodology and comparison of student performance before and after implementing of OBE followed by fourth rank.

**Suggestions**

1. A method for making educational decisions that use a variety of strategies to guarantee that results are successfully demonstrated and to give students an opportunity to succeed
2. To enhance the circumstances and procedures for students' achievement, a criterion-referenced evaluation system and tools for continuous improvement are crucial. They have important measures of institutional effectiveness that are frequently used and updated, as well as a database of noteworthy, far-reaching benefits for all students.

## Conclusion

Soft skills, a sophisticated framework for skill development mostly founded on graduate qualities and bolstering business pedagogy, are associated with the OBE structure. Although education is delivered in accordance with the macro-level curriculum, which was created based on outcome-based education (OBE), universities use to supply the micro-level materials. Increase Pedagogy is a platform that elevates parents, university students, and micro-degree instructors above grades in order to properly weight learning outcomes in evaluation processes. Students, teachers, companies, and the government should work together to implement outcome-based business education since it benefits everyone. The application of outcome-based education (OBE) enables them to take on difficulties, address current issues, and propose solutions as they arise.

Outcome-based education (OBE) is an educational approach taken into consideration while developing, implementing, and assessing curricula rather than a curriculum-based activity. It emphasizes the compatibility of each learner's developmental stage and guarantees high levels of education based only on attaining observable results. It also guarantees active and experience-based learning for all students. One of the study's limitations is that it mostly focuses on business discipline students. Anyone who wants to continue their education can do so in other fields as well.

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