

# “Relevance Of Learning Outcome -Based Curriculum Framework For Effective Implementation Of NEP-20”

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## Abstract:

This research paper aims to explore the relevance and effectiveness of Learning outcome based curriculum Framework in undergraduate in the Indian context. Learning Outcome-Based Curriculum Framework (LOCF) is an approach that focuses on defining clear and measurable learning outcomes for students, aligning teaching and evaluation with these outcomes, and achieved outcomes. The paper will examine the rationale behind adopting OBC for effective implementation of NEP -20 (National Education Policy -India) its benefits, challenges faced during its implementation, and the impact it has on student learning and overall educational outcomes in India. The study is carried out through a survey. The observations are encouraging, the concept of OBE in terms of curriculum design, delivery, assessment, evaluation and reflection is penetrating in the under graduate programs in India but still trainings in certain aspects are required.

## Rationale

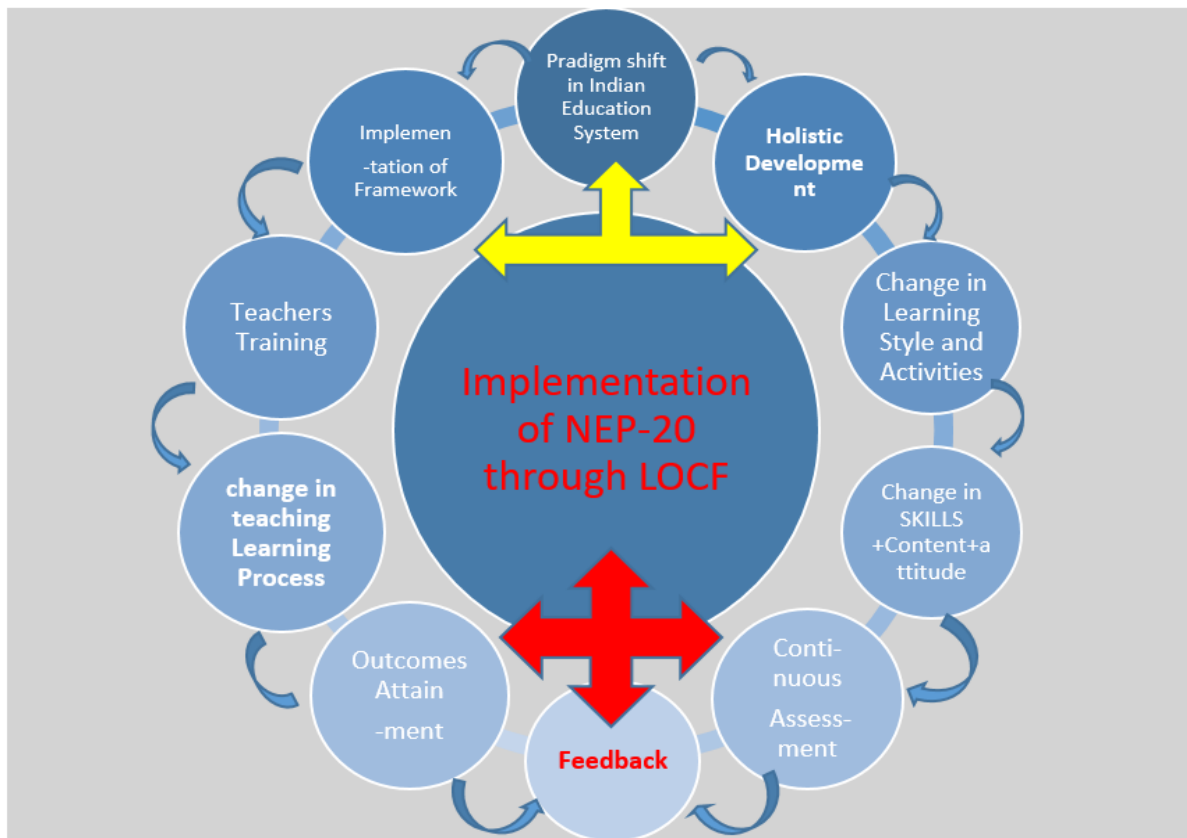
Higher education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education. ***“India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literatures of India combining subjects across fields (NEP-20)”***.

In consequence of NEP -20 in higher education one of the most significant and crucial recommendations is to adopt a learning outcome based approach. University Grant Commission (UGC) has introduced the Learning Outcome Based Curriculum Framework in higher education. The relevance of learning outcome based curriculum framework in India is most important factor in Indian education system has recognise the need to shift from a content driven approach to a skill based approach. Outcome based curriculum development focuses on students to succeed in their chosen field and future. The NEP 2020 emphasize on the importance of outcome-based

education to promote holistic development, critical thinking, creativity, and problem-solving skills in young minds. Learning outcome - based curriculum framework (LOCF) aligns with the vision and goals of the NEP. Learning Outcome-Based Curriculum Framework (LOCF) place the learner at the centre of the educational process. The main focus of NEP-20 is inclusive education i.e. according to their needs, interests, and abilities, promoting personalized and meaningful learning experiences. Professional and vocational education according to Industry requirement is a big challenge in present scenario. Learning Outcome-Based Curriculum Framework (LOCF) targeted to cope up the gap between academia and industry. By focusing on guidelines of Ministry of Education India curriculum should be enhance with AVGC (Audio, Video, Games and Comic) material that are relevant to the specific outcomes. Learning Outcome-Based Curriculum Framework (LOCF) can play vital role to achieve specific goals according to NEP-20.

**Learning Outcome-Based Curriculum Framework ( LOCF)-** Learning outcome- based curriculum framework (LOCF) is a learner centric approach for curriculum design. The learning outcome base curriculum framework is an educational Framework that aim to change the syllabus and learning style of undergraduate curriculum in India. The intention of the adoption of this approach is to make the student more skilled, and active learner and teachers good felicitators. This framework is crafted such that the choice based Credit System yield optimum outcome. The outcome base approach of learning aims to enhance the quality of higher education and encourage student to achieve the best knowledge and skill during their academic journey according to the guideline of NEP- 20. The outcome -based curriculum Framework has comprised of different steps and the cycle has different phases that are shown in concept map 1.2 .Basically learning outcome curriculum framework is based on the change of learner's activity and change in educators' attitude and result comes in the shape of change in skills content knowledge and attitude of learner that will be measurable in the terms of outcomes attainment.

LOCF emphasis to formations of Curriculum according to above steps and analysis such as innovation to the teaching and learning process, assessment of student and different label review of student performances, improve flexibility of the learning process then enhance the quality of education.



**Fig-1.2 Theoretical framework of Learning Outcome-Based Curriculum Framework by Dr .Manisha Bajpai**

## Theoretical Framework of NEP-20

One of the most important element of implementation of NEP-20 is appropriate and learner oriented curriculum design. Effective curriculum design, gives experiential knowledge, skills and change in attitude for achieve their goals. The LOCF in particular attempts to undertake learning effects of the learners in terms of understanding, skills, attitudes and values that suit the instantaneous social, economic and cultural environment of society which are the basic and fundamental value of NEP-20.

NEP -20 says ....

*“A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence. For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education. A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.”*

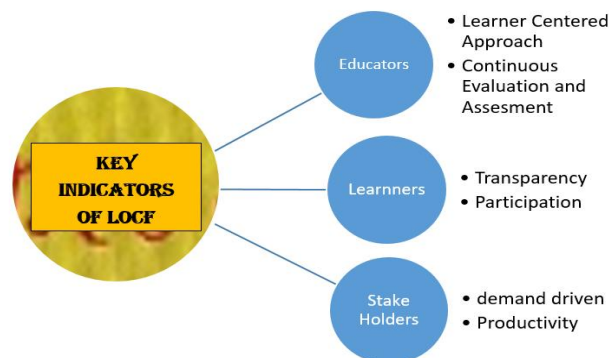
Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of

community engagement and service, environmental education, and value-based education. For accomplish the vision of NEP-20, it is essential to knowledge and involvement of LOCF. LOCF in India refers to a strategic and systematic approach to achieve.

NEP-20 recommended flexible and multidisciplinary curriculum frame work for holistic development. In general, we can say in UG programme it should be four classifications of course Core Course, Domain Specific Course, Generic Skill Course and Vocational Skill Enhancement Course.

### Why LOCF significant for NEP-20

For effective implementation of NEP-20 frame work it requires child centric specified approach for learners' holistic development. In present scenario rapid change in paradigm. Therefore, moving from conventional subjective curriculum framework to LOCF to overcoming the necessity has become the need of the time. Outcome-Based curriculum can change students learning experience, and educational need to adapt it to improve their knowledge & skills in terms of holistic approach.

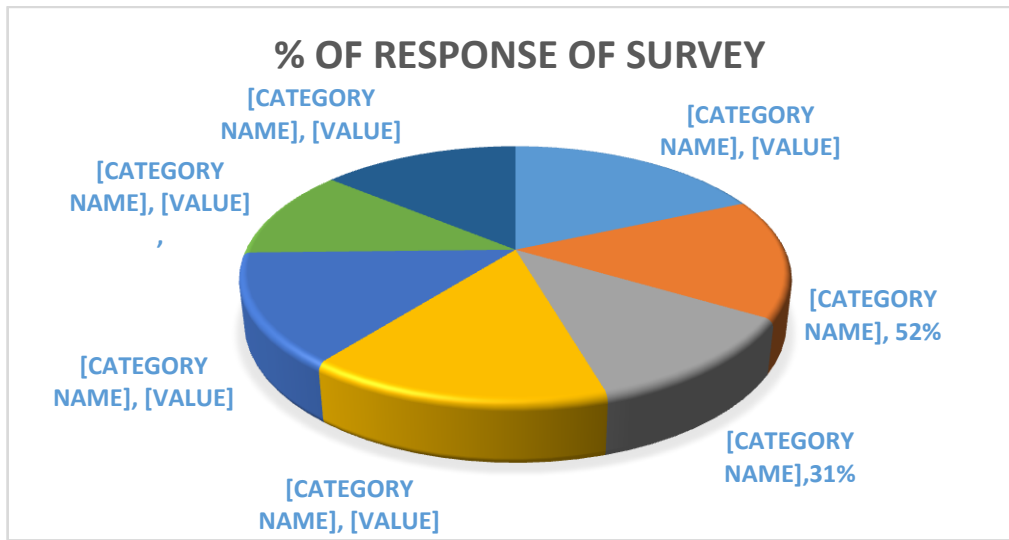


**Fig 1.1 Key Indicators of LOCF**

### Methodology

A survey is undertaken to get the responses of faculty members throughout the country on NEP-20 framework and outcome based curriculum development process. It included faculty members of different state and public universities of India. Also includes teachers of some deemed and private universities were participated in this survey. Questionnaire were prepared and circulated to teachers through Google forms and the responses were collected. We collected 900 responses which were anonymous, faculty members were not required to disclose their identity. The questions were framed in such a way that, the knowledge of participants about different processes and terms related to NEP and OBC can be explore. Awareness about NEP-20 framework. The 35 questions divided in to major 8 domains in the questionnaire. The domains are-

- Ability to interpret meaning of OBE
- Ability to write steps of outcome based curriculum
- Knowledge of approach of designing curriculum
- Knowledge to interpret meaning of program outcomes
- Ability to write Course Outcomes properly correlated to Program Outcomes/Graduate Attributes?
- Skills and training to design and extent assessment tools and modes takes care of all COs and entire syllabus
- Ability to map attainments of POs and Cos
- Knowledge of outcomes based curriculum that helps to effective implementation of NEP-20



**Graph -1.4 Analysis of Survey**

## Results and Discussions

On the basis of analysis of response of survey, we can conclude that; Ability to interpret meaning of OBE is most fundamental of LOCD. The results show that the most of faculty members (63%) have enough ability and interpret properly. Thus we can infer that the most of faculty members will develop curriculum according to NEP-20. Ability to write steps of outcome based curriculum has varied forms and it also represents involvement and understanding, almost 52 % of the faculty members were capable to write steps of curriculum design. Thus they could understand the approaches of curriculum design, accordingly.

The analysis of data from graph 1.4 and inference of above shows that there is knowledge gap between concept outcome based Curriculum and its approaches. While the writing of Cos and mapping of attainments of POs & Cos does not help the educators to developing skills of extended assessment tools. The study shows that NEP-20 framework is more effective for development of conceptual understanding of outcome based education but not effective for developing curriculum. These findings indicate that NEP -20 framework have significant effective on developing basic knowledge of LOCF but still need to more orientation and training program to achieve to aim of NEP-20. The responses in some cases were encouraging and aligned to the

expectations for deep penetration of NEP-20 and LOCF in Indian Institutes whereas in few cases it has a scope for improvement.

## Conclusion

This paper provides an analysis of LOCF and its relevance of implementation of NEP-20. The theoretical analysis is based on NEP-20 framework and learning theories that provides a robust framework for curriculum development. The development of LOCF is still very crucial. For successful implementation of NEP-framework, the educators should understand the process of LOCF. All of sudden the conventional approaches should not be thrown away, but should be used as a means towards implementing NEP-20. Educators should change or improve their ways of instructing and accessing the learner's work. Affiliating universities should frame the curriculum according to guidelines of NEP -framework. Also the entire academic institutions in the nation should follow the common way of producing the graduates following the LOCF according to the guidelines of NEP-20.

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