



YENEPOYA

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1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.

Any Other

Outcome Based Education Planning and Implementation.

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**LEARNING
OUTCOMES-
BASED
CURRICULUM
FRAMEWORK FOR
UNDERGRADUATE
EDUCATION**

ATTESTED

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Action report for developing Institutional implementation plan

- Introduction to OBE Framework
- Works completed so far
- Institutional implementation plan
- Final outcome analysis expected

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SECTION 1-Introduction to OBE Framework

Outcome-Based Education @Yenepoya (Deemed to be University)

Yenepoya (Deemed to be University) has adopted Outcome Based Education (OBE) across all the constituent colleges. This educational framework is based on desired outcomes and defined goals to be achieved by the students. It is expected to show evident distinguishable improvement and attainment of knowledge and skill.

OBE tends to addresses the following:

- What do we want the students to have?
- What do we want the students to be able to do?
- How can we best help students achieve the desired goals?
- How will we know whether the students have achieved it?
- How does it help in Continuous Quality Improvement?

The components of OBE which have been defined by our constituent colleges include:

- Vision Mission of the institution
- Program educational objectives (PEOs)
- Program Outcomes (POs)
- Program-specific Outcomes (PSOs)
- Course outcomes (COs)
- Course-specific learning outcomes (CSOs)/ Competencies

Graduate attributes, is a set of individually assessable outcomes that are indicative of the graduate's potential to acquire competencies in that programme. They are defined as follows.

At the end of the graduation a student should acquire the following skills;

- Comprehensive knowledge,
- communication skills,
- critical thinking,
- problem solving skills,
- self-directed learning,

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- analytical skills,
- ethical awareness,
- leadership qualities,
- team work,
- Lifelong learning, etc.

Program educational objectives describe the professional accomplishments of the graduates to be attained within a few years of their graduation.

Program Outcomes are statements about the knowledge, skills, and attitudes (attributes) that a graduate should attain at the end of a program (Eg: MBBS, BDS, MD, MCh, BPT, BDS, BSc. Nursing, BAMS, etc.)

Program-specific outcomes are specific statements about what the student should be able to do at the time of graduation concerning cognitive, affective and psychomotor learning domains.

Course outcomes are statements describing the meaningful, observable and measurable knowledge, skills, attitudes and attributes the student will learn by the end of course/subject (Eg: Anatomy, Physiology, Biochemistry, etc.).

Course-specific learning outcomes or Competencies are designed to be a measurable, observable, and specific statement indicating what the student must know and should be able to do at the end of a teaching-learning process.

Mapping of learning outcomes

With clearly stated components of OBE, we have undertaken the next step that includes:

- Course-specific outcomes/Competencies are mapped with the course outcomes using attainment values (Substantial, Moderate, Slight and None)
- Similarly, course outcomes are mapped with program outcomes

The different formative and summative assessment tools for all subjects are identified to measure the performance of students.

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This helps in identifying all OBE attainment levels which include;

- Assignment Performance Report
- Question-CSO Analysis Report which also identifies the remedial actions to be taken in student learning progress
- Outcome attainment (Course Specific, course and program)
- Levels of competencies analysis (question-wise, student wise, and attainment wise)

SECTION 2- Works completed so far OBE

A committee was formulated to look into the implementation of Outcome Based Education Implementation (OBE) at Yenepoya with a software company by the Registrar.

Ref: No. Y/REG/ACA/notification/2019	14.01.2019
<u>NOTIFICATION</u>	
Sub: Constitution of Core Committee for implementation of OBE at Yenepoya Medical College	

The Core Committee to look into the implementation of OBE in Yenepoya Medical College is hereby constituted as follows:	
1. Dr. Aswini Dutt R, Prof. & Head, Physiology	: SPOC Single Point of Contact
2. Mr. Rajesh Karkera , Dy. Director, IT Section	: Member
3. Dr. Abhay Nirgude, Prof. & Head, Community Medicine	: Member
4. Dr. Rashmi Jain, Associate Professor, Ophthalmology	: Member
5. Dr. Nagpati Prabhakar Bhat, Assistant Professor, Pharmacology	: Member
6. Dr. Bindhu, Associate Professor, Anatomy	: Member
This committee shall report to Curriculum Committee of Yenepoya Medical College.	
 REGISTRAR	

Medical Education Unit of Yenepoya Medical College, Organized a Workshop on “*OUTCOME BASED EDUCATION*” on 23 January 2019 at Seminar Room, Department of Physiology, 1st Floor, Academic Block, YMC from 10 a. m to 1 p.m.

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Objectives:

- To discuss regarding the Outcome Based Education
- Develop a plan for working on software

PROGRAM SCHEDULE

Time	Topic and Resource person
10 a. m. to 10.30 a. m.	<i>Introduction to Outcome Based Education</i> Dr. AswiniDutt R., Professor and HOD, Physiology, SPOC FOR Implementation of OBE at Yenepoya
10.30 a.m. to 11 a. m.	<i>Principles and Implications of Outcome Based Education</i> Dr. Rashmi Jain, Associate Professor of Ophthalmology, Coordinator, MEU, Yenepoya Medical College
11. a. m to 11.15 a. m.	<i>Tea Break</i>
11.15 a. m. to 12.45 p. m.	<i>Cloud Based OBE Learning through software</i>
12.45 p.m. to 1.00 p. m.	Valedictory and distribution of certificates
1.00 p. m. to 2.00 p. m.	Discussion of core committee members

Participants:

- Core committee members of OBE implementation at Yenepoya
- HoDs and faculty members of Anatomy, Physiology and Biochemistry
- Members of Medical Education Unit, YMC

Special Invitees:

- Dr. M.S. Moosabba, Dean, Yenepoya Medical College
- Dr. Nandish B. T, COE, Yenepoya Deemed to be University
- Dr. ArunBhagvath, Dy. Director, Quality, Assessments and Compliance

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- **OBE piloting** using software solution in Physiology on the topic-Respiratory Physiology was conducted with questions selected which were linked to the competencies listed out by the new MCI CBME Curriculum. These questions were again segregated into Knowledge/Skill/Attitude/Communication domain along with Level of competencies- Knows/Knows How/Shows/Shows How/ Perform.
- Analysis of the outcomes of Respiratory Physiology test included the following components; (for all 150 students)
 - Assignment Performance chart,
 - Question wise performance data,
 - Question-Course Outcome Analysis Report for all 150 students,
 - Course outcome attainment,
 - Number of students in each stage of learning (Beginner, developing, Proficient) under each level of competency,
 - Levels of competency marks coverage and
 - Levels of competency level report (Question wise, Assignment wise, Ranges wise and Student wise), Course outcome and Questions per course outcome.
- Similarly, a formative test for 40 marks for 1st year MBBS Students in Anatomy and Biochemistry were conducted and all the above steps were followed to get the OBE analysis report.
- Similar exercise has been conducted across all the phases of MBBS program
- **Presentation on the topic ‘OBE-Gap analysis assessment of NAAC Criteria’** was done to the faculty of
 - Yenepoya Medical College (on 7.12.2019. 23.12.2019),
 - Yenepoya Dental College (19.12.2019),
 - Yenepoya Physiotherapy college, Nursing college and Pharmacy college (on 9.12.2019).

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- **Training for implementing OBE** was conducted all the faculty of constituent colleges

Ref: No. Y/REG/ACA/Internal Note/2020

02.01.2020

INTERNAL NOTE

In continuation of earlier communication from this office with respect to the training for Implementation of OBE in the Constituent Colleges, the following schedule of the training may be followed:-

Date	Day & Time	College
03.01.2020	2.00 p.m. to 4.00 p.m.	YMC
07.01.2020	12.00 noon to 2.00 p.m.	YDC
08.01.2020	2.00 p.m. to 4.00 p.m.	YNC/YPC/ YPC & RC
09.01.2020	2.00 p.m. to 4.00 p.m.	B.Sc. Tech Program, MSW/MHA/MPH/YIASC & M

The concerned Deans are requested to identify the place of training and the faculty for the training. The details of the same may be sent to this office with copy to IQAC, Dr. Ashwini Dutt, Professor & HoD, Physiology & Mr. Rajesh Karkera, Dy. Director, I.T.

Colleges were instructed to prepare their Institution's Vision, Mission, Program outcomes (PO), Course outcomes (CO), Course specific outcomes (CSO) and mapping of CSO-CO and CO-PO.

Learning outcomes and attainment link

<https://ymc.yenepoya.edu.in/programs/outcome-based-education-yenepoya-medical-college>

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SECTION 3-Institutional implementation plan

- How will it be implemented?
- Resources needed
- Teaching Learning process
- Assessment methods
- Benefits of OBE implementation
- Challenges expected in implementation and
- How they will be overcome

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Program and Course Outcome Analysis

Training of the teaching faculty on OBE Framework

Program Outcomes, Course Outcomes and Course Specific Outcomes/Competencies are listed.

Mapping of Program Outcomes to Course Outcomes to Course Specific Outcomes/Competencies

For all the courses and programs

Teaching-Learning in all domains

Assessment methods planned as per competency/outcome based

Student performance mapped with the outcomes expected across the courses and the programs



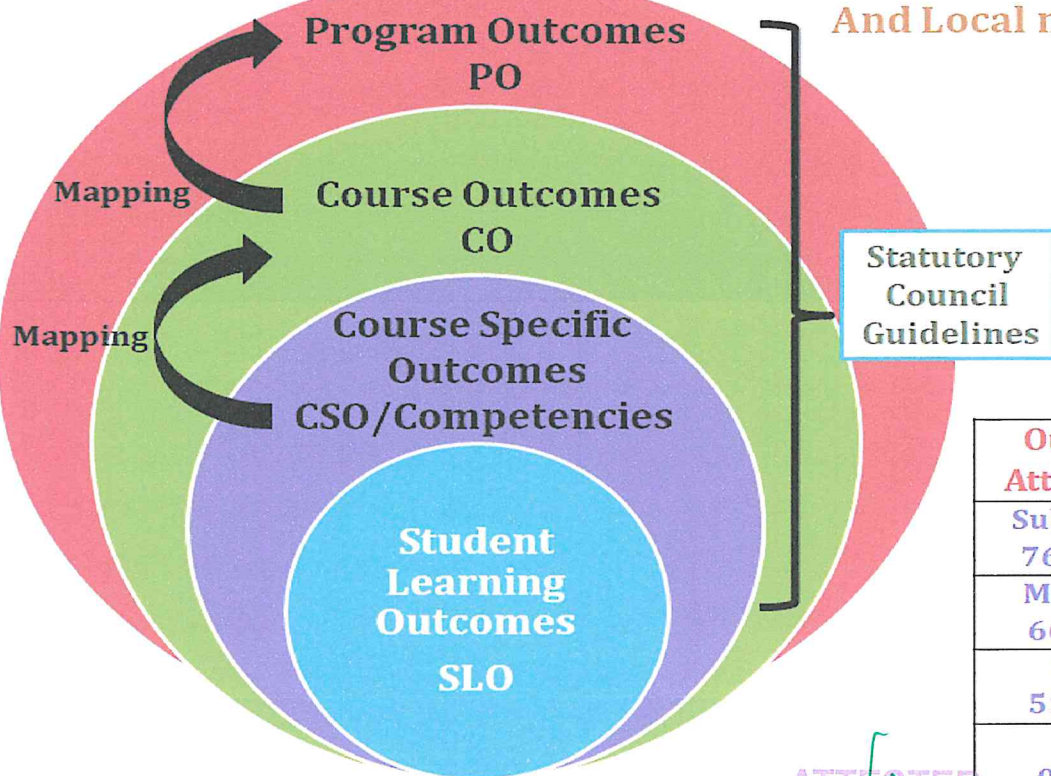
Program and Course Outcome attainments are calculated for all the courses and programs

Remedial measures to strengthen the teaching learning and evaluation process

Feedback, its analysis and appropriate actions accordingly

Vision, Mission

Global, National, And Local needs



Outcome Attainment

Substantial
76 - 100%

Moderate
66 - 75%

Slight
51 - 65%

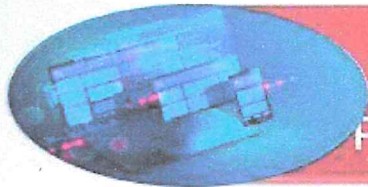
Nil
0 - 50%

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Outcome Based Educational Framework



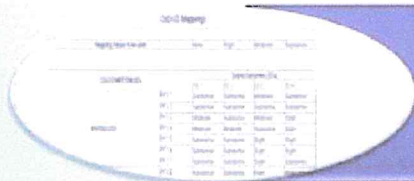
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Software
Procured and programmed



Training
of faculty on OBE



Listed outcomes
with mapping, Piloting

How will it be implemented?

- Formulating Vision, mission statement of the institution and the program objectives
- Framing the program outcomes (PO)
- Framing the Course Outcomes (CO)
- Framing the Course Specific Outcome (CSO) or the competencies
- Mapping of Course Specific Outcomes (CSO) with Course Outcomes (CO)
- Mapping of Course Outcomes (CO) with program outcomes (PO)
- Preparation of Lesson Plan with teaching, learning and evaluation methods
- Preparation of question bank and blueprinting
- Mapping of Questions with CSO
- Mapping of Assessment methods with CSO
- Measure the students' performance against the CSO and plan the remedial activities
- Measure the students' performance against the CO and plan the remedial activities
- Assess the attainment of program objectives with Institutional Vision and Mission

Resources needed

- Customized Software to address the components of OBE
- Training of faculty members by conducting faculty development programs
- Strengthening of information and technology department
- Centralized feedback system
- Involving all stakeholders in curricular transactions

Teaching and Learning Process


Selecting appropriate teaching and learning activities aims to help students to attain the intended learning outcomes and engage them in these learning activities. A student-centred approach is the emphasis in OBE as its success is largely dependent on the extent to which students take responsibility for their own learning and whether or not co-operative learning is used; this is because one of the long-term outcomes of OBE is usually related to generic skills and attitudes such as teamwork and co-operation.

Decide teaching/training components for each course outcome

- Theory (for understanding)
- Practical(to develop skill)
- Seminar (for communication skill)
- Problems (for analytical skills)
- Assignments (for comprehension and level of understanding)
- Project (small, group etc.)

Teaching Strategies:

- Diagnostic Evaluation,
- Portfolios,
- Concept/Mental Maps,
- Debate/Discussions,
- Problem-Solving exercises,
- Group Work,
- Presentations,

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- Evaluation,
- Research Peer Review,
- Formative Evaluation,
- Work Place Practices,
- Internship

Designing Assessment Tasks

Assessment is a key part of outcome-based education to determine whether or not a qualification has been achieved.

- Assessments have to be continuous by exam, tests and assignments.
- More ‘thinking’ projects, with analysis.
- Assessment of teaching staff, lecture material, results and student capabilities (Short & long-term outcomes), interviews, exit survey etc.
- Feedback from industry, alumni and other stakeholders.

Types of Assessment Tools and Methods to be modified/incorporated

1. Formative assessment

The collection of information about student learning during the progression of a course or program in order to improve students’ learning.

2. Summative assessment

The gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. .

3. Criterion-referenced assessment

A score that compares a student's performance to specific standards. The student is assessed in reference to some student outcome that can be expected as a result of an education experience (i.e., a degree of mastery of identified criteria).

4. Alternative assessments

Portfolio reviews, direct observation of student performance, rating performances established by teachers.

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5. Authentic assessments

Assessment that fits meaningful, real-life learning experiences. It includes recording evidence of the learning process, applications in products and performances, perception of visual and audio relationships, integrations of new knowledge, and interpreting meaning in consideration of contextual facts.

6. Performance assessments

An observation of the process of creating an answer or product that demonstrates a student's knowledge and/or skills. Directly observable, student-generated evidence of learning

Types of assessment:

- Class tests
- Online tests
- Open book exam
- Group discussion
- Role play
- Lab work
- Simulations
- Problem solving exercises
- Viva
- Project works
- Conference presentations
- Research activities
- Seminars
- Co-curricular activities
- Quizzes
- Objective tests
- Seminars
- Essay writing
- Article review
- Dissertation
- Field works
- Portfolios, etc.

Developing Marking Schemes

Once an assessment tool has been settled on, specific decisions to be made about the criteria by which student work will be assessed, depending on the learning outcome being assessed and the tool for assessment. Choosing criteria is where rubrics come in.

A **rubric** is a set of criteria for assessing student work or performance. Rubrics are particularly suited to learning outcomes that are complex or not easily quantifiable, for which there are no clear "right" or "wrong" answers, or which are not evaluated with

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standardized tests or surveys. Assessment of writing, oral communication, critical thinking, or information literacy often requires rubrics.

Rubrics have two dimensions: they identify the various characteristics of the outcome, and they specify various levels of achievement in each characteristic. Thus, a well-designed rubric consists of:

- Clear definitions of each characteristic to be assessed for a given learning outcome, and
- Clear descriptions of the different levels of achievement for each characteristic. Because rubrics establish criteria, they can help make assessment more transparent, consistent, and objective. Faculty members and evaluators can use rubrics to communicate to students and each other what they see as excellent work, while students' gain an understanding of what is expected and how their performance will be assessed.

Rubrics are also useful when there is more than one evaluator; rubrics can serve as standardized scoring guides that assist different evaluators to determine the quality of student work in a consistent manner.

Feedback

Feedback tells students how they are doing towards achieving intended learning outcomes. This information can help them to improve their learning and so help them to enhance their performance in assessment. Suitable feedback is provided in time for students to learn from it at the end of formative assessment and before major summative assessment.

Benefits of OBE implementation

- More directed & coherent curriculum.
- Graduates will be more “relevant” to industry & other stakeholders (more well-rounded graduates)
- Continuous Quality Improvement (CQI) is in place
- Programme outcomes, Course outcomes can be obtained for the new educational framework.

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- As competencies, their levels and domains have been defined by the modified curriculum, it becomes easy for the departments to analyze the course outcomes/achievements for the individual systems/units.
- Faculty involved in the process will get an idea on the competencies where students have not performed well which requires additional support/remedial actions to be undertaken.
- Number of questions attempted, not attempted, correct and incorrect responses for individual questions/competencies for all students can be listed.
- Percentage of students in each stage of learning (Beginner, developing, Proficient) is defined under each level of competency.
- Students' performance for the questions under Blooms Taxonomy Level report can be generated.
- Faculty can fix the threshold level for calculating the course outcomes for the individual unit tests.

Challenges expected in implementation and how they will be overcome

S.No.	Challenges expected	Strategies to overcome
1.	Introducing innovative/flexible teaching methods/delivery tools	Conducting faculty development programmes
2.	Introducing newer methods of assessment and evaluation tools to measure the achievement	Conducting faculty development programmes
3.	Reviewing course content to suit specified Learning Outcomes, industrial needs, job specifications, professional body requirement	Centralized feedback system to collect, analyse feedback from all stakeholders. Committee to go formulate the guidelines for OBE keeping in mind the statutory bodies
4.	Incorporating Integrated competencies	Integration and Alignment committee will be constituted

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Interactive session on “Outcome based Education

Organized by: Centre for Health Professionals Education

DATE: 05th August 2019

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Report:


Interactive session on “Outcome based Education

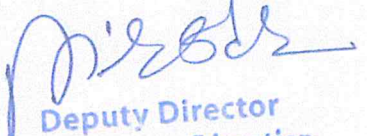
Centre for Health Professionals Education is organized a “Interactive session on “Outcome based Education” for the faculty of Dental college” of Yenepoya (deemed to be) University 05th August 2019 at Dental Auditorium Yenepoya Dental College

The programme initiated with prayer. The resource persons are Dr Abhay Nirgude Professor & HOD Department of Community Medicine & Deputy Director CHPE.

The total number of participants is 15 faculty members from YDC. The main Purpose of Overview of outcome based dental education. Discuss the framework for implementation of Outcome based education.















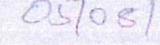
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Deputy Director
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Yenepoya (Deemed to be University)

Participant List:


TEACHING STAFF 5/8/19

Department	Faculty Name	Signature
Orthodontics	Dr. Akhter Husain, M.D.S., Professor & H.O.D.	
	Dr. Rohan M.R. Mascarenhas, M.D.S., Professor	
	Dr. Sandeep G. Shetty, M.D.S., Professor	
	Dr. Vivek B. Amin, M.D.S., Professor	
	Dr. Nandish Kumar B., M.D.S., Professor	
	Dr. Muraleedhar Bhat, MDS, Reader	
	Dr. Subramanya Shetty, MDS, Reader	
	Dr. Shahista Parveen D., MDS, Reader	
Oral Medicine & Radiology	Dr. Faizan Ahmed Khan, MDS, Lecturer	
	Dr. Laxmikanth Chatra, M.D.S., Professor & H.O.D.	
	Dr. Prashanth Shanal K, M.D.S., Professor	
	Dr. Veena K.M., M.D.S., Professor	
	Dr. Rachana V. Prabhu, M.D.S., Reader	
	Dr. Thashika Kushraj, MDS, Reader	
	Dr. Prathima Shetty, MDS, Reader	
	Dr. Ummā Amara MDS Lecturer	

Prepared
05/08/19

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Interactive session on “Outcome based Education

Organized by: Centre for Health Professionals Education

DATE: 29th July 2019

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Report:

Interactive session on “Outcome based Education”

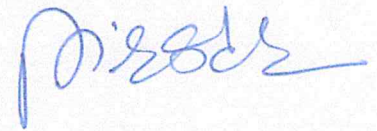
Centre for Health Professionals Education is organized a “Interactive session on “Outcome based Education” for the faculty of Dental college” of Yenepoya (deemed to be) University on 29th July 2019 at Dental Auditorium Yenepoya Dental College

The programme initiated with prayer. The resource persons are Dr Abhay Nirgude Professor & HOD Department of Community Medicine & Deputy Director CHPE.

The total number of participants is 15 faculty members from YDC. The main Purpose of Overview of outcome based dental education. Discuss the framework for implementation of Outcome based education.



29th July 2019



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Participant List:

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Outcome based education for dental faculty
Oral pathology and Oral Surgery
Date: 29.07.2019
Place: YDC


TEACHING STAFF


Department	Name	Signature
Oral Pathology	Dr. Mani Jose, MDS, Professor & HOD	<i>[Signature]</i>
	Dr. Kishore Shankar Prabhu, MDS, Professor	<i>[Signature]</i>
	Dr. Riaz Ahmad, MSc, Professor	<i>[Signature]</i>
	Dr. Sudeendra Prabhu, MDS, Professor	<i>[Signature]</i>
	Dr. Soniya Anandappa, MDS, Reader	<i>[Signature]</i>
	Dr. Shridhar Basavaraj Nayak, MDS, Reader	<i>[Signature]</i>
	Dr. Hassan Ibrahim Mohideen, MDS, Lecturer	<i>[Signature]</i>
	Dr. Varsha K, MDS, Lecturer	<i>[Signature]</i>
	Dr. Faleh Fahad, MDS, Lecturer	<i>[Signature]</i>
	Dr. Sayyid Mohammed Hossain, MDS, Lecturer	<i>[Signature]</i>
Oral & Maxillofacial Surgery	Dr. Joseph P Sequeira, M.D.S., Professor	<i>[Signature]</i>
	Dr. Gomochandra Rao, M.D.S., Professor	<i>[Signature]</i>
	Dr. Jagannath Chandra, M.D.S., Professor	<i>[Signature]</i>
	Dr. Arvind Rao H.T., MDS, Reader	<i>[Signature]</i>
	Dr. Vinayakrishna K., MDS, Reader	<i>[Signature]</i>
	Dr. H. Narasimha Sastry, MDS, Reader (Craniofacial Surgery)	<i>[Signature]</i>
Dr. Varsha Hanumanth Ursava, MDS, Lecturer	<i>[Signature]</i>	

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Interactive Lecture on “Student – Centric Methods for enchanting learning experience”

Organized by: Centre for Health Professionals Education

DATE: 11th June 2019

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Report:


“Interactive Lecture on “Student – Centric Methods for enchanting learning experience”


Centre for Health Professionals Education is organized a Interactive Lecture on “Student-Centric Methods for enhancing learning experience” on 11/06/2019 from 9.30am to 12.30pm at Dental Auditorium, Yenepoya Medical College.

The programme initiated with prayer. The resource people are Dr. Abhay S Nirgude Professor & HOD Department of Community Medicine, & Deputy Director CHPE, Yenepoya (Deemed to be University). The total number of participants is 35 faculty members from all constituent colleges of Yenepoya (Deemed to be university). These many participants are involved in the Interactive lecture. The Brief Overview of Experiential learning, Problem solving methodologies, Problem based learning and Participatory learning methods.



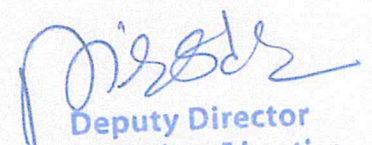
ATTESTED


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Deputy Director
Centre for Health Professions Education
Yenepoya (Deemed to be University)

11th June 2020




Deputy Director
Centre for Health Professions Education
Yenepoya (Deemed to be University)

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11th June 2020

Participant List:

CENTRE FOR HEALTH PROFESSIONALS EDUCATION
Interactive Lecture on "Student-Centric Methods for enhancing learning experience"


Date: 11.06.2019
 Place: YDCC Auditorium
 Time: 12.00 P.M.

S.L. No.	Name	Designation	Department	Email id	Contact No.	Sign
1	Dr. Shale Rabin	Asst. Prof.	Pathology	shale.r@ysohs.com	9495811988	[Signature]
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8	Dr. Pratikha H	Pg		pratikha.h@ysohs.com	948861361	[Signature]
9	Dr. Kenu				951202021	[Signature]
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11	Dr. Anurag	Pg	Public Health	anurag.ysohs@gmail.com	9037121885	[Signature]
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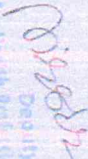
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11th June 2020

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15	Dr. Sudeep K.P.	A.P.	Community Health	Dr. Sudeep K.P.@gmail.com	984571363	
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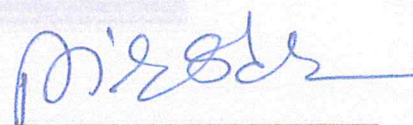
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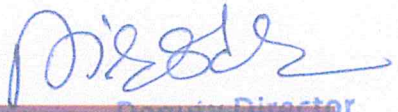
11th June 2020

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Deputy Director

Ref: No. Y/REG/ACA/UGC Quality Mandate/2020

17.03.2020


The Principals of the Constituent College

Sub: UGC Quality Mandate

In the meeting held on 26.02.2020 it was decided that the objectives of the UGC Quality Mandate will be shared with all the colleges and the compliance to each objective will be evaluated.

The following are the Initiatives to be taken by HEIs:

1. Student Centric Initiatives including Induction inculcate human values and professional ethics programme for students - Deeksharambh.
2. Learning outcome-based curriculum framework - revision of curriculum in regular intervals
3. Use ICT based learning tools for effective teaching-learning process including MOOCS
4. Imparting soft skills for students including life skills (Jeevan Kaushal)
5. Social and Industry connect for every institution: Every institution shall adopt at least 5 villages for exchange of knowledge and for the overall social/economic betterment of the village communities
6. Examination Reforms - test the concept, and application; exit examinations
7. Tracking of the student progress after completion of course: student Career progress and Alumni Network
8. Faculty Induction Program (FIP), Annual refreshrer Program in teaching (ARPIT) and Leadership training for Educational administrators (LEAP)
9. Scheme for trans-disciplinary for India's developing economy (STRIDE) and consortium for Academic and Research Ethics (CARE)
10. Mentoring of non-accredited institutions (PARAMARSH)

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The above details may be submitted to this office latest by 27.03.2020.


REGISTRAR