



**YENEPLOYA**

(DEEMED TO BE UNIVERSITY)

Recognized under Sec 3(A) of the UGC Act 1956

*Learning, the right way*



**Outcome-based  
Education**



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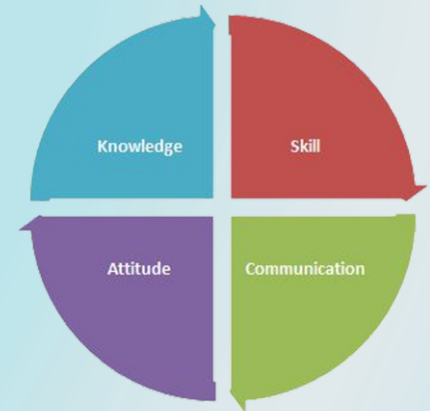
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## Overview

Yenepoya (Deemed to be University) has adopted Outcome Based Education (OBE) across all the programs. 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, skills, attitude and communication.

- \* OBE empowers students to shoulder the responsibility of their learning with active involvement
- \* It encourages for greater student engagement with the curriculum and student-centered approaches, as the OBE framework is based on outcomes to be achieved by the students in all domains of learning (Knowledge, Skill, Attitude and Communication)
- \* This ensures the process of knowledge and skill attainment and not just the ultimate outcome



The hallmark of OBE framework -  
Learning in all domains

## *Overview*

OBE tends to address the following

- \* What the students acquire as knowledge?
- \* What the students are able to perform?
- \* How to support the students to achieve the desired goals?
- \* How to ensure if the students have achieved it?
- \* How does OBE help in Continuous Quality Improvement in the learning process?

## *Faculty Empowerment Strategies*

A Core committee was constituted by the University for faculty training and implementation of OBE. The team was further empowered on this educational framework in defining outcomes, alignment of teaching-learning and assessment strategies as per the latest trends for creating competent leaders.

At each constituent unit/department/centre, teachers were identified and trained by the core team who in turn involved in facilitating the implementation of OBE.



# Faculty Empowerment Strategies

## Constituent Units

- \* Yenepoya Medical College
- \* Yenepoya Dental College
- \* Yenepoya Nursing College
- \* Yenepoya School of Allied Health Sciences
- \* Yenepoya Physiotherapy College
- \* Yenepoya Pharmacy College & Research Centre
- \* Yenepoya Institute Of Arts, Science, Commerce and Management
- \* Yenepoya Ayurveda Medical College & Hospital
- \* Yenepoya Homeopathic Medical College & Hospital
- \* Yenepoya Naturopathy & Yogic Science College & Hospital

## Centers

- \* Yenepoya Research Centre
- \* Centre for PhD Programme
- \* Centre for Craniofacial Anomalies
- \* Centre for Ethics

## Departments

- \* Master of Social Work
- \* Department of Library
- \* Department of Statistics



## Defining the Components of OBE

The constituent units, departments and centres have embodied the components of OBE by defining them under;

- \* Vision and Mission of the Institution
- \* Program Outcomes (POs)
- \* Program-specific Outcomes (PSOs)
- \* Course outcomes (COs)
- \* Course-specific learning outcomes (CSOs)/ Competencies
- \* Specific Learning Objectives (SLOs)
- \* Mapping of learning outcomes
- \* Teaching-learning methods
- \* Assessment methods
- \* Outcome attainment
- \* Feedback, Review



Faculty empowerment strategies



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

## *Defining the Components of OBE*

These are the graduate attributes and are individually measurable outcomes that can be acquired in the specified program. They focus on performance-based outcomes. Using the framework, students will learn to integrate their knowledge and skills in a hands-on, experiential way in the following key areas;

- \* Comprehensive knowledge
- \* Communication skills
- \* Critical thinking
- \* Problem-solving skills
- \* Self-directed learning
- \* Analytical skills
- \* Ethical awareness
- \* Leadership qualities
- \* Teamwork
- \* Lifelong learning, etc.

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



## *Defining the Components of OBE*

Course outcomes are statements describing the observable and measurable knowledge, skills, attitudes and communication the student will learn by the end of the course/subject such as Anatomy, Physiology, Biochemistry and so on.

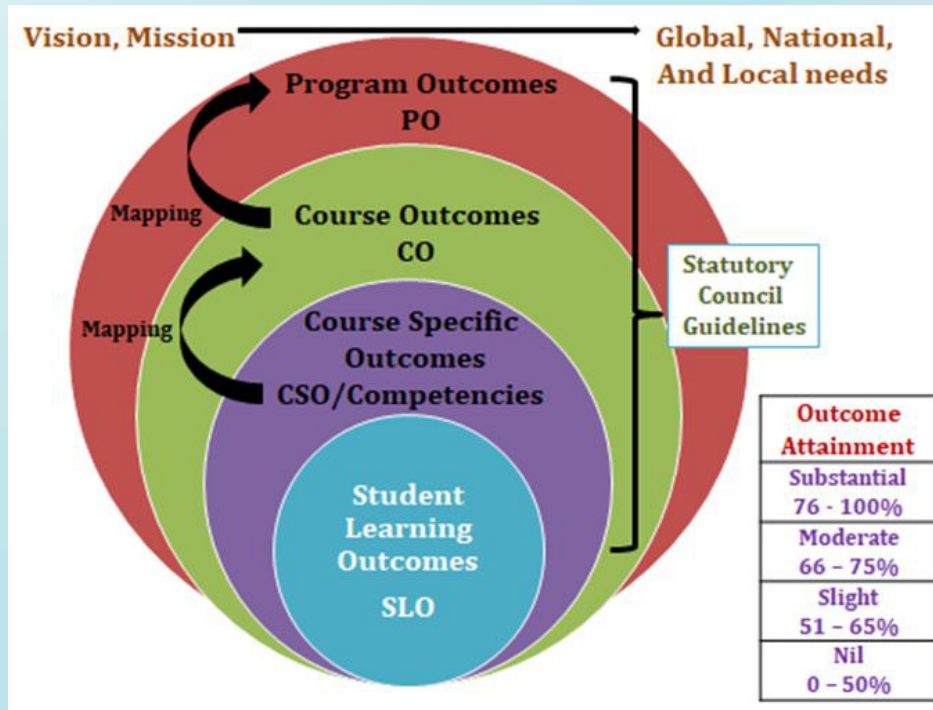
Course-specific learning outcomes are the Competencies designed to be a measurable, observable, and specific statement indicating what the student must know and should be able to do at the end of a teaching-learning process.

## *Mapping of Learning Outcome*

Once the learning outcomes were defined, mapping was done to measure their attainment.

- \* Course-specific outcomes/Competencies were mapped with the course outcomes (CSO-CO) as Substantial, Moderate, Slight and Nil
- \* Similarly, course outcomes are mapped with program outcomes (CO-PO) using similar attainment values

# Mapping of Learning Outcome



# Teaching-Learning Methods

The teaching-learning process and assessment of learning outcomes are planned to align with the desired competencies with various methods.

## Teaching-learning methods - Undegraduates

- *Self Directed Learning*
- *Flipped classroom*
- *Integrated teaching*
- *Team based learning*
- *Project based learning*
- *Concept maps, Jigsaw puzzle, Crossword puzzle, Quizzes*
- *Role play*
- *Digitized practical discussion*

## Teaching-learning methods -Postgraduates

- *Problem Based Learning*
- *Book and movie reviews,*
- *Reflections*
- *Hands on workshops on ethics, communication skills*
- *Community Oriented learning*
- *Externship Program*

## Outcome-based Assessment Methods

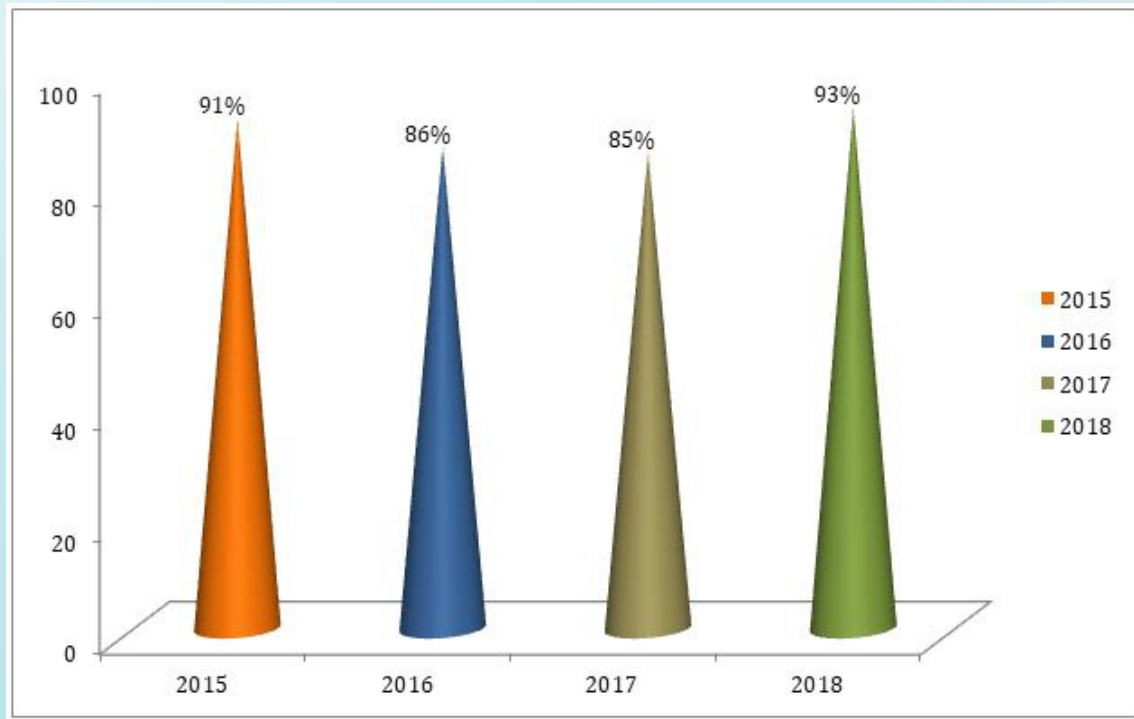
Undergraduates	Postgraduates	Interns
Competency-based skill assessment	Card System in Viva-Voce	End of clinical rotation assessment
E-Tests/Unit tests, Seminars, Discussion forum activities, Poster presentations, Concept maps, technology-assisted assessments, Reviews, Student projects, Case-based discussions, etc.	Structured log book	End of internship clinical skills assessment
OSCE/OSPE	OSCE/OSPE	Structured log books
Reflections	E-Portfolio	Seminar based assessment
Structured log books	Workplace-based assessment - Direct Observation of Procedural Skills, Mini-Clinical Evaluation Exercise, Case-Based Discussion	Project-based assessment
Formative and summative assessments		

## Blueprint of Attainment of PO/ CO

Outcome	Substantial 76-100%	Moderate 66-75%	Slight 51-65%	Nil 0-50%
PO1/CO1/CSO1				
PO2/CO2/CSO1				
PO3/CO3/CSO1				
PO4/CO4/CSO1				
PO5/CO5/CSO1				

Outcome	PO1	PO2	PO3	PO4
CO1				
CO2				
CO3				
CO4				
CO5				

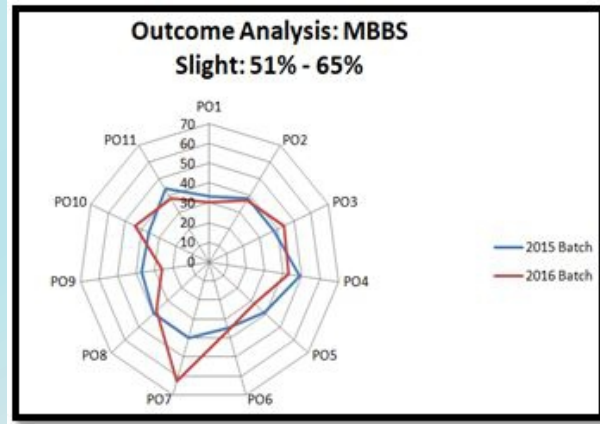
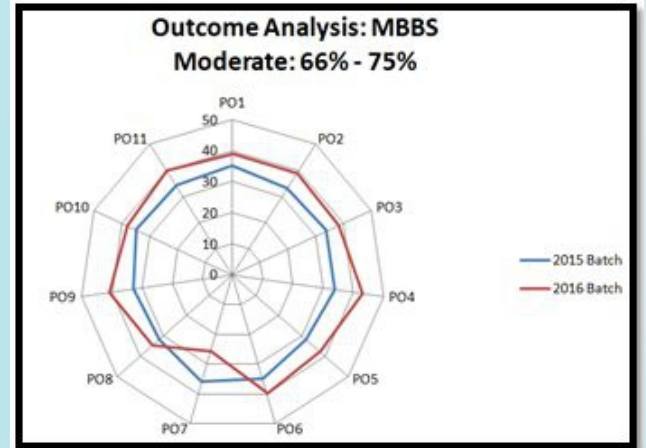
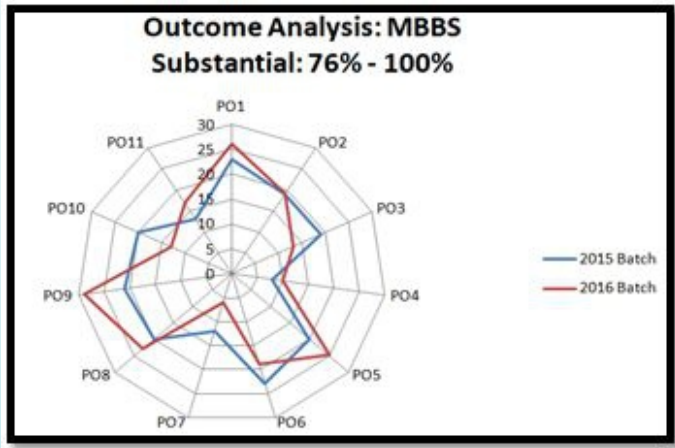
## Average Program Outcome Attainment (2015-2020)



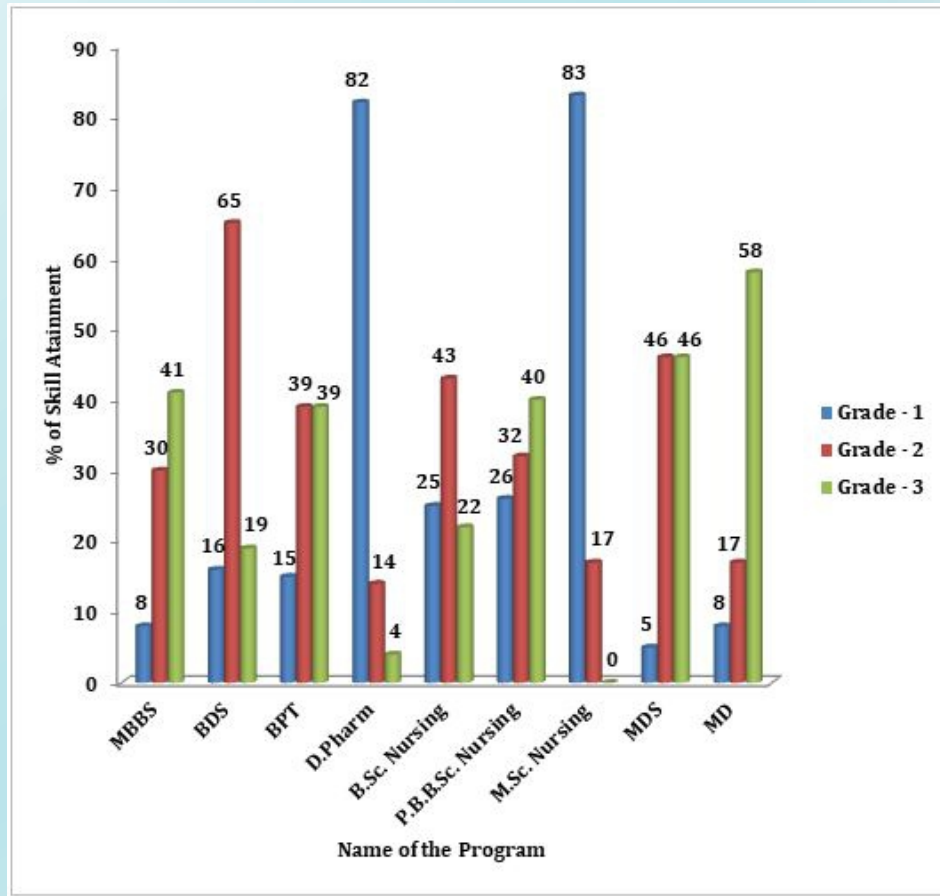
Average PO Attainment for the Programs in 5 years  
(2015-2020)-89%



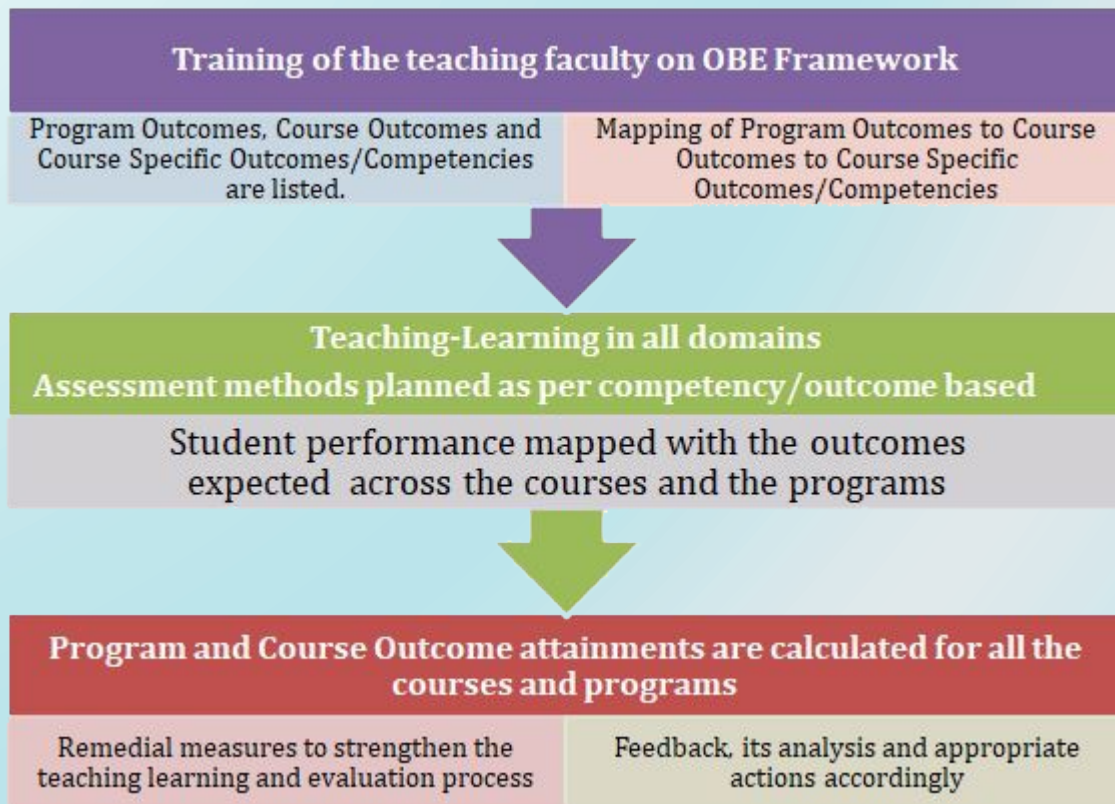
# Program Outcome Attainment - MBBS (2015 & 2016)



## Skill Attainment for the Programs in 2019-2020



## Summary



## Summary

OBE framework thus helps all stakeholders (students, teachers, parents, employers and others) to understand the nature and level of learning outcomes in all domains of knowledge, skills, attitudes and values a graduate of a program should acquire/demonstrate on successful completion of the program of study.

*OBE framework makes the teaching-learning becomes a shared responsibility as Teachers know what is to be taught, Students know what is to be learned and Examiners know what is to be assessed*



