

## Workshop on Outcome Based Education

A Full day Workshop on Outcome Based Education was arranged by CCLPE in conjunction with IQAC. The program was started by offering Pranams to lotus feet of His Holiness Jagadaguru Dr. Sri Shivarathri Rajendra Mahaswamiji and seeking the blessings of Jagadguru Sri Shivarathri Deshikendra Mahaswamiji.

The workshop was conducted in Medical Education Unit, Second floor, JSS Medical College. Dr. Vijaya Vageesh. Y, Associate Professor, Department of Physiology and B. Sc Co-Ordinator of JSS Medical College welcomed Dr. Praveen Kulkarni, Vice-Principal (Paraclinical) and Professor of Community Medicine and Dr. Pushpalatha. K, Convener, CCLPE and Professor of Anatomy and all the participants to the workshop. There were around 30 co-ordinators representing the various courses of the biomedical and medical sciences, JSS Medical College.

Dr. Vinutha. S. P, Assistant Professor, Department of Anatomy and M. Sc Co-Ordinator of JSS Medical College immensely thanked Dr. Praveen Kulkarni, Vice-Principal (Paraclinical) and Professor of Community Medicine and Dr. Pushpalatha. K, Convener, CCLPE and Professor of Anatomy and all the participants for attending the workshop.

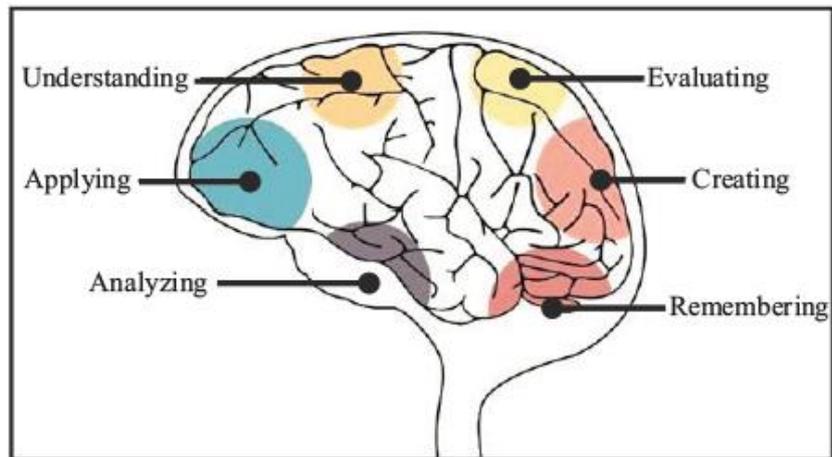
The session was started with ice breaking session where each participants were asked to introduce themselves and to tell about their expectations of the workshop. Following that a session was delivered on Domains of Learning by Dr. Vijaya Vageesh where emphasis was laid on various domains of learning and how to utilise these in the curricular development and implementation.



**Fig 1:** Domains of learning

All the three domains were discussed in detail by quoting the examples (Fig. 1).

1. **Cognitive domain:** The hierarchy of cognitive domains was explained in detail. They are as follows
  - a) Knowledge
  - b) Comprehension
  - c) Application
  - d) Analysis
  - e) Synthesis
  - f) Evaluation

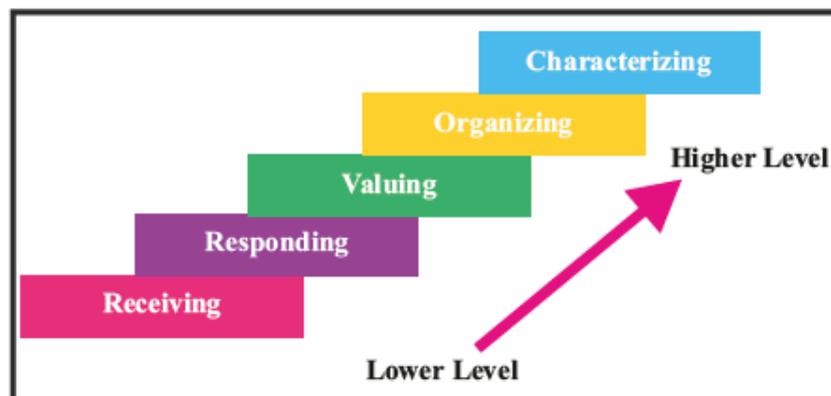


**Fig 2:** cognitive brain domain analysis

**2. Affective domain:**

This domain incorporates the way wherein we manage things inwardly, for example, emotions, values, thankfulness, enthusiasms, inspirations, and dispositions. This is arranged into 5 sub-areas, which include:

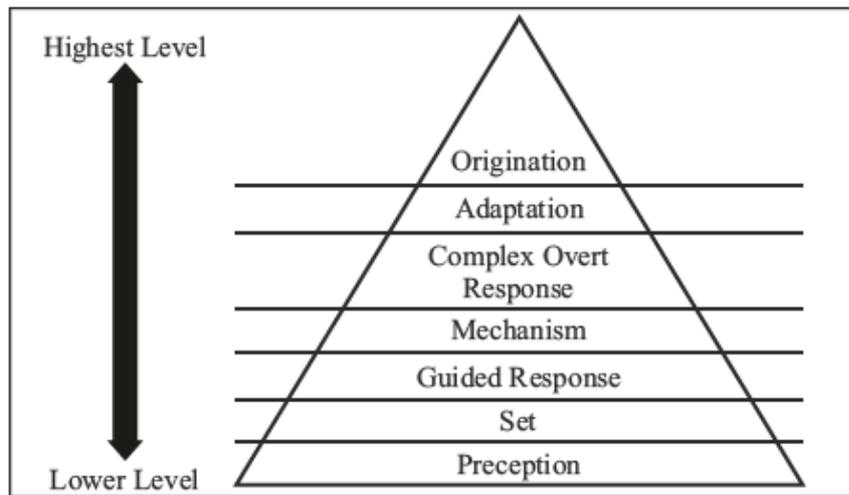
- a) Accepting
- b) Responding
- c) Valuing
- d) Organization
- e) Characterization (Fig. 3).



**Fig 3:** Affective domain level

**3. Psychomotor domain:**

Psychomotor goals are those particular to watchful physical capacities, reflex activities, and interpretive developments. According to Bloom, six levels are progressive in nature. The degrees of information, understanding, and application are assembled as a low level, while investigation, blend and assessment are assembled as an elevated level.



**Fig 4: Psychomotor Domain Layout**

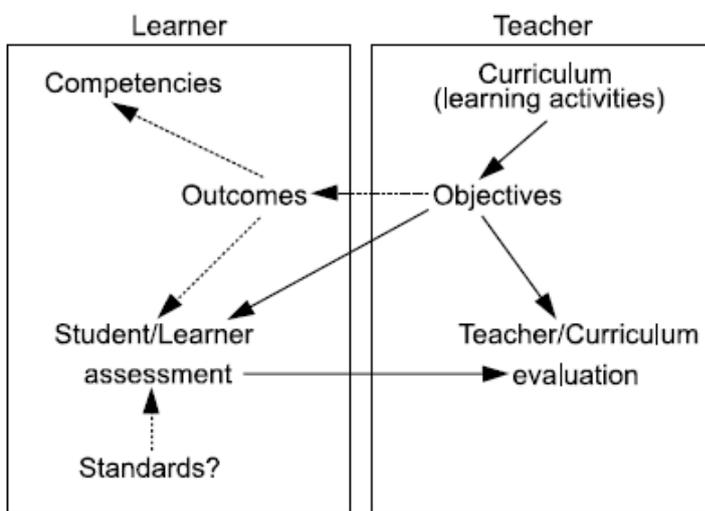


The second lecture was also delivered by Dr. Vijaya Vageesh. Y on **Outcome Based Education**. This session describes the common features of the outcomes-based model and some of the significant implications it holds for how educators organize, implement, and assess educational programs. These implications include the opportunity to individualize education, change the role of “time” in the curriculum, highlight the importance of assessment in measuring outcomes, make explicit the standards that define who is and is not competent, shift the focus from teaching to learning, and define a very different role for teachers. The differences between traditional education and outcome-based education were discussed.

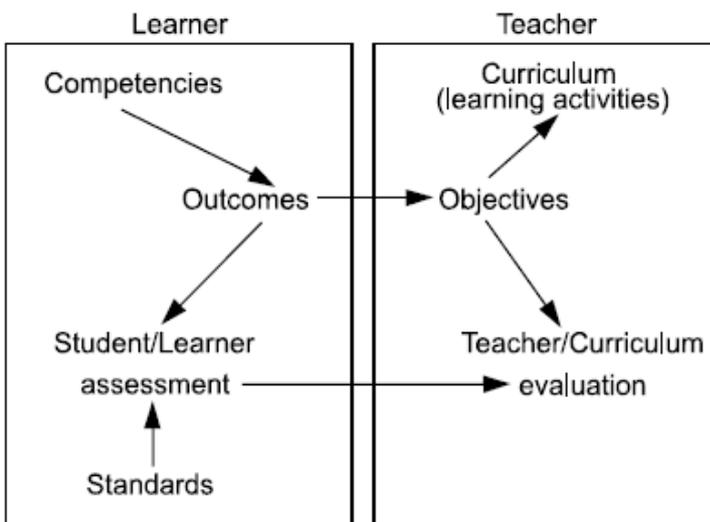
**Table 1: Contrast between traditional education and outcome-based education**

Traditional education	Outcomes-based education
1. Define teaching objectives	Define learning outcomes
2. Time is fixed, outcomes variable	Time is variable, outcomes fixed
3. Assessment is secondary	Assessment is central
4. Focus on teaching	Focus on learning
5. Standardized curriculum	Individualized curriculum
6. Teacher as guardian of curriculum	Teacher as guide and advisor

The contrast between traditional and OBE education in terms of the ‘direction’ of educational influence are represented in Fig 5 and 6. Traditional education tends to focus on the curriculum, which is used to define the teaching objectives. These objectives are frequently stated as knowledge and facts that the faculty will “cover” in their teaching. The curriculum, through these objectives, also drives the assessment of the learner. In contrast, OBE starts with the competencies that learners are supposed to acquire through learning. These competencies then define the outcomes that need to be observed in order to judge that a learner is competent.



**Fig 5:** Traditional Education: When Curriculum Drives Competencies



**Fig 6:** Outcome-Based Education: When Competencies Drive Curriculum



There was tea break for short period. The third lecture was delivered by Dr. Praveen Kulkarni, Vice-Principal (paraclinical) on the topic “Competence and objectives.” The objectives of the session were to list the differences between competencies and specific learning objectives (SLOs), Design SLOs for given competencies and link competencies, SLOs and assessment methods.

**Competency:** A general statement detailing the desired knowledge and skills of student graduating from our course or program.

**Objective:** A very general statement about the larger goals of the course or program.

**Outcome:** A very specific statement that describes exactly what a student will be able to do in some measurable way. A competency may have several specific learning outcomes so a course typically contains more outcomes than competencies.

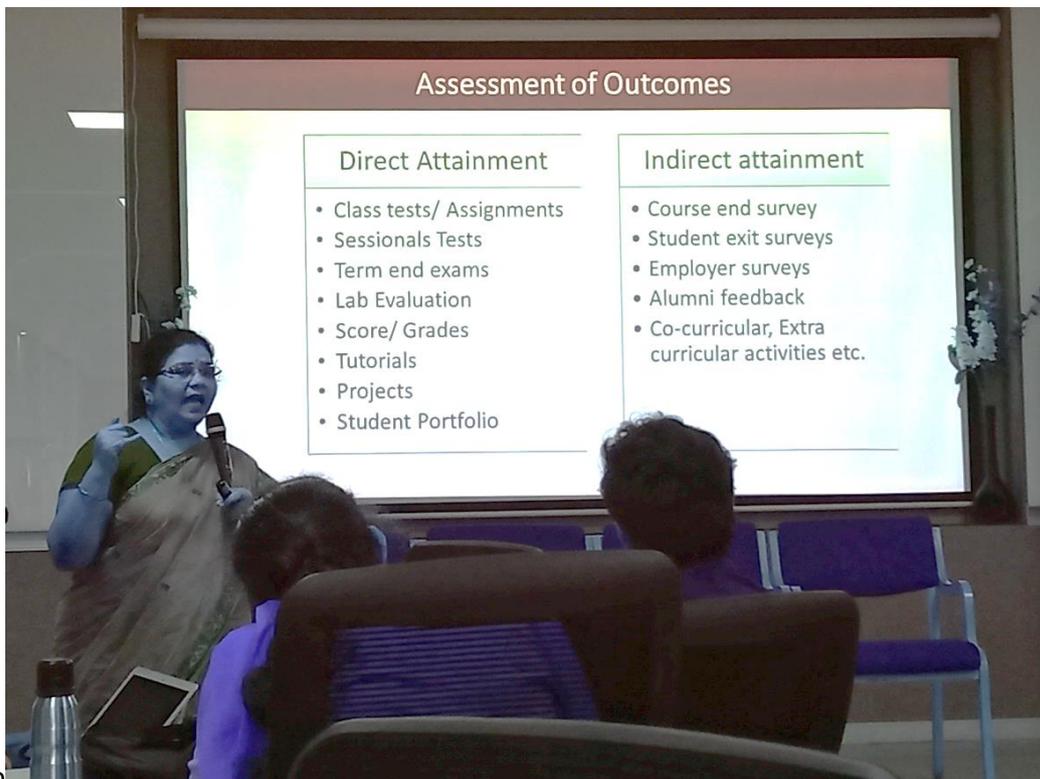
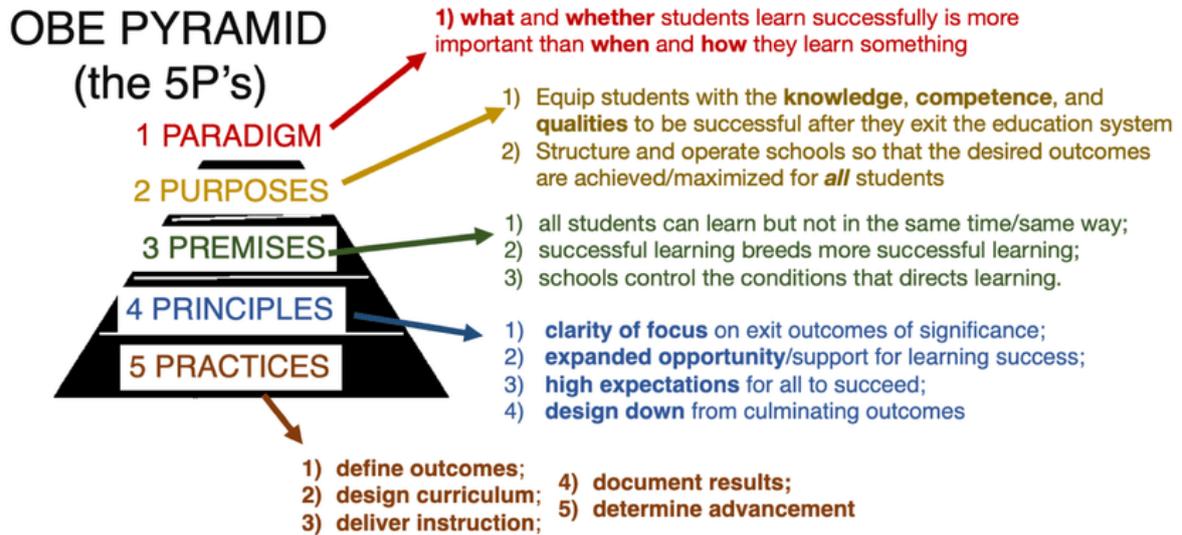
Objectives, competencies, and outcomes can be written to describe the learning gained by students in individual courses (course outcomes) or for the program as a whole (program outcomes). The main distinction between objective or competency and a true learning outcome is that a learning outcome is written so that it can be measured or assessed. Thus, learning outcomes are the basis for an assessment program that focuses on what student can do either upon completion of a course or upon graduation from a program.



The fourth lecture was delivered by Dr. Pushpalatha. K, Convener of CCLPE on the topic “Attainment and alignment of Course outcome and program outcome”

Course Outcomes (COs) are narrower statements that describe what students are expected to know, and be able to do at the end of each course. The COs are statements that relate to the skills, knowledge, and behaviour the students acquire as they go through a specific course within a program. The course outcomes are statements which are course-specific. They cover the core course related outcomes, and contribute to the overall attainment of the Program Outcomes. Each course is designed to meet (about 6 to 10) Course Outcomes. The Course Outcomes are stated in such a way that they can be actually measured. These course-specific outcomes are called Course Outcomes.

Programme Outcomes are statements about the knowledge, skills and attitudes (attributes) the students should have at the end of a formal program. POs are broader statements that describe what the students are expected to learn and would be able to do after their Bachelor Degree. POs deal with the general aspect of graduation for a particular programme, and the competencies and expertise a graduate will possess after completion of the programme.



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This was followed by a lunch break. After the lunch, the hands on was given where each of the co-ordinators learnt and made the course outcomes with creating few of the program outcomes. The workshop was concluded with thanks to all of them for their active participation and

enthusiasm to learn and create course outcomes. The certificates were distributed to all the participants by the resource faculty. High tea was arranged at the end of the workshop.