Outcome-based Education (OBE) Policy

Sai Tirupati University

Ambua Road, Village Umarda, Girwa, Udaipur - 313015 (Raj.)

www.saitirupatiuniversity.ac.in| info@saitirupatiuniversity.ac.in

0		Issued for Implementation
Rev.	**Date**	**Description**
SAI TIRUPATI UNIVERSITY UDAIPUR		**Outcome-based Education (OBE) Policy**

1. Preamble

Sai Tirupati University (STU), Umarda, Udaipur, is committed to delivering high-quality, student-centric education through the systematic implementation of Outcome-Based Education (OBE). OBE is an educational philosophy that focuses on clearly defined learning outcomes, ensuring that graduates acquire the knowledge, skills, competencies, professional ethics, and societal orientation required for their disciplines.

Given the university's strong focus on Medical, Nursing, Pharmacy, Allied Health Sciences, and other professional programs, OBE at STU emphasizes clinical competence, ethical practice, lifelong learning, research orientation, and community responsibility, in alignment with national and international benchmarks.

2. Objectives of the OBE Policy

The objectives of implementing OBE at STU are to:

- Design and deliver student-centric curricula aligned with Programme Educational Objectives (PEOs), Programme Outcomes (POs), and Course Outcomes (COs).
- Ensure alignment of academic programs with the Vision and Mission of STU and the needs of healthcare, industry, and society.
- Establish a structured mechanism for measurement of outcome attainment through student performance and assessment data.
- Promote continuous quality improvement in teaching–learning processes.
- Build faculty capacity in OBE philosophy, outcome writing, mapping, assessment, and attainment analysis.
- Prepare graduates who are professionally competent, ethically responsible, and socially responsive.

3. Principles of Outcome-Based Education

OBE at STU is guided by the following principles:

- All academic activities are directed toward achieving clearly articulated outcomes.
- Curriculum design begins with defining outcomes and then aligning content, pedagogy, and assessment accordingly.
- High academic and professional standards are set for all learners, supported through mentoring and remediation.
- Students are provided multiple opportunities to demonstrate outcome attainment.
- Learning outcomes are periodically reviewed to ensure relevance and currency.

4. Key Components of OBE at STU

4.1 Programme Educational Objectives (PEOs)

Broad statements describing the career achievements and professional roles that graduates are expected to attain within a few years of graduation.

4.2 Programme Outcomes (POs)

Statements defining the knowledge, skills, competencies, values, and professional attributes students should possess at the time of graduation.

4.3 Course Outcomes (COs)

Specific, measurable statements describing what students are expected to know, perform, or demonstrate upon completion of a course.

4.4 Programme Specific Outcomes (PSOs)

Programme Specific Outcomes (PSOs) define discipline-specific knowledge, skills, and professional abilities expected from graduates of a particular programme.

4.5 Competency-Based Education (CBME) for Health Sciences

For Medical, Nursing, Pharmacy, and Allied Health Sciences programmes, Outcome-Based Education at STU shall be implemented through Competency-Based Education (CBME) frameworks as prescribed by respective statutory councils such as NMC, INC, and PCI.

Programme Outcomes and Course Outcomes in these programmes shall be competency-mapped, skill-oriented, and aligned with graduate attributes, roles, and professional responsibilities defined by the regulatory bodies.

5. Development of Learning Outcomes

Learning outcomes at STU shall be developed through a participatory and consultative process involving:

- Faculty members
- Industry / hospital / clinical experts
- Alumni
- Academic peers and regulatory guidelines

The process ensures that outcomes:

- Are measurable and achievable
- Align with national frameworks and professional council norms
- Address clinical competence, research aptitude, ethics, and communication skills

6. Curriculum Design and Mapping

- Each program curriculum shall be designed with explicit mapping of COs to POs and PEOs.
- CO–PO and PO–PEO mapping matrices shall be prepared and approved at the Board of Studies (BoS) level.
- Curriculum shall integrate:
  - Theoretical foundations
  - Practical and clinical exposure
  - Experiential and community-based learning
  - Interdisciplinary perspectives
- Mapping and curriculum design shall be periodically reviewed for effectiveness.
- In competency-based programmes, COs shall be mapped to competencies, roles, or domains prescribed by statutory councils, and outcome attainment shall be derived accordingly.

7. Teaching–Learning Strategies

To achieve defined outcomes, STU shall adopt diverse and innovative teaching–learning strategies, including:

- Student-centred learning and active learning methods
- Clinical and experiential learning through hospital postings, laboratories, simulations, and fieldwork
- Problem-based and case-based learning
- Collaborative and team-based learning
- Integration of ICT tools, LMS, and digital resources
- Research projects, internships, and community engagement activities

8. Assessment and Outcome Attainment

Assessment under OBE shall be systematic, transparent, and outcome-linked.

8.1 Types of Assessment

- **Formative Assessment:** Quizzes, assignments, seminars, laboratory work, clinical evaluation, and internal tests
- **Summative Assessment:** End-semester examinations, practical/clinical exams, projects, and viva voce

8.2 Outcome Measurement

- Each assessment tool shall be mapped to relevant COs.
- CO attainment shall be calculated using defined threshold levels.
- PO attainment shall be derived from CO attainment and indirect assessment tools (student feedback, exit surveys, alumni feedback).

- In competency-based programmes, outcome measurement shall include workplace-based assessment, OSCE/OSPE, logbooks, skill certification, and formative feedback as per statutory council norms.

9. Continuous Quality Improvement (CQI)

Continuous improvement is integral to OBE implementation at STU and includes:

- Periodic review of PEOs, POs, and COs
- Analysis of outcome attainment data
- Stakeholder feedback (students, alumni, employers)
- Identification of gaps and implementation of corrective actions
- Documentation of improvements for quality audits and accreditation

10. Governance and Implementation Mechanism

10.1 University OBE Committee

STU shall constitute a University OBE Committee under IQAC to:

- Frame OBE guidelines and templates
- Monitor implementation across Schools and Colleges
- Review attainment reports and CQI actions
- Facilitate training and best practices

10.2 Department-Level Implementation

- Departments shall implement OBE through BoS, faculty coordinators, and program committees.
- Outcome attainment reports shall be reviewed at Departmental and School levels.

11. Roles and Responsibilities

Management

- Provide leadership, policy support, and resources for OBE implementation.

Faculty

- Define outcomes, design curriculum, implement assessment, analyze attainment, and initiate improvements.

Students

- Actively engage in learning and provide feedback for system improvement.

External Stakeholders

- Offer inputs on curriculum relevance, employability skills, and professional expectations.

12. Capacity Building and Training

STU shall regularly organize:

- Faculty Development Programs (FDPs) on OBE
- Workshops on outcome writing, mapping, and attainment calculation
- Sharing of best practices and innovations in OBE

13. Challenges and Mitigation Measures

Potential challenges such as resistance to change, lack of awareness, or data complexity shall be addressed through:

- Structured training programs
- Institutional SOPs and templates
- Academic mentoring and peer support
- Strong leadership and quality culture

14. Review and Revision of Policy

- This OBE Policy shall be reviewed every three years or earlier, if required.
- Amendments shall be approved by the Competent Authority on the recommendation of IQAC.

15. Conclusion

The Outcome-Based Education Policy of Sai Tirupati University is a strategic framework to ensure that learning outcomes drive teaching, assessment, and quality enhancement. Through effective implementation of OBE, STU aims to produce competent healthcare professionals and responsible citizens capable of contributing meaningfully to society and the nation.

Approved by:

President
Sai Tirupati University, Umarda, Udaipur