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Criteria 2.6. Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (Program and Course outcomes), graduate attributes, which are integrated into the assessment process and widely published through the website and other documents, and the attainment of the same is evaluated by the institution

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Process used for defining various outcomes

Introduction

The process of defining **Program Educational Objectives (PEOs)**, **Program Outcomes (POs)**, **Program Specific Outcomes (PSOs)**, and **Course Outcomes (COs)** at the School of Health Sciences ensures alignment with its **vision and mission**, regulatory guidelines, industry demands, and stakeholder inputs. The structured framework ensures the development of competent healthcare professionals across programs like **Medical lab Technology**, **Cardiovascular Technology, Medical Radiology and Imaging Technology, Pharmacy, Optometry, and Psychology**. This collaborative process prepares students to excel in healthcare professions by integrating theoretical knowledge, practical skills, and ethical awareness to meet global and local healthcare challenges.

1. Vision and Mission

Vision:

"To be a leader in healthcare education, fostering innovation, research, and the holistic development of professionals to meet the evolving needs of the healthcare sector."

Mission:

- Provide a robust academic framework emphasizing critical thinking and innovation.
- Engage students in clinical training, internships, and community service for experiential learning.
- Foster collaboration with healthcare providers, industry experts, and research institutions.
- Promote inclusivity, ethical practices, and lifelong learning.
- Equip students with the skills to address public health challenges and ensure patient safety.

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2. Steps to Define PEOs, POs, PSOs, and COs

A. Understanding the Curriculum Framework

- **Review Accreditation Standards:** Followed guidelines from bodies such as UGC, AICTE, PCI, NABL, and AERB.
- **Engage Stakeholders:** Consulted faculty, students, alumni, employers, and healthcare professionals.
- **Competency Development:** Balanced theoretical knowledge with hands-on skills for healthcare practice.

B. Developing Program Educational Objectives (PEOs)

- **Stakeholder Feedback:** Incorporated inputs to define essential graduate competencies.
- **Alignment with Vision and Mission:** Ensured relevance to healthcare needs and institutional goals.
- **PEOs Example:**
  - Prepare professionals with clinical expertise and leadership capabilities.
  - Promote a culture of research, innovation, and ethical responsibility.
  - Foster lifelong learning and adaptability to technological advancements.

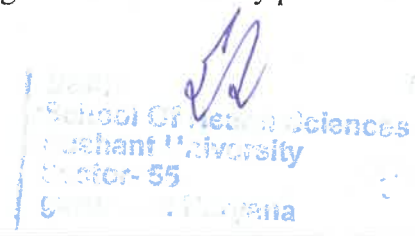
C. Defining Program Outcomes (POs)

- **Core Competencies:** Addressed key skills like diagnostic precision, therapeutic interventions, communication, and teamwork.
- **Bloom's Taxonomy:** Defined outcomes at knowledge, application, and analysis levels.
- **POs Example:**
  - Demonstrate proficiency in using advanced diagnostic tools (e.g., imaging and lab equipment).
  - Communicate effectively with patients and interdisciplinary teams.
  - Apply ethical principles to ensure patient safety and public health standards.

D. Identifying Program Specific Outcomes (PSOs)

- **Specialized Competencies:** Each program (e.g., Medical Laboratory Technology, Optometry, Pharmacy, Psychology) emphasized unique skills, such as diagnostic precision, therapeutic interventions, and patient counseling

- **PSOs Example:**
  - **B.Sc. Cardiovascular Technology:** Perform invasive and noninvasive diagnostic tests as per cardiologist recommend.
  - **B.Optom:** Develop comprehensive skills in visual diagnostics and community outreach programs.
  - **B.Pharm:** Demonstrate expertise in drug formulation, safety, and regulatory compliance
  - **B.Sc.MLT:** Proficiency in lab techniques and quality control for clinical diagnostics.
  - **B.Sc.MRIT:** Expertise in radiological imaging and radiation safety per AERB guidelines.



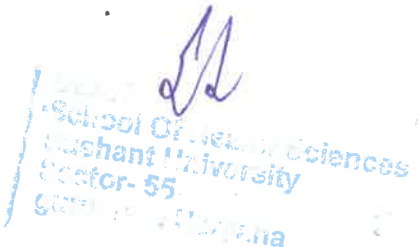
E. Creating Course Outcomes (COs)

- **Analyze Course Content:** Identified specific skills and knowledge for each course.
- **Measurable Learning Objectives:** Used action verbs like "analyze," "apply," and "evaluate" for clarity.
- **Align with POs and PSOs:** Ensured each course contributed to program-level outcomes.
- **CO Example:**
    - **BMRIT - Radiation Safety:** Explain and apply AERB guidelines for radiation protection.
    - **BMLT - Clinical Biochemistry:** Conduct biochemical analyses for diagnostic accuracy.
    - **Cardiac Diseases I (B.Sc. Cardiovascular Technology):**
        - CO1: Understand the pathophysiology of cardiovascular disorders.
        - CO2: Apply diagnostic techniques in clinical settings.
    - **Pharmacology (B.Pharm):**
        - CO1: Explain the pharmacokinetics and pharmacodynamics of major drug classes.
        - CO2: Analyze drug interactions in patient care

3. Assessment and Continuous Improvement

- **Assessment Methods:**
    - Written exams, lab evaluations, and community service projects.
    - Industry internships for real-world experience.
- **Feedback Loops:** Regularly updated based on feedback from healthcare providers, alumni, and regulatory bodies.
- **Quality Assurance:** IQAC ensures compliance with institutional and global standards.

This process ensures that the School of Health Sciences delivers dynamic, industry-relevant education, producing skilled and ethical healthcare professionals ready to meet global standards.



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Steps Followed During Curriculum Development at the School of Health Sciences

1. **Assessment**
   - Consulted faculty, students, alumni, and healthcare professionals.
   - Conducted market analysis to identify emerging trends in the healthcare industry.
   - Assessed gaps in the current curriculum to address the evolving needs of healthcare delivery and patient care.
2. **Define Program Goals and Outcomes**
   - Developed vision and mission statements for healthcare programs.
   - Outlined desired graduate attributes, such as clinical expertise, ethical values, and teamwork skills.
   - Established program-specific and course-specific outcomes aligned with global healthcare standards.
3. **Regulatory Compliance**
   - Ensured alignment with guidelines from regulatory bodies like the University Grants Commission (UGC), PCI, AERB, and NABL.
   - Integrated standards from accreditation agencies to meet professional requirements.
4. **Curriculum Design**
   - Structured programs with a balance of core, elective, and practical courses:
     - **Core Areas:** Anatomy, Physiology, Pathology, Pharmacology etc.
     - **Electives:** Advanced Imaging Techniques, Clinical Psychology, Health Informatics etc.
     - **Practical Training:** Internships, clinical rotations, and research projects.
   - Defined course credits and instructional hours in line with academic regulations.
5. **Integration of Modern Trends**
   - Incorporated emerging topics such as artificial intelligence in healthcare, telemedicine, and digital health.
   - Designed interdisciplinary courses combining healthcare with technology and management.
   - Introduced global perspectives, including international healthcare protocols and public health systems.
6. **Pedagogical Strategy**
   - Adopted innovative teaching methodologies:
     - **Interactive Learning:** Case discussions, simulations, and workshops.
     - **Experiential Learning:** Hands-on training, community outreach, and internships.
   - Emphasized skill development in diagnostics, research, and patient communication.
7. **Assessment Framework**
   - Defined a multi-faceted assessment strategy:
     - **Formative Assessments:** Quizzes, assignments, and group discussions.
     - **Summative Assessments:** Theory and practical exams, research projects.
     - **Practical Evaluations:** Clinical logs, internship reports, and project presentations.

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8. **Feedback Mechanism**
    - Collected input from faculty, students, and industry experts on the draft curriculum.
    - Incorporated feedback to refine and enhance course content and learning outcomes.
9. **Approval Process**
    - Presented the finalized curriculum to the Board of Studies (BOS) and Academic Council for approval.
10. **Implementation**

- Rolled out the curriculum with an academic calendar and teaching resources.
- Conducted faculty training workshops to familiarize staff with updated methodologies and technologies.

11. **Continuous Review and Revision**

- Established a periodic review mechanism to ensure courses remain relevant and updated.
- Incorporated suggestions from alumni, industry experts, and healthcare practitioners for continuous improvement.

This systematic and comprehensive approach ensures that the curriculum remains dynamic, relevant, and aligned with the needs of students, healthcare providers, and society.