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## **Best practice 1: Outcome Based Education (OBE)**

### **Objectives:**

- Identify skills and competencies required in professional nursing care
- Facilitate holistic professional development by effectively delivering the curriculum and adding on
- Continuously assess the learning attainment levels of students and develop action plans based on the gaps
- Improving upon the curriculum, its supplements and the teaching-learning process, based on the feedback

### **The Context:**

The current system of nursing education awards the degree based on a macro-level assessment. The University specifies criteria for obtaining the degree and teaching-learning processes also focused on these requirements.

There is no assurance that anyone with pass marks or even higher marks possesses the skills required for a successful nursing career.

Then we got introduced to the concepts of Outcome-Based Education (OBE) and realised how it could help our concept of 'Holistic Professional Education'.

### **The Practice:**

**OBE could be an eye-opener for the Indian Higher Education system**, primarily because it is a new paradigm and **requires reimagining the entire curricular and co-curricular framework**.

For SJCON, there were **no Indian reference points on OBE implementation in nursing education**. It had to be done from scratch and paths need to be cut open.

**Implementation of OBE required lot of learning and unlearning**. Formal **training sessions by experts** were arranged for all the teachers.

**Defining the learning outcomes** (POs, PSOs and COs) was a huge and unfamiliar task, as most teachers never prepared the curriculum before. But this provided **huge insights for the teachers and clearly set expectations for students**.

Annually, OBE followed these steps:

1. **Communicate learning outcomes** to students
2. Prepare/revise and implement **outcome-linked, detailed course plans**
3. Use **Bloom's Taxonomy** and **measurable action verbs for assessments**
4. **Improvise during assessments**, instead of depending on previous assessment patterns
5. **Ensure that micro-level assessments** happen and learning levels, as well as outcome-attainment, are effectively measured
6. **Identify learning gaps and rectify**
7. **Calculate attainment** of COs, PSOs and POs
8. **Collect feedback**
9. **Improve upon teaching-learning processes, student-centric methods, remedial measures, additional courses and hands-on training programmes**, based on the feedback and attainment

Since MS-Excel-based calculation of attainment was very tedious, the deQ software for OBE attainment calculation and analysis is being used now.

### **Evidence of Success:**

- The practice of OBE is bringing about **Assurance of Learning** and overall **attainment levels are above 50%** among all batches.
- **Teachers are more involved** in the teaching-learning process, **with focus on the expected outcomes**
- **Improvements in teaching pedagogy, infrastructure, learning resources, facilities, support system etc are being proposed and implemented continuously**. This has had great impact during the programme review and strategic planning of the University.

- **More add-on courses and FDPs** are being planned

Problems Encountered	Resources/Solutions Required
<p><b>Newly joined faculty require rigorous training</b> about the OBE concepts and process.</p>	<p><b>LMS-based trainings and periodic peer interactions</b> on OBE</p>
<p><b>Consistent standards in course delivery and assessments is lacking</b>, across batches/years.</p>	<p>Standardization can be ensured by <b>departments owning the course/assessment plans and team approach in their development.</b></p>
<p><b>Question level outcome-mappings and scores for the University examination is not available</b> for attainment calculations.</p>	<p><b>More weightage should be given to internal assessment</b>, for calculation of OBE attainment.</p>