



# St. James' College of Nursing

Accredited by NAAC

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ST. JAMES' HOSPITAL TRUST

ST. JAMES' MEDICAL ACADEMY

## Best practice 1: Outcome Based Education (OBE) / Adopting Outcome Based Education for effective Teaching-Learning Process

### Objectives:

- To identify skills and competencies required in professional nursing care
- To facilitate holistic professional development by effectively delivering the curriculum and adding on
- To continuously assess the learning attainment levels of students and develop action plans based on the gaps
- To improve upon the curriculum, its supplements and the teaching-learning process, based on the feedback
- *To define outcomes of learning accurately and precisely.*
- *Organize the curriculum, instruction, and assessment right from the beginning to make sure that Learning Outcomes are achieved.*

### The Context:

The current nursing education system employs a macro-level assessment for degree conferment, lacking assurance that passing or high marks correlate with essential nursing skills. The input-based model prioritizes information delivery, infrastructure, and resources. In contrast, Outcome-Based Education (OBE) shifts the focus to student actions and post-program capabilities. Acting as facilitators, teachers guide students toward achieving specific learning outcomes outlined in Program Learning Objectives, influencing course selection and syllabus design. Continuous improvement through Assurance of Learning is integral to OBE. Embracing OBE aligns with the vision of 'Holistic Professional Education,' ensuring that education goes beyond rote knowledge and emphasizes practical skills, fostering a more competent nursing workforce.


### The Practice:

In OBE, programs establish attributes, objectives, and outcomes. Courses feature predefined learning outcomes and assessment rubrics. Direct/indirect Assurance of Learning is used, culminating in semester-end confirmation and Program Attainment Level assessment, challenging and reshaping the Indian Higher Education system.

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

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**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 program**, 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:

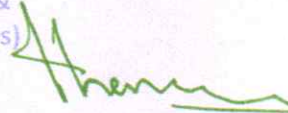
**Designing Learning Outcomes & Delivery:** Strategic alignment of learning outcomes with course delivery methods drove transformative learning experiences.

**Course Planning:** Subject Coordinators meticulously design courses, selecting teaching methods to ensure effective learning.

**Continuous Internal Assessment;** Varied CIA methods (exams, assignments, activities) are chosen for holistic evaluation. OBE software generates difficulty index reports after sessional exams, shaping subsequent assessments.

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**Add-On Courses & Curriculum Enhancement;** Supplementary courses address gaps in the Program Matrix, aligning with CO-PO and CO-PSO mappings.

**Outcome Attainment Calculation:** Final exam results significantly contribute to measuring Outcome Attainment.

**Mapping Assessments to Learning Outcomes:** Weighted mapping correlates assessments to outcomes, facilitating alignment with COs, POs, and PSOs.


**Feedback Mechanism:** Regular sessions provide feedback and updates to students and parents

**Student Support:** Tailored support aids slow learners, while advanced pathways cater to high achievers. Robust support systems including mentoring and counseling ensure effective implementation of feedback.

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

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