



NICHE
KANYAKUMARI
DEEMED-TO-BE UNIVERSITY

NOORUL ISLAM CENTRE FOR HIGHER EDUCATION

Kumaracoil - 629 180, Kanyakumari District, Tamil Nadu, India

www.niuniv.com info@niuniv.com

+91-9486856101, 04651-250566

Outcome Based Education (OBE) Policy

1. Objective

The primary objective of this policy is to guide the implementation of Outcome-Based Education (OBE) at NICHE Deemed to be University, Kanyakumari. This approach will align educational activities with clearly defined learning outcomes to ensure that all graduates acquire the skills, knowledge, and attitudes necessary to succeed in their fields of study and as responsible citizens.

- To ensure a student-centred approach in the educational process.
- To promote skills and knowledge relevant to industry, research, and higher education.
- To develop clear Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) aligned with the institution's vision and mission.
- To facilitate continuous improvement in teaching, assessment, and curriculum design.

2. Importance

This policy applies to all academic programs, departments, and administrative units at NICHE University. The policy outlines the roles of the Curriculum Committee and Examination Office to ensure that the OBE framework is consistently and effectively implemented across all levels.

3. Key Values and Components of Outcome-Based Education

Outcome-Based Education at NICHE will be based on the following principles:

1. **Clear Learning Outcomes:** Define learning outcomes at the program, course, and module levels to specify what students should know, do, and value by the end of their studies.
2. **Alignment of Curriculum:** Ensure that the curriculum, pedagogy, and assessments are aligned with the desired outcomes.
3. **Continuous Improvement:** Utilize data from assessments to improve curriculum, teaching, and learning practices continually.
4. **Student-Centred Learning:** This approach places the student at the centre of the learning experience, emphasizing skill acquisition and practical application.

3.1 Components of OBE

1. **Program Outcomes (POs):** Describe the core competencies and skills that all students should achieve by the end of their program.
2. **Program Specific Outcomes (PSOs):** Describe outcomes unique to a particular program or department.
3. **Course Outcomes (COs):** Define what students are expected to achieve by the end of each course.
4. **Learning Objectives:** Statements that clarify the skills and knowledge to be acquired in a particular course or module.

4. Roles and Responsibilities

4.1 Role of the Curriculum Committee

The Curriculum Committee plays a central role in establishing and implementing OBE within NICHE University. Key responsibilities include:

- Align all programs with POs, PSOs, and COs, ensuring relevance to current industry and academic standards.
- Regularly review and update the curriculum to address gaps or changes in required competencies.
- Incorporate experiential learning, practicals, internships, and project-based learning to enhance hands-on skills.

4.1.2 Checkpoints of Curriculum Committee

1. Developing Learning Outcomes:

- Collaborate with department heads and faculty to define program-specific and course-specific learning outcomes.
- Ensure that learning outcomes are clear, measurable, and aligned with institutional goals, industry standards, and regulatory bodies.

2. Designing Curriculum and Pedagogy:

- Review and design the curriculum to ensure alignment with the defined learning outcomes.
- Develop pedagogical strategies that actively engage students in achieving the outcomes, incorporating project-based learning, case studies, and hands-on activities.
- Integrate Bloom's Taxonomy to ensure outcomes are targeted across various cognitive levels, from understanding to analysis and application.

3. Assessment and Feedback:

- Work closely with faculty to design assessment methods that accurately measure students' achievement of learning outcomes.
- Ensure feedback mechanisms are in place to guide students toward achieving the outcomes.

4. Continuous Review and Improvement:

- Annually review programs and courses to assess the relevance of outcomes, course content, and instructional methods.
- Use assessment data to make informed changes, emphasizing continuous curriculum and improving teaching practice.

5. Professional Development:

- Conduct workshops and seminars for faculty on OBE principles, assessment design, and curriculum alignment.

6. University Administration:

- Ensure the necessary infrastructure, resources, and training for OBE implementation.

7. Deans and Department Heads:

- Oversee the development, monitoring, and evaluation of POs, PSOs, and COs.
- Ensure that faculty members are well-trained in OBE practices.

8 Faculty Members:

- Develop course plans and assessments aligned with COs.

4.2 Role of the Examination Office

4.2.1 Assessment and Evaluation

1. Continuous Assessment: Includes quizzes, assignments, group discussions, practicals, and projects aligned with COs.

2. Summative Assessment: Conducted at the end of each course or program to evaluate the achievement of POs and PSOs.

3. Outcome Measurement: Each program and course's outcomes will be evaluated through a rubric or metric to measure achievement levels. Departments must regularly review these metrics and refine outcomes as needed.

The Examination Office is responsible for overseeing assessment practices that align with OBE principles. Key responsibilities include:

1. Alignment with Learning Outcomes:

- Ensure that examinations and assessments are directly linked to program and course outcomes.
- Coordinate with the Curriculum Committee and faculty to maintain consistency in assessment standards across the university.

2. Implementation of Assessments:

- Manage the logistics of assessment administration, including exam scheduling, room assignments, and proctoring to uphold academic integrity.
- Coordinate formative and summative assessments, emphasizing feedback-oriented and skill-based evaluations.

3. Data Collection and Analysis:

- Compile and analyze assessment results to determine the extent to which learning outcomes are achieved.
- Collaborate with departments to maintain records of assessments and performance metrics, supporting the university's quality assurance framework.

4. Facilitating Feedback Mechanisms:

- Assist in the timely distribution of assessment feedback to students, emphasizing areas of improvement.
- Support a transparent appeals process for students who wish to contest their results or seek clarification.

5. Reporting and Improvement:

- Provide assessment reports to the Curriculum Committee and academic departments to facilitate data-driven improvements in teaching and learning.
- Contribute data to accreditation bodies, quality audits, and reviews.

5. Measuring Attributes

5.1 Defining Learning Outcomes

Each program and course must specify its learning outcomes, which should be:

- **Specific:** Clearly identify what students are expected to accomplish.
- **Measurable:** Use observable and measurable verbs for assessment purposes.

- **Attainable:** Ensure outcomes are realistic and achievable within the course duration.
- **Relevant:** Align with industry needs, academic standards, and institutional goals.
- **Time-Bound:** Specify the timeframe within which outcomes should be achieved.

5.2 Curriculum and Assessment Alignment

The curriculum should be mapped to ensure alignment with learning outcomes. Both formative and summative assessments should contribute to measuring these outcomes.

5.3 Continuous Review and Quality Assurance

The Curriculum Committee and Examination Office will coordinate annual program reviews, gather feedback, and incorporate best practices to maintain educational quality. This may include revising outcomes, introducing new pedagogical methods, or adjusting assessments.

5.4 Faculty Training

The university will provide continuous training for faculty to develop skills in OBE-based teaching, curriculum design, and assessment methodologies.

6. Monitoring and Evaluation

The effectiveness of OBE implementation will be monitored annually through:

1. **Feedback from Stakeholders:** Student surveys, faculty evaluations, and alumni feedback.
2. **Assessment Data:** Exam results and performance metrics to assess the achievement of learning outcomes.
3. **Quality Assurance Audits:** Internal audits and external accreditations to validate compliance with OBE standards.
4. **Continuous Improvement:** Data-driven modifications to curriculum and assessments.

7. Policy Review and Amendments

This policy will be reviewed every three years or as necessary to accommodate new educational practices, technological advancements, and feedback from the academic community. The Curriculum Committee will propose amendments, which the Academic Council and the Vice-Chancellor will approve.




Registrar

Dr. P. THIRUMALVALAVAN,
Registrar,
Noorul Islam Centre for Higher Education,
Kumaracoil - 629 180, Thuckalay,
Kanyakumari District.