

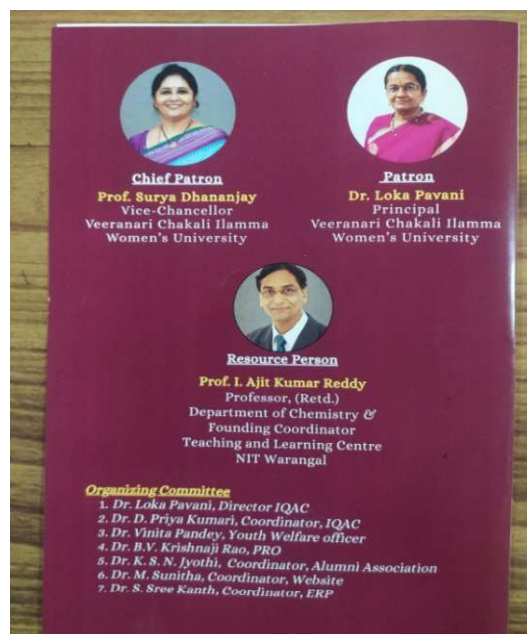
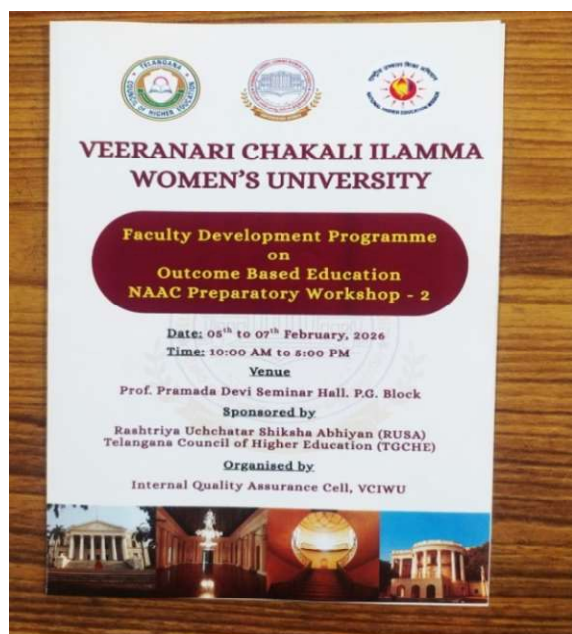
❖ A FACULTY DEVELOPMENT PROGRAMME ON OUTCOME BASED EDUCATION

NAAC Preparatory Workshop

Phase – II Report:

The FDP on OBE was organized by **Internal Quality Assurance Cell (IQAC), VCIWU**. The workshop was conducted in two phases. The first phase was conducted for all Physical and Biological Sciences Departments from 29th to 31st January, 2026. The second phase was conducted for all Commerce, Management and Art & Social Sciences from **05th to 07th February 2026**, between **10:00 AM and 5:00 PM**, at **Prof. Pramada Devi Seminar Hall, PG Block**. To enhance the knowledge of faculty members regarding **Outcome Based Education (OBE)** and **NAAC preparation**.

The event was sponsored by **Rashtriya Uchchatar Shiksha Abhiyan (RUSA)**, **Telangana Council of Higher Education (TGCHE)**.



3 Day Faculty Development Programme Report:

The second phase of 3 day Faculty Development Programme, a NAAC a preparatory work-shop was organized by Internal Quality Assurance Cell (IQAC), VCIWU on Outcome Based Education, NAAC Lecture Series – 1 from 05th to 07th February, 2026 at Pramada Devi Seminar Hall, P.G. Block. The event was sponsored by Rashtriya Uchchatar Shiksha Abhiyan (RUSA) and Telangana Council of Higher Education (TGCHE). Around 56 faculty from various Arts and Social Sciences, Commerce and management, Language departments participated in the programme.

Inaugural session:

The inaugural of a three day faculty development program on out-come based education, a NAAC a preparatory work-shop was held on the 05th February, 2026 at 10am in Prof. Pramada Devi seminar hall in the PG BLOCK, of VCIWU. The work shop was organised by the IQAC (Internal quality assurance cell) of VCIWU. 3 days brain stroming sessions were held which were very engaging.

Speaking on the occasion the Principal and Director of IQAC, Dr. Loka Pavani, emphasized the significance of Outcome Based Education, in contemporary context and how critical it is to ensure quality education, Acknowledging the support of honourable Vice – Chancellor, Prof.Surya Dhananjay in all academic and research activities, she stressed upon the Vice Chancellor’s vision of ‘teaching, enquiry and research’ as the foundation of any University. Dr. Loka Pavani welcomed Prof. I.Ajit Kumar Reddy (Retd.Prof), Department of Chemistry and founding Coordinator, Teaching and Learning centre, NIT, Warangal, whose academic excellence is witnessed in his training temper and efficiency since this knowledge would be of great help for the teachers to excel in their teaching and learning processes.

Prof. I. Ajitkumar Reddy, in his brief address brought upon a very significant concern of ensuring stakeholder focused teaching and learning. He stressed that students are the most important stakeholders who are constantly using evolving technology. Thus it becomes imperative that teachers are constantly upgraded. He made a very interesting observation of Pandit Jawarhal Nehru “Education institutions are temples of learning with education and knowledge as the goddess, teachers as its pious priests and students as its devotees” and in this process of teaching and learning will go a long way He appreciated the University and IQAC for organizing such FDPs which are critical for NAAC accreditation process and scoring best grades and added that OBE is corner stone of any accreditation.

Day -1

Focused on strengthening the conceptual understanding of effective teaching–learning processes in alignment with Outcome Based Education. The inaugural lecture titled “The Essence of Effective Teaching” highlighted the importance of creating a positive and engaging learning environment. Emphasis was laid on learner motivation, active participation, and reflective thinking as essential elements for meaningful learning. Learning was explained as a process of behavioural modification, where entry behaviour combined with appropriate learning experiences leads to modified behaviour. Explained importance of 5 R’s, 4C’s and 5 ways of learning methods. Learning is the function of motivation, $L=f(m)$.

The sessions elaborated on different modes of learning, including observation, listening, thinking, feeling, and doing, and clearly differentiated between passive learning (reading, listening, watching) and active learning (answering questions, solving problems, and peer interaction). Active learning strategies such as Think–Write–Pair–Share (TWPS) were discussed as effective classroom practices.

A detailed discussion was held on Thorndike’s Three Laws of Learning—the Law of Effect, Law of Practice, and Law of Readiness—and their relevance in enhancing learning outcomes. The role of motivation in learning was emphasized, highlighting that motivated learners demonstrate improved engagement and better achievement of outcomes.

Participants were introduced to the core philosophy of Outcome Based Education, which is student-centric and outcome-oriented. The key components of OBE were explained in detail, including: Vision and Mission

statements, Graduate Attributes, Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes / Course Specific Outcomes (PSOs/CSOs), Course Outcomes (COs)

Special emphasis was laid on the formulation of Course Outcomes (COs) using action verbs aligned with Modified Bloom's Taxonomy by Anderson. The levels of Bloom's Taxonomy—Remember, Understand, Apply, Analyze, Evaluate, and Create—were discussed as essential frameworks for designing learning outcomes, instructional strategies, and assessments. Participants were guided on mapping COs with POs and PSOs/CSOs, and understanding the process of CO–PO mapping and attainment as required for NAAC and accreditation frameworks.

The sessions also introduced blended learning approaches and the use of Open Educational Resources (OERs) to support OBE implementation. Digital platforms such as MOODLE and Padlet were demonstrated as effective tools for learner engagement, formative assessment, and collaborative learning.

Overall, Day 1 of the FDP provided a strong theoretical foundation in Outcome Based Education, integrating effective teaching practices, Bloom's Taxonomy, and outcome formulation and mapping. The sessions were interactive and insightful, setting a constructive tone for the subsequent hands-on activities planned in the following days.

Day -2

The day began with elaborate discussion on learner centered teaching strategies, blended learning and open educational resources for OBE such Padlet, Plickers, one minute paper, Polleverywhere.com.

The second day focused on active learning through LMS platforms such as Plickers, H5P.com, and Suncake. This was followed by a lecture on the key elements of designing a lesson plan based on OBE and a hands-on session on the same. A case study method was explained with hands on session.

Day -3

“Learning happens from Womb to tomb”

Day started with OLEY – Overview of Learning Experiences from Yesterday. The session provided an overview of the topic "Designing Assessment and Evaluation, and activities for OBE

Various types of assessment, evaluation, sources errors of evaluation were explained in detail. Highlighting about Key aspect of evaluation and how it is the extent of measurement for the purpose of improvisation

The session helped participants gain a clear understanding of different types of evaluation. Other concepts covered in the session include Importance of objective Assignment, and categories of questions, CO-Po mapping. Overall this session helped participants to apply relevance to his/her teaching learning and research. Explanation on how to make action plans for continued improvement were explained.



