



DEPARTMENT OF IQAC

Report Submission: 04/06/2026

Semester:	EVEN	Academic Year:	2025–26	Venue:	Room No 003, AIGS Block 1
Event Date:	18/05/2026 to 21/05/2026	Time:	11:30 AM TO 05:30 PM	Duration:	24 Hours

TYPE OF EVENT: FDP

EVENT NAME: FDP on Outcome Based Education

Target Audience:	Number of Participants:	Event Coordinator:
AIGS Faculty Members	107	Abrar Hussain, IQAC Coordinator

Objectives:

The major objectives of the Faculty Development Programme on Outcome-Based Education were:

1. To familiarize faculty members with the fundamental concepts and principles of Outcome-Based Education.
2. To enhance understanding of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs).
3. To equip faculty with the skills required for effective CO-PO mapping and attainment analysis.
4. To provide insights into designing curriculum, teaching-learning processes, and assessments aligned with OBE principles.
5. To strengthen faculty competency in developing measurable learning outcomes and assessment tools.
6. To demonstrate best practices in outcome-based teaching, learning, and evaluation methodologies.
7. To facilitate the effective implementation and continuous improvement of OBE practices in academic programmes.
8. To align institutional academic processes with accreditation requirements of agencies such as NBA and NAAC.



9. To promote a student-centric approach that enhances learning effectiveness and graduate attributes.
10. To encourage faculty members to adopt innovative pedagogical strategies for achieving desired learning outcomes.

Program Introduction:

The Faculty Development Programme (FDP) on "Outcome-Based Education: A Strategic Approach to Student-Centric Learning" was organized to enhance the understanding and implementation of OBE among faculty members. In the contemporary higher education landscape, Outcome-Based Education has emerged as a vital framework for improving the quality of teaching, learning, and assessment while ensuring alignment with accreditation requirements and industry expectations.

The programme aimed to equip faculty members with the knowledge and practical skills required to design outcome-oriented curricula, formulate measurable Course Outcomes (COs) and Programme Outcomes (POs), and effectively assess student attainment. The FDP provided a comprehensive overview of OBE principles, curriculum mapping, assessment strategies, and attainment calculations. The sessions were conducted by experienced academicians and OBE experts who shared valuable insights into best practices for implementing OBE in higher education institutions. The programme was highly interactive and informative, covering key aspects such as CO-PO mapping, outcome assessment methodologies, attainment analysis, continuous quality improvement, and the role of OBE in achieving academic excellence and accreditation standards.

Theme of the Event:

"Outcome-Based Education: A Strategic Approach to Student-Centric Learning."

The theme of the Faculty Development Programme, "Outcome-Based Education: A Strategic Approach to Student-Centric Learning," focused on equipping faculty members with the knowledge and skills required to design, deliver, and assess academic programmes based on clearly defined learning outcomes. The programme emphasized the adoption of student-centric teaching methodologies, effective assessment practices, and continuous quality improvement to enhance educational effectiveness and learner achievement.



Resource Person:

Name: Mr. Aditya U Diwan

Designation: Assistant Professor, Department of Computer Applications

College name: Acharya Institute of Graduate Studies

Detailed Report:

The Four-Day Faculty Development Programme (FDP) on Outcome-Based Education- A Strategic Approach to Student-Centric Learning, commenced with a formal inaugural session. Dr. Usha Kiran, R&D Head, warmly welcomed the participants and introduced the resource person, Mr. Aditya U. Diwan. He highlighted his academic expertise, professional accomplishments, and extensive experience in the field of Outcome-Based Education, curriculum design, assessment strategies, and accreditation frameworks. Dr. Usha Kiran emphasized the significance of the FDP in strengthening faculty competencies and fostering a deeper understanding of OBE practices in higher education institutions.

Following the introduction, Mr. Aditya U. Diwan addressed the participants and provided an overview of the programme objectives and expected outcomes. He emphasized the growing importance of Outcome-Based Education in ensuring quality enhancement, student-centric learning, and compliance with accreditation requirements such as NAAC and NBA.

Day 1: Foundations of Outcome-Based Education

The first day focused on introducing the fundamental concepts and principles of Outcome-Based Education. Mr. Aditya U. Diwan explained the evolution of educational paradigms from traditional content-based approaches to outcome-oriented learning systems. The session covered the significance of Graduate Attributes, Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), enabling participants to understand the foundational framework of OBE.

Day 2: Curriculum Design and Outcome Mapping

The second day was dedicated to curriculum planning and outcome alignment. Participants were guided on formulating measurable Course Outcomes and mapping them effectively with Programme Outcomes and Programme Specific Outcomes. The sessions also covered Bloom's Taxonomy, curriculum design principles, and strategies for ensuring constructive alignment between learning outcomes, teaching methodologies, and assessment practices.



Day 3: Assessment Strategies and Attainment Analysis

The third day's sessions focused on assessment techniques and attainment measurement within the OBE framework. The resource person elaborated on the development of assessment tools, rubrics, and evaluation methods for measuring student achievement of learning outcomes. Faculty members gained practical exposure to CO attainment calculations, PO attainment measurement, data interpretation, and documentation procedures essential for quality assurance and accreditation purposes.

Day 4: Continuous Quality Improvement and Accreditation

The final day emphasized the integration of OBE with institutional quality assurance mechanisms and accreditation requirements. Mr. Aditya U. Diwan discussed direct and indirect assessment methods, stakeholder feedback systems, attainment gap analysis, and continuous improvement strategies. The session highlighted the role of OBE in enhancing academic quality, promoting student success, and strengthening institutional performance in accreditation processes.

The FDP was highly interactive and provided participants with opportunities for discussions, practical exercises, and collaborative learning. Faculty members actively engaged in outcome formulation, mapping activities, and attainment analysis exercises, thereby gaining valuable hands-on experience in implementing Outcome-Based Education effectively.

Overall, the Four-Day Faculty Development Programme successfully enhanced faculty understanding of OBE principles and practices. The programme empowered participants to adopt student-centric teaching approaches, develop measurable learning outcomes, and contribute effectively towards continuous quality improvement and academic excellence.



ACHARYA INSTITUTE OF GRADUATE STUDIES
(NAAC Re-accredited 'A+' and Affiliated to Dr. Manmohan Singh Bengaluru City University)
Soladevanahalli, Bengaluru-560107

Geo – Tagged PHOTOS:



Dr. Usha Kiran introducing the resource person and presenting his profile to the participants.



Mr. Diwan Explaining things to do in OBE



ACHARYA INSTITUTE OF GRADUATE STUDIES
(NAAC Re-accredited 'A+' and Affiliated to Dr. Manmohan Singh Bengaluru City University)
Soladevanahalli, Bengaluru-560107



Mr. Diwan clearing doubts of participants



Mr. Aditya U. Diwan providing an overview of the Faculty Development Programme



Participants of the Faculty Development Programme on Outcome-Based Education.

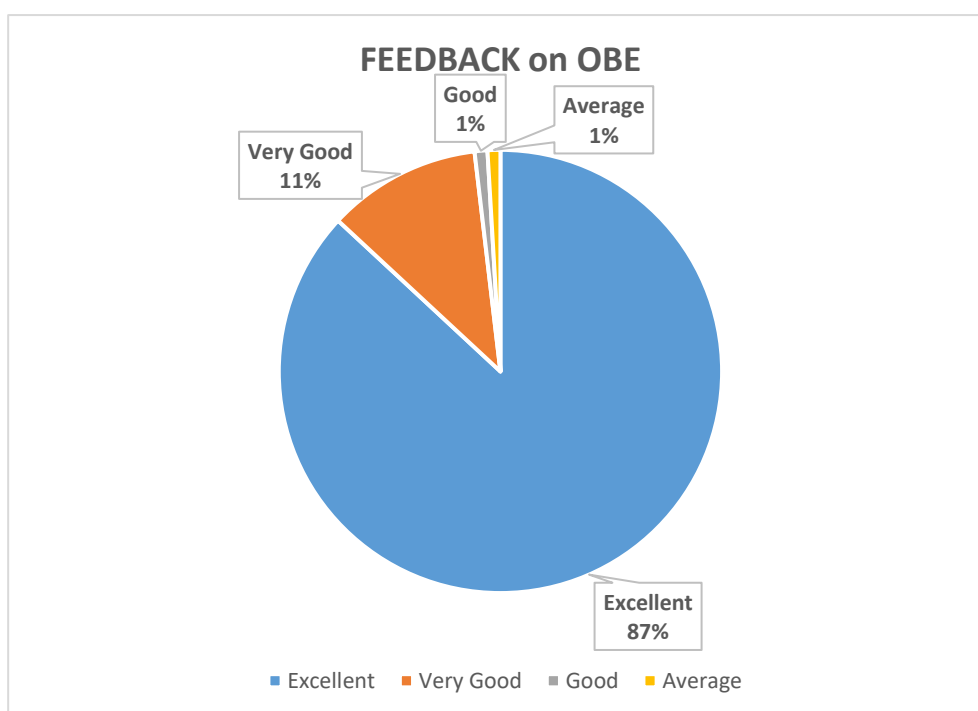
Outcome:

- ❖ Faculty members gained a comprehensive understanding of the principles and practices of Outcome-Based Education (OBE).
- ❖ Participants enhanced their knowledge of formulating Course Outcomes (COs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs).
- ❖ Faculty developed skills in CO-PO mapping, attainment calculation, and outcome-based assessment techniques.
- ❖ The programme strengthened participants' ability to design student-centric teaching-learning processes aligned with desired learning outcomes.
- ❖ Faculty members became familiar with effective assessment tools, rubrics, and evaluation methods for measuring outcome attainment.
- ❖ Participants gained insights into continuous quality improvement practices and accreditation requirements related to OBE.
- ❖ The FDP encouraged the adoption of innovative pedagogical approaches to enhance student learning and academic performance.
- ❖ Faculty members expressed greater confidence in implementing OBE frameworks within their respective departments and programmes.
- ❖ The programme contributed to strengthening institutional preparedness for quality assurance and accreditation processes such as NAAC and NBA.



Audience feedback summary:

Participants	Total Participants	Excellent	Very Good	Good	Average
AIGS Faculty	107	93	12	1	1



Conclusion:

The Four-Day Faculty Development Programme on "Outcome-Based Education: A Strategic Approach to Student-Centric Learning" was highly enriching and impactful for the participating faculty members. The programme enhanced their understanding of OBE principles, outcome-based curriculum design, assessment strategies, attainment analysis, and continuous quality improvement practices. It successfully equipped faculty with the knowledge and skills required to implement student-centric and outcome-oriented teaching-learning processes, thereby contributing to academic excellence, quality enhancement, and accreditation readiness within the institution.