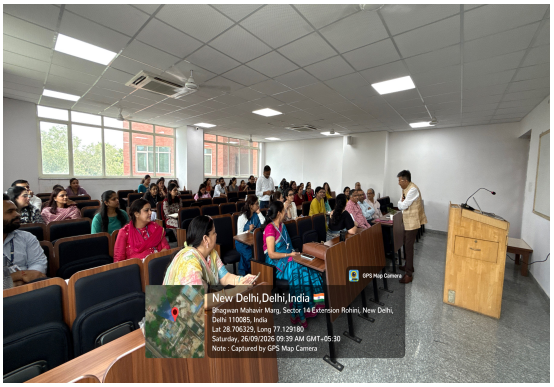
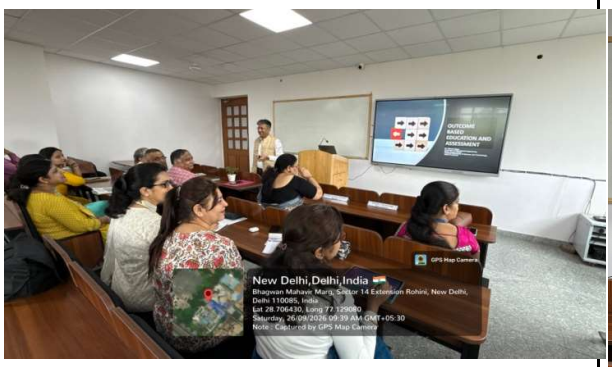
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# RESEARCH METHODOLOGY AND RESEARCH DESIGN

## 26TH SEPTEMBER2026 (SATURDAY)








Research Cell of Gitarattan International Business School (GIBS) organized Research Class-II on "Research Methodology & Research Design" on 26th September 2026 at the seminar hall 3rd floor. The two-hour offline session was organized for the faculty members of CMS, CCS and CLS with the objective of enhancing their understanding and practical knowledge of the outcome-Based Education (OBE) in higher education

The session was conducted by Prof. (Dr.) Vikram Singh, Dean Academic, Shri Vishwakarma Skill University, who shared valuable insights into the implementation of OBE in higher education and the importance of systematically connecting Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Course Outcomes (COs), teaching-learning activities and assessment methods. The session also highlighted how OBE can be strengthened through evidence-based research, data analysis and continuous academic improvement.

The session commenced with an introduction to the philosophy and significance of Outcome-Based Education in higher education. The resource person explained that OBE focuses not merely on the completion of the syllabus but on identifying and measuring what learners are expected to know, understand and demonstrate after completing a course or programme.

The discussion focused on the importance of clearly defined and measurable Course Outcomes (COs). Faculty members were encouraged to frame outcomes using appropriate action verbs and align them with different levels of Bloom's Taxonomy, such as remembering, understanding, applying, analysing, evaluating and creating.

The session also established a practical connection between OBE implementation and research methodology.

Faculty members can follow a research-oriented cycle such as:

Identify Learning Gap → Develop Research Question → Collect Student/Assessment Data → Analyse Data → Interpret Findings → Implement Intervention → Measure Outcome Again

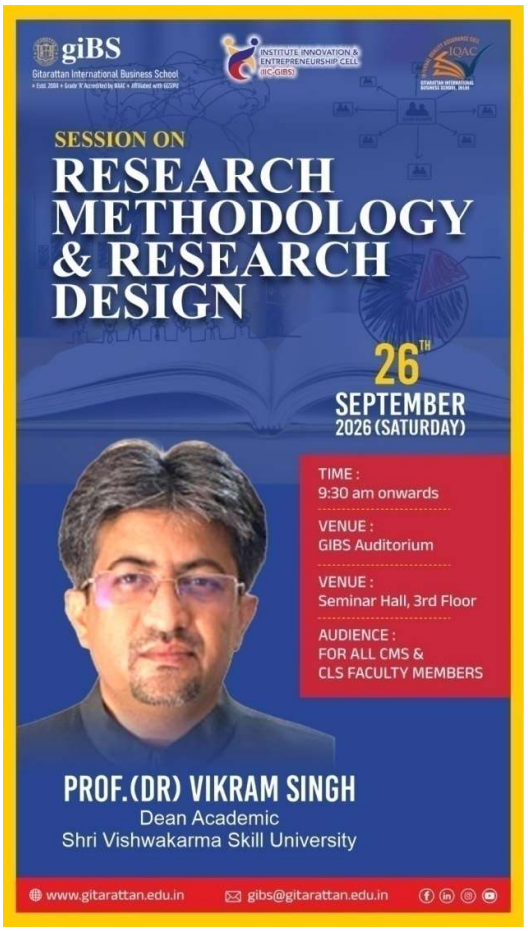
For example, if attainment analysis indicates that students demonstrate lower achievement in a particular CO related to analytical or problem-solving skills, faculty members can investigate the possible reasons and introduce an intervention such as:

- Case-based learning
- Project-based learning
- Simulation
- AI-based activities
- Peer learning

- Experiential learning
- Additional tutorials

The effectiveness of the intervention can subsequently be measured through appropriate quantitative and qualitative research methods.This transforms OBE from a compliance-oriented activity into a continuous research and improvement process.The session highlighted that OBE should not be viewed merely as a documentation or accreditation requirement. Instead, it can function as a systematic framework for improving the quality of teaching and learning.

**FLYER OF THE EVENT**




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| **TYPE OF EVENT** | Co-curricular |

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| **VENUE** | Seminar Hall, Room No. 304, 3rd Floor |
| **TIME & DURATION** | 11.30am-1.30pm |
| **CONDUCTED BY** | Research Cell, GIBS |
| **ORGANISED FOR** | CMS, CLS, CCS Faculties |
| **NAME OF THE COORDINATOR** | PROF. (DR) ABHIJIT DAS |
| **ATTENDANCE** | 60 |
| **RESOURCEPERSON** | Prof. (Dr.) Vikram Singh,<br>Dean Academic, Shri Vishwakarma Skill University |
| **OBJECTIVES OF THE EVENT** | 1. To introduce faculty members to the philosophy and significance of Outcome-Based Education in higher education.<br>2. To explain the alignment among Programme Outcomes, Programme Specific Outcomes, Course Outcomes, teaching-learning activities, and assessment methods.<br>3. To demonstrate how measurable Course Outcomes can be framed using Bloom's Taxonomy.<br>4. To connect OBE implementation with research methodology, data analysis, and continuous academic improvement.<br>5. To enable faculty members to design interventions based on attainment analysis. |
| **LEARNING OUTCOME** | At the end of the session, participants:<br>1. Explained the concept and significance of Outcome-Based Education.<br>2. Aligned POs, PSOs, COs, teaching-learning activities, and assessment methods.<br>3. Framed measurable Course Outcomes using appropriate action verbs and Bloom's Taxonomy. |

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| | 4. Applied a research-oriented cycle to identify learning gaps and design interventions.<br>5. Identified quantitative and qualitative methods to measure intervention effectiveness. |
| **SHORTFALL DURING EVENT** | NA |
| **LINK OF ONLINE VIDEO** | https://youtu.be/SH9Us_t2yyE |

**PREPARED & SUBMITTED BY: Dr. RANJEET KUMAR AMBAST &MS. VANDANA RASTOGI, ASSISTANT PROFESSOR, GIBS**