An Abridged Report

Outcome-Based Education: A Pathway to Accreditation

IQAC

Date: June 2025

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1.Introduction

The Institutional Quality Assurance Cell (IQAC) of Begum Rokeya University, Rangpur (BRUR), organized an important academic workshop titled *"Outcome-Based Education: A Pathway to Accreditation."* This event was arranged to help faculty members better understand the importance of outcome-based education (OBE), which focuses on the results of learning rather than only classroom teaching. The workshop brought together experts, administrators, and young teachers from different departments. It marked the beginning of a university-wide effort to improve education quality, make learning more student-centered, and prepare the institution for national and international accreditation.

2. Purpose and Importance of the Workshop

The main purpose of this workshop was to introduce OBE and explain how it can improve teaching, student learning, and the university's overall performance. Around the world, universities are adopting OBE to meet modern needs. Traditional education, which relies on lectures and memorization, often does not give students the practical skills they need. OBE, on the other hand, focuses on what students can do after finishing a course. It helps universities set clear goals, design useful assessments, and improve graduate employability. It also supports the accreditation process, which is important for recognition, funding, and rankings. This workshop aimed to guide BRUR toward those goals.

3. Remarks by the Chairperson

Professor Dr. Md. Tajul Islam, Director of IQAC and Chairperson of the session, opened the workshop by clearly stating the importance of implementing OBE across all departments. He pointed out the major differences between traditional education and OBE. While traditional education focuses mainly on lectures and exams, OBE aims to build students' creativity, critical thinking, and practical skills. Dr. Islam emphasized that every department should start using outcome-based syllabi. He also warned that without OBE, the university may not receive enough funding and will fall behind in national and international rankings. He asked all faculty members to take OBE seriously and work together to make it successful.

4. Keynote Speech

The keynote address was delivered by Professor Dr. A. B. M. Rahmatullah from the American International University, Bangladesh (AIUB). He gave a simple, clear, and encouraging talk on the principles and practice of outcome-based education. Dr. Rahmatullah explained that OBE focuses on

what students should learn and be able to do after a course or program ends. He introduced the idea of "constructive alignment," which means matching teaching methods and assessments with course learning outcomes. He said teachers should not just give information, but help students build skills, solve problems, and apply knowledge in real life. He encouraged young teachers to see curriculum development not as a burden, but as a creative process that brings long-term benefits to both students and the institution.

5. Address by the Chief Guest

Professor Dr. Md. Showkat Ali, the Honorable Vice Chancellor of BRUR, spoke as the Chief Guest and shared his strong support for implementing OBE. He appreciated the efforts of IQAC and stated that the quality of education must improve if BRUR wants to compete with top institutions. He highlighted the importance of using a standard curriculum, promoting exchange programs, and building a learning environment where students can grow in knowledge and skill. Dr. Ali said the university needs to align with global standards and improve its position in both national and international rankings. He particularly encouraged young faculty members to take leadership in this transition. He also reminded the participants that research and curriculum quality are directly linked to the university's reputation and student success.

6. Participant Reflections and Feedback

The workshop included interactive sessions where participants shared their opinions, questions, and suggestions. Many young teachers expressed interest in adopting OBE, but also raised some concerns. Some said they needed more training on how to design course outcomes, learning strategies, and suitable assessments. Others asked for help in developing standard formats, sample syllabi, and departmental mentoring teams. The discussion was positive and energetic. Faculty members appreciated the chance to learn and promised to support the implementation of OBE in their departments. The IQAC team responded by promising regular training sessions, practical guidance, and ongoing support.

7. Major Outcomes of the Workshop

Several key outcomes were achieved through this workshop:

- Faculty members gained a better understanding of the concepts and benefits of OBE.
- University leadership confirmed their strong support for implementing OBE across all departments.
- Young faculty were motivated to take active roles in curriculum development.
- Departments agreed to start reviewing and redesigning their syllabi.
- A need for further training and support was identified and addressed by the IQAC.
- The university took its first strong step toward institutional accreditation and quality improvement.

8. Academic Significance and Scientific Value

From an academic point of view, the workshop was highly significant. Outcome-based education is based on educational theory and best practices in teaching and learning. It supports modern teaching methods such as student-centered learning, problem-solving, teamwork, and real-world application. It also provides a scientific and measurable way to assess student achievement. This approach not only helps students develop useful skills but also allows institutions to measure their academic performance and make improvements. Implementing OBE will help BRUR compete with other institutions, attract international partnerships, and provide better education to students. It will also prepare the university for future challenges in higher education and global job markets.

9. Conclusion and Way Forward

The workshop on *"Outcome-Based Education: A Pathway to Accreditation"* was a successful and meaningful event. It brought together leaders, experts, and faculty to discuss how the university can improve education through OBE. All speakers emphasized the need for change, and the participants showed interest and readiness to act. This workshop should be seen as the beginning of an important journey. To move forward, the university needs to support its departments with proper training, academic tools, monitoring systems, and teamwork. If these steps are followed, BRUR will be able to fully adopt outcome-based education and earn national and international recognition in the coming years.

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