



SAROJINI NAIDU VANITA PHARMACY MAHA VIDYALAYA, (Co-Ed.)

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FINAL LIST OF ATTENDEES TO THE FDP ON COMMUNITY-BASED PARTICIPATORY RESEARCH, UNIVERSITY OF HYDERABAD

SHARED ACCOMMODATION

S.No	NAME OF THE FACULTY MEMBER	Mobile Number No.	Designation	Institution / University / College Name & Address:	State
	DR.SURESH JAMPA	9908344984	Assistant Professor	Koneru Lakshmaiah Education Foundation Hyderabad	Telangana
	DR.C.MALLESHA	9912345775	Associate Professor, Associate Director Of Social Learning	Anurag University, Venkatapur, Ghatkesar, Medchal-Malkajgiri District,	Telangana
	DR.K. JITHENDER	9248077972	Assistant Professor	Sarojini Naidu Vanita Pharmacy Mahavudyalaya	Telangana
	DR.MADEEHA KHANAM	8374909971	Asst.Prof	Gurunank University Institute Of Emerging Technologies	Telangana
	GAMPALA SUDHAKAR	7659807564	Assistant Professor, Nss Po	Avinash College Of Commerce, Lbnagar	Telangana
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	DR. SIDDHARTH KAMAL GANGALE	9921532880	Associate Professor	Maulana Azad National Urdu University Hyderabad	Telangana
	DR. G BALREDDY	9703906636	Assistant Professor & Nss Program Officer	Mahatma Gandhi Institute Of Technology, Hyderabad	Telangana



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REPORT ON SIX-DAY FACULTY DEVELOPMENT PROGRAMME (FDP)

COMMUNITY-BASED PARTICIPATORY RESEARCH (CBPR)- DAY 1

Duration: 19th January – 26th January 2026

Venue: Malaviya Mission Teacher Training Centre (MMTTC), University of Hyderabad

Participant: Faculty of Sarojini Naidu Vanita Pharmacy Maha Vidyalaya, (Co-Ed).

A Six-Day Faculty Development Programme (FDP) on **Community-Based Participatory Research (CBPR)** was organized from **19th January to 26th January 2026** at the **Malaviya Mission Teacher Training Centre (MMTTC), University of Hyderabad**. The programme was attended by faculty member – Dr. K. Jithender from **Sarojini Naidu Vanita Pharmacy Maha Vidyalaya (SNVPMV)**.

The FDP aimed to strengthen the understanding of **community engagement, social responsibility, and participatory research approaches** among Higher Education Institutions (HEIs). The programme emphasized aligning academic research with real-world community needs, especially in the context of **Unnat Bharat Abhiyan (UBA)** and **UGC initiatives**.

Objectives of the FDP:

- To introduce the concept and principles of **Community-Based Participatory Research (CBPR)**
- To enhance faculty capacity in **community engagement and social responsibility**
- To understand the **two-credit course framework** on community engagement in HEIs
- To explore **enablers and barriers** in effective community participation
- To develop skills for **building trust and collaboration** with communities
- To align academic research with **national development programmes**

Day 1: Inaugural Session and Academic Deliberations:

Registration and Inauguration

The programme commenced on **19th January 2026** with participant **registration**, followed by the **inaugural session**. The dignitaries and facilitators formally welcomed the participants and highlighted the importance of CBPR in higher education.



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Welcome Remarks by Eminent Dignitaries

The welcome session featured inspiring addresses by distinguished personalities:

1. **Prof. Vasuki Belavadi**,
Director, MMTTC, University of Hyderabad,
who emphasized the role of teacher training centres in nurturing socially responsible educators.
2. **Prof. Manish Joshi**,
Secretary, University Grants Commission (UGC),
who highlighted UGC's vision of integrating community engagement into academic curricula and research.
3. **Shri Armstrong Pame**,
Joint Secretary (ICC & RUSA), Ministry of Education,
who spoke on national policies supporting community-driven development and institutional participation.
4. **Prof. Virendra Kumar Vijay**,
National Coordinator, Unnat Bharat Abhiyan (UBA), IIT Delhi,
who elaborated on the objectives and impact of UBA in bridging the gap between academia and rural communities.
5. **Shri P. J. Wesley**,
Deputy Commissioner, Government of Telangana & Nodal Officer, Ministry of Panchayati Raj,
who discussed the importance of collaboration between academic institutions and local governance systems.
6. **Prof. Rajesh Tandon**,
UGC-UBA SEG Expert Committee Member,
who shared insights on participatory research and community-led knowledge creation.

The session set a strong foundation for the FDP by emphasizing **inclusive development, participatory research, and social accountability** of HEIs.

Session 1: Overview of the Faculty Development Programme

Speaker: *Dr. Diksha Rajput, Joint Secretary, UGC*

Dr. Diksha Rajput presented a comprehensive **overview of the FDP**, outlining its structure, expected learning outcomes, and relevance to higher education. The session emphasized the growing need for faculty to engage beyond classrooms and research laboratories, focusing on **community-oriented teaching and research models**.



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Session 2: Fostering Social Responsibility & Community Engagement in HEIs (Two-Credit Course)

This session focused on the **UGC-recommended two-credit course** on social responsibility and community engagement. The speaker elaborated on:

- Course objectives and learning outcomes
- Experiential learning through village adoption and community surveys
- Integration of service learning with academic curricula
- Evaluation methods and documentation of community work

Participants gained clarity on how HEIs can institutionalize community engagement as part of formal education.

Session 3: Unnat Bharat Abhiyan (UBA) – Overview

An in-depth overview of **Unnat Bharat Abhiyan (UBA)** was provided, covering:

- Vision and mission of UBA
- Role of HEIs in village development
- Participatory planning and implementation
- Success stories and best practices from across India

The session highlighted how CBPR aligns naturally with UBA objectives.

Session 4: Group Discussion on Enablers and Barriers for Community Engagement

Participants were divided into groups to discuss **enablers and barriers** in community engagement. Key points identified included:

Enablers:

- Institutional support and leadership
- Interdisciplinary collaboration
- Community trust and participation
- Government schemes and funding

Barriers:

- Lack of awareness and motivation
- Time constraints for faculty



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- Cultural and communication gaps
- Sustainability of community projects

The discussion encouraged reflective thinking and experience sharing among participants.

Session 5: Learning CBPR Methods – Building Trust with the Community

The final session of the day focused on **CBPR methodologies**, with special emphasis on **building trust with communities**. The session covered:

- Principles of CBPR: equity, co-learning, and mutual benefit
- Importance of community voices in research design
- Ethical considerations in participatory research
- Strategies for long-term engagement and sustainability

Real-life examples were shared to demonstrate how trust and collaboration lead to meaningful research outcomes.

Overview of Remaining Days (Day 2 – Day 6)

The subsequent days of the FDP included:

- Advanced CBPR tools and research design
- Case studies on community-based projects
- Policy frameworks and funding opportunities
- Field engagement strategies
- Evaluation, documentation, and reporting of CBPR
- Action plan development for implementation in respective institutions

Conclusion

The Six-Day FDP on **Community-Based Participatory Research (CBPR)** was highly informative and impactful. It enriched faculty members with practical knowledge, research methodologies, and policy perspectives related to community engagement. The programme reinforced the role of HEIs as agents of **social transformation and inclusive development**. The insights gained will significantly contribute to implementing CBPR and UBA initiatives effectively at **Sarojini Naidu Vanita Pharmacy Maha Vidyalaya**.



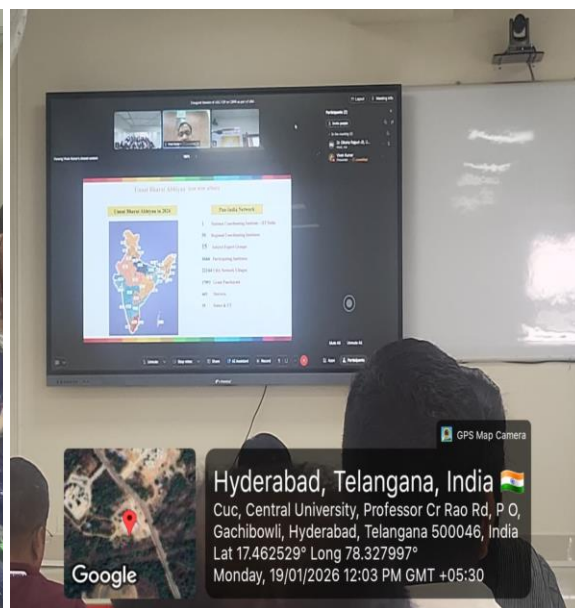
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REPORT ON SIX-DAY FACULTY DEVELOPMENT PROGRAMME (FDP)

COMMUNITY-BASED PARTICIPATORY RESEARCH (CBPR)- DAY 2

The second day of the Faculty Development Programme was designed to provide **hands-on exposure to CBPR methods** through a **field visit** and to strengthen participants' understanding of **ethical participatory research practices** and **fieldwork planning**. The day successfully blended **practical field engagement** with **academic reflections and methodological discussions**, thereby reinforcing the participatory nature of CBPR.

Morning Session: Field Visit to Gram Panchayat – Mallesha

Details of the Field Visit

- **Gram Panchayat Visited:** Mallesha
- **Sarpanch:** Mrs. Laxmi
- **Administrative Structure:** 9 Wards
- **Households Covered:** Approximately 654 households
- **Team Formation:** Each team consisted of 3 members
- The day commenced with a **field visit in the morning session**, providing participants with direct exposure to community settings.
- Participants visited **Gram Panchayat Mallesha**, which served as a practical site for understanding CBPR tools.
- The **Sarpanch, Mrs. Laxmi**, extended cooperation and briefed the participants on village administration and development challenges.
- The village consisted of **nine wards**, allowing systematic division of work among participant teams.
- Teams were formed with **three members per group**, ensuring effective coordination and participatory learning.
- Each team was assigned specific wards to observe and interact with community members.
- Approximately **654 households** were mapped during the exercise, giving participants real-scale experience.
- Participants conducted **transect walks** to observe geographical layout, infrastructure, sanitation, water sources, and community assets.
- **Social mapping** techniques were used to identify population distribution, vulnerable groups, and social institutions.
- **Resource mapping** helped document natural resources, health facilities, schools, roads, and public utilities.
- Direct interaction with villagers enabled participants to understand **local perceptions, priorities, and challenges**.



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- The exercise emphasized **community participation**, ensuring villagers were active contributors rather than passive respondents.
- Participants observed the importance of **local leadership and governance** in facilitating community research.
- Ethical conduct, respectful communication, and informed consent were practiced during interactions.
- The field visit strengthened participants' confidence in applying CBPR methods in real community settings.
- The session highlighted the significance of **contextual knowledge** in designing meaningful research.
- Overall, the field visit bridged the gap between theoretical learning and practical application of CBPR.

Session 1: Recap of Day One

Facilitator: Prof. Ravula Krishnaiah

UBA Coordinator, University of Hyderabad

Session Overview and Key Points

1. The session began with a **recap of Day One**, reinforcing key concepts introduced earlier.
2. Prof. Ravula Krishnaiah summarized the **objectives and structure** of the FDP.
3. The importance of **Community-Based Participatory Research** was reiterated.
4. Key insights from the **inaugural addresses** were revisited.
5. The role of **HEIs in social responsibility and community engagement** was emphasized.
6. The overview of **UGC initiatives** supporting CBPR was highlighted.
7. Participants reflected on the **two-credit course on community engagement**.
8. The significance of **Unnat Bharat Abhiyan (UBA)** in rural development was reinforced.
9. Discussions from the previous day on **enablers and barriers** were revisited.
10. Emphasis was placed on **interdisciplinary collaboration** in community research.
11. Participants shared reflections from the previous day's sessions.
12. The need for **ethical and inclusive research approaches** was emphasized.
13. Prof. Krishnaiah connected Day One learning outcomes with Day Two activities.
14. Participants were encouraged to apply CBPR concepts during the field visit.
15. The recap session helped ensure **continuity and clarity** in the learning process.



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Session 2: Methods in CBPR – Transect, Social and Resource Mapping

Facilitators:

Prof. Rajesh Tandon / Dr. Anshuman Karol, PRIA

Session Overview and Key Points

1. The session introduced **core CBPR methods** used in community research.
2. **Transect walk methodology** was explained in detail.
3. The importance of systematic observation during field visits was highlighted.
4. **Social mapping** techniques were discussed to understand population dynamics.
5. Methods for identifying **marginalized and vulnerable groups** were explained.
6. **Resource mapping** was presented as a tool to document community assets.
7. Facilitators explained how mapping supports **evidence-based planning**.
8. The participatory nature of mapping exercises was emphasized.
9. Ethical engagement with community members during mapping was discussed.
10. Visual tools and diagrams were highlighted as effective CBPR instruments.
11. Participants learned how to involve local residents in data collection.
12. The importance of validating findings with the community was emphasized.
13. Case studies from previous CBPR projects were shared.
14. The session prepared participants for **effective field implementation**.
15. Participants gained clarity on adapting CBPR methods to diverse communities.
16. The relevance of mapping in **policy formulation and development planning** was discussed.

Session 3: Ethics in Participatory Research

Facilitators:

Prof. Rajesh Tandon / Dr. Anshuman Karol, PRIA

Session Overview and Key Points

1. The session focused on **ethical principles in participatory research**.
2. The importance of **informed consent** was explained.
3. Respect for community knowledge and traditions was emphasized.
4. Issues related to **power dynamics** between researchers and communities were discussed.
5. The need for transparency in research objectives was highlighted.
6. Ethical data collection and documentation practices were explained.
7. Confidentiality and privacy of participants were stressed.
8. The concept of **co-ownership of data and findings** was discussed.
9. Long-term commitment to the community was emphasized.
10. Avoiding exploitation and extractive research practices was highlighted.
11. Ethical challenges in rural and marginalized settings were discussed.



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12. The importance of feedback and sharing results with the community was explained.
13. Accountability of researchers towards community outcomes was stressed.
14. Institutional ethical guidelines and approvals were discussed.
15. Participants gained clarity on integrating ethics into CBPR projects.
16. The session reinforced trust as the foundation of participatory research.

Session 4: Group Formations and Advice on Field Work

Facilitator:

Prof. Ravula Krishnaiah

UBA Coordinator, University of Hyderabad

Session Overview and Key Points

1. This session focused on **organizing and planning fieldwork effectively**.
2. Participants were guided on **group formation strategies**.
3. The importance of balanced team composition was highlighted.
4. Clear role allocation within groups was emphasized.
5. Fieldwork planning and scheduling were discussed.
6. Communication strategies within teams were explained.
7. Participants were advised on maintaining **field notes and documentation**.
8. Challenges likely to be faced during fieldwork were discussed.
9. Solutions for community resistance and non-cooperation were suggested.
10. Safety and discipline during field visits were emphasized.
11. The importance of cultural sensitivity was highlighted.
12. Participants were guided on interacting with local leaders.
13. Monitoring and evaluation during fieldwork were discussed.
14. Participants were encouraged to reflect on their field experiences.
15. The session prepared participants for **systematic CBPR implementation**.
16. Overall, the session strengthened participants' readiness for community engagement.

Conclusion of Day Two

Day Two of the FDP provided a **rich experiential learning opportunity** through the morning field visit and reinforced theoretical understanding through structured sessions. The combination of **practical exposure, ethical discussions, and methodological training** strengthened participants' capacity to implement CBPR effectively. The day significantly contributed to enhancing participants' confidence in engaging communities meaningfully and responsibly.



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REPORT ON SIX-DAY FACULTY DEVELOPMENT PROGRAMME (FDP)

COMMUNITY-BASED PARTICIPATORY RESEARCH (CBPR)- DAY 3

The third day of the Faculty Development Programme focused on **advanced CBPR tools, group-based learning, and direct interaction with grassroots-level institutions and frontline workers**. The sessions emphasized participatory research techniques such as **Focus Group Discussions (FGDs), institutional mapping, Venn diagrams, timelines, and arts-based methods**, followed by field-based application and reflective learning.

Session 1: Recap of Day Two

Time: 10:00 – 10:20 AM

Facilitator: Prof. Ravula Krishnaiah

Session Note

- The session began with a recap of the key learnings from **Day Two**, especially the field visit to Gram Panchayat Mallesha.
- Prof. Krishnaiah revisited the application of **transect walks, social mapping, and resource mapping**.
- Participants reflected on their experiences of interacting with the community.
- Key observations related to governance, infrastructure, and household mapping were discussed.
- Emphasis was placed on translating field observations into research insights.
- The importance of teamwork and participatory engagement was highlighted.
- Ethical considerations observed during the field visit were reinforced.
- The recap helped link practical exposure with theoretical frameworks.
- Participants shared challenges faced during the field visit.
- Solutions for improving community interactions were discussed.
- The facilitator connected Day Two outcomes with Day Three's agenda.
- The recap strengthened conceptual clarity on CBPR methodologies.
- Participants were encouraged to adopt reflective practices.
- The session ensured continuity in learning.
- It set the tone for advanced methodological sessions.



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Session 2: CBPR Methods – FGDs, Institutional Mapping, Venn Diagrams, Timelines, and Arts-Based Methods

Time: 10:00 – 11:30 AM

Facilitator: Dr. Ramesh Rangaswamy

National Institute of Rural Development and Panchayati Raj (NIRDPR), Hyderabad

Session Note

- Dr. Rangaswamy introduced **qualitative and participatory research tools** essential for CBPR.
- The concept and structure of **Focus Group Discussions (FGDs)** were explained.
- Techniques for conducting inclusive and effective FGDs were discussed.
- **Institutional mapping** was presented as a method to understand governance and service delivery systems.
- The use of **Venn diagrams** to analyze relationships between institutions was demonstrated.
- **Timeline methods** were explained to document community history and changes over time.
- **Arts-based methods** were introduced as creative tools for community expression.
- The importance of participation and inclusivity in data generation was emphasized.
- Ethical facilitation during group discussions was highlighted.
- Case examples from rural development projects were shared.
- Participants learned how to triangulate data using multiple tools.
- The adaptability of CBPR tools across disciplines was discussed.
- The session highlighted the role of visuals in enhancing understanding.
- Practical tips for documentation and analysis were shared.
- Participants gained confidence in selecting appropriate CBPR methods.
- The session strengthened methodological competence for community research.

Session 3: Group Presentations and Debriefing

Time: 11:45 AM – 1:00 PM

Facilitators: Prof. Rajesh Tandon / Dr. Anshuman Karol (PRIA)

Session Note

- Participant groups presented findings from earlier field activities.
- Each group shared insights using CBPR tools learned.
- Presentations reflected community perspectives and participatory approaches.
- Facilitators provided constructive feedback on methodology.
- Strengths and gaps in data collection were discussed.
- Emphasis was placed on community validation of findings.
- Participants learned the importance of clear documentation.
- Debriefing encouraged critical reflection on field experiences.



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- Ethical practices followed during fieldwork were reviewed.
- Suggestions were given to improve future engagement.
- The role of collaboration within groups was highlighted.
- Facilitators linked presentations to CBPR principles.
- Participants gained confidence in presenting participatory research.
- Peer learning was strongly evident during this session.
- The session reinforced analytical and communication skills.

Session 4: Field Visit – Interaction with Panchayat Representatives and Frontline Workers

Time: 2:00 – 4:45 PM

Coordination: UOH Team under Prof. Ravula Krishnaiah

Session Note

- Participants visited local institutions to interact with **Panchayat representatives and frontline workers**.
- Interactions included **ASHA workers, ANMs, and Anganwadi staff**.
- CBPR tools learned in the morning were applied during interactions.
- Participants observed the functioning of the **Primary Healthcare Centre**.
- The healthcare centre was found to be functioning in **good condition**.
- Preventive and promotive healthcare services were discussed.
- The **Anganwadi centre** was observed to be well-maintained.
- Services related to maternal and child health were effectively implemented.
- Nutritional programs and early childhood education activities were reviewed.
- Participants interacted with members of **Self-Help Groups (SHGs)**.
- SHGs were found to be functioning efficiently and sustainably.
- The role of SHGs in women empowerment was highlighted.
- Panchayat representatives shared governance challenges and achievements.
- The session provided real-time understanding of grassroots service delivery.
- Community participation in development programs was evident.
- The visit strengthened practical understanding of institutional linkages.
- The session reinforced the value of CBPR in understanding local systems.



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Session 5: Group Reflections on Panchayati Raj Institutions (PRIs)

Time: 4:45 – 5:30 PM

Session Note

- The day concluded with **group reflections on PRIs**.
- Participants shared insights gained from field interactions.
- The role of PRIs in local governance was discussed.
- Strengths of decentralization were highlighted.
- Challenges faced by PRIs were identified.
- Linkages between PRIs and health systems were discussed.
- Participants reflected on community leadership and accountability.
- The role of women leaders in governance was appreciated.
- Discussions emphasized participatory decision-making.
- The relevance of CBPR in strengthening PRIs was highlighted.
- Groups discussed ways to enhance institutional collaboration.
- Participants reflected on the sustainability of community programs.
- The session encouraged critical and reflective thinking.
- Learning outcomes from the day were summarized.
- The reflection session provided meaningful closure to Day Three.

Conclusion of Day Three

Day Three of the FDP effectively integrated **advanced CBPR methodologies, field-based application, and reflective learning**. The sessions deepened participants' understanding of participatory tools and institutional functioning, particularly in the context of healthcare delivery, Anganwadi services, and Self-Help Groups. The day significantly contributed to strengthening participants' ability to design and implement community-centered research initiatives.



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COMMUNITY-BASED PARTICIPATORY RESEARCH (CBPR)- DAY 4

Morning Session: Field Visit (Gram Panchayat Focus)

1. The field visit aimed to provide first-hand exposure to the functioning of **Panchayati Raj Institutions (PRIs)** at the grassroots level.
2. Participants interacted with **Gram Panchayat Committee members** to understand their roles and decision-making processes.
3. The structure and responsibilities of the **Gram Panchayat** were explained, including planning, implementation, and monitoring of local programs.
4. Discussions were held on **development programmes** implemented at the village level (infrastructure, sanitation, livelihoods, welfare schemes).
5. The role of the Gram Panchayat in **education development**, including school monitoring and awareness initiatives, was highlighted.
6. Participants learned about the functioning of the **Youth Committee** and its contribution to community development.
7. Emphasis was placed on youth participation in governance, leadership, and social initiatives at the village level.
8. The visit helped participants connect **theoretical concepts of PRIs** with real-world administrative practices.

The day commenced with a **morning field visit to the Gram Panchayat**, where participants interacted directly with **Gram Panchayat Committee members** and other local stakeholders. The visit provided valuable insights into the **administrative structure, governance mechanisms, and developmental initiatives** undertaken at the village level. The Panchayat members explained their roles and responsibilities in planning and implementing various **development programmes**, including infrastructure development, sanitation initiatives, drinking water supply, and welfare schemes. Participants gained clarity on how government policies are translated into action through local self-governance institutions. The role of the Panchayat in **monitoring schemes, mobilizing community participation, and ensuring accountability** was clearly highlighted during interactions.

Special attention was given to the **education-related initiatives** undertaken by the Gram Panchayat. Panchayat representatives discussed efforts made to improve school enrollment, reduce dropout rates, and support government schools through mid-day meal monitoring and infrastructure maintenance. Participants observed how coordination between Panchayat members, school authorities, and parents plays a crucial role in strengthening the local education system. The field visit also provided insights into how awareness programmes and community meetings contribute to promoting education among children and adolescents.



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Another important component of the field visit was interaction with the **Youth Committee**, which plays a vital role in community development. The youth representatives explained their involvement in organizing cleanliness drives, awareness campaigns, sports activities, and social welfare programmes. The session highlighted the importance of youth participation in strengthening democratic processes and fostering leadership at the grassroots level. Participants appreciated the proactive role of youth in addressing local issues and supporting Panchayat-led initiatives, which aligns closely with the principles of participatory governance and CBPR.

Following the field visit, the afternoon sessions were dedicated to **conceptual understanding and reflective discussions**. The session on **sharing group reflections about pedagogy from the field** enabled participants to link their field experiences with teaching–learning practices. Faculty members reflected on how experiential learning, community engagement, and participatory methods can be integrated into classroom pedagogy. The discussion emphasized the value of learning beyond textbooks and highlighted CBPR as an effective approach for contextual and socially relevant education.

The subsequent session on **Understanding PRIs and their Functions**, facilitated by **Dr. Ramaswamy Chinna Durai from NIRDPR, Hyderabad**, provided a comprehensive overview of the constitutional framework, structure, and functions of Panchayati Raj Institutions. The session elaborated on the three-tier system of governance, financial devolution, and administrative responsibilities of PRIs. This theoretical input helped participants contextualize their morning field observations within a broader governance framework.

Later, participants engaged in **group reflections on PRIs and their functions vis-à-vis the field visit**, facilitated by **Prof. Rajesh Tandon and Dr. Anshuman Karol (PRIA)**. Groups critically analyzed the effectiveness of PRIs, identified challenges in implementation, and discussed best practices observed during the field visit. The reflections reinforced the importance of participatory decision-making, transparency, and community ownership in local governance.

Overall, Day Four effectively combined **practical exposure and academic reflection**, deepening participants' understanding of Panchayati Raj Institutions and their role in community development. The sessions strengthened the relevance of CBPR in higher education by highlighting the integration of field realities into pedagogy, research, and institutional social responsibility.



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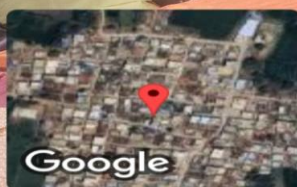
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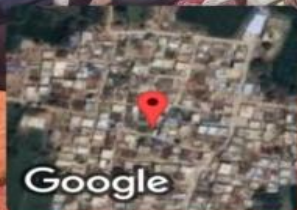
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REPORT ON SIX-DAY FACULTY DEVELOPMENT PROGRAMME (FDP)

COMMUNITY-BASED PARTICIPATORY RESEARCH (CBPR)- DAY 5

Day Five Report

Day Five focused on **planning, designing, and contextualising a Two-Credit Course**, with emphasis on curriculum development, group discussions, and faculty orientation. The sessions combined reflection, theoretical inputs, and hands-on group work.

Recap of Day Four

The day began with a recap of Day Four, highlighting key learnings from the field visit and discussions on Panchayati Raj Institutions. The facilitator summarised insights related to grassroots governance, community participation, and the relevance of field exposure in teaching pedagogy. This session helped participants reconnect previous learnings with the day's academic focus.

Considerations in Planning & Teaching a Two-Credit Course

This session focused on the essential principles involved in planning and teaching a Two-Credit course. The facilitator discussed course objectives, learning outcomes, student engagement, assessment methods, and workload distribution. Emphasis was placed on balancing theory and practice while designing a concise yet impactful curriculum.

Group Discussion on Possible Modules in Two-Credit Course

Participants engaged in group discussions to explore possible modules that could be included in a Two-Credit course. The session encouraged collaborative thinking and exchange of ideas across disciplines. Groups identified thematic areas, learning goals, and innovative teaching approaches relevant to the course structure.

Group Presentations on Possible Modules

Each group presented their proposed modules and shared the rationale behind their selection. Presentations focused on course relevance, structure, and alignment with learning outcomes. Constructive feedback from facilitators and peers helped refine the proposed modules and improve clarity.



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Contextualising a Two-Credit Course in Universities and Colleges

This session addressed how a Two-Credit course can be effectively contextualised within diverse university and college settings. The facilitator discussed institutional flexibility, student diversity, credit requirements, and integration with existing curricula. Practical examples were shared to demonstrate adaptability across disciplines.

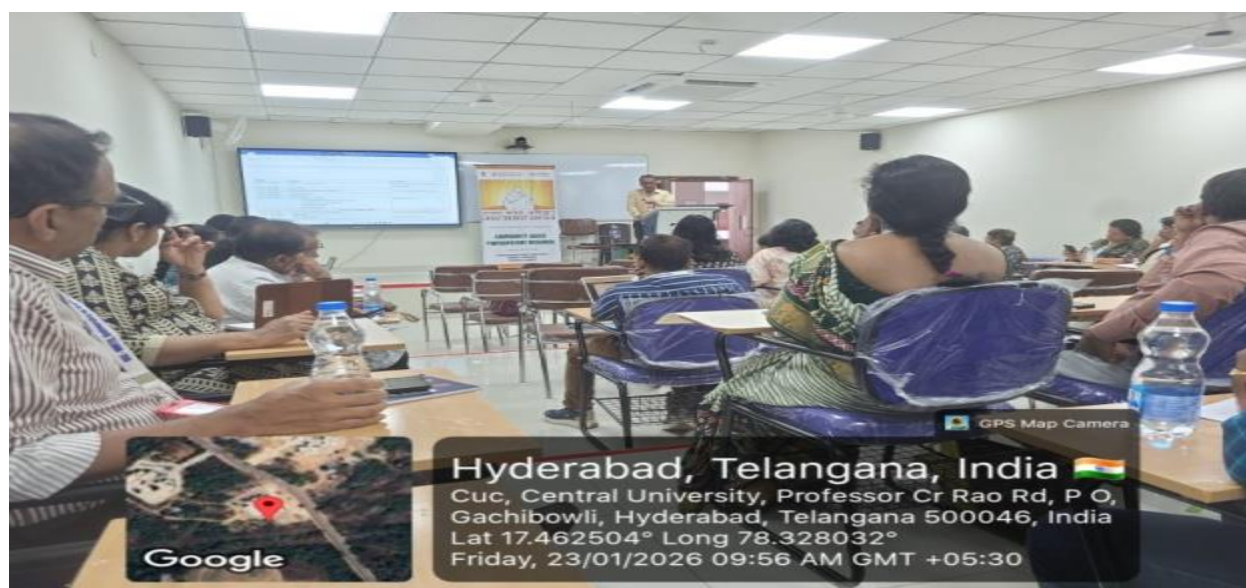
Developing Curriculum: Group Work on Course Modules/Units

Participants worked in groups to develop brief outlines of course modules or units. The activity focused on defining objectives, content flow, teaching methods, and assessment strategies. This hands-on session strengthened participants' understanding of curriculum design and collaborative academic planning.

Designing & Conducting Faculty Orientations in Universities.

The final session focused on designing and conducting faculty orientation programmes for effective course delivery. The facilitator discussed the importance of faculty preparedness, pedagogical alignment, and institutional support. Strategies for engaging faculty and ensuring consistency in course implementation were shared.

Day Five provided participants with comprehensive insights into the planning, development, and implementation of a Two-Credit course. Through discussions, presentations, and collaborative curriculum design, participants gained practical skills and conceptual clarity essential for academic programme development.





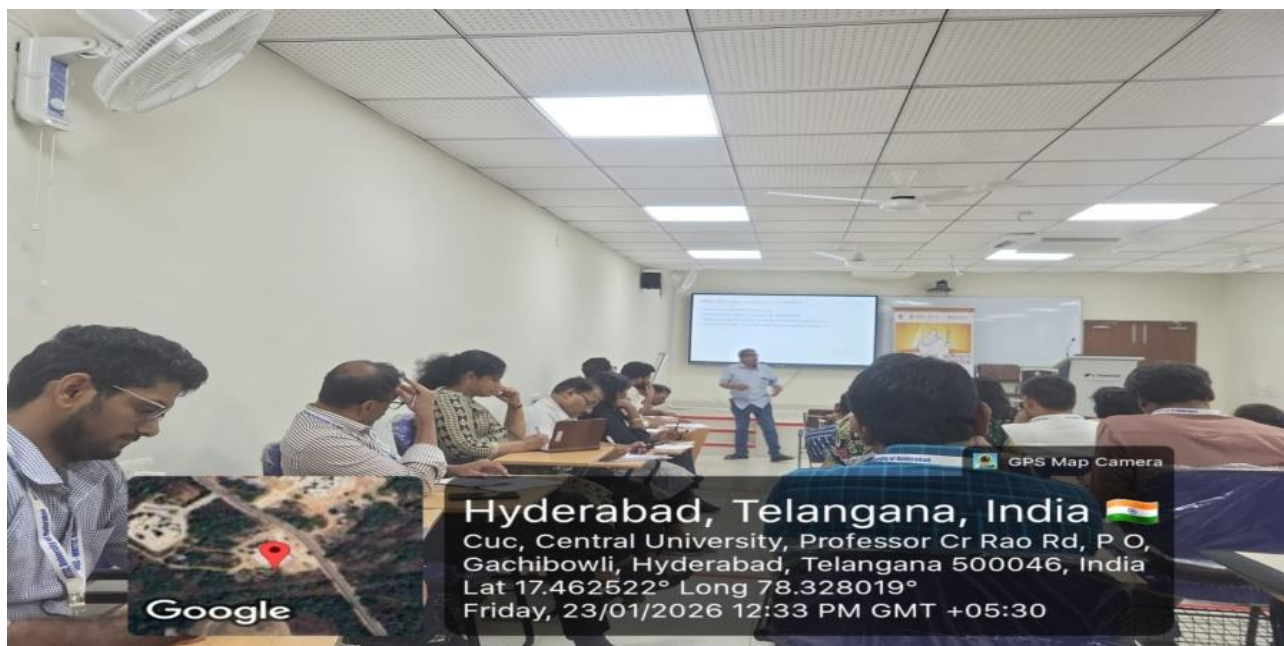
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REPORT ON SIX-DAY FACULTY DEVELOPMENT PROGRAMME (FDP)

COMMUNITY-BASED PARTICIPATORY RESEARCH (CBPR)- DAY 6

Day Six Report

Day Six marked the **concluding day of the programme**, focusing on student internships, documentation, assessment, and formal closure. The sessions emphasized practical implementation, reflection, and feedback.

1. Recap of the Day (10.00–10.30 AM)

The day commenced with a recap of the programme's previous sessions. Key themes such as curriculum design, Two-Credit courses, field engagement, and experiential learning were revisited. This session helped consolidate learning outcomes and set the context for the final day's activities.

2. Designing and Facilitating CBPR Student Internships

This session introduced the concept and framework of **Community-Based Participatory Research (CBPR)** student internships. The facilitator explained objectives, roles of academic institutions and community partners, and strategies for meaningful student engagement. Emphasis was placed on ethical practices, community collaboration, and experiential learning.

3. Group Discussion: Possible Components of an Internship

Participants engaged in group discussions to identify key components of an effective internship programme. Areas such as learning objectives, field supervision, duration, deliverables, and evaluation mechanisms were discussed. The session encouraged sharing of institutional experiences and best practices.

4. Documentation & Reporting

This session focused on the importance of systematic documentation and reporting during student internships. The facilitator discussed formats, reporting tools, reflective journals, and outcome assessment. Proper documentation was highlighted as essential for academic evaluation and institutional learning.



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5. Assessment & Feedback

Participants provided feedback on the programme through an online assessment process. The session enabled reflection on learning experiences, facilitation quality, and overall programme design. Feedback collected aimed at improving future programmes and ensuring participant satisfaction.

6. Valedictory Session

The valedictory session formally concluded the programme. It included valedictory remarks by the Vice Chancellor, University of Hyderabad, followed by an address by the Secretary, UGC. A concluding address was delivered by the programme facilitator, and the session ended with a vote of thanks, acknowledging the contributions of facilitators, organizers, and participants.

Conclusion

Day Six successfully concluded the programme by integrating learning, reflection, and feedback. The focus on internships, documentation, and assessment reinforced the programme's practical orientation and commitment to academic excellence and community engagement.





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