



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

(Sponsored by the Exhibition Society)

Affiliated to Osmania University, Approved by Pharmacy Council of India, New Delhi
NBA Accredited B.Pharmacy Course - NAAC Accredited with A+ Grade
UGC AUTONOMOUS INSTITUTION

Ref.: SNVPMV/2026-27/

Date : 26-09-2026

CIRCULAR

Five-Day Faculty Development Program on Excellence in Teaching

Dates: 28th September, 3rd, 5th, 15th & 16th October-2026.

Time: 02.00PM – 04.00 PM

Venue: Seminar Hall (Online)

This is to inform selected 10 Faculty members that the college is organizing a Five-Day Faculty Development Program on Excellence in Teaching on 28th September, 3rd, 5th, 15th & 16th October-2026.

To acquaint participating faculty members with modern and effective learning concepts aimed at achieving excellence in teaching.

Topics to be Covered:

1. Student-Teacher Expectations & Communication
2. Psychology of Students - Motivation
3. Learning Environment
4. Create Connection with Industry

Participants:

Selected 10 (1 Prof+ 3 Assoc Prof +6 Asst Prof) Teaching Staff of SNVPMV(Co-Ed).

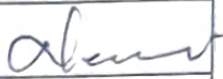
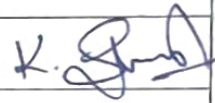
Objectives: To dive into the behavioral and psychological factors affecting learners, with a specific focus on motivation techniques.

Expected Outcomes: Faculty members will be able to manage student-teacher expectations more clearly and handle open academic queries efficiently.


(Dr. B. Haarika)

Principal

Attendance Sheet

S.No	Name	Designation	Signature
1	Dr. B. Haarika	Professor & Principal	
2	Dr. K. Neelima	Professor & Vice Principal	
3	Dr. T. Mamatha	Professor & Dean Evaluation	
4	Dr.B. Siva Jyothi	Associate Professor	
5	Dr. K. Vinutha	Associate Professor	
6	Dr. K R V S. Chaithanya	Associate Professor	
7	Mrs. P M Sameera	Assistant Professor	
8	Dr. Aakaram Sujala	Assistant Professor	
9	Mrs. A. Shailaja	Assistant Professor	
10	Mr. K. Sandeep	Assistant Professor	
11	Ms. N. Roja Ramani	Assistant Professor	
12	Mrs. S. Saloni	Assistant Professor	



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ORGANIZES A FIVE-DAY FACULTY DEVELOPMENT PROGRAMME on **Excellence in Teaching**

A Faculty Development Programme (FDP) to acquaint a group of faculty with key learning concepts for Excellence in Teaching.

Venue: Seminar Hall

Mode: In-person

PROGRAMME SCHEDULE

28 SEP · MON	INAUGURATION Interaction with Principal & Dean Evaluation	3:00 – 4:00 PM
03 OCT · SAT	SESSIONS I & II Student-Teacher Expectations & Communication Group of 10 Teachers – Introduction & Interaction, followed by Open Query & Response	2:00 – 4:00 PM
05 OCT · MON	SESSION III Psychology of Students – Motivation	3:00 – 5:00 PM
15 OCT · THU	SESSION IV Learning Environment	2:00 – 4:00 PM
16 OCT · FRI	SESSION V Create Connection with Industry, followed by Wrap-up & Feedback	2:00 – 4:00 PM



RESOURCE PERSON

Rajnish Prakash

Retd. Dean & Professor, Faculty of Technology
Board of Research Studies (Technology)
University of Delhi

PRESIDED BY

Dr. B. Prabha Shankar

Chairman, SNVPMV

COORDINATED BY

Dr. A. V. Srikanth

GB Member

Sri B. Hanumanth Rao
Hon. Secretary

Dr. B. Haarika
Principal

Dr. K. Neelima
Vice Principal



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Faculty Development Programme: Excellence in Teaching

1. Objectives

The core goals and learning targets of the Faculty Development Programme:

- Enhance Pedagogical Skills: To acquaint participating faculty members with modern and effective learning concepts aimed at achieving excellence in teaching.
- Improve Student-Teacher Dynamics: To bridge the gap between classroom expectations and communication through structured interaction and open query sessions.
- Understand Student Psychology: To dive into the behavioral and psychological factors affecting learners, with a specific focus on motivation techniques.
- Optimize Learning Spaces: To explore ways to cultivate a productive, engaging, and supportive learning environment.
- Strengthen Industry Alignment: To create meaningful connections between academic delivery and industry expectations.

2. Impact:

The transformative long-term effects on faculty, students, and the institution:

- Elevated Teaching Standards: Equips educators with advanced tools and psychological insights to transform traditional classrooms into interactive and dynamic spaces.
- Enhanced Student Engagement: By understanding student motivation and communication expectations, faculty can foster higher student participation, retention, and satisfaction.
- Bridging Academia and Industry: Strengthening connections with industry perspectives ensures that teaching methodologies remain relevant to current professional landscapes.
- Institutional Growth: Directly contributes to institutional quality enhancement, aligning with the standards upheld by NAAC, NBA, and autonomous frameworks.

3. Expexted Outcomes:

Measurable results and deliverables expected from the participants upon completion:

- Refined Communication: Faculty members will be able to manage student-teacher expectations more clearly and handle open academic queries efficiently.
- Applied Motivational Strategies: Participants will be equipped to apply psychological principles to properly motivate diverse student cohorts.
- Optimized Classroom Environments: Instructors will gain practical approaches to design and maintain positive and conducive learning environments.
- Actionable Feedback & Integration: Through the final wrap-up, feedback session, and industry connection modules, faculty will translate key concepts into actionable



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classroom strategies.

Organizer: Sarojini Naidu Vanita Pharmacy Maha Vidyalaya (Sponsored by Exhibition Society, Affiliated to Osmania University)

Resource Person: Prof. Rajnish Prakash, Retd. Dean & Professor, Faculty of Technology, Board of Research Studies (Technology), University of Delhi.

Presided By: Dr. B. Prabha Shankar | **Coordinated By:** Dr. A. V. Srikanth

Inaugural Session

September 28, 2026 | 3:00 PM – 4:00 PM

Venue & Mode: GB Room & Online

The Five-Day Faculty Development Programme (FDP) on *Excellence in Teaching* commenced with an inaugural session at the Seminar Hall. The program opened with welcoming remarks from GB Member Dr. A. V. Srikanth and college leadership, including Dr. B. Haarika, Dr. T. Mamatha and Dr. K. Neelima. The primary objective of the FDP is to acquaint faculty members with modern pedagogical practices, learning concepts, and evaluation mechanisms designed to elevate instructional standards.

During the interaction, key emphasis was placed on aligning learning objectives, learning activities, and student assessment frameworks. Faculty members discussed evaluation strategies with the leadership to ensure consistent, fair, and growth-oriented academic measuring standards across all departments.

SESSION I & II: STUDENT-TEACHER EXPECTATIONS & COMMUNICATION"

On October 03rd, the second day of the 5-day Faculty Development Programme on "**Excellence in Teaching**" was successfully conducted in the Seminar Hall. The interactive session focused on aligning learning objectives, learning activities, and student assessments. Resource Person



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Prof. Rajnish Prakash engaged with a focused cohort of 10 faculty members to dissect the core dynamics of student-teacher expectations and pedagogical communication.

❖ Setting Clear Expectations & Student Responsibility

- **Explicit Day-One Expectations:** Instructors were urged to communicate standards clearly to students on day one—for example: *"I am going to hold you to an incredibly high standard. If I push you hard, it is because I refuse to give up on your potential."*
- **Promoting Ownership:** Clear guidance encourages students to take active responsibility for their learning progress.

❖ Communication with "Ruthless Compassion"

- **Definition:** A ruthlessly compassionate educator refuses to tolerate poor behavior, cutting corners, or self-sabotage specifically out of deep concern for the student's long-term potential and growth.
- **Building Mutual Trust:** To prevent "ruthless compassion" from being misconstrued as harshness, educators must establish complete trust so students recognize that high expectations are meant to develop their full potential.
- **Separating Work from Character:** When providing corrections, educators must critique the behavior or output rather than the student's character.

❖ DISCUSSION HIGHLIGHTS

Following the main presentation, an interactive **Open Query & Response** session was conducted with the participating faculty group. Key discussion points and consensus strategies are summarized below:

Focus Area	Identified Challenge	Recommended Pedagogical Strategy



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Student Weaknesses	Students concealing weaknesses out of fear of criticism.	Create a safe environment where non-concealment is appreciated and mistakes are treated as learning steps.
Feedback Mechanism	Delayed or generalized grading leading to demotivation.	Provide fair, timely, and specific feedback that directly links learning activities with assessments.
Teacher-Student Dynamics	Risk of high standards being misconstrued as harshness.	Establish deep trust early; reassure students that rigorous evaluation is driven by belief in their capacity.
Responsibility & Ownership	Blaming students when learning outcomes fall short.	Instructors refrain from blaming students, focusing instead on re-aligning objectives and activities.

SESSION- III: "PSYCHOLOGY OF STUDENTS - MOTIVATION"

On October 05th, the third day of the 5-day Faculty Development Programme on "**Excellence in Teaching**" was successfully conducted in the Seminar Hall. The interactive session focused on aligning learning objectives, learning activities, and student assessments. Resource Person **Prof. Rajnish Prakash** engaged with a focused cohort of 10 faculty members to Psychology of Students – Motivation.

❖ Understanding and Managing Student Motivation

- **Addressing Demotivation:** A core component of the session focused on identifying and actively taking care of the sources of demotivation among students.
- **Psychological Engagement:** Educators explored how student psychology directly influences learning outcomes, academic participation, and resilience when facing



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academic challenges.

❖ **Alignment for Sustained Engagement**

- **Pedagogical Alignment:** The session reinforced that maintaining student motivation requires a strong alignment between Learning Objectives, Learning Activities, and Educational Assessments.
- **Constructive Feedback:** Providing fair, timely feedback and clear acknowledgements of mistakes stimulates student learning and helps prevent discouragement.

❖ **Supportive Learning Environment**

- **Fostering Mutual Respect:** Instructors were encouraged to build an atmosphere of mutual respect where students feel comfortable acknowledging their weaknesses without fear of blame.
- **Empowerment Through Accountability:** Understanding student psychology helps educators balance high standards with empathetic support, ensuring that students remain motivated to reach their full potential.

SESSION- IV: " LEARNING ENVIRONMENT"

On October 15th, the fourth day of the 5-day Faculty Development Programme on "**Excellence in Teaching**" was successfully conducted in the Seminar Hall. The interactive session focused on aligning learning objectives, learning activities, and student assessments. Resource Person **Prof. Rajnish Prakash** engaged with a focused cohort of 10 faculty members to **Learning Environment**.

❖ **Core Definition & Scope**

A **learning environment** encompasses the diverse physical locations, contexts, and cultures in which students learn, along with the ways teachers organize educational settings to facilitate effective learning. The environment acts as the "third teacher," dictating learner behavior, interaction patterns, and cognitive capacity.

❖ **Physical Environment**



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- Involves tangible aspects including spatial layout, seating flexibility (e.g., pods, standing desks), lighting, noise levels, temperature, and resource accessibility.
- Sensory factors like natural light enhance mood and focus, while physical discomfort or lack of accessible tools diminishes cognitive capacity for learning.

❖ Psychological Environment

- Focuses on the climate of safety, instructional structure, and expectations.
- Emphasizes **psychological safety**, enabling students to ask questions or make mistakes without fear of ridicule or punitive measures.
- Balances support and challenge ("scaffolding") to drive active, critical thinking over passive listening.

❖ Emotional Environment

- Encompasses feelings, attitudes, and interpersonal dynamics, strongly driven by the teacher-student relationship and peer support.
- Key components include **empathy**, **a sense of belonging**, and **motivation through positive reinforcement** to mitigate stress and anxiety, thereby enhancing academic retention and resilience.

❖ Virtual, Blended, & Experiential Environments

- **Virtual & Online:** Utilizes Learning Management Systems (LMS) to democratize education and offer asynchronous flexibility while bridging physical gaps via interactive digital tools.
- **Blended & Hybrid:** Combines face-to-face instruction with digital components (e.g., the "flipped classroom" model) to cater to varying learning paces and maximize the teacher's role as a mentor.
- **Experiential & Social:** Bridges theory and real-world practice through field experiences, clinical rotations/internships, simulations, and collaborative projects, fostering essential soft skills like communication and adaptability.

❖ Practical Strategies for Educators



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- **Prioritize Inclusivity & Belonging:** Reflect diversity within the curriculum so all students feel valued.
- **Provide Flexibility & Agency:** Offer choices in physical arrangement and flexible seating to support active learning.
- **Establish Class Rituals:** Incorporate regular check-ins to transition the emotional environment toward focus and mindfulness.
- **Optimize Room Setup:** Arrange physical spaces to promote peer-to-peer eye contact and collaborative interaction.

SESSION- V: " CREATE CONNECTION WITH INDUSTRY, FOLLOWED BY WRAP-UP & FEEDBACK "

On October 16th, the fourth day of the 5-day Faculty Development Programme on "Excellence in Teaching" was successfully conducted in the Seminar Hall. The interactive session focused on aligning learning objectives, learning activities, and student assessments. Resource Person **Prof. Rajnish Prakash** engaged with a focused cohort of 10 faculty members to Create connection with Industry.

❖ Bridging Academia and Industry

- **Aligning Education with Professional Practice:** Building on experiential learning frameworks, this session emphasized the critical need to bridge academic theory and real-world professional requirements.
- **Preparing Students for Industry Standards:** Discussions centered on equipping pharmacy educators with strategies to integrate professional expectations, practical competencies, and industry-oriented insights into their daily curriculum and teaching methodologies.

❖ Comprehensive Programme Wrap-Up

- **Consolidation of FDP Learnings:** As the concluding segment of the five-day Faculty Development Programme on "Excellence in Teaching," this session synthesized core



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concepts covered throughout the week—spanning student-teacher communication, psychological motivation, and optimized learning environments.

❖ Feedback & Concluding Remarks:

- Participating faculty members shared their key takeaways, reflections, and feedback regarding the pedagogical insights delivered across all sessions.
- Institutional leadership and the resource person commended the active participation of the faculty fraternity, marking a successful culmination of the 5-day capacity-building initiative aimed at achieving excellence in higher education.
- Vote of thanks by **Dr. K. Neelima**, Vice Principal. SNVPMV.

First and foremost, we express our deepest gratitude to our Chairman, **Dr. B. Prabha Shankar** sir, for their visionary leadership, continuous encouragement, and unwavering support towards faculty development and institutional growth & our esteemed Treasurer, **Smt. Sandya Deepala** madam for attended validatory programme. Special thanks go to our FDP Coordinator, **Dr. A.V. Srikanth** sir (GB Member), whose meticulous planning, dedicated coordination, and tireless efforts brought this enriching five-day capacity-building programme to seamless fruition. We extend our profound appreciation to our eminent resource person, **Prof. Rajnish Prakash** sir (Retd. Dean & Professor, Faculty of Technology, Board of Research Studies [Technology], University of Delhi), for sharing his invaluable insights, pedagogical strategies, frameworks on student motivation, learning environments, and industry connections. We are deeply thankful to our Principal, **Dr. B. Haarika** madam. Our heartfelt thanks go to all participating faculty members whose enthusiastic engagement, interactive participation, and commitment to teaching excellence made this FDP a resounding success.



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Glimpses of 5 days FDP:





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