



**B.V.RAJU COLLEGE**

**VISHNUPUR, BHIMAVARAM**

**CODE OF CONDUCT 7.1.10 INDEX**

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*S R Krishna Rao*



**B.V.RAJU COLLEGE**  
**VISHNUPUR:: BHIMAVARAM**  
**CRITERIA 7.1.10**  
**CODE OF CONDUCT**

The institution has a prescribed code of conduct for students, teachers, administrators and other staff conduct periodic programs in the regards

1. The code of conduct is displayed on the website
2. There is a committee to monitor adherence to the code of conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on code of conduct are organized.

LINK :



**B.V.RAJU COLLEGE**

**VISHNUPUR, BHIMAVARAM**

**CODE OF CONDUCT COMMITTEE**

**STRUCTURE OF THE COMMITTEE:**

The structure of the committee is designed by Principal and Vice-Principal by having discussion along with the Departmental HOD's and senior faculty members in the college. The management decided to frame the committee for the academic year 2017-2018 with the following team

- 1 Convener – Vice-Principal
- 1 HOD – HOD of the department
- 4 Members – Faculty from various departments
- Min. 10 Student Coordinators mostly CR's & LR'S from each group

**OBJECTIVE OF CC:**

The main objective of Code of Conduct Committee is to look the welfare of the organization structure as well as harmony in students and staff. This committee also collect suggestions and recommendations for Human issues, Rules and regulations, Conduct maintenance, etc., concerning them in the college so that appropriate action could be taken to protect the internal structure and external affairs of the institute.

**FUNCTIONING OF CC:**

CC should monitor functioning, growth, issues arise if any and arrive at logical solutions. Committee also organizes programs and events to aware students and staff about the activities they have to perform for the smooth running of the institute.

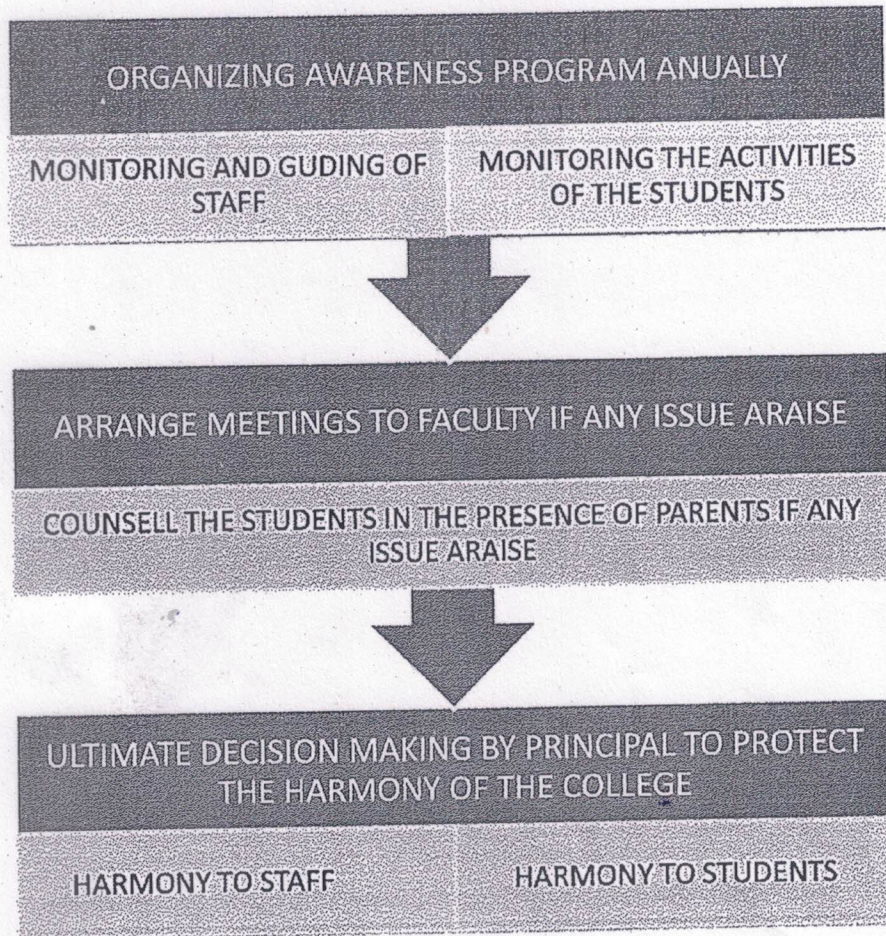
CC should promote all-round development of students and staff living standards during their stay at college.

CC also creates awareness among employees, students and staff regarding physical, mental and personal health care with the help of IQAC.

Contact mail: [chedalada9@gmail.com](mailto:chedalada9@gmail.com) 944107599



**WORKING OF THE COMMITTEE** : The general working of the cell contains



*W. R. Krishnam*  
Principal  
Bhimavaram  
Pin-534 202

**B.V. RAJU COLLEGE :: VISHNUPUR**  
**6.3.3**

**2018-19**

**2-3UNCONSCIOUS BIAS IN WORKPLACE**

**Venue: Club House, B.V. Raju College, Vishnupur**

**Facilitator: Dr. Balaguruprasad Narayanan**

SNO	Dates (from-to) (DD-MM-YYYY)	Title of the professional development program organised for teaching staff	No. of Participants
2	Feb 14, 2019	Unconscious Bias in the workplace UBW	11
3	Mar 18, 2019	Unconscious Bias in Work Place (UBW)	17

**2 UNCONSCIOUS BIAS IN WORKPLACE**

**FEBRUARY 14 2019**

**Details of Participants**

Sno	Name of the Faculty	Designation
1	Mr. B. Kiran	HOD, Physics and Electronics Dept.
2	Mr. M. E.A.V.V. Rambabu	HOD, Life Sciences Dept.
3	Mr. D. Satyanarayana	HOD, Commerece Dept.
4	Mr. K. Narayana Raju	HOD, Maths and Statistics Dept.
5	Ms. U. Madhavi	HOD, Enlgish Dept.
6	Mr. D. Ravi Kumar	HOD, UG Chemistry
7	Ms. J. Padmavathi	HOD, PG Chemistry
8	Mr. R. Rama Rao	HOD, Computer Science
9	Mr. K.B.V. Brahma Rao	HOD, MCA Dept.
10	Mr. K. Satyanarayana Raju	Lecturer in Electronics
11	Mr. S. K. Alisha	Sr. Asst. Professor, MCA Dept.



**B.V. RAJU COLLEGE :: VISHNUPUR**  
**6.3.3**

**2019-20**

**3. UNCONSCIOUS BIAS IN WORKPLACE**

**Venue: Club House, B.V. Raju College, Vishnupur**

**Facilitator: Dr. Balaguruprasad Narayanan**

**MARCH 18 2019**

**Details of Participants**

Sno	Name of the Faculty	Designation
1	Mr. B.V.SATYA PRAKASH	Lecturer in Commerce
2	Mr. N.DURGA SOMESWARA RAO	Lecturer in Commerce
3	Mr. R.L.Satyanarayana	Lecturer in Chemistry
4	Ms. B.Nagamani	Lecturer in Life Sciences
5	Ms. Ch.Priyanaka Gandhi	Lecturer in Life Sciences
6	Mr. J.L.S.S.Phani Kumar	Lecturer in Chemistry
7	Ms. V. Swami Sabharinadh	Lecturer in Chemistry
8	Mr. M N Ravindra Babu	Lecturer in Computer Science
9	Ms. G Ganga Bhavani	Lecturer in Computer Science
10	Ms. P.Harisha	Lecturer in English
11	Ms. K.Neelima	Lecturer in English
12	Ms. P. Madhura Subhashini	Lecturer in Mathematics
13	Ms. B.N.V.K.Valli	Lecturer in Sanskrit
14	Ms. B G G Sai Eswari	Lecturer in Physics
15	Ms. K Eswara Prasad	Lecturer in Electronics
16	Mr. V Bhaskra Murthy	Assoc. Professor, MCA Dept.
17	Ms. N Priyanka	Asst. Prof., MCA Dept.





# CERTIFICATE

**VEDIC**

VISHNU EDUCATIONAL  
DEVELOPMENT AND  
INNOVATION CENTER

THIS IS TO CERTIFY THAT

**Mr. B.V.SATYA PRAKASH**

Lecturer in Commerce

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON

**Unconscious Bias in Work Place (UBW)**

HELD AT

VEDIC, AZIZ NAGAR, HYDERABAD

ON

**MAR 18, 2019**

*Sivakumari*

COURSE CO-ORDINATOR

*spv*

SENIOR ADVISOR

*Srinivasan*

DIRECTOR

*Srinivasan*



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**Mr. N.DURGA SOMESWARA RAO**

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*Star*

SENIOR ADVISOR

*Someswararao*

DIRECTOR







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THIS IS TO CERTIFY THAT

**Mr. R.L.Satyanarayana**

Lecturer in Chemistry

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON

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*Sivakumar*

COURSE CO-ORDINATOR

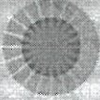
*slar*

SENIOR ADVISOR

*Srinivasarajan*

DIRECTOR





# CERTIFICATE

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THIS IS TO CERTIFY THAT  
**Ms. B.Nagamani**  
Lecturer in Life Sciences  
FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON  
**Unconscious Bias in Work Place (UBW)**

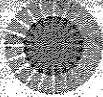
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**MAR 18, 2019**

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*Star*  
SENIOR ADVISOR

*Shankaraj*  
DIRECTOR





# CERTIFICATE

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INNOVATION CENTER

THIS IS TO CERTIFY THAT

**Ms. Ch.Priyanaka Gandhi**

Lecturer in Life Sciences

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON

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**MAR 18, 2019**

*Sivakumar*

*Star*

*Shankarajen*

PROFESSOR COORDINATOR

SCHOOL ADVISOR

INSTRUCTOR

*Handwritten signature*



# CERTIFICATE

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THIS IS TO CERTIFY THAT  
**Mr. J.L.S.S. Phani Kumar**  
Lecturer in Chemistry  
FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON  
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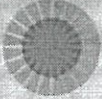
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*Star*  
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*Shankaraj*  
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THIS IS TO CERTIFY THAT

**Ms. V. Swami Sabharinadh**

Lecturer in Chemistry

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON

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ON

**MAR 18, 2019**

*Sivakumari*

COURSE CO-ORDINATOR

*SPV*

SENIOR ADVISOR

*Sundarajan*

DIRECTOR





# CERTIFICATE



THIS IS TO CERTIFY THAT

**Mr. M N Ravindra Babu**  
Lecturer in Computer Science  
FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON  
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**Ms. G Ganga Bhavani**  
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FROM

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COURSE CO-ORDINATOR

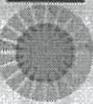
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SENIOR ADVISOR

*Sundararajan*  
DIRECTOR





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UNIVERSITY



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THIS IS TO CERTIFY THAT

**Ms. P.Harisha**  
Lecturer in English

FROM

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**Ms. K. Neelima**

Lecturer in English

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THIS IS TO CERTIFY THAT

**Ms. P. Madhura Subhashini**  
Lecturer in Mathematics

FROM

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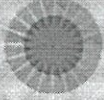
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DIRECTOR



*Minisach*



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THIS IS TO CERTIFY THAT

**Ms. B.N.V.K.Valli**

Lecturer in Sanskrit

FROM

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*Shankararam*

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**Ms. B G G Sai Eswari**

Lecturer in Physics

FROM

**B.V. Raju College**

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*Shankarajay*

DIRECTOR



*Srinivasa*



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THIS IS TO CERTIFY THAT  
**Ms. K Eswara Prasad**  
Lecturer in Electronics  
FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON  
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*Sivakumari*

COURSE CO-ORDINATOR

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SENIOR ADVISOR

*Shankarajen*

DIRECTOR





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THIS IS TO CERTIFY THAT

**Mr. V Bhaskra Murthy**  
Assoc. Professor, MCA Dept.

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON  
**Unconscious Bias in Work Place (UBW)**

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*Sundarajan*

DIRECTOR



*Minisach*



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THIS IS TO CERTIFY THAT

**Ms. N Priyanka**  
Asst. Prof., MCA Dept.

FROM

**B.V. Raju College**

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*Sivakumari*

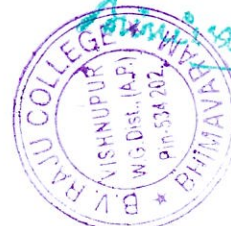
COURSE CO-ORDINATOR

*Star*

SENIOR ADVISOR

*Srinivasraju*

DIRECTOR





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VISHNU EDUCATIONAL  
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THIS IS TO CERTIFY THAT

**Mr. B. Kiran**  
HOD, Physics and Electronics Dept.  
FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON  
**Unconscious Bias in Work Place (UBW)**

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*Sivakumari*

COURSE CO-ORDINATOR

*SPAR*

SENIOR ADVISOR

*Srinivasrao*

DIRECTOR







# CERTIFICATE

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VISHNU EDUCATIONAL  
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INNOVATION CENTER

THIS IS TO CERTIFY THAT

**Mr. M. E.A.V.V. Rambabu**  
HOD, Life Sciences Dept.

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON  
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SENIOR ADVISOR

*Sundarajan*

DIRECTOR





# CERTIFICATE

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THIS IS TO CERTIFY THAT

**Mr. D. Satyanarayana**  
HOD, Commerce Dept.

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON  
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*Sivakumari*

COURSE CO-ORDINATOR

*Satyanarayana*

SENIOR ADVISOR

*Sundararajan*

DIRECTOR



*Sundararajan*



# CERTIFICATE

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THIS IS TO CERTIFY THAT

**Mr. K. Narayana Raju**  
HOD, Maths and Statistics Dept.

FROM

**B.V. Raju College**

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*Sivakumari*

COURSE CO-ORDINATOR

*sfav*

SENIOR ADVISOR

*Srinivasan*

DIRECTOR





# CERTIFICATE

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THIS IS TO CERTIFY THAT

**Ms. U. Madhavi**

HOD, English Dept.

FROM

**B.V. Raju College**

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*Shankarajay*

DIRECTOR



*Shankarajay*



# CERTIFICATE

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THIS IS TO CERTIFY THAT  
**Mr. D. Ravi Kumar**  
HOD, UG Chemistry  
FROM

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*Sivakumar*  
COURSE CO-ORDINATOR

*SPV*  
SENIOR ADVISOR

*Srinivasan*  
DIRECTOR





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VEDIC EDUCATIONAL



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THIS IS TO CERTIFY THAT  
**Ms. J. Padmavathi**  
HOD, PG Chemistry  
FROM

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**Mr. R. Rama Rao**  
HOD, Computer Science  
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SENIOR ADVISOR

*Sankarajen*  
DIRECTOR





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THIS IS TO CERTIFY THAT

**Mr. K.B.V. Brahma Rao**

HOD, MCA Dept.

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON

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*Shankarajen*

DIRECTOR



*K.B.V. Rao*





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**Mr. K. Satyanarayana Raju**  
Lecturer in Electronics

FROM

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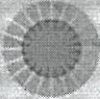
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SENIOR ADVISOR

*Sundararajan*  
DIRECTOR



*Sivakumari*



# CERTIFICATE

## VEDIC

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THIS IS TO CERTIFY THAT

**Mr. S. K. Alisha**

Sr. Asst. Professor, MCA Dept.

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON

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ON

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*Sivakumar*

COURSE CO-ORDINATOR

*Star*

SENIOR ADVISOR

*Shankarajin*

DIRECTOR



## VISION

To allow faculty members to be aware of and identify behaviors that can be perceived as bias by colleagues and to consciously modify these behaviors to promote a more productive and fair work environment.

## ABOUT THE PROGRAM

The UBW workshop is an interactive workshop designed to pique awareness among co-workers in a professional setting pertaining to the sources of unconscious bias such as instinct, stereotypes and groupism. After this awareness is created, the workshop will use role play techniques to break the bad habits that lead to these biases and inculcate good habits that lead to a fair work place.

## TARGET PARTICIPANTS

All faculty who have administrative responsibilities and those who are involved in leadership roles, supervisory roles and team decision making are encouraged to attend this workshop. Participation limited to 40 faculty members.

## OBJECTIVES

At the end of this session faculty will be able to

1. Identify bias in a simulated situation
2. Identify the types and sources of bias
3. Describe behaviors associated with bias
4. Demonstrate techniques to suppress bias behaviors
5. Construct fair professional behaviors

## PARTICIPANT MATERIALS

Participants will be provided with

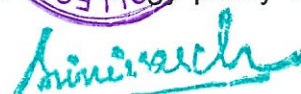
1. 4 Name Tents for role play.
2. A pack of 20 Note cards for Interactive Sessions and Minute Assessments
3. 3 Pens (Black, Red and Green)

## FACILITATOR

*Dr. Balaguruprasad Narayanan* has a Ph.D. in Education with an emphasis on Curriculum Design and Instructional Technology. Indiana State University. He has been in the educational field since 2005. While performing a variety of roles in Indiana State University, including Instructional Designer, Training module developer, faculty trainer and lecturer, he has also taught classes on instructional design, assessment design, educational research and media technology, while working with university level teams on accreditation and hiring. He is also involved with the MHRD through the Pandit Madan Mohan Malviya National Mission on Teacher and Training (PMMMNMTT) with IIT Madras. In this capacity he has developed and conducted faculty training modules in the area of Instructional Technology, active learning pedagogies and assessment. He has also been invited as an expert external resource person by various colleges under TEQIP and ISTE schemes. Currently at VEDIC, he works with faculty on Instructional Technology use and educator certification. Research interests – Instructional Technology use by faculty, institutional technology policy and procurement, Faculty development.

## SCHEDULE

- **Morning 1 (Interactive Session)**
  - ✓ Be aware of bias
  - ✓ How and when does bias develop
- **Tea**
- **Morning 2 (Role Play)**
  - ✓ Brain and categorization
  - ✓ Stereotypes and groups
  - ✓ Types of biases
- **Lunch**
- **Afternoon 1 (Interactive Session)**
  - ✓ Habit Breaking
  - ✓ Be Calm and List Instincts
  - ✓ Analyze Evidence
- **Tea**
- **Afternoon 2 (Role Play)**
  - ✓ Mock Meeting
  - ✓ Activity participant and observer notes
  - ✓ Discussion and Lessons Learnt



B.V. RAJU COLLEGE :: VISHNUPUR

6.3.3

2018-19

Student Learning In Instructional Design (SLIDE)

Venue : VEDIC, AZIZ NAGAR, Moinabad Mandal, Ranga Reddy District, Telangana State

Facilitator: Dr. Balaguruprasad Narayanan, *Dr. Anupama Ghattu*

SNO	Dates (from-to) (DD-MM-YYYY)	Title of the professional development program organised for teaching staff	No. of Participants
4	Feb 26-28, 2019	Student Learning In Instructional Design (SLIDE)	3

4. Student Learning In Instructional Design (SLIDE)

Feb 26-28, 2019

Details of Participants

Sno	Name of the Faculty	Designation
1	Dr. N. Prudhvi Raju	Lecturer in Chemistry, PG Section
2	Mr. B.S.S. Rao	Lecturer in Electronics
3	Mr. Ch. Satyanarayana	Lecturer in Mathematics

*Anupama Ghattu*





# CERTIFICATE



THIS IS TO CERTIFY THAT  
**Dr. N. Prudhvi Raju**  
Lecturer in Chemistry, PG Section  
FROM  
**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON  
**Student Learning In Instructional Design (SLIDE)**

HELD AT  
VEDIC, AZIZ NAGAR, HYDERABAD

BETWEEN  
**Feb 26-28, 2019**

*Sivakumari*  
COURSE CO-ORDINATOR

*spv*  
SENIOR ADVISOR

*Srinivasan*  
DIRECTOR





# CERTIFICATE

**VEDIC**

VISHNU EDUCATIONAL  
DEVELOPMENT AND  
INNOVATION CENTER

THIS IS TO CERTIFY THAT

**Mr. B.S.S. Rao**  
Lecturer in Electronics  
FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON  
**Student Learning In Instructional Design (SLIDE)**

HELD AT

VEDIC, AZIZ NAGAR, HYDERABAD

BETWEEN

**Feb 26-28, 2019**

*Sivakumar*

COURSE CO-ORDINATOR

*Star*

SENIOR ADVISOR

*Shankarajagan*

DIRECTOR





# CERTIFICATE

## VEDIC

VISHNU EDUCATIONAL  
DEVELOPMENT AND  
INNOVATION CENTER

THIS IS TO CERTIFY THAT

**Mr. Ch. Satyanarayana**

Lecturer in Mathematics

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON  
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HELD AT

VEDIC, AZIZ NAGAR, HYDERABAD

BETWEEN

**Feb 26-28, 2019**

*Sivakumar*

COURSE CO-ORDINATOR

*Star*

SENIOR ADVISOR

*Shankarayan*

DIRECTOR



## VISION

To allow faculty members to effectively consider students' thinking styles, personality and multiple intelligences while crafting their session plans in order to make full and effective use of these unique traits.

## ABOUT THE PROGRAM

The SLIDE workshop is an interactive and activity based workshop designed to introduce the concepts of Anthony Gregorc's Mind Styles, Howard Gardner's Multiple Intelligences and Dingman's Five Factor Personality Traits. Using this knowledge, faculty will be taken through various activities that will leverage their students' unique learning style to design effective individual, group, lecture or performance activities using the appropriate Instructional design model for the subject area.

## TARGET PARTICIPANTS

All faculty who are course coordinators and those faculty who are involved in curriculum and instructional design at any level (session, unit, and course) are strongly encouraged to attend. Participation limited to 30 faculty members.

## OBJECTIVES

At the end of this session faculty will be able to

1. Identify various psychometric tests.
2. Explain how these psychometric tests are useful to the faculty.
3. Describe learning activities in relationship to outcomes.
4. Construct a sample learning activity matched to style
5. Construct a sample lesson plan with cohesive list of activities.

## PARTICIPANT MATERIALS

Participants will be provided with

1. A desktop computer for use at the session.
2. Psychometric tests.
3. A pack of 20 Note cards for Interactive Sessions and Minute Assessments.
4. 3 Pens (Black, Red and Green).

Participants are required to bring

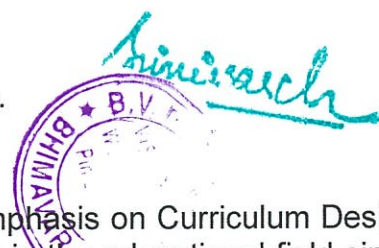
1. A thumb drive to save their 3 days of work for future reference.

## FACILITATORS

*Dr. Balaguruprasad Narayanan* has a Ph.D. in Education with an emphasis on Curriculum Design and Instructional Technology. Indiana State University. He has been in the educational field since 2005. While performing a variety of roles in Indiana State University, including Instructional Designer, Training module developer, faculty trainer and lecturer, he has also taught classes on instructional design, assessment design, educational research and media technology, while working with university level teams on accreditation and hiring. He is also involved with the MHRD through the Pandit Madan Mohan Malviya National Mission on Teacher and Training (PMMMNTT) with IIT Madras. In this capacity he has developed and conducted faculty training modules in the area of Instructional Technology, active learning pedagogies and assessment. He has also been invited as

## SCHEDULE

- **Day 1 - Morning**
  - ✓ Psychometric Tests
- **Lunch**
- **Day 1 - Afternoon**
  - ✓ Students' So-What
- **Day 2 - Morning**
  - ✓ Learning Activities
  - ✓ Quick tricks to Instructional Design
- **Lunch**
- **Day 2 - Afternoon**
  - ✓ Matching Activities with Instruction
- **Day 3 (Design Day)**
  - ✓ Create a sample session or course plan with learning activity matched to learning style.





an expert external resource person by various colleges under TEQIP and ISTE schemes. Currently at VEDIC, he works with faculty on Instructional Technology use and educator certification. Research interests – Instructional Technology use by faculty, institutional technology policy and procurement, Faculty development.

Dr. Anupama Ghattu has a PhD in Education with an emphasis on Higher Education from Indiana State University) has been in the educational field since 2010. She has performed a variety of roles in Indiana State University, including Instructional Designer, Training module developer, student trainer and researcher. She has taught core computer science courses such as computer networking and python programming. She has also conducted faculty development programs in private colleges in India. She has worked extensively with students on use of hand-held/mobile wireless technologies for effective learning and collaboration. She believes that the teacher should be a facilitator, role model and a guide. She has research papers published in International conferences. Currently at VEDIC she works on content development and educational technology. Research interests – Students' use of mobile technology in the classroom, students' learning outcomes and attitudes, ubiquitous learning technologies.

*Anupama Ghattu*



**B.V. RAJU COLLEGE :: VISHNUPUR**

**6.3.3**

**2016-17**

**SCIENTIFIC & EDUCATIONAL PRACTICES(SEP)**

**Venue : VEDIC, AZIZ NAGAR, Moinabad Mandal, Ranga Reddy District, Telangana State**

**Facilitator: Dr. Lakshmi**

SNO	Dates (from-to) (DD-MM-YYYY)	Title of the professional development program organized for teaching staff	No. of Participants
1	DEC 7-9, 2016	Scientific & Educational Practices(SEP)	1
2	DEC 12-14, 2016	Scientific & Educational Practices(SEP)	4
3	FEB 16-18, 2017	Scientific & Educational Practices(SEP)	6
4	Feb 27-Mar 1, 2017	S.E.P. train the trainer	1
5	APR 6-8, 2017	Scientific & Educational Practices(SEP)	3

**1. Scientific & Educational Practices(SEP)**  
**DEC 7-9, 2016**

Sno	Name of the Faculty	Designation
1	Ms. P. Vanitha	Lecturer in Computer Science

**2. Scientific & Educational Practices(SEP)**  
**DEC 12-14, 2016**

Sno	Name of the Faculty	Designation
1	Ms. P. Manjulatha	Lecturer in Physics
2	Ms.V. Prasanna Bhavani	Lecturer in Physics
3	Mr. Y. Kiran Kumar	Lecturer in Physics

*Lakshmi*



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**6.3.3**

**3. Scientific & Educational Practices(SEP)**  
**FEB 16-18, 2017**

Sno	Name of the Faculty	Designation
1	Ms.K L Malleswari	Lecturer in Chemistry
2	Ms.P Madhura Subhasini	Lecturer in Mathematics
3	Ms.D Sri Devi	Lecturer in Life Sciences
4	Ms.R Prameela	Lecturer in Commerce
5	Ms. D. Roja Rani	Asst. Professor, MCA Dept.
6	Ms. A Bhanu Priya	Asst. Professor, MCA Dept.

**4. S.E.P. train the trainer**  
**Feb 27-Mar 1, 2017**

Sno	Name of the Faculty	Designation
1	Mr. B.Kiran	HOD, Physics & Electronics

**5. Scientific & Educational Practices(SEP)**  
**APR 6-8, 2017**

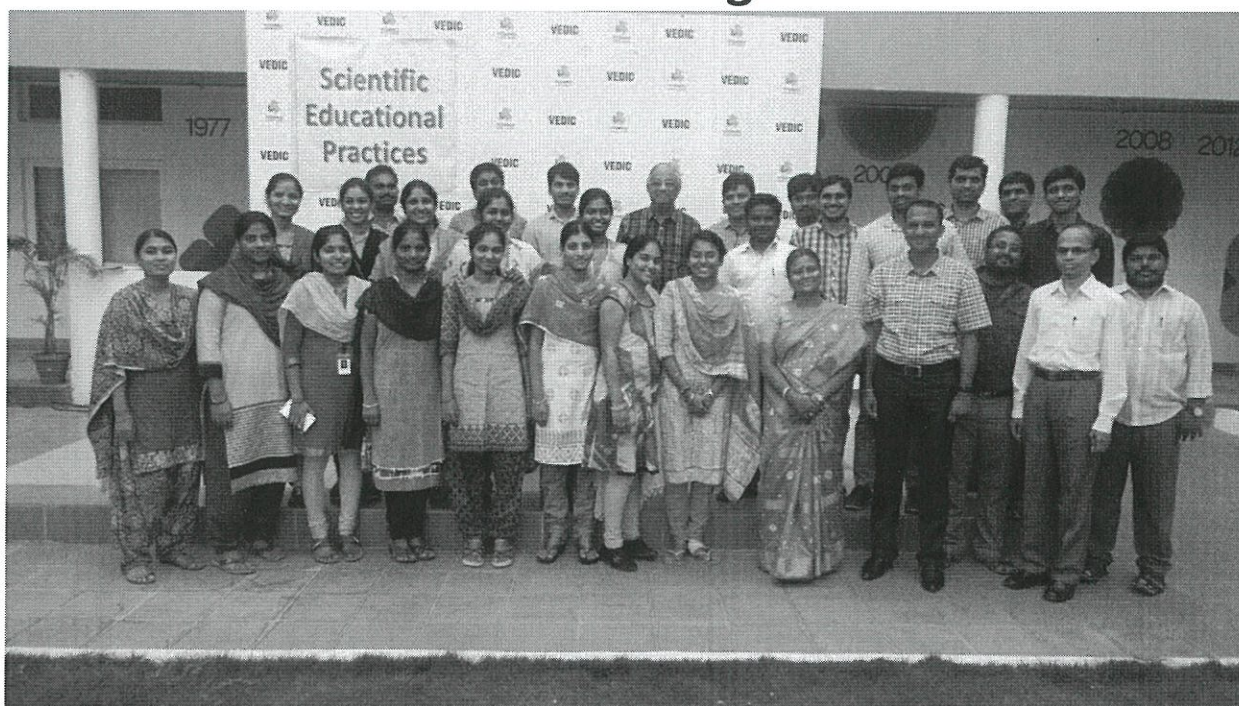
Sno	Name of the Faculty	Designation
1	Dr. N. Prudhvi Raju	Lecturer in Chemistry
2	Mr. K. Pavan Kumar	Lecturer in Statistics
3	Mr. B.S. Seshagiri Rao	Lecturer in Electronics



# Workshop on Scientific Educational Practices

(Organized for faculty members of the Institutions under Sri Vishnu Educational Society)

## Proceedings



Organized & Conducted by

Vishnu Educational Development & Innovation Centre

**VEDIC**

Hyderabad, Telangana, India

April 6<sup>th</sup> to 8<sup>th</sup> 2017



Proceedings of the Workshop on Scientific Educational Practices, April 6<sup>th</sup> to 8<sup>th</sup> 2017

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## Workshop on Scientific Educational Practices

(Organized for faculty members of the Institutions under Sri Vishnu Educational Society)

April 6<sup>th</sup> to 8<sup>th</sup> 2017

### Facilitator(s)



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Phone : 91-9945379089, 9965927772

R. Guru Swamy, Associate Professor, EEE, BVRIT-H, guruswamy.r@bvrithyderabad.edu.in





## Workshop on Scientific Educational Practices

(Organized for faculty members of the Institutions under Sri Vishnu Educational Society)

April 6<sup>th</sup> to 8<sup>th</sup> 2017

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# Workshop on Scientific Educational Practices

(Organized for faculty members of the Institutions under Sri Vishnu Educational Society)

April 6<sup>th</sup> to 8<sup>th</sup> 2017

## Contents

- 1 Programme Schedule
- 2 Presentations
  - 2.1 Brain and Learning, Coexistence, Cooperation
  - 2.2 Learning and its Components, Qualities of Teachers
  - 2.3 Memory & Intelligence, Knowledge Construction
  - 2.4 Thoughts, Learning, Intelligence, Personality
  - 2.5 Pedagogy and its Components, Theories in Learning
  - 2.6 Active Learning, Learning Outcomes
  - 2.7 Curricula Analyzing and Planning, Creating Learning Evaluation
  - 2.8 Cone of Learning, Instructional System Design
  - 2.9 Pillars to Succeed
- 3 Feedback







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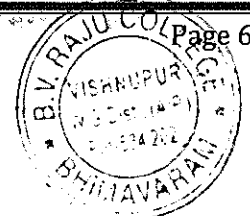
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April 6<sup>th</sup> to 8<sup>th</sup> 2017

## Schedule

Day – 1		
Time	Session	Outcome
09.00 am - 09.05 am	Inauguration	
09.05 am - 10.30 am	Brain and Learning Coexistence, Cooperation	Identify how brain learns and how we socialize
10.30 am - 10.45 am	Tea	
10.45 am - 12.30 pm	Learning and its Components Qualities of Teachers	Elements involved in the learning process and how teachers build quality
12.30 pm - 01.15 pm	Lunch	
01.15 pm - 02.45 pm	Memory & Intelligence Knowledge Construction	Identify how knowledge gets constructed and converts into intelligence
02.45 pm - 03.00 pm	Tea	
03.00 pm - 05.00 pm	Thoughts, Learning, Intelligence, Personality	Identify our Thoughts, Learning Styles, Intelligences and Personality
Day – 2		
09.00 am - 10.30 am	Pedagogy & its Components Theories in Learning	List the educational theories and its components
10.30 am - 10.45 am	Tea	
10.45 am - 12.30 pm	Active Learning Learning Outcomes	Identify how learning outcomes can be achieved through active modes
12.30 am - 01.15 pm	Lunch	
01.15 pm - 02.45 pm	Curricula Analyzing & Planning Creating Learning Evaluation	Analyze elements in curricula and to construct a learning plan
02.45 pm - 03.00 pm	Tea	
03.00 pm - 05.00 pm	Cone of Learning Instructional System Design	Recognize the learning retention techniques and instructional design
Day – 3		
09.00 am - 10.30 am	Learning Demonstrations Reflective Thinking for Teaching	Demonstrate teaching incorporating pedagogical aspects
10.30 am - 10.45 am	Tea	
10.45 am - 12.30 pm	Learning Demonstrations Reflective Thinking for Teaching	Demonstrate teaching incorporating pedagogical aspects
12.30 am - 01.15 pm	Lunch	
01.15 pm - 02.45 pm	Pillars to Succeed	Identify the pillars that helps us succeed in our career and jobs
02.45 pm - 03.00 pm	Tea	
03.00 pm - 04.30 pm	Personal Achievement Strategies	Visualize from experts the secret to achieve personal success
04.30 pm - 05.30 pm	Valediction	

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# Workshop on Scientific Educational Practices



## Can we form teams ?

2

*Amirach*



# Leading in Education

## The Basics

3

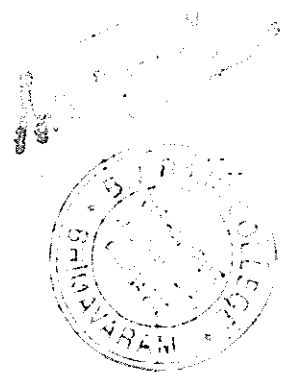




# Leaders in Education

VEDIC

- Leaders establish *vision* and set direction
  - Leaders affirm and articulate *values*
  - Leaders have high *standards* and high expectations
  - Leaders are *accountable*
  - Leaders *motivate*
  - Leaders achieve *unity*
  - Leaders *involve others* in decision-making
  - Leaders serve as *role models*
  - Leaders *listen* and explain
  - Leaders *represent* the organization
  - Leaders *guide* constituents and maintain their support





## Have we cherished teachers in our life ?

VEDIC

- List those teachers who have changed our life
- Write the reasons as to what change they brought in our life
- Have we ever thanked them for being a change agent in our life ?
- Have we had “horrible teachers” while we were studying ?
- Why is it that all teachers are not change agents in our lives ?

*Animesh*





# Purpose / Rationale

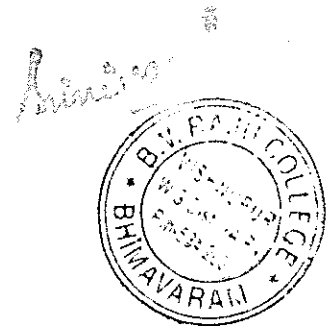
VEDIC

Each one of us could write atleast 5 reasons as to

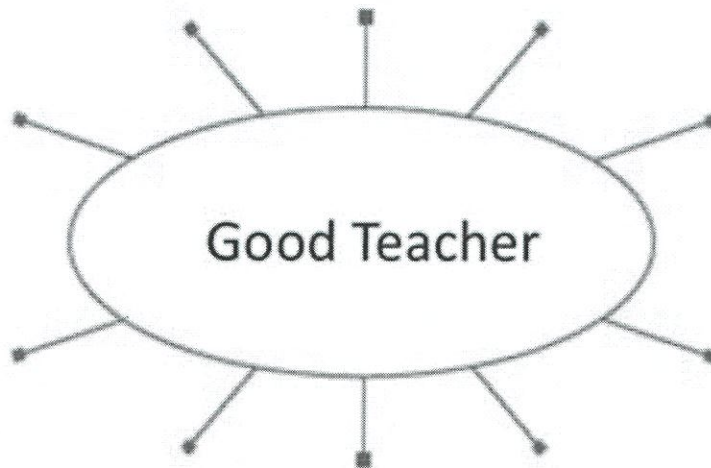
What is our expectation from this workshop ?

What...

When...



# Good Teacher



*Srinivasulu*



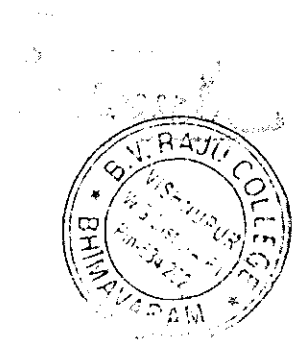




## Qualities / Character / Behavior

- Encourage
- Honest
- Dedication
- Friendly
- Self control
- Motivators
- Unbiased
- Pointing mistakes
- Initiators
- Respect for others
- Moral Support
- Dress code
- Humanist
- Confident
- Service minded
- Easily Approachable
- Optimistic
- Hard worker
- Passionate
- Teaching Style
- Helping Tendency
- Good learners
- Forgiving
- Care
- Technical Skills
- All rounder
- Command
- Knowledge

2



## Two Dimensional Model of Teachers (Lowman, 1985)

Intellectual Excitement	Interpersonal Rapport			
	Punishing	Low	Medium	High
Low	Inadequate Attacker"	Inadequate	Marginal	Warm Fuzzy
Medium	Adequate Attacker"	Adequate	Masterful Facilitator	Masterful Lecturer
High	Intellectual Attacker"	Competent	Intellectual Authority	Complete Master





## As a Teacher ....

VEDIC

VISHNU  
VEDIC EDUCATION

### How many students will we impact ?

- No. of subjects taught by me every year \_\_\_\_\_
- No. of students in each of those classes \_\_\_\_\_
- So in a year, I will be teaching \_\_\_\_\_ students
- I am \_\_\_\_\_ years old,  
So before retirement I will be teaching \_\_\_\_\_ students.
- So if I was a "GOOD TEACHER", I will be the change agent for \_\_\_\_\_ students lives
- Do you want to be one ?

10

*Anirach*





# Define Teaching & Learning

VEDIC

“Teaching”

“Learning”

• .....

• .....

11



## Define : Teaching

*Teaching includes all activities  
to provide education through interaction  
so that learners can stand on their own feet*

---

## Define : Learning

*Learning can be defined as a **change in behavior**  
as a result of experience*

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# What is our Institution's Vision ? VEDIC

(A) BVRIT (Womens)

To emerge as the **best** amongst institutes of technology and research **in the country** dedicated to the cause of promoting **Quality** based technical education

(B) Dr.BVRIT (Narsapur)

To create and nurture **competent** engineers and managers who would be **enterprise** leaders throughout the world with a **sound background** in ethics and societal responsibilities

13

1

*Aminach*





# What is our Institution's Vision ? <sup>VEDIC</sup>

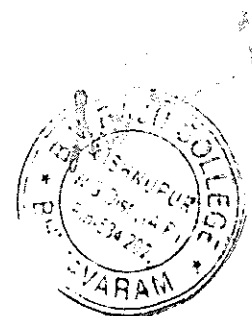
(C) SVECW (Bhimavaram)

Transform the society through **excellence** in Education, Community **empowerment** and **sustained** Environmental protection

(B) VIT (Bhimavaram)

To **ignite the minds** of the students through academic **excellence** so as to bring about **social transformation** and **prosperity**

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# What is our Institution's Mission ? **VEDIC**

BVRIT (Womens)

**Empowerment of**  
women engineers and technocrats  
with emphasis on  
**academic excellence,**  
**life skills and**  
**Human Values**





# What is our Institution's Quality Policy ?

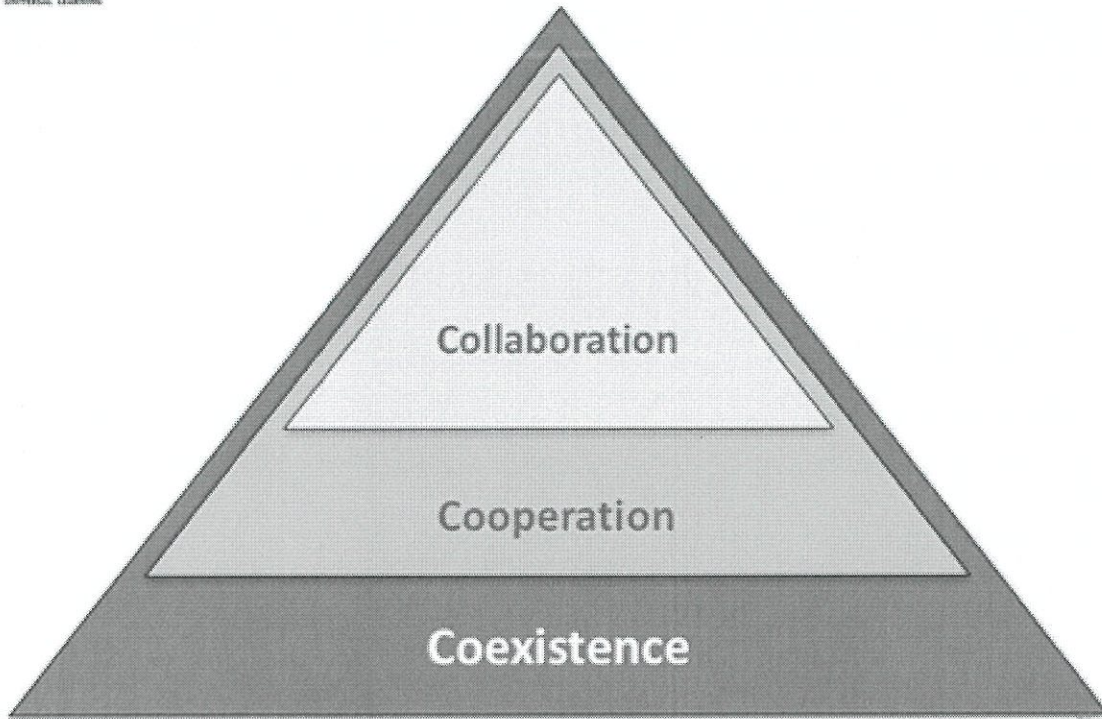
**VEDIC**

// can you please tell..... ???

16



## 3 Cs of Life

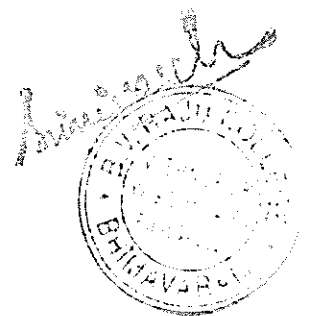


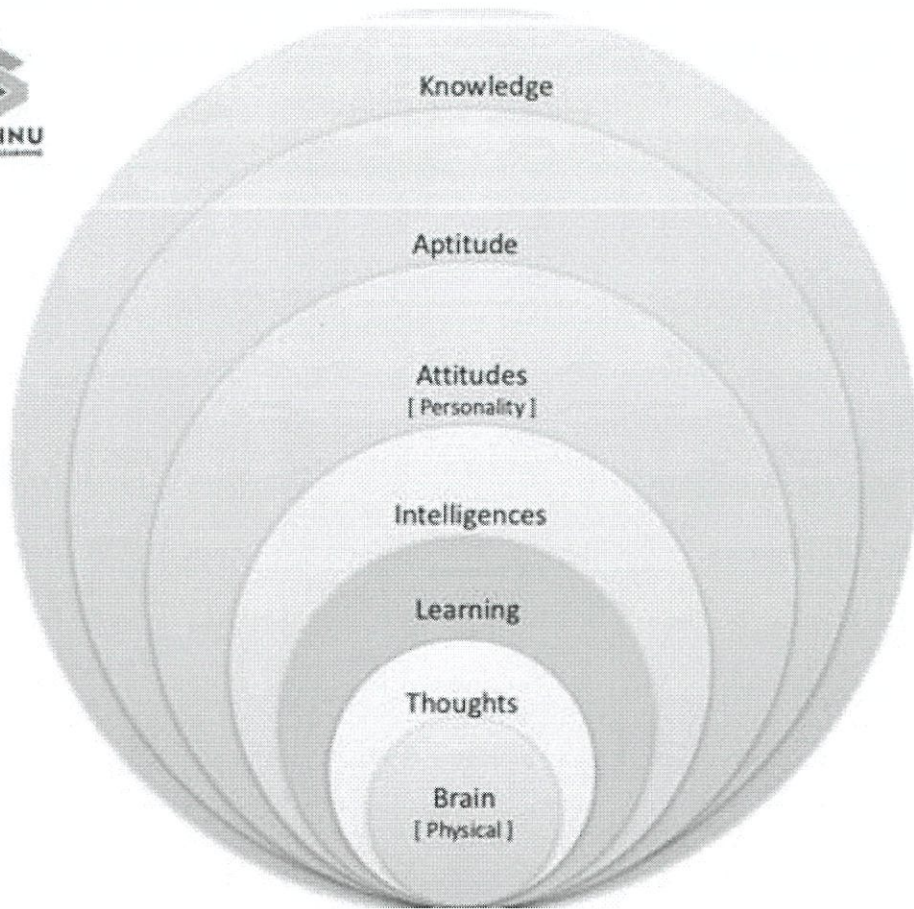
*Animesh*



Why would any human learn  
anything at all ?  
Where does “Learning” happen ?  
Learning happens in the  
Brain” !

18





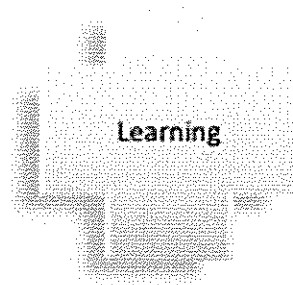
19



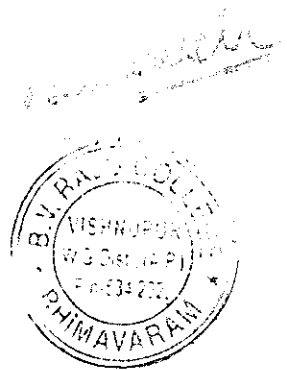


# Learning & Components

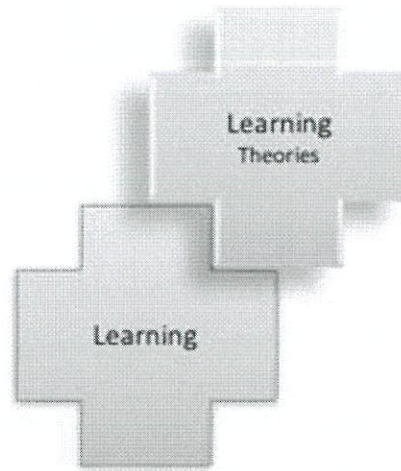
VEDIC



26



# Our Present Position



21

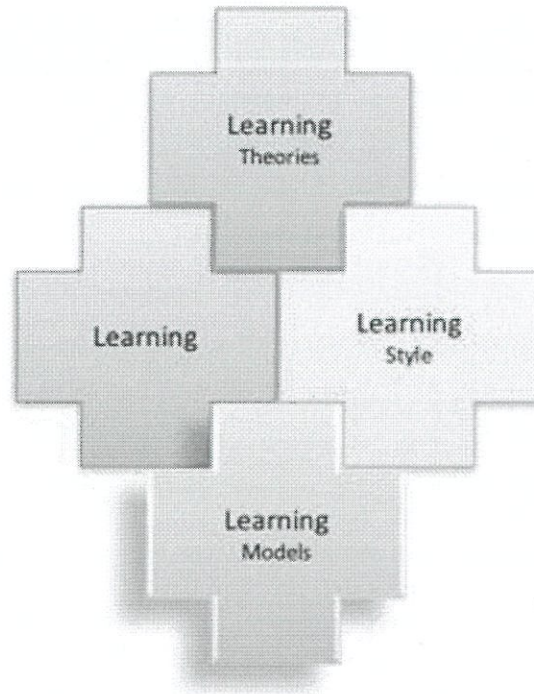


# What Learning Theories are we using ??

22



# Our Present Position



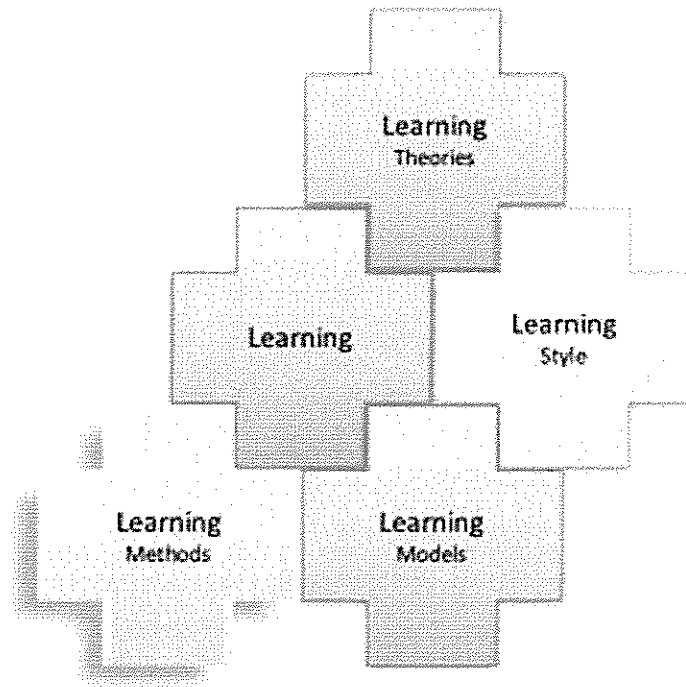
25

*Anirach*

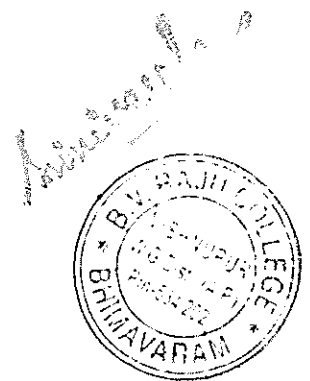




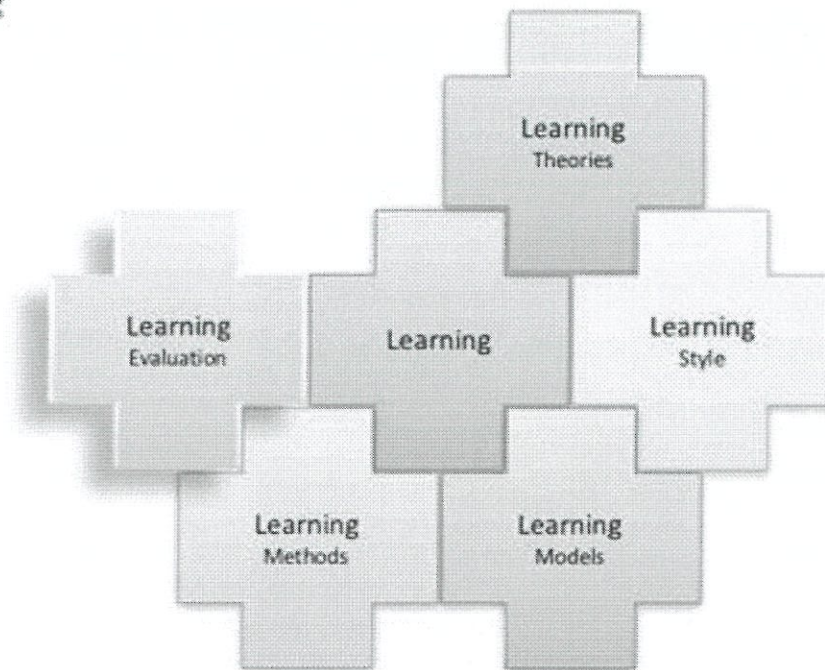
# Our Present Position



21



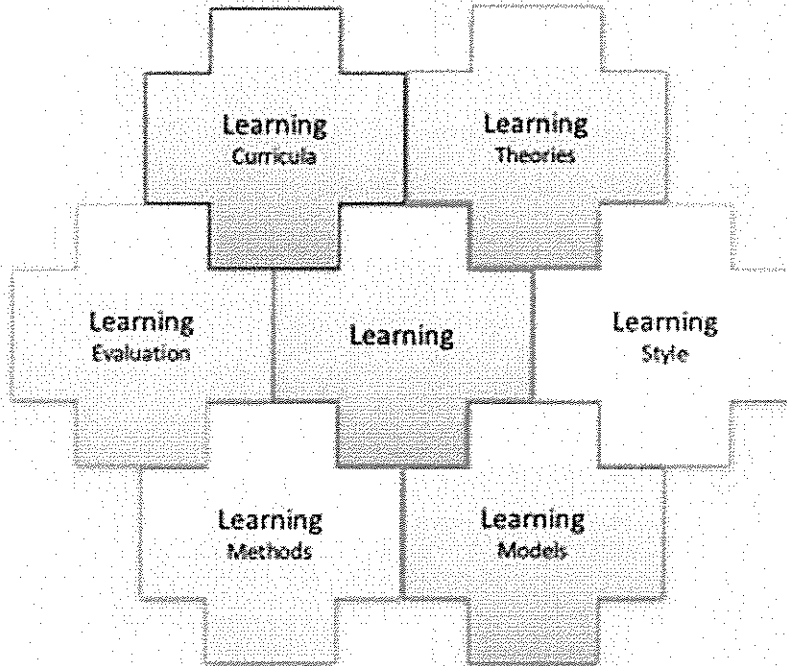
# Our Present Position



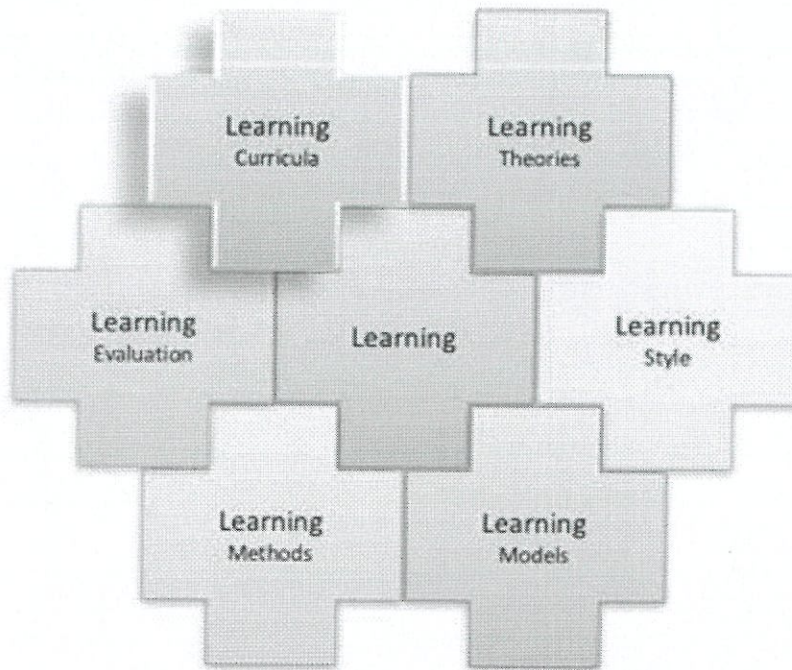
27



# Our Present Position



# Our Present Position



29

*Amirach*



# Brain and the Body

VEDIC

Brain Function :

1. Maintain whole body in an optimal state relative to environment
2. Brain registers stimuli and responds by generating actions

What the Brain does ?

1. The brain receives a constant stream of information as electrical impulses from neurons in the sense organs.
2. The first thing it does is to determine whether the information warrants attention.
3. Brain requires stimulation and connection to survive and thrive.
4. But if it is novel or important, the brain amplifies the signals, causing them to be represented in various regions.
5. If this activity is sustained for long enough, it will result in a conscious experience.
6. In some cases, thoughts are taken one step further, and the brain instructs the body to act on them, by sending signals to the muscles to make them contract

30



- 1. Reading is NOT Learning
- 2. Copying is NOT Learning

1. Think & Read is PARTIAL Learning

1. Think & Read } is \_\_\_\_\_ % Learning  
Think & Write }

5. Think & Read } is \_\_\_\_\_ % Learning  
Think & Write }  
Think & Discuss }

31

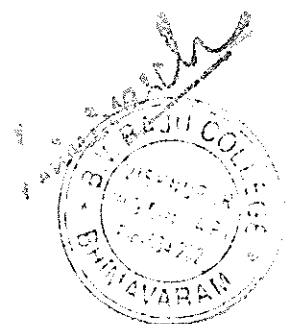


## Rules for Learning

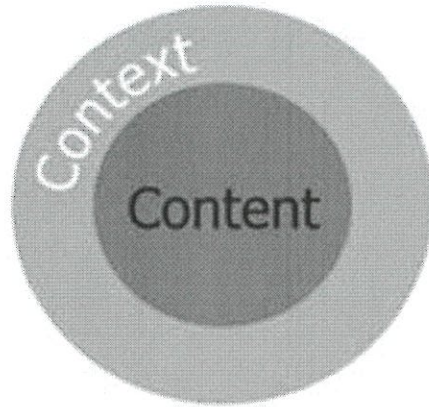
“ Anything that is not THOUGHT  
is not learnt at all”

“Anything COPIED is NOT learnt at all”

32



# The content and context



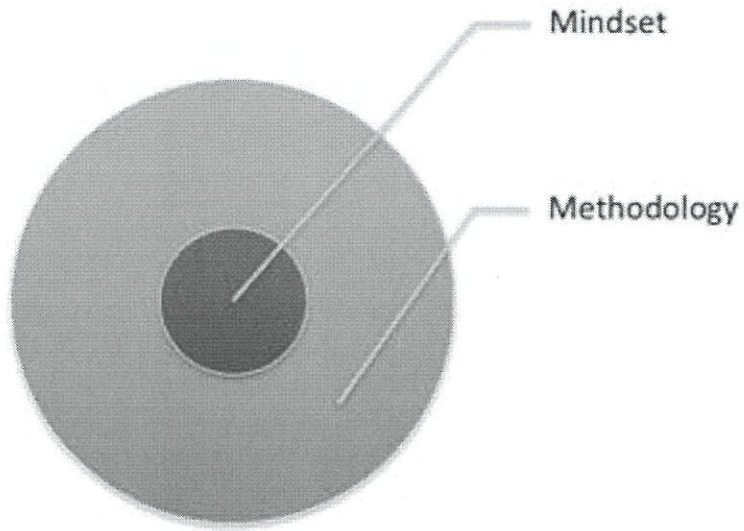
33

*hineerach*





## Context : Mindset & Methodology



34

*Srinivasa*





Let us calculate the

VEDIC

VISHNU  
UNIVERSITY LEARNING

*learning workload* of a Learner

---

A. No. of Class periods in a Day (include theory and practical hours)	:
B. Average number of Concepts taught in each of these period	:
C. So Number of Concepts learned by students in a day ( $C = A \times B$ )	:
D. Avg. Time required to learn ONE concept by the student at home/hostel	:
E. So, Avg. Time a Student studies at home (apart from college hours) ( $E = C \times D$ )	:

---

---

F. Number of Courses in a Semester	:
G. Number of Contact Hours for every Course in a Semester	:
H. So, Number of Concepts learned by the students in a Semester ( $H = F \times G \times B$ )	:
I. Hence, Avg. Time required by the student to learn all the concepts before (say) the semester final exam ( $I = H \times D$ )	:

---

36

*Arinitha*





## Key features of the Brain (Match the Following)

VEDIC

Feature	Description
1. Processing Information	A. Brain consists of approximately 100 billion cells. Signals are electrical, but mode is chemical, and sent through neurotransmitters. Each individual neuron can form thousands of links with other neurons in this way, giving a typical brain well over 100 trillion synapses
2. Sending Signals	B. Brain registers vast amount of information, only a small amount of it is used for processing and we are conscious about that. Unconscious brain processing also initiates actions
3. Modules and Connections	C. Different parts of brain does different things, but are heavily interconnected. Low level functions like registering sensation is localized, but high level function like memory are heavily interconnected between brain areas
4. Individuality	D. Brain tissue can be strengthened like muscle. Brain tissues can grow physically bigger. Making the person more skillful.
5. Plasticity	E. Blueprint of our brain is dictated by genes. Each brain is unique and hence people are unique.

*Amita*



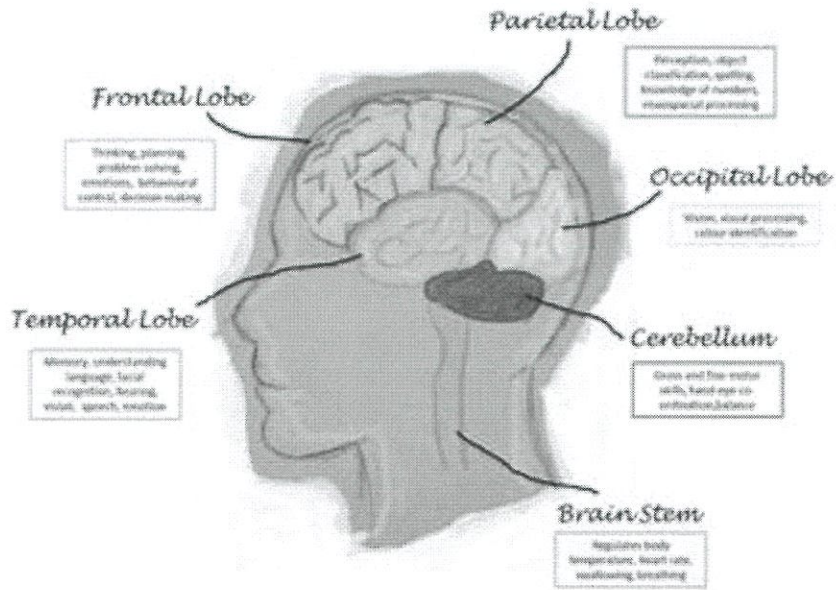
# Brain Performs..... Match the features <sup>VEDIC</sup>

Feature	Description
1. Actions	A. Sensory information from multiple sensors bind together to form multisensory perception
2. Memories	B. Information from environment enters brain through sense organs including internal sensors. When no external stimuli is there, internal stimuli causes thoughts creating imaginations
3. Language	C. Brain uses senses, perceptions, and emotions to generate action plans called thoughts
4. Emotions	D. Certain stimuli causes changes in the body by activating areas in the limbic system (amygdala) and produce feelings
5. Thoughts	E. Brain involves in production of speech and analyzing what others say, Brain has ability to link objects with abstract symbols and convey the symbols to represent a thought or idea
6. Sensations	F. Experiences change the neural activity of brain cells, and help recall those experiences of the past to determine our present actions
7. Perceptions	G. Certain body parts are specialized to produce body movement. Brainstem controls chest, lung, heart, blood pressure, muscle, nerves, limb etc.,

*Anirach*



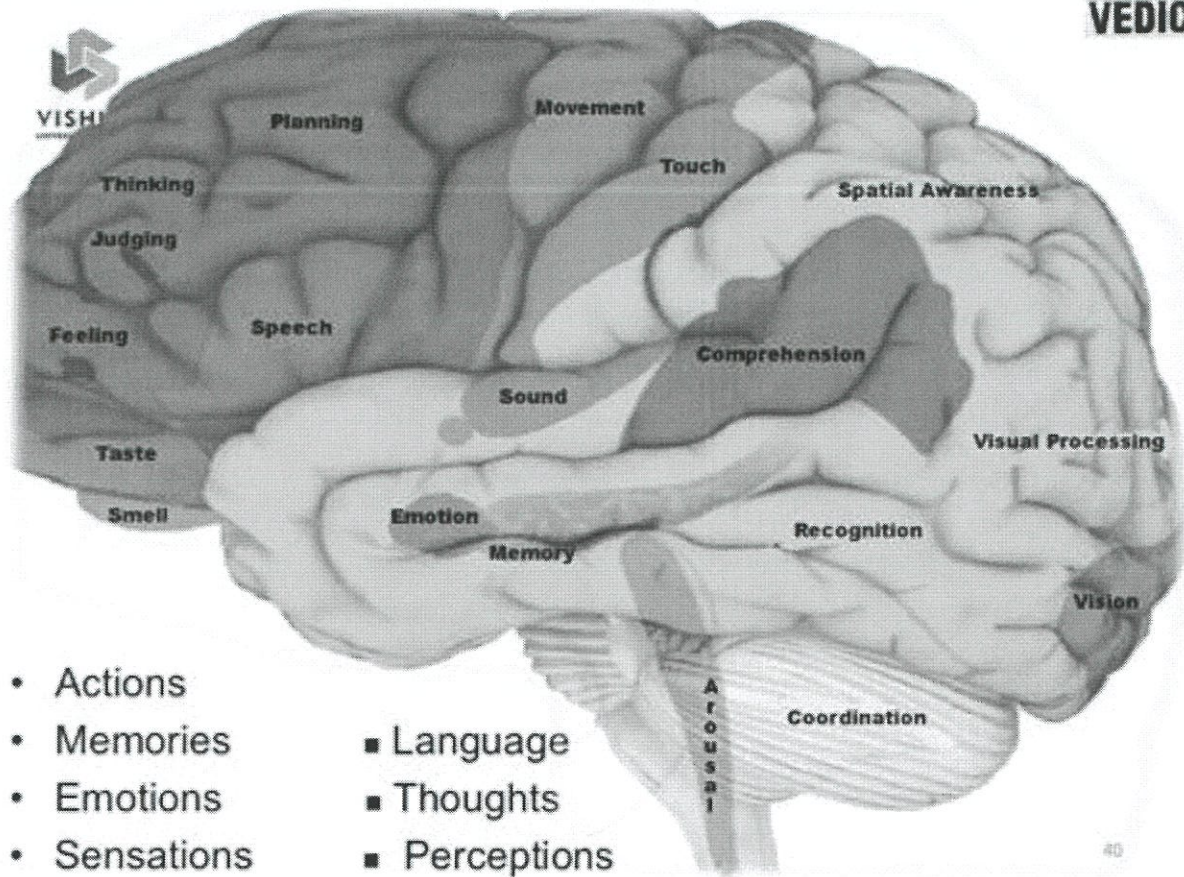
# Brain Lobes & Functions



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*Arinivachin*



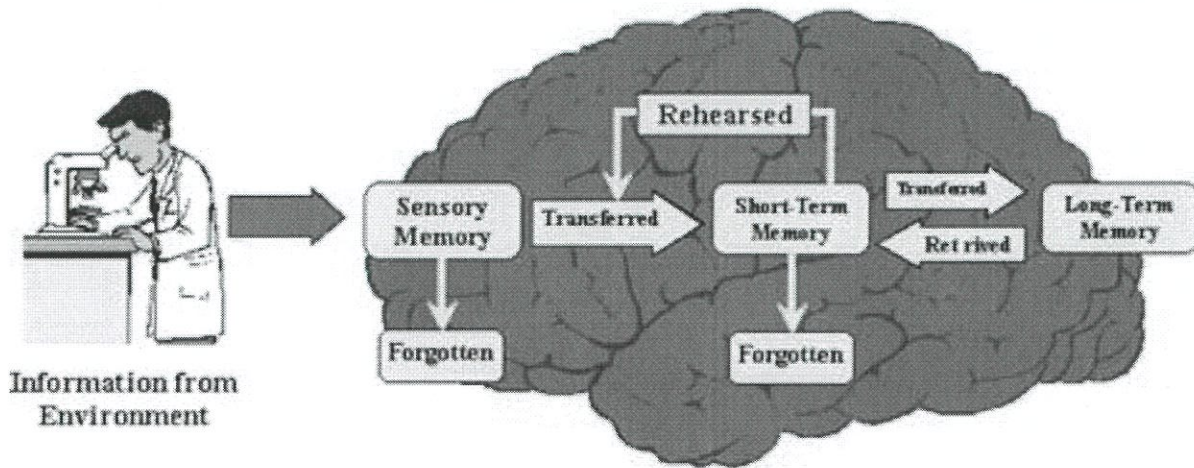


- Actions
- Memories
- Emotions
- Sensations
- Language
- Thoughts
- Perceptions

*Anirach*



# How the Brain Learns



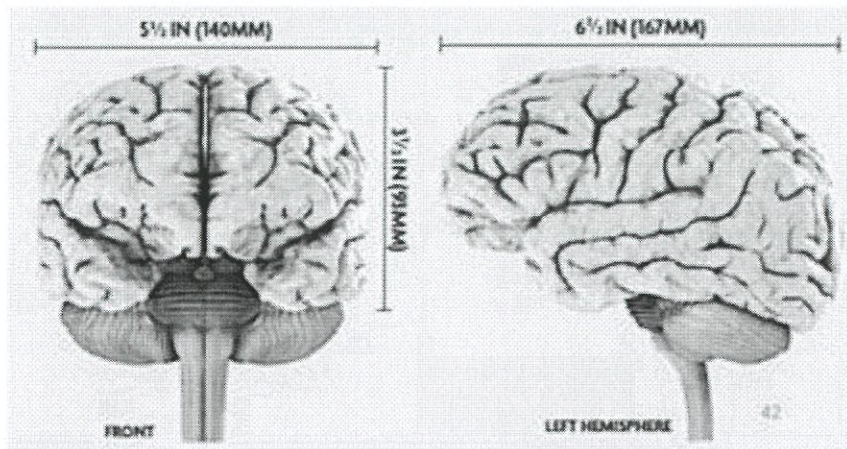
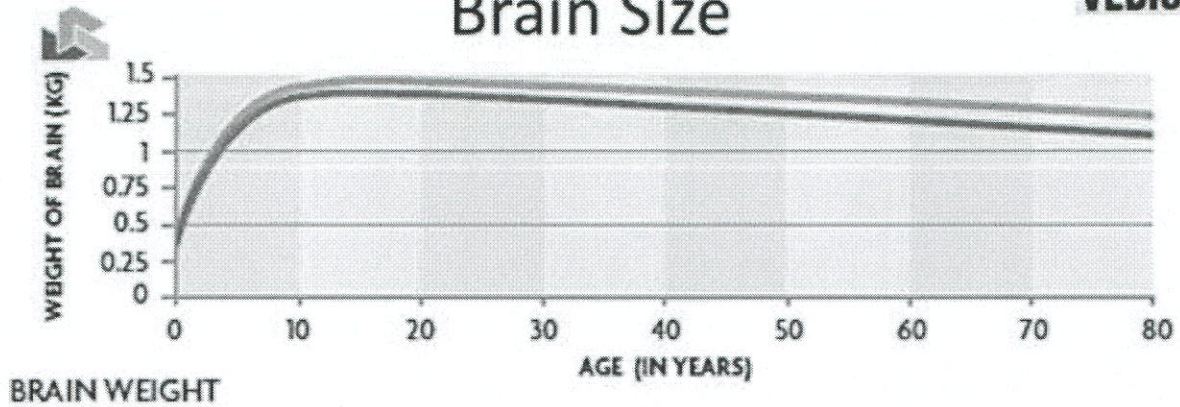
41

*Administrative*



# Brain Size

VEDIC



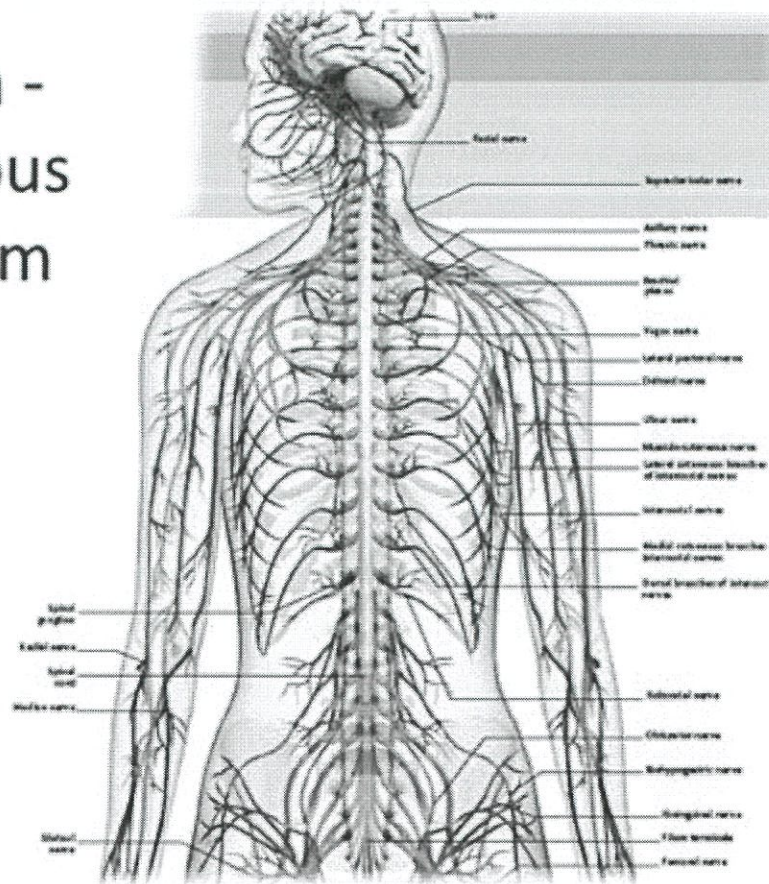
*Anirudh*





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UNIVERSITY  
Brain -  
Nervous  
System

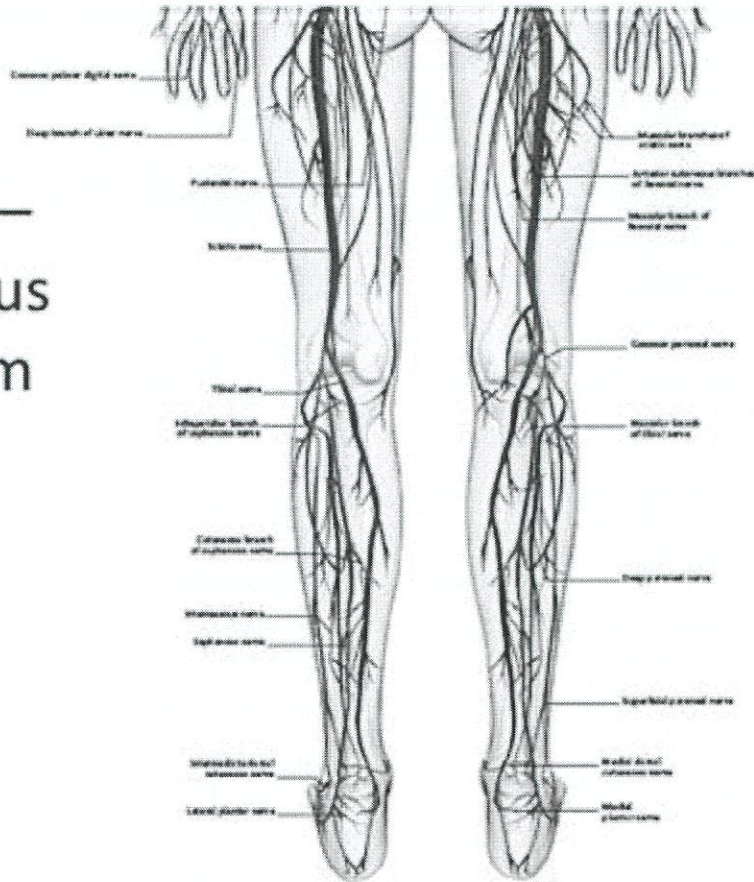
**VEDIC**



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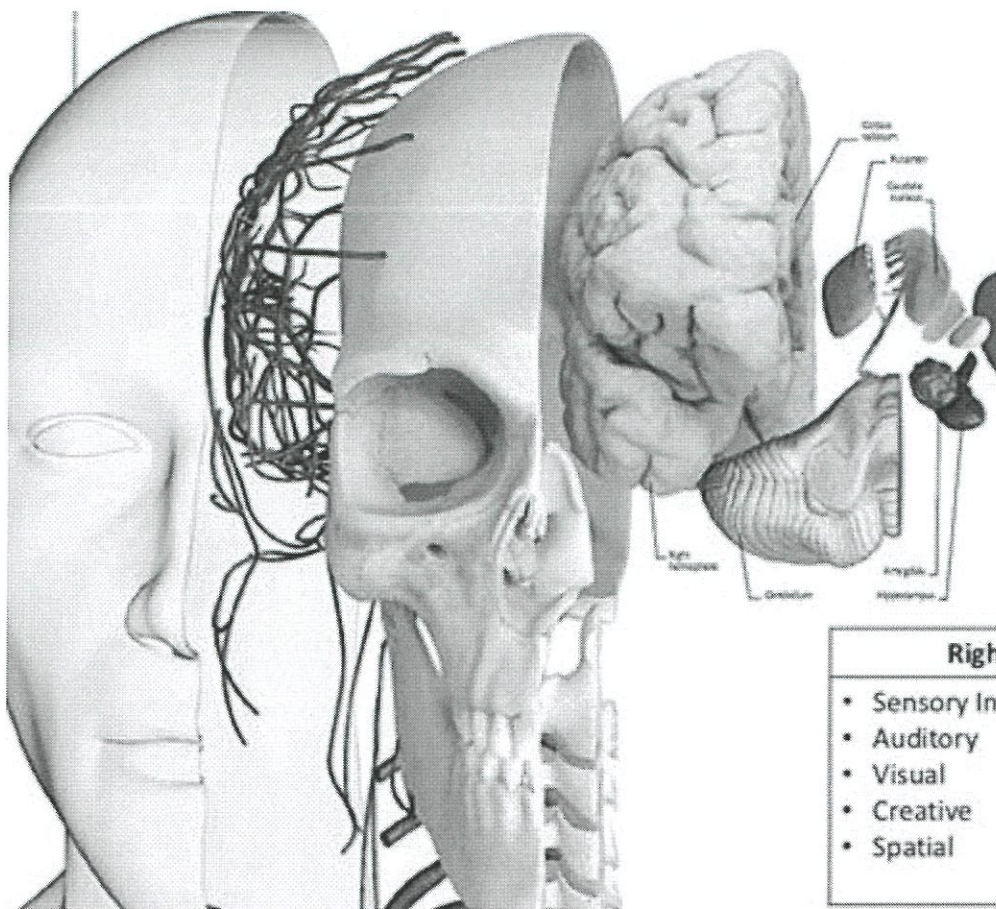
# Brain – Nervous System



88

*Anirudh*

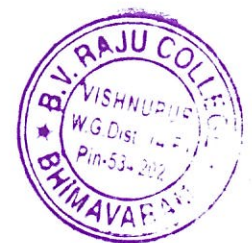


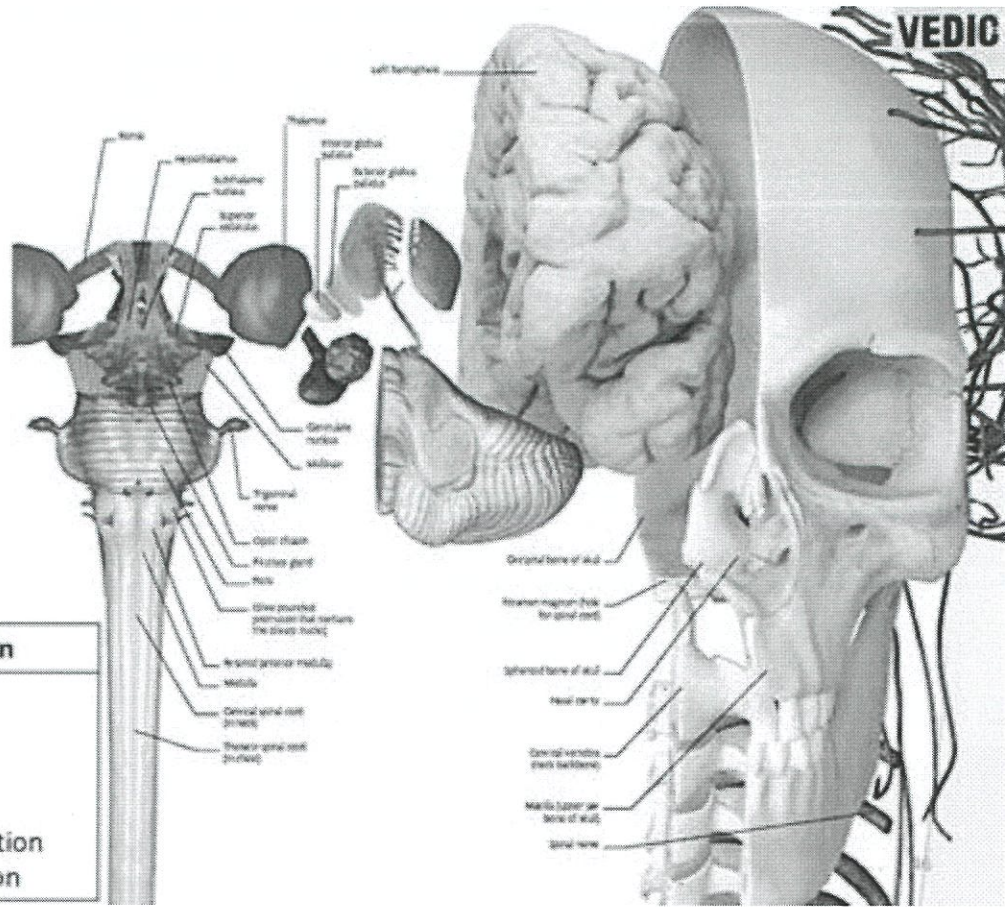


Right Brain
<ul style="list-style-type: none"><li>• Sensory Inputs</li><li>• Auditory</li><li>• Visual</li><li>• Creative</li><li>• Spatial</li></ul>

45

*Anirach*





*Anirach*





# Left or Right ??

**VEDIC**

**RED      YELLOW      BLUE      ORANGE**

**BLACK   PINK   WHITE   GRAY**

**YELLOW   RED   GRAY   BLACK**

**BLACK   ORANGE   YELLOW   BLUE**

Look at the colors below and say the colors and not the word.

Right Brain : Says **COLORS**

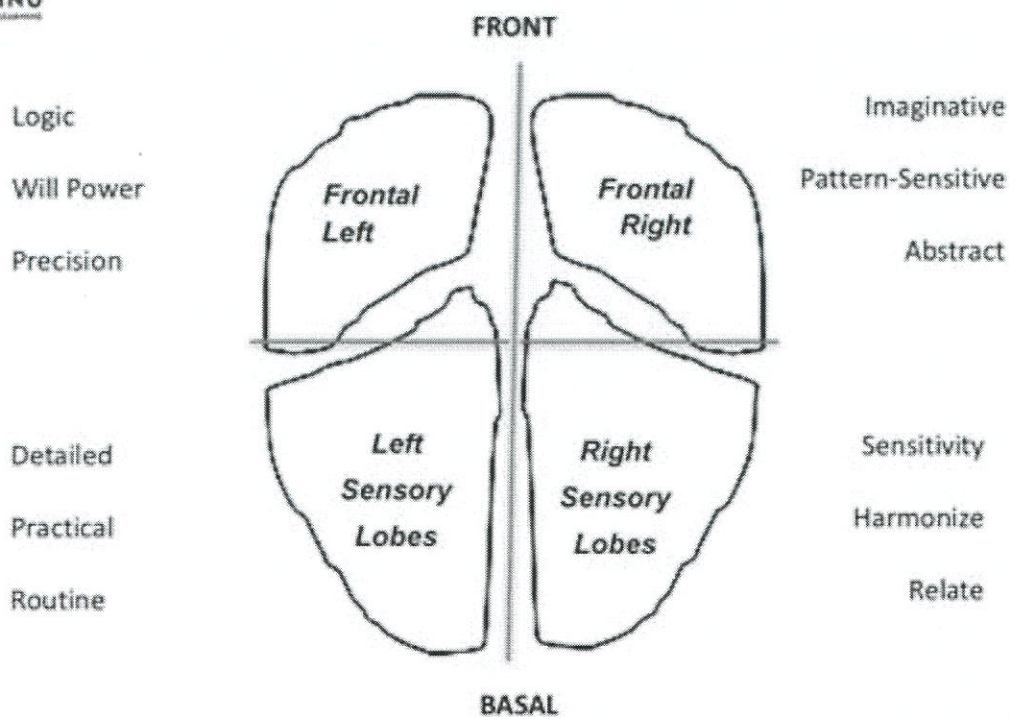
Left Brain : Says **WORDS**

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*Anirudh*



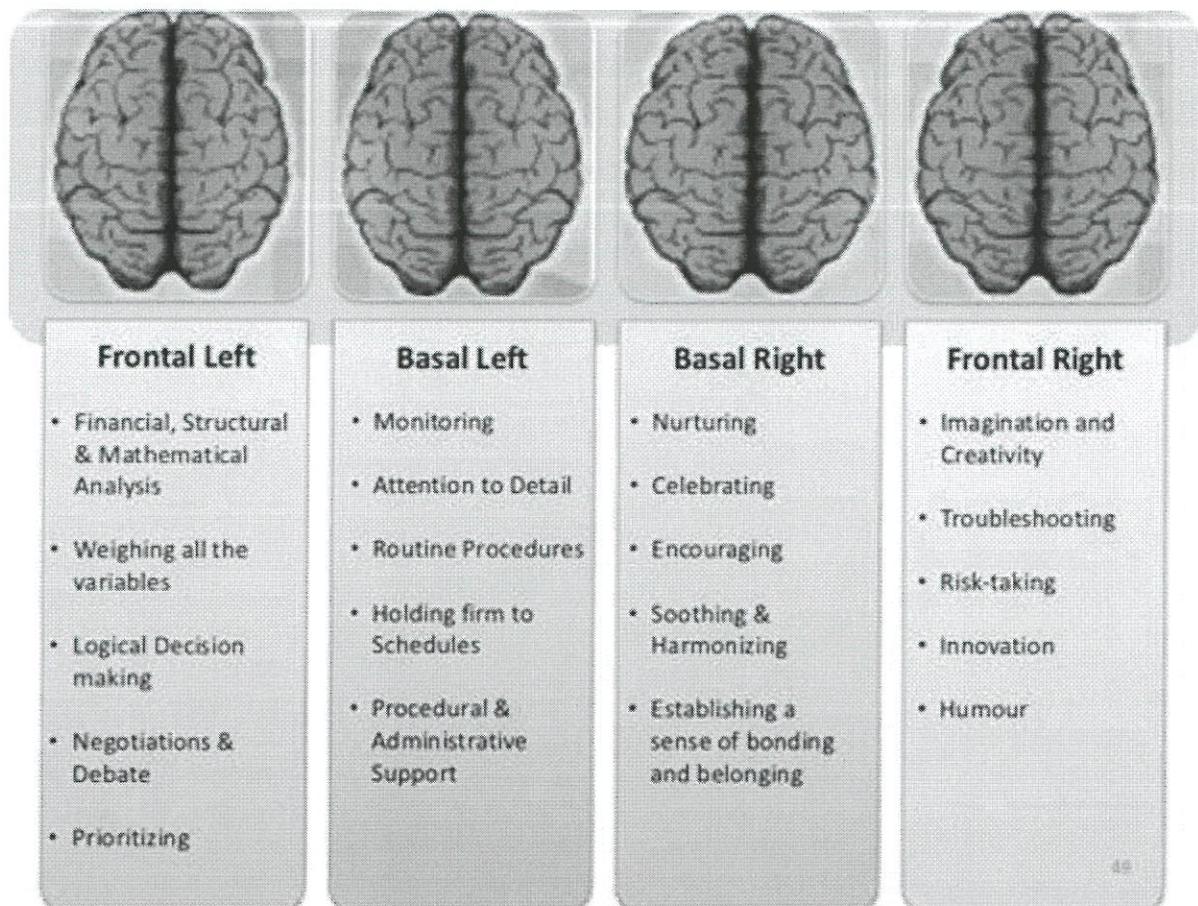
# Four Quadrants of our Brain

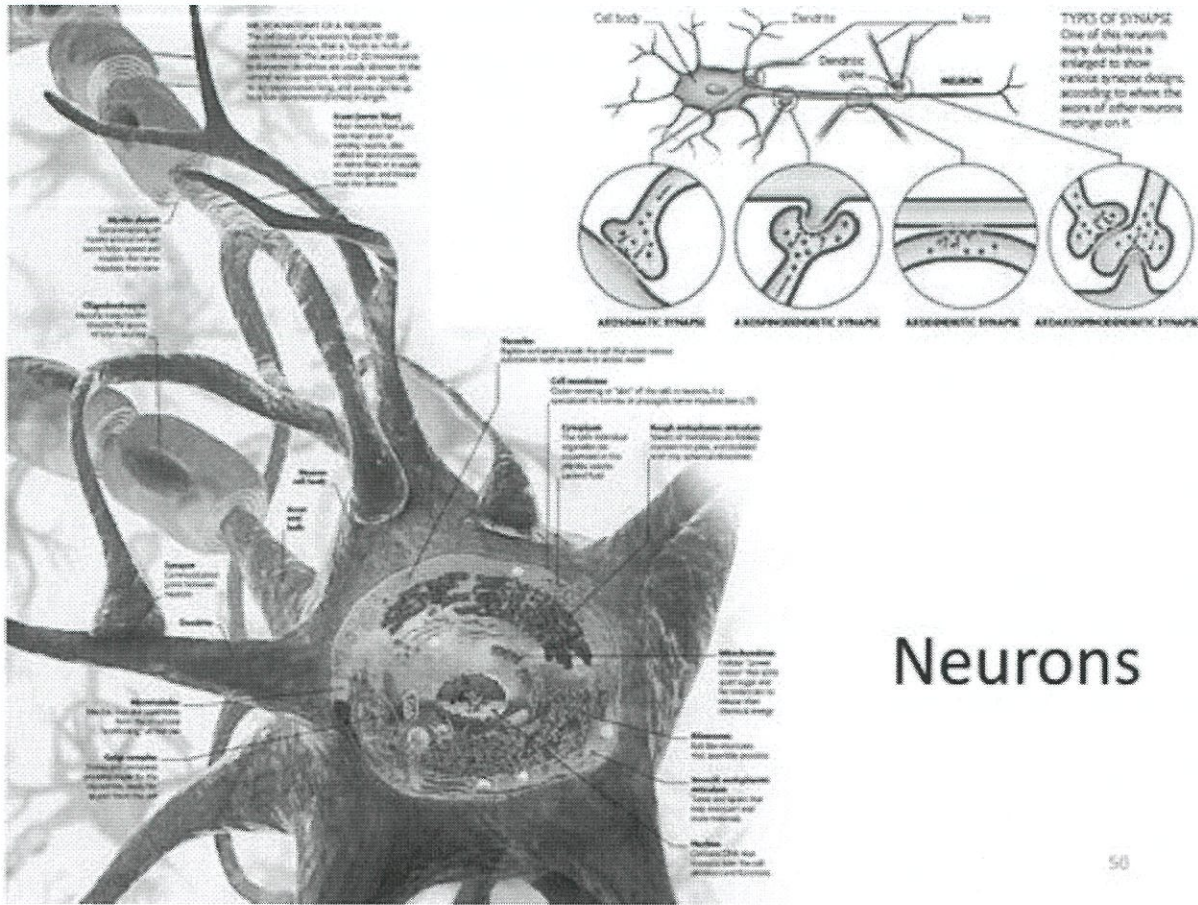


48

*Srinivasa*







# Neurons

50

*Animal*

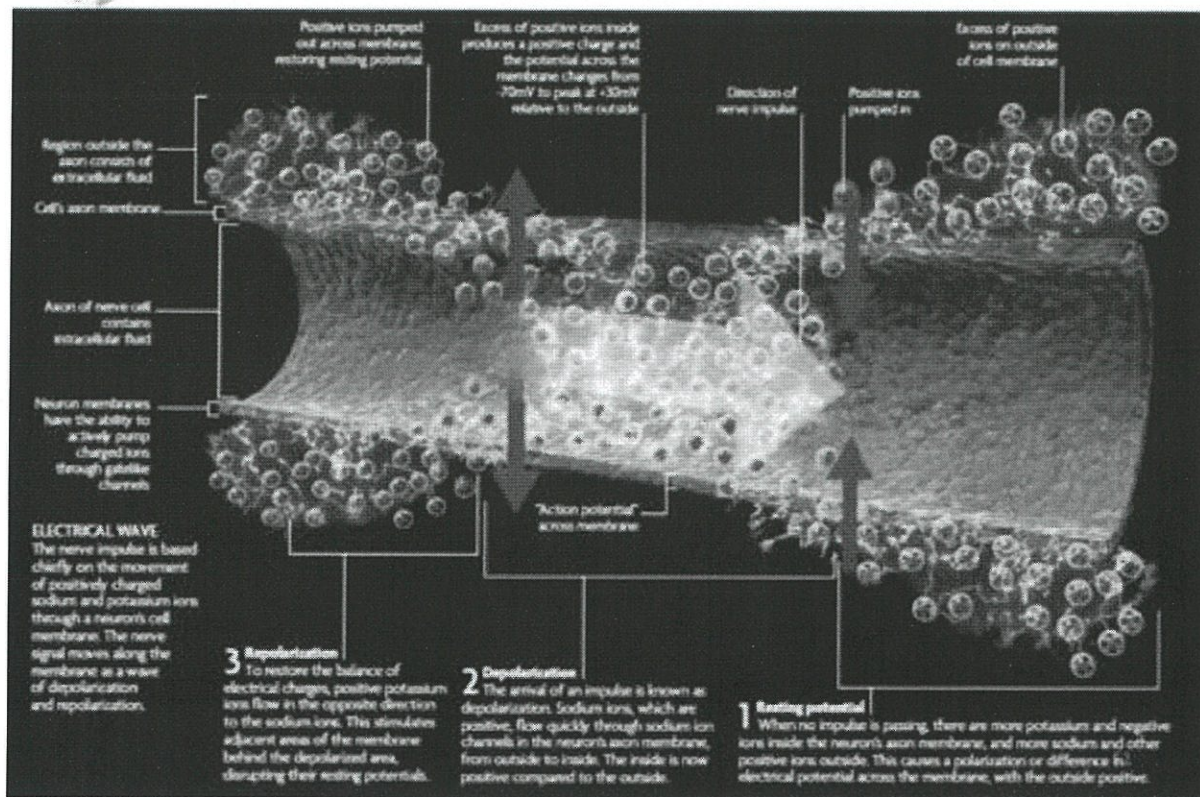






# Electrical Impulse in a Brain

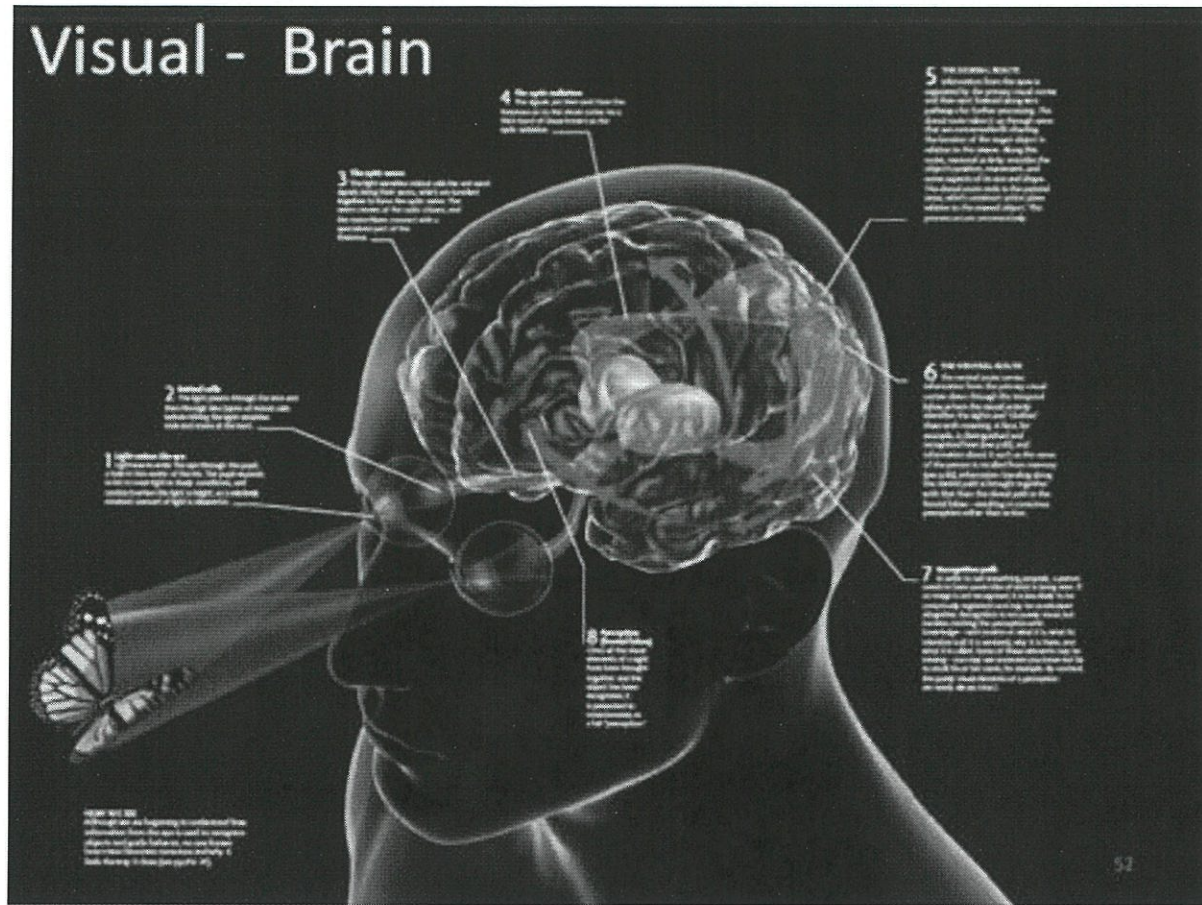
VEDIC



*Amirach*



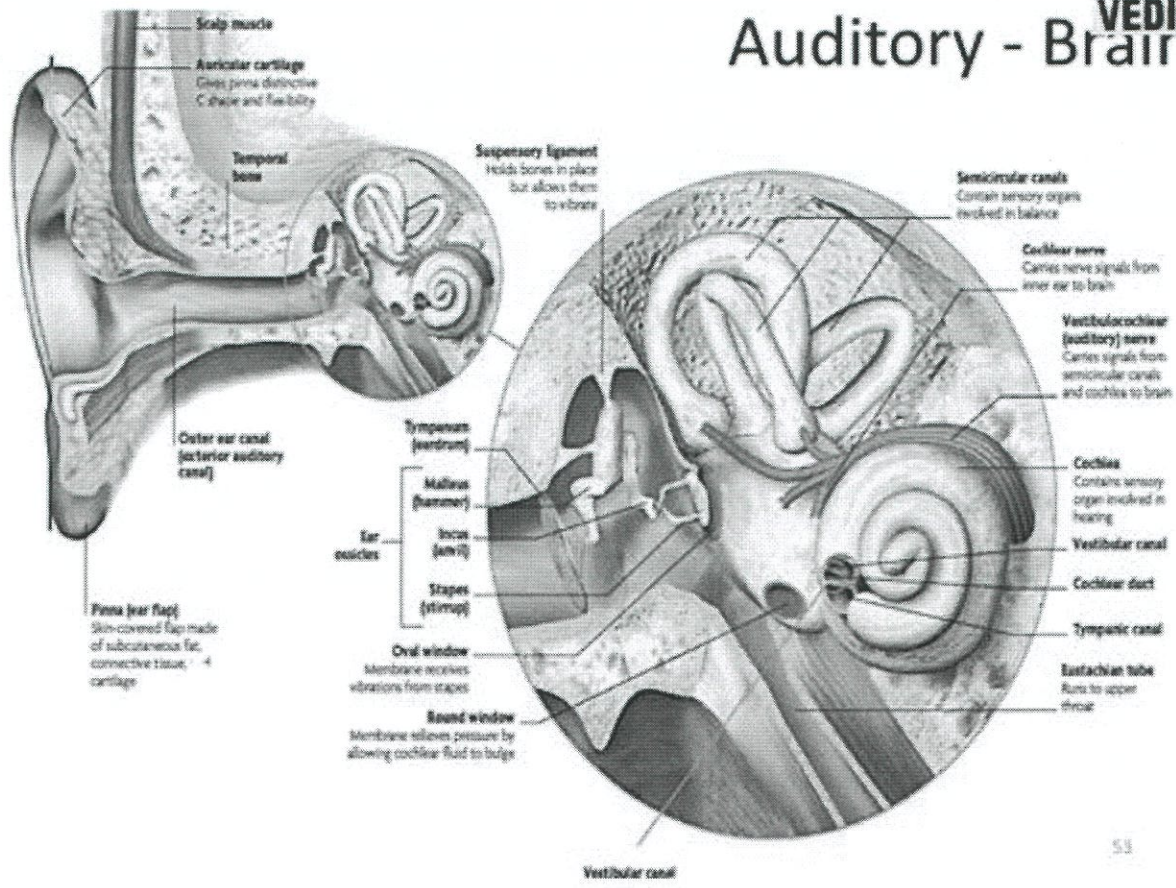
# Visual - Brain



*Anirach*

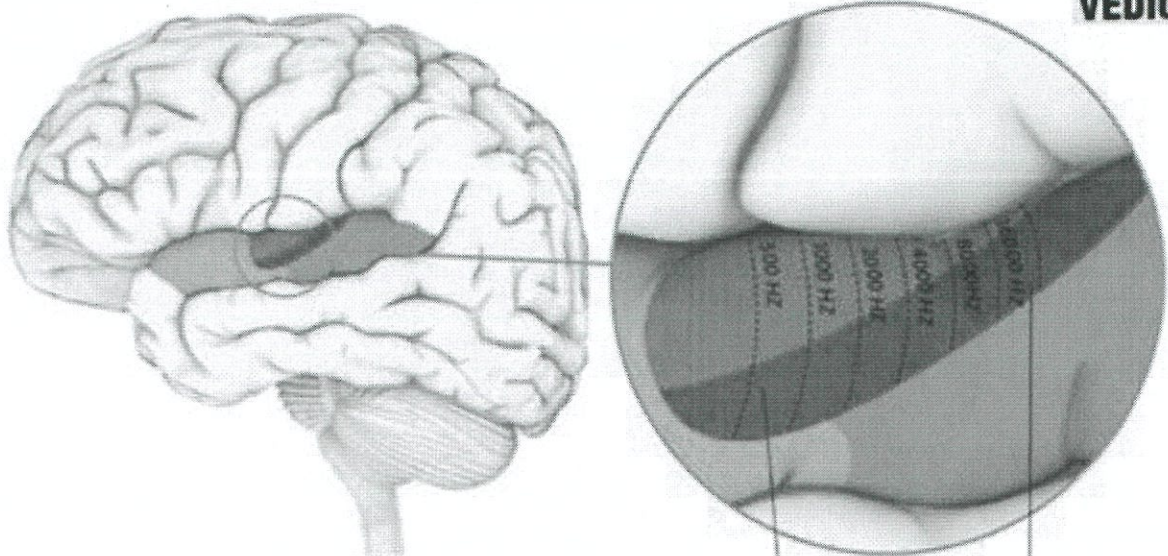


# Auditory - Brain



53





**PERCEIVING SOUND FREQUENCIES**  
In the primary auditory cortex, neurons are sited according to the frequency each responds to, as are the sensory cells in the cochlea.

Corresponds to apex of cochlea

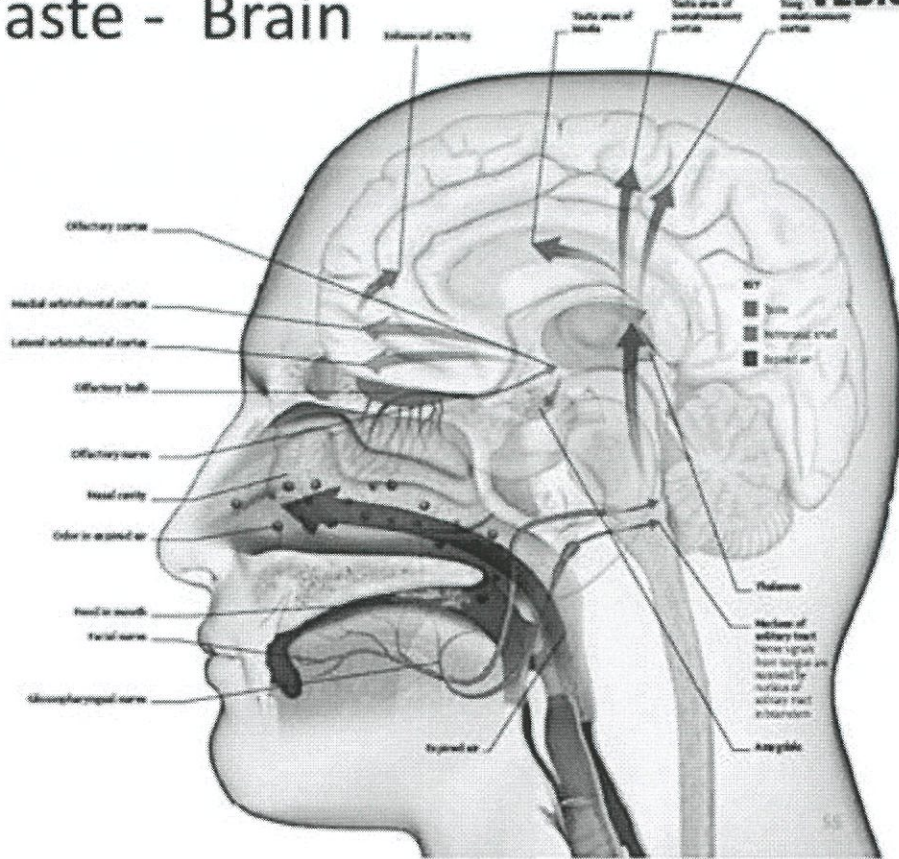
Corresponds to base of cochlea



# Smell & Taste - Brain

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VEDIC EDUCATION

**VEDIC**



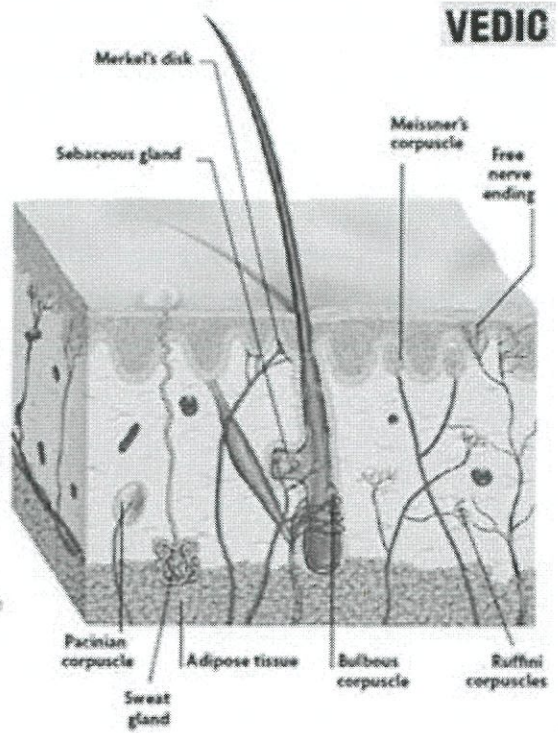
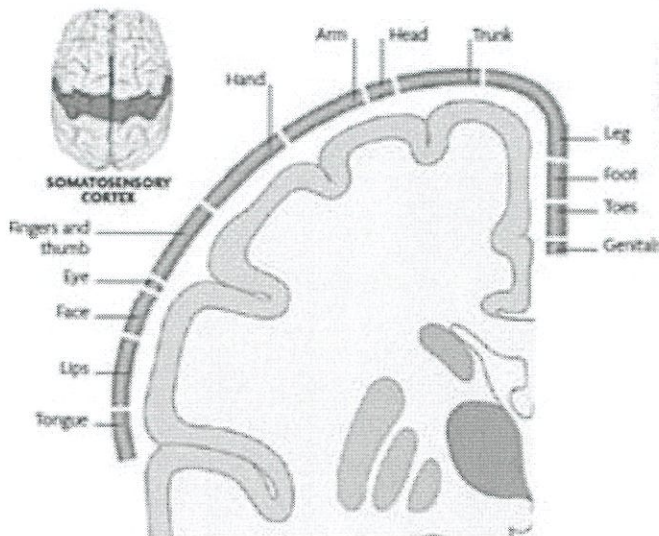
*Srinivasaiah*



# Touch - Brain

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UNIVERSITY

VEDIC



56

*Srinivasa*



# Memory & Intelligence

57

*B. V. RAJU*

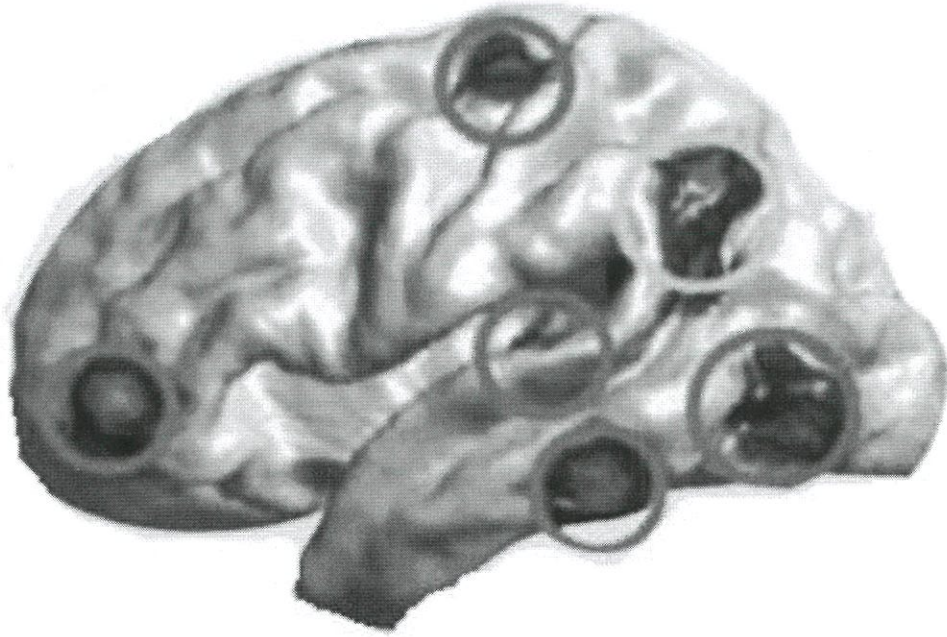


- Memory
  - The ability to 'recall a song' or 'recognize a face' on demand
  - A vague vision of some long past event
  - The skill required to ride a car; or the knowledge that your car keys are on the table.
  
- All these phenomena have something common called "learning", and learning results in 'total' or 'partial' reconstruction of a past experience.
- Learning is a process in which neurons fire together to produce a particular experience.
- Every time neurons are fired, the learning is altered so that they have a tendency to fire together again.
- The subsequent combined firing of the neurons reconstructs the original experience, producing a "recollection" of it.
- The act of recollecting makes the neurons involved even more likely to fire again in the future.
- So repeatedly reconstructing an event makes it increasingly easy to recall.

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59

*Bhimavathi*





# Intelligence

VEDIC

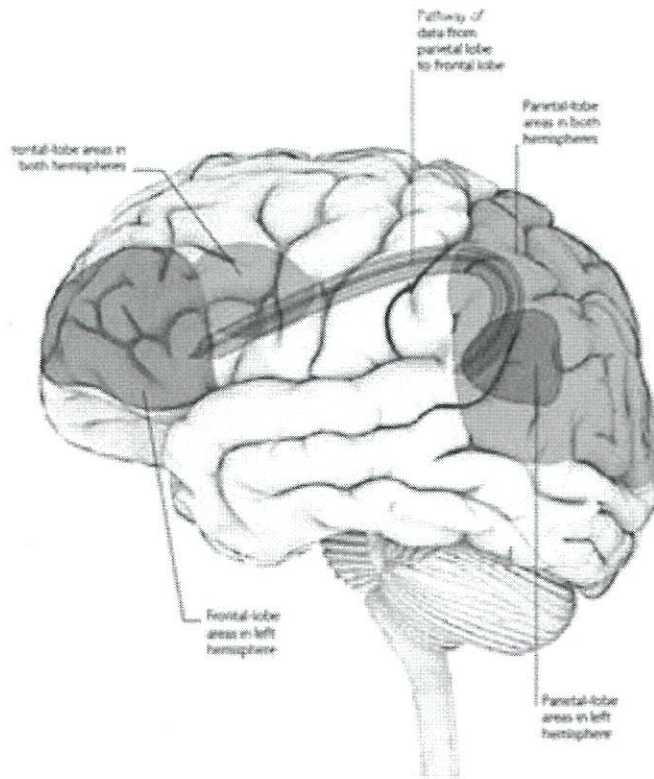
Intelligence refers to the ability to

- learn about,
  - learn from,
  - understand and
  - interact with ones environment
- 
- It embraces many different types of skills, such as
    - physical dexterity,
    - verbal fluency,
    - concrete and abstract reasoning,
    - sensory discrimination,
    - emotional sensitivity,
    - numeracy and
    - the ability to function well in society

60

*B. V. RAJU*





61

*hinnirach*



# Memory Process

Stage	What's meant to happen	What can go wrong
<b>Selection</b>	The brain is designed to store information that will be useful in future	Important events are neglected or irrelevant ones are selected
<b>Storing</b>	Selected experiences/memorization is stored	Information may be 'misfiled'
<b>Recollection</b>	Current events should stimulate the recollection of appropriate memories	Current event fails to prompt useful memories
<b>Change</b>	Each time a memory is recalled, it is altered slightly to accommodate new information	Alteration may create false memories
<b>Forgetting</b>	Information not refreshed would be forgotten	Useful information is forgotten

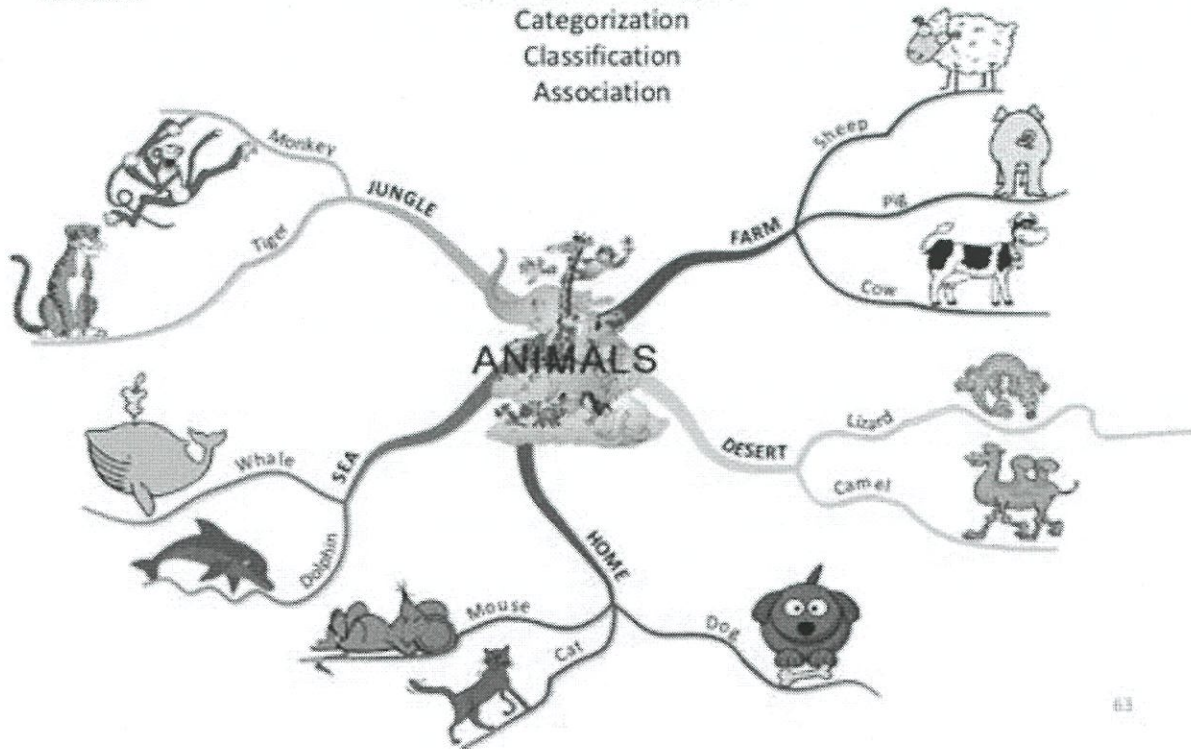
62



# Mind Map for Effective Learning VEDIC

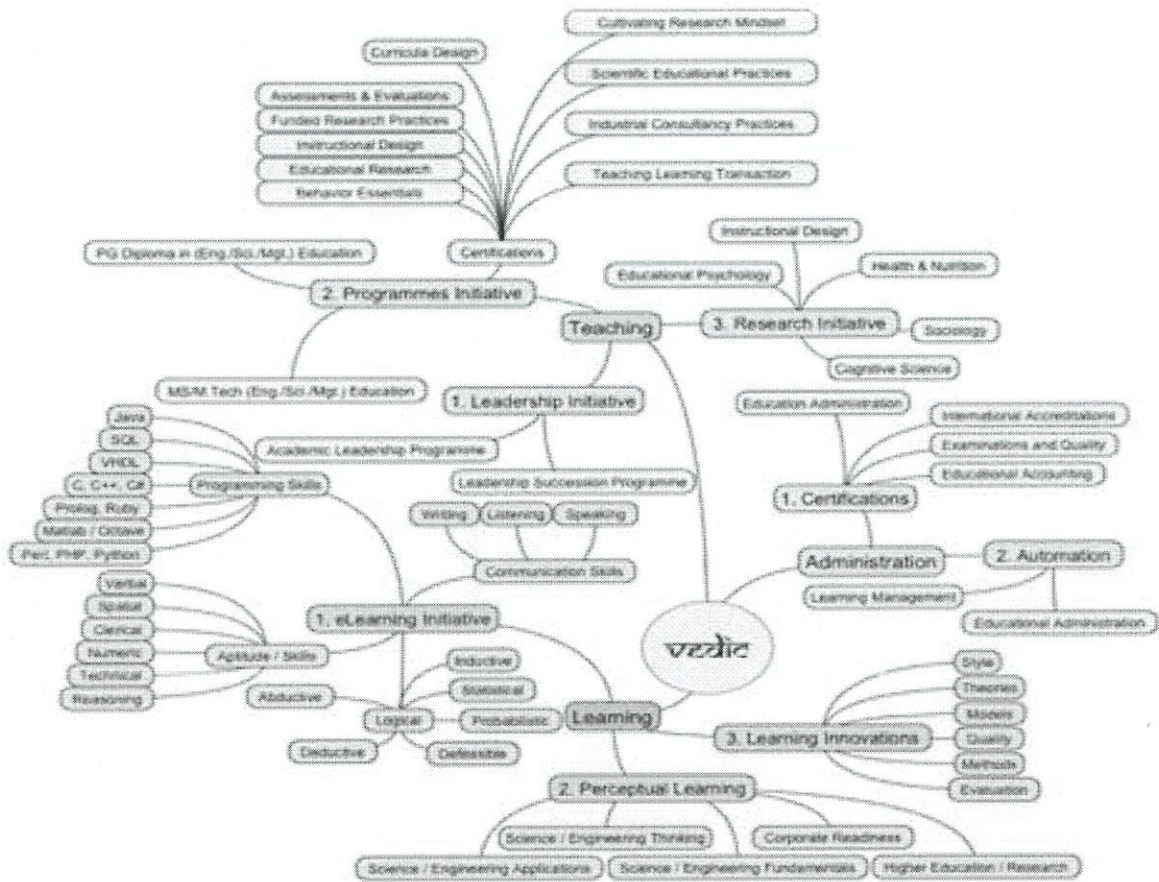
VISHNU  
VEDIC EDUCATION

Brain Learns through....  
Categorization  
Classification  
Association



*Anirach*





*Amirach*



# What contributes to intelligence

Factor	Effect
Genes	50 different genes are related to Intelligence
Brain Size	Bigger brain have more intelligence. Size of neural density determines how intelligent
Signaling Efficiency	Speed of neural signaling
Environment	Social environment during infancy, verbal interaction

65

*Anirach*





# How do we learn ?

VEDIC

Each Team would arrive at a list of characteristic requirements for a :

- Team 1 : Music Teacher
- Team 2 : Mathematics Teacher
- Team 3 : Car Driving Instructor
- Team 4 : Civil Engineer for constructing a house
- Team 5 : Medical Doctor
- Team 6 : Lawyer
- Team 7 : Art School / Creative Firm
- Team 8 : Start a Business (other than education)
- Team 9 : Start a Educational Institution
- Team 10 : Politician

66

*Amirach*

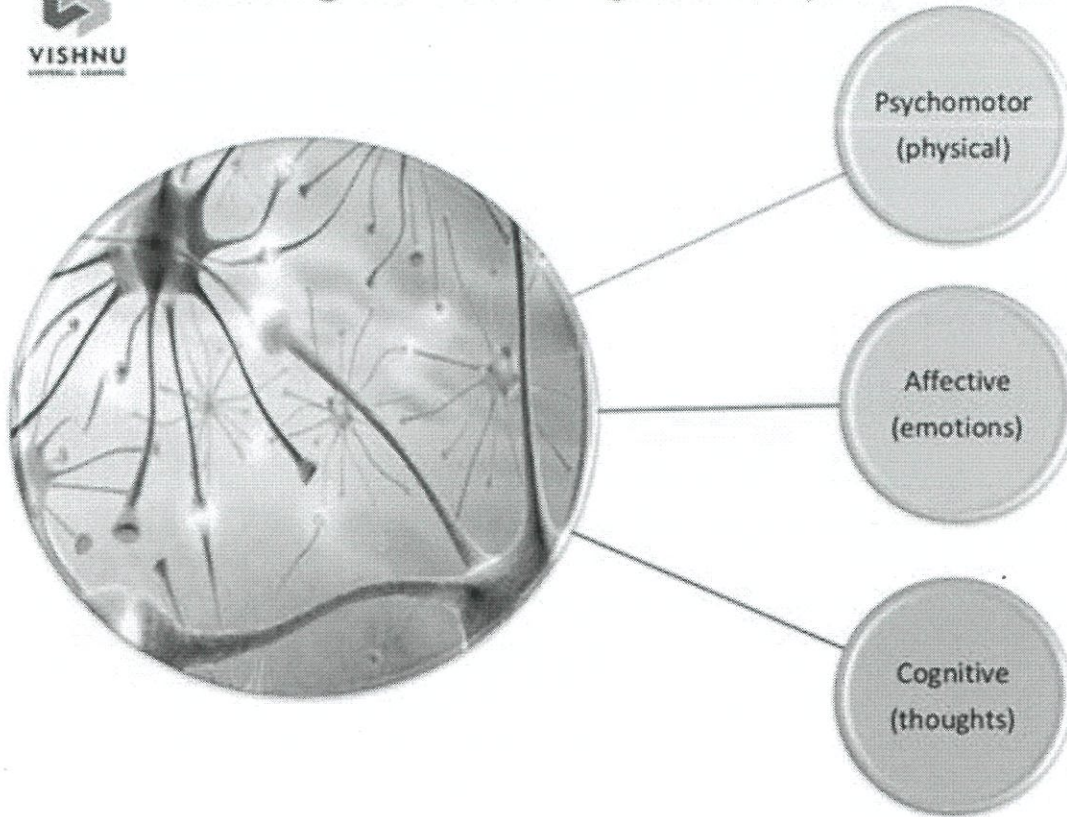






# Brain generates signals to perform...

**VEDIC**



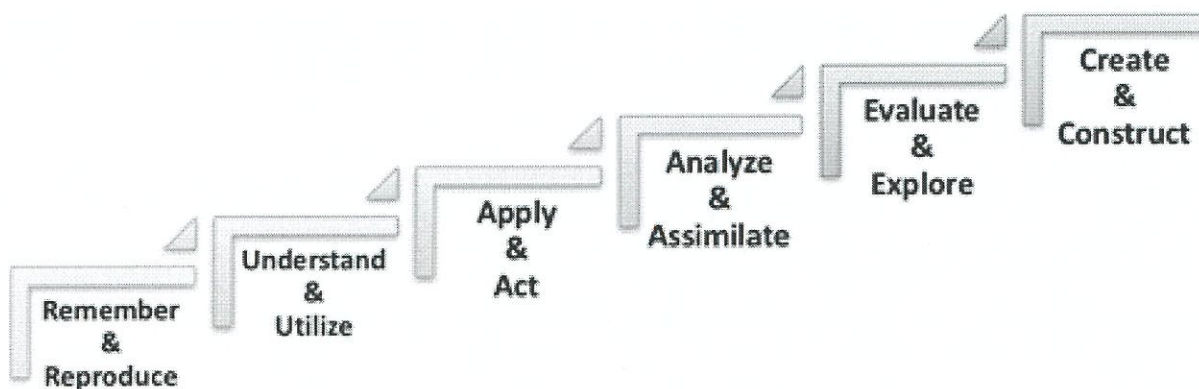
67

*Amirach*



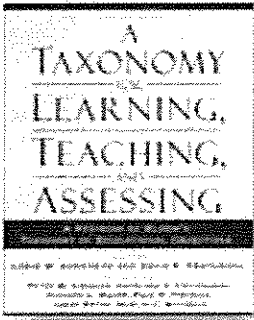
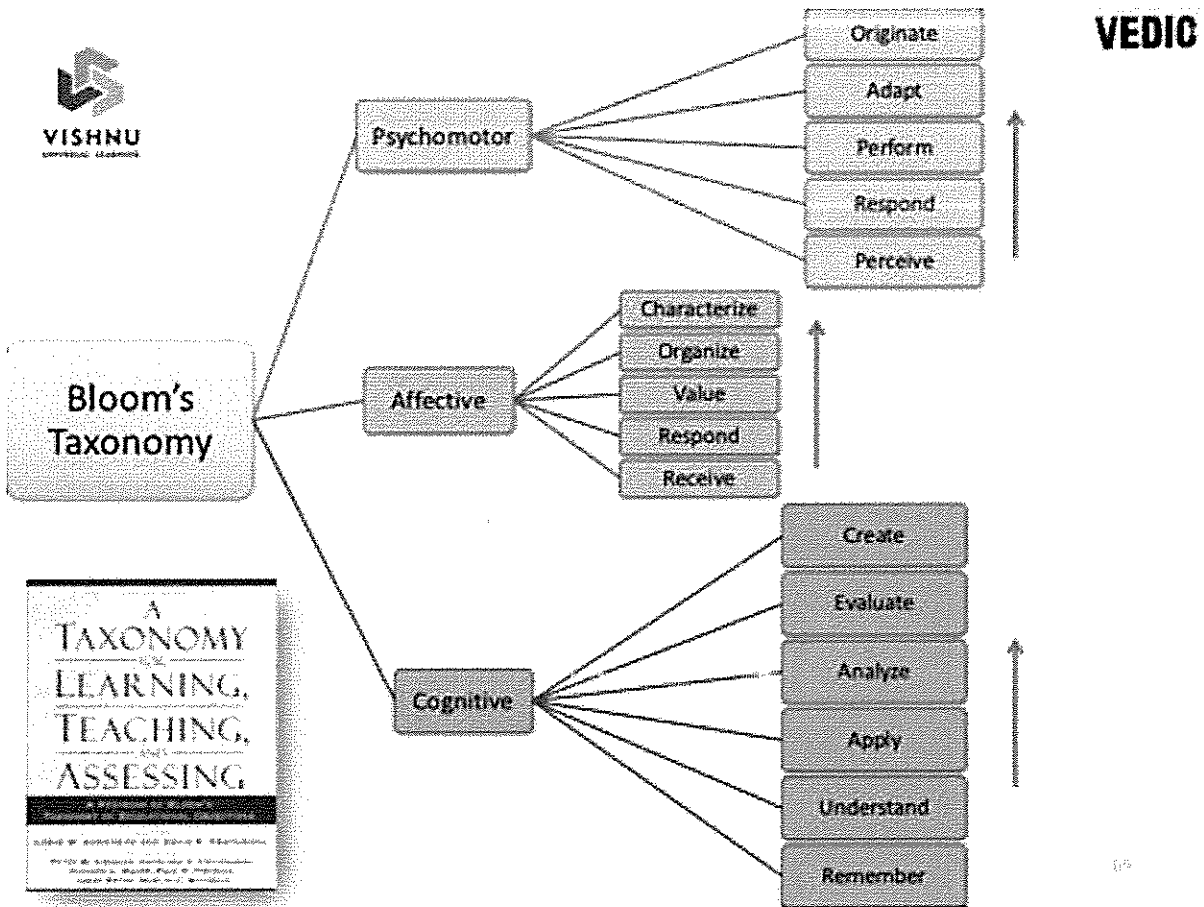


# Teaching & Learning Levels

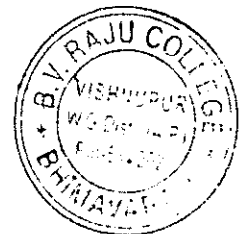


*Amirach*





*Handwritten signature or note*





## S.M.A.R.T. Model

- Specific
- Measurable
- Attainable
- Relevant
- Timely

70

*Amirach*



Can we create  
Questions  
using Taxonomy of Learning

71

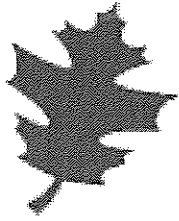
*Amirach*



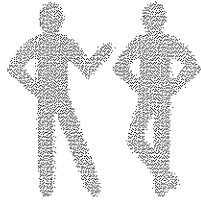


# Eight Styles of Intelligences

VEDIC



Nature Smart  
(Naturalist)



People Smart  
(Interpersonal)



Number Smart  
(Logical / Mathematical)



Picture Smart  
(Spatial / Visual)



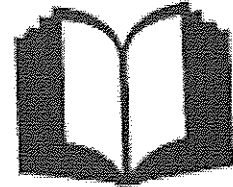
Self Smart  
(Intrapersonal)



Body Smart  
(Bodily - Kinesthetic)



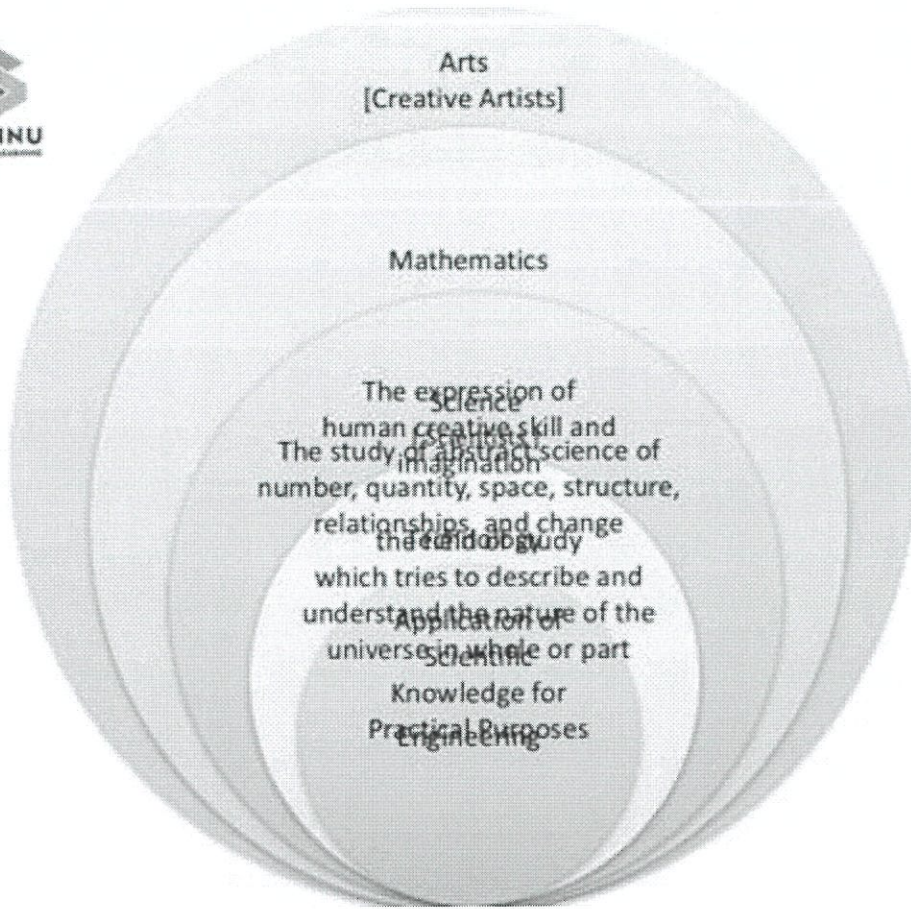
Music Smart  
(Musical)



Word Smart  
(Linguistic)

*Handwritten signature*

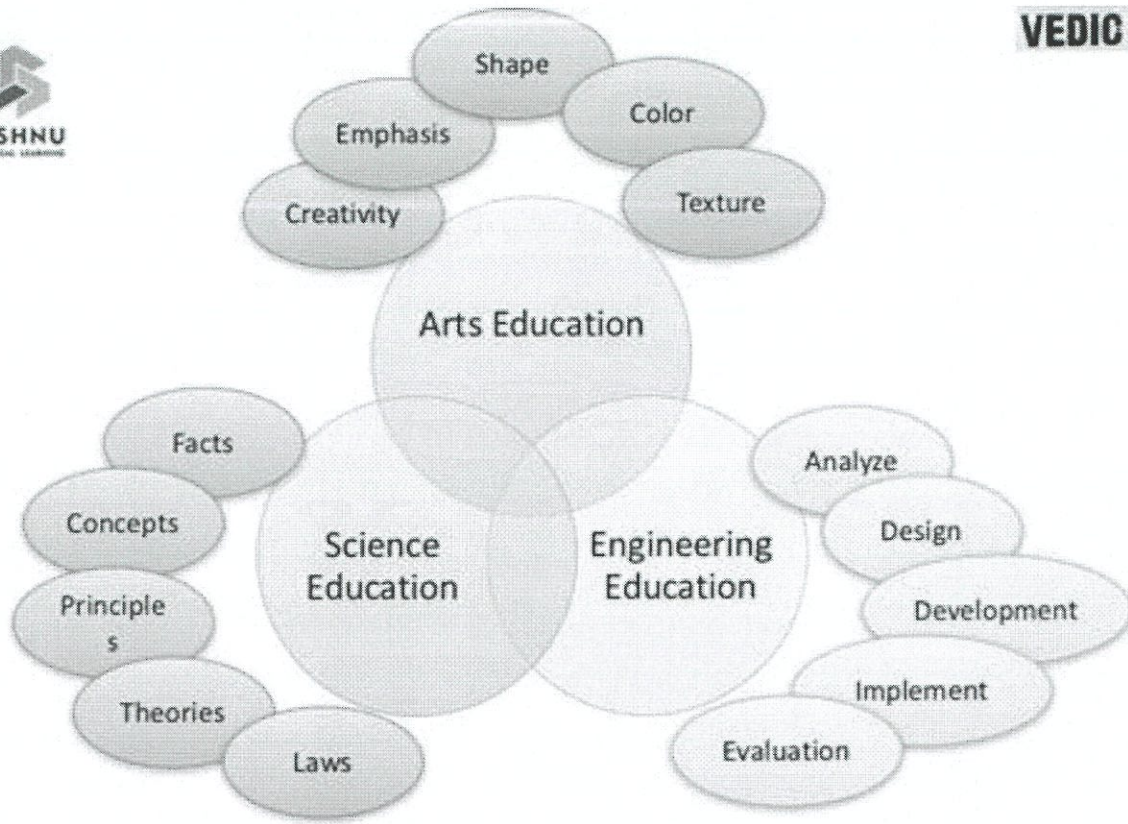




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*Anirach*



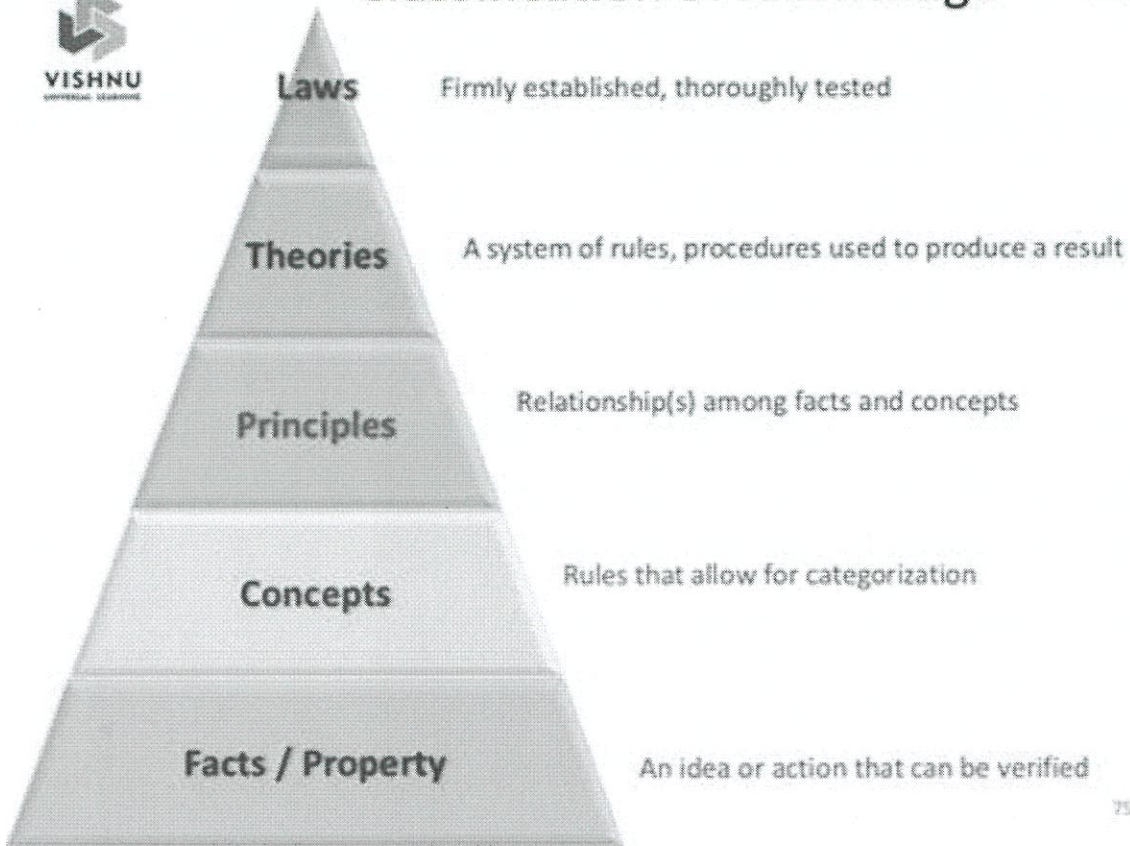


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# Classification of Knowledge



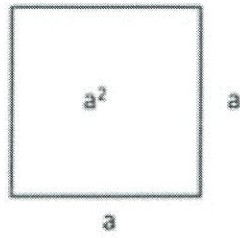
75

*Anirach*



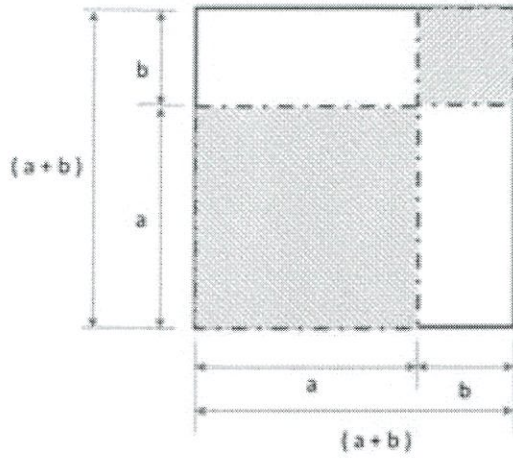
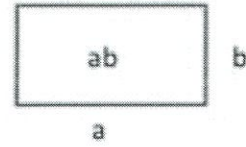


Shape ??  
Area ??



VEDIC

Shape ??  
Area ??



$$(a+b)^2 = a^2 + b^2 + 2ab$$

76



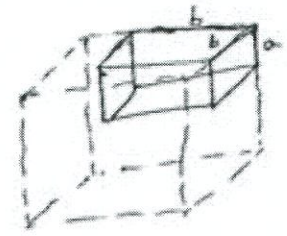
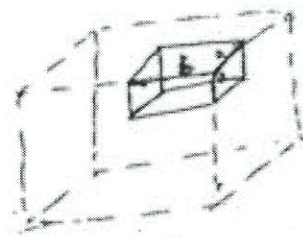
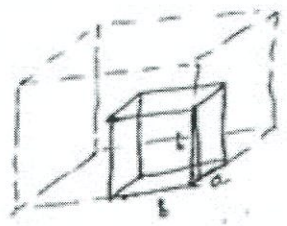
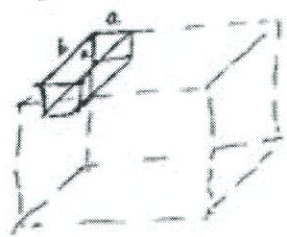
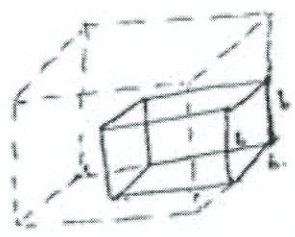
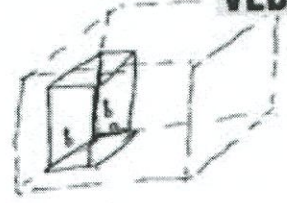
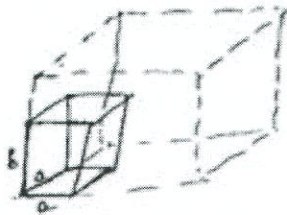
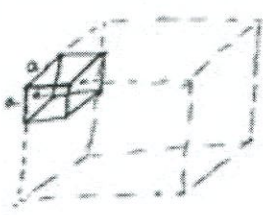
Solve:  $(a + b)^3$

77



$$(a+b)^2 = a^2 + b^2 + 3a^2b + 3ab^2$$

VEDIC



$$(a^2 + b^2)$$

$$(3a^2b)$$

$$(3ab^2)$$

78

*Amirach*



## MEANING of WORD

- Pedagogy = paidos + ago = child + lead
- Andragogy = andras + ago = adult + lead
- Ergonagy = ergon + ago = work + lead

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*Anirach*





# “Science” of Education

*Terms* used frequently in education space

- **Pedagogy** - the art and science of teaching (**kids**)
  - what is to be learnt, and how, is both determined and directed by the teacher
- **Andragogy** - the art and science of helping **adults** learn
  - What and how is determined by the teacher and directed by the learner
- **Heutagogy** - the art and science of **facilitating** the learner
  - both determination and direction shifts to the learner (training teachers)
- **Ergonagy** - the art and science of helping people learn to **work**
  - concept of occupational-vocational (skill based) education (laboratory courses)
- **Ubuntugogy** - art and science of learning **from society / community**
  - Leveraging on community for learning

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- Peeragogy / Paragogy - the art of learning from peers
  - the learners leverage on their own experience & expertise for learning
  - Groups of learners may be of different age, experience, expertise etc.,
- Cybergogy - the art of learning from cyber world
  - What and how is self-determined and learned from multiple sources

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*Anirach*



	Paradigm	Focus	In other words	VEDIC
PEDAGOGY	Teacher Centered	Competence	imparting knowledge and skills to 'passive' or 'dependent'	
ANDRAGOGY	Experience determined	Capability	teachers helping adults to learn based on the adults needs	
HEUTOGOGY	Self Determined	Troubleshooters problem solvers	...learners themselves determine what and how they need to learn	
ERGONAGY	Occupational-Vocational	Education at through work	education and training related to preparation for and performance of work, where the learning is continually blended	
UBUNTUGOGY	Essentialist	Holistic / Integrative	intellectual growth, constructive thinking, conceptualization and creativity, education for life	
TIRBYI	Teacher/Religious Centered	Tawhid i.e. the overall harmony and patterning of the universe	giving knowledge to children; developing their skills; teaching at school or colleges through a belief that knowledge is only possible through the guidance of the supreme	
TECHNOGOGY	Transformative	Learner centered based on enabling technologies	.. learning and teaching happen as a result of the use of technologies	82

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# “Pedagogy and Andragogy”

83

*Srinivasaiah*





# Pedagogy Vs Andragogy

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	Pedagogical	Andragogical
The Learner	<ul style="list-style-type: none"> <li>• The learner is dependent upon the teacher for all learning</li> <li>• The teacher assumes full responsibility for what is taught and how it is learned</li> <li>• The teacher evaluates learning</li> </ul>	<ul style="list-style-type: none"> <li>• The learner is self-directed</li> <li>• The learner is responsible for his/her own learning</li> <li>• Self-evaluation is characteristic of this Approach</li> </ul>
Role of the Learner's Experience	<ul style="list-style-type: none"> <li>• The learner comes to the activity with little experience that could be tapped as a resource for learning</li> <li>• The experience of the instructor is most influential</li> </ul>	<ul style="list-style-type: none"> <li>• The learner brings a greater volume and quality of experience</li> <li>• Adults are a rich resource for one another</li> <li>• Different experiences assure diversity in groups of adults</li> <li>• Experience becomes the source of self-identify</li> </ul>

*Anirach*





# Pedagogy Vs Andragogy

VEDIC

	Pedagogical	Andragogical
Readiness to Learn	<ul style="list-style-type: none"><li>• Students are told what they have to learn in order to advance to the next level of Mastery</li></ul>	<ul style="list-style-type: none"><li>• Any change is likely to trigger a readiness to learn</li><li>• The need to know in order to perform more effectively in some aspect of one's life is important</li><li>• Ability to assess gaps between where one is now and where one wants and needs to be</li></ul>
Orientation to Learning	<ul style="list-style-type: none"><li>• Learning is a process of acquiring prescribed subject matter</li><li>• Content units are sequenced according to the logic of the subject matter</li></ul>	<ul style="list-style-type: none"><li>• Learners want to perform a task, solve a problem, live in a more satisfying way</li><li>• Learning must have relevance to real-life tasks</li><li>• Learning is organized around life/work situations rather than subject matter units</li></ul>

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# Pedagogy Vs Andragogy

VEDIC

	Pedagogical	Andragogical
Motivation for Learning	<ul style="list-style-type: none"><li>• Primarily motivated by :<ul style="list-style-type: none"><li>• external pressures,</li><li>• competition for grades, and</li><li>• consequences of failure</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Internal motivators:<ul style="list-style-type: none"><li>• self-esteem</li><li>• recognition</li><li>• better quality of life</li><li>• self-confidence</li><li>• self-actualization</li></ul></li></ul>

86

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# Learning Flow (LF)

- Class duration 45-50 min = 2-3 LF
- 1 LF = 10-20 min

## Typical Learning Flow

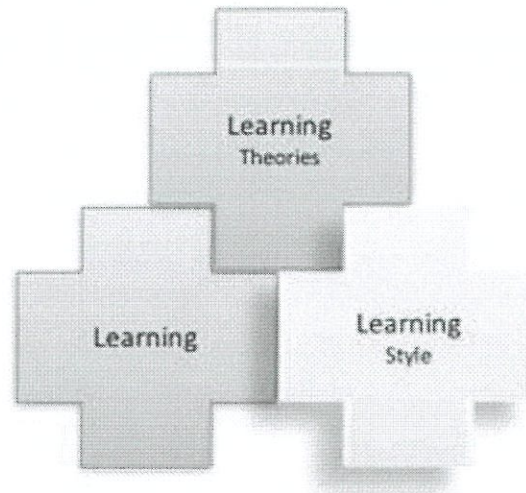
Analogy	→	Concept	→	Example
Bangles	→	LIFO	→	(a) Stacks (b) Job Scheduling
Activity	→	Lecture	→	Activity
(3 min)	→	(4 min)	→	(3 min) = 10 min
(5 min)	→	(10 min)	→	(5 min) = 20 min

87

*Srinivas*



# Our Present Position



III

*Srinivasa*



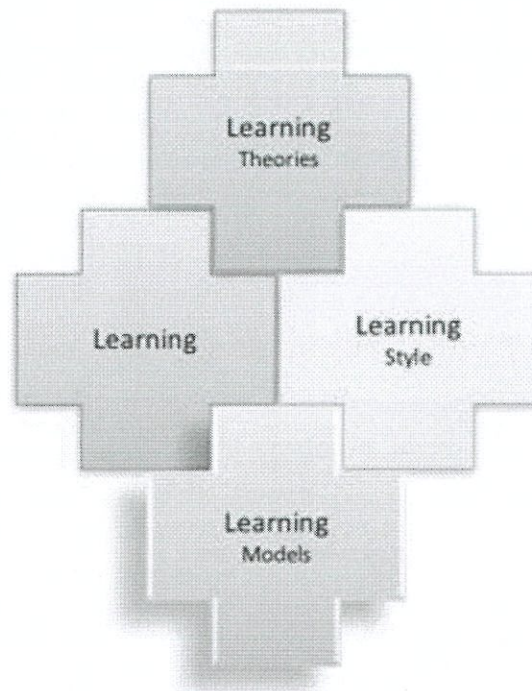
## Learning Styles

- Discuss on the various learning styles given in the activity sheets
- Every participant will find scenario's where the respective learning style is prominent

*Srinivasa*



# Our Present Position



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*Anirudh*







91

*Amirach*



# Learning Models

Top 2 Learning Models used for Effective Learning:

## 1. Active Learning

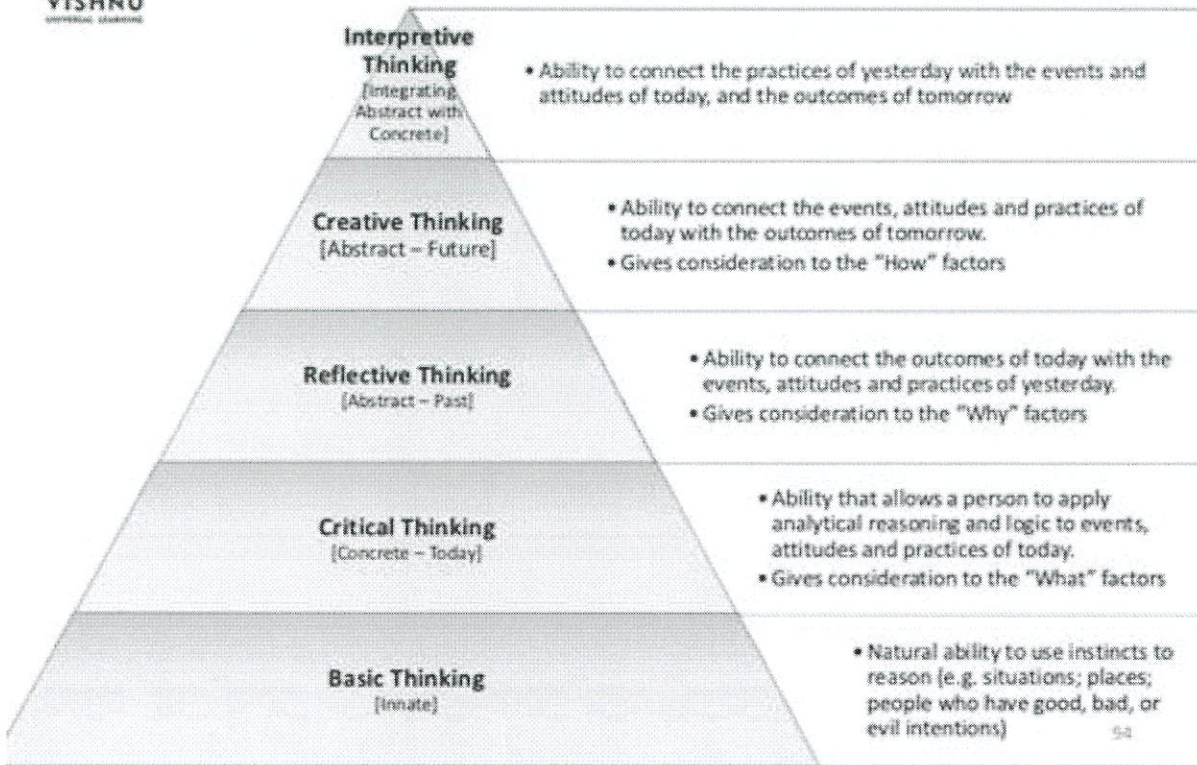
- a. Inquiry Based Learning
- b. Problem Based Learning
- c. Case Based Learning

## 2. Experiential Learning

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# Glenn's Holistic Thinking Pyramid

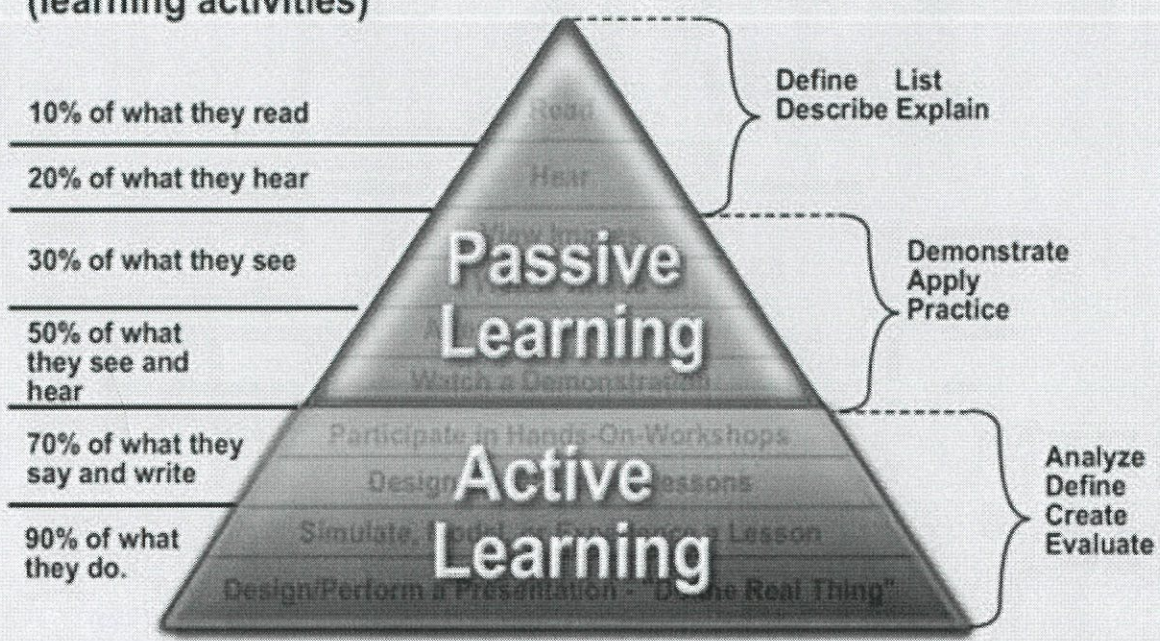


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People generally remember... (learning activities)

People are able to... (learning outcomes)



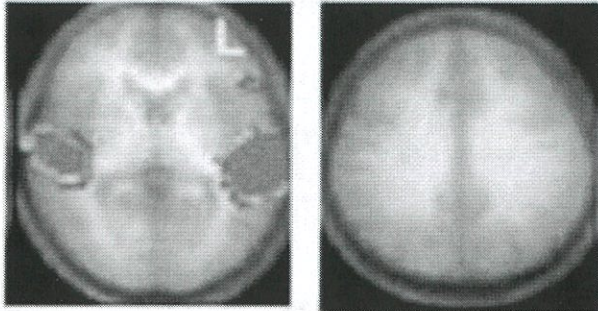
Dale's Cone of Learning

*Srinivasaiah*



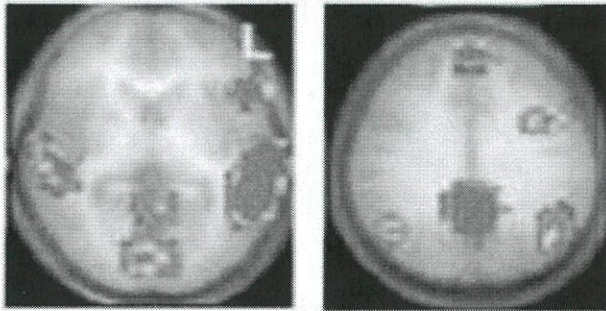
Passive

Listening & Learning



Active

Listening & Learning

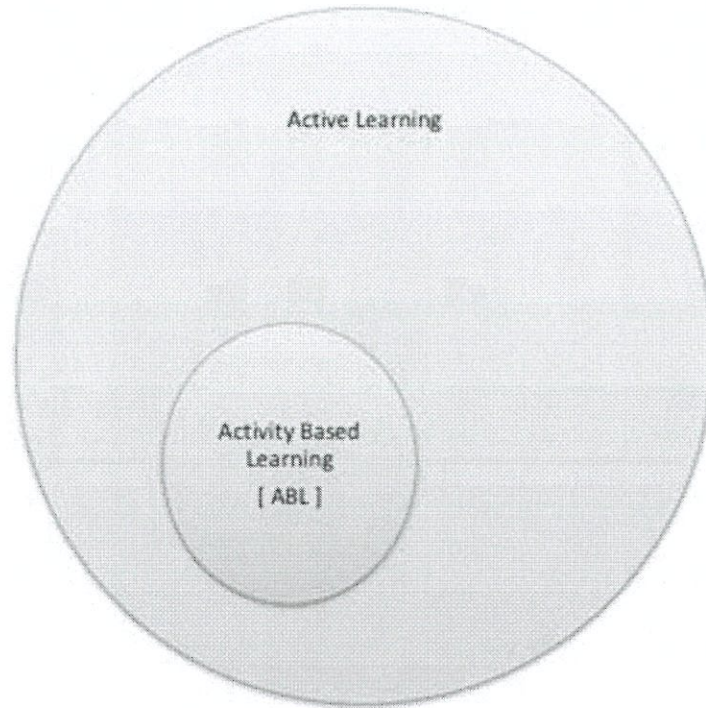


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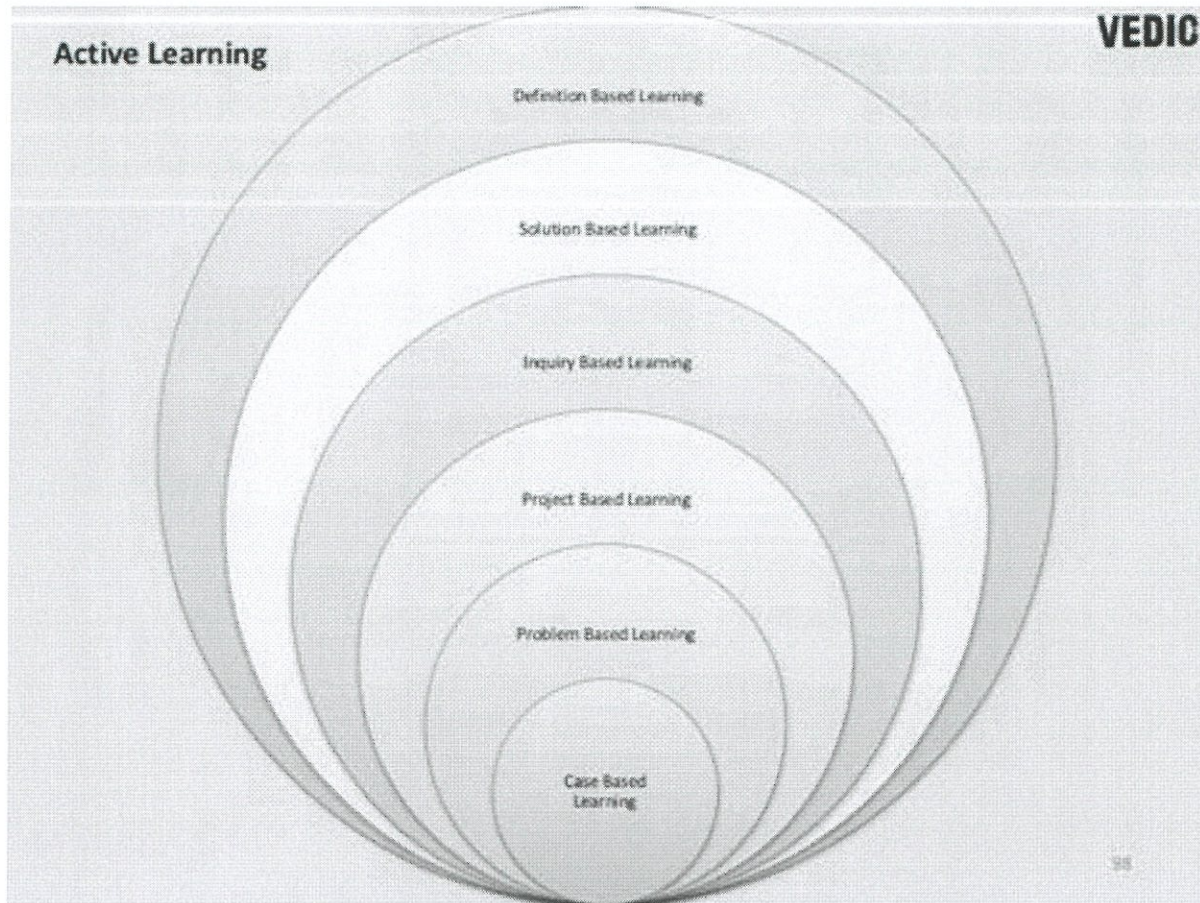
# Active & Activity Based Learning (ABL)



97

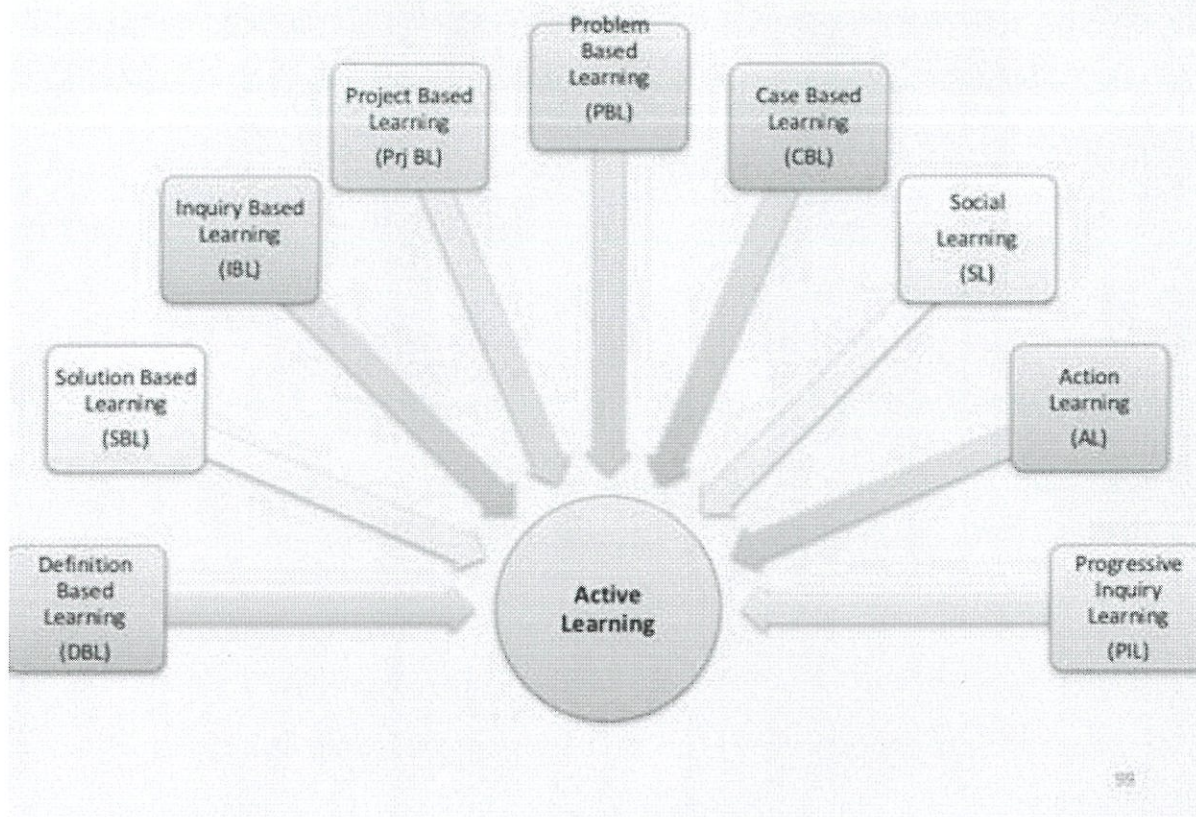
*Bhimavara*





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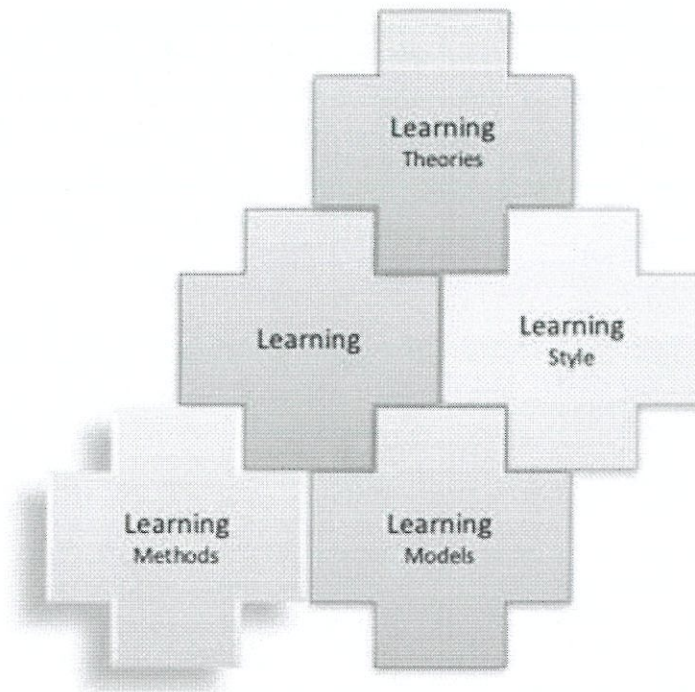
Learning	Description
1. Definition Based	A. Students actively pose questions, investigate, solve problems, and draw conclusions about the topic
2. Solution Based	B. Problem is known, the method is to be selected by the students... it is also termed as 'problem solving' mode of learning
3. Inquiry Based	C. Both Problem and Method are known to students... it is also termed as 'routine' mode of learning
4. Project Based	D. A complex case is provided to students and followed with in-class discussion about content and concepts
5. Problem Based	E. An authentic problem is used to define and drive the student learning experience..... It is also termed as 'problem orientation' mode of learning
6. Case Based	F. Students work collaboratively to explore a problem or issue and create a presentation/product to demonstrate their learning

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*Srinivasa*



# Our Present Position

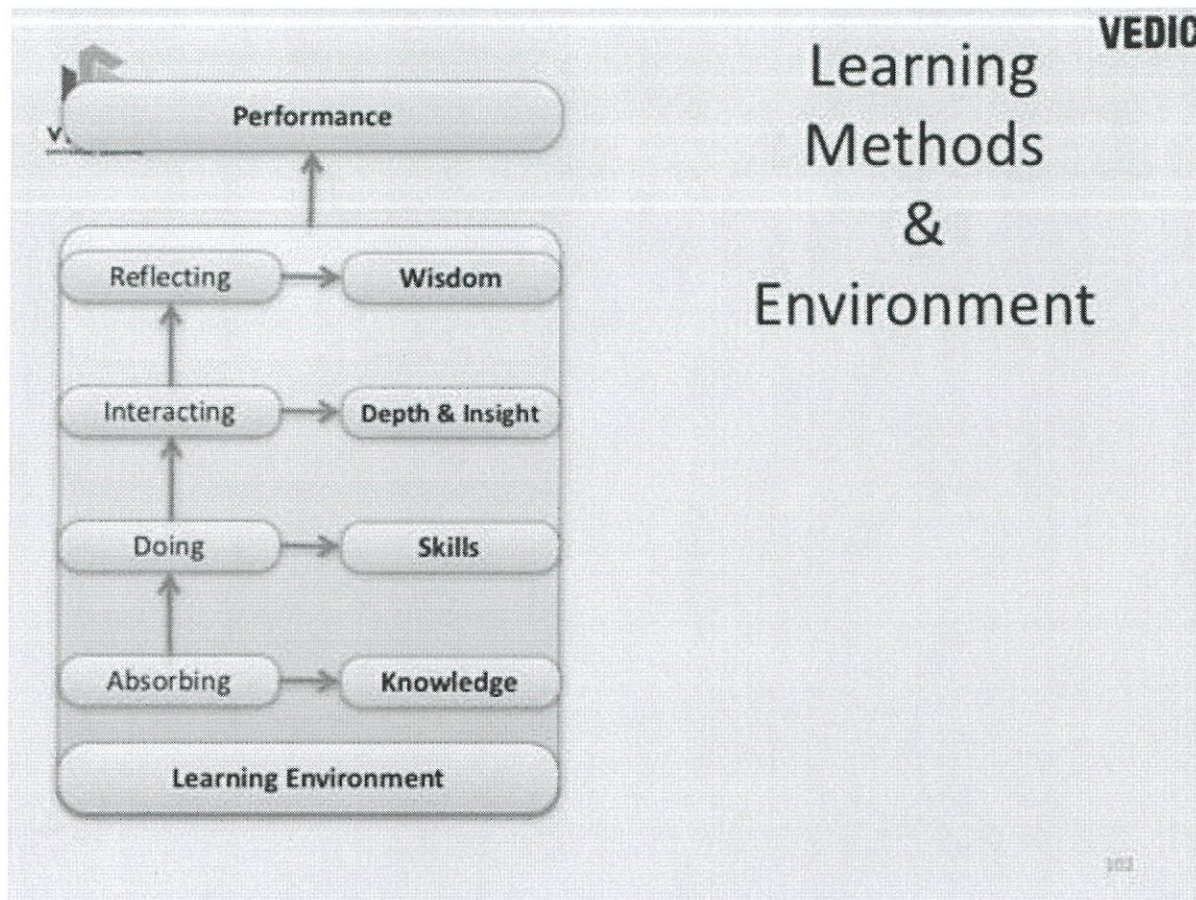


101

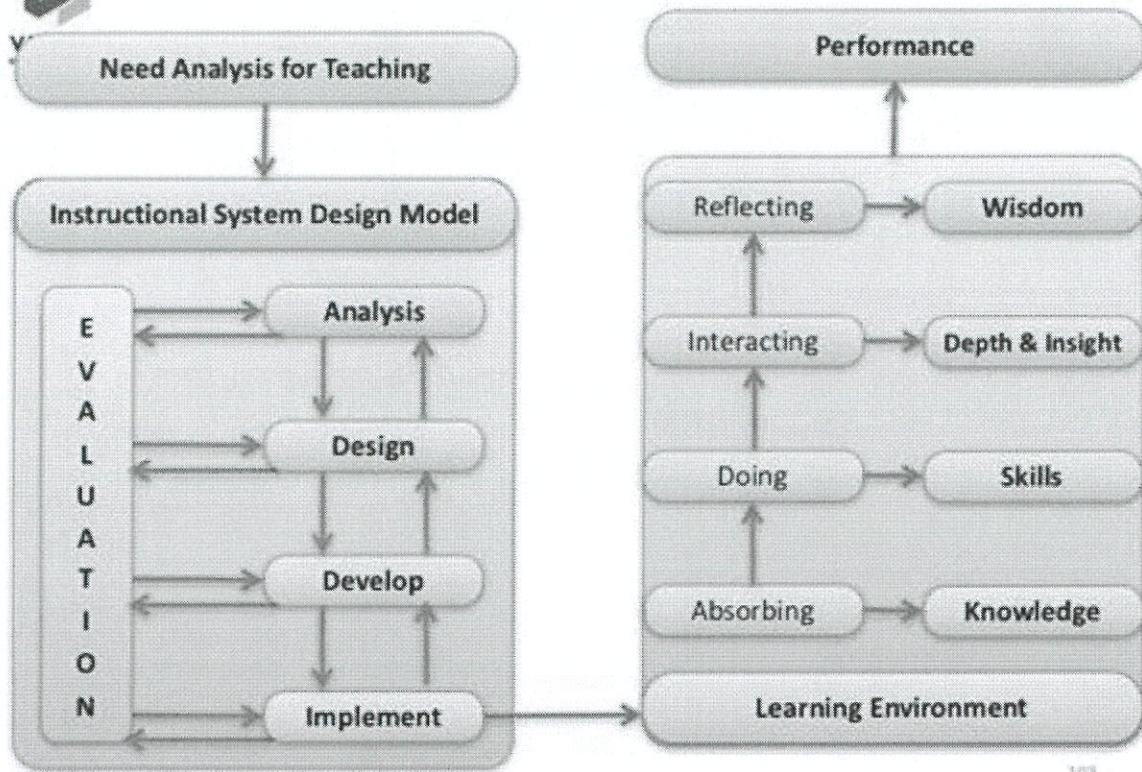
*Vishnu*



# Learning Methods & Environment



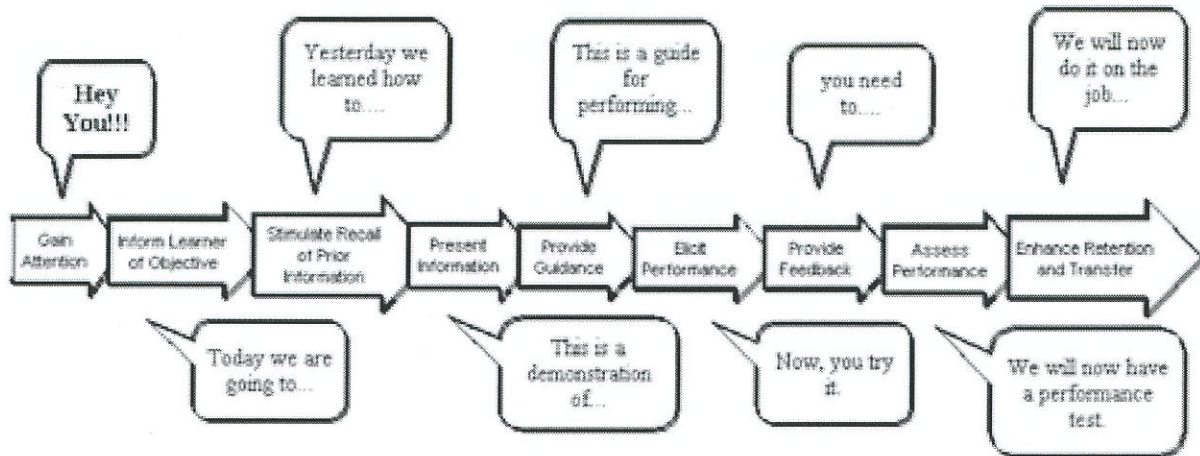
# Instructional System Design Model



*Amirach*



# Robert Gagne's 9 Events of Instruction



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# Robert Gagne's 9 Events of Instruction Model

Event of Instruction	Learning Process
<b>1. Gaining attention</b> Giving learner a stimulus to ensure reception of coming instruction	
<b>2. Informing learner of objective</b> Telling learner what they will be able to do for the instruction	<b>Expectancy</b>
<b>3. Stimulating recall of prior learning</b> Asking for recall of existing relevant knowledge	<b>Retrieval to working memory</b>
<b>4. Presenting the stimulus</b> Displaying the content	<b>Pattern recognition; selective perception</b>
<b>5. Providing learner guidance</b> Supplying organization and relevance to enhance understanding	<b>Chunking, rehearsal, encoding</b>

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Answer



# Robert Gagne's 9 Events of Instruction Model

Event of Instruction	Learning Process
<b>6. Eliciting performance</b> Asking learners to respond, demonstrating learning	<b>Retrieval, responding</b>
<b>7. Providing Feedback</b> Giving immediate feedback on learner's performance	<b>Reinforcement, error correction</b>
<b>8. Assessing performance</b> Providing feedback to learners' more performance for reinforcement	<b>Responding, retention</b>
<b>9. Enhancing retention and transfer</b> Providing diverse practice to generalize the capability	<b>Retention, retrieval, generalization</b>

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### Example : Recognize an equilateral triangle

1. **Gain attention** - show variety of computer generated triangles
2. **Identify objective** - pose question: "What is an equilateral triangle?"
3. **Recall prior learning** - review definitions of triangles
4. **Present stimulus** - give definition of equilateral triangle
5. **Guide learning**- show example of how to create equilateral
6. **Elicit performance** - ask students to create 5 different examples
7. **Provide feedback** - check all examples as correct/incorrect
8. **Assess performance**- provide scores and remediation
9. **Enhance retention/transfer** - show pictures of objects and ask students to identify equilaterals

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# Evaluation

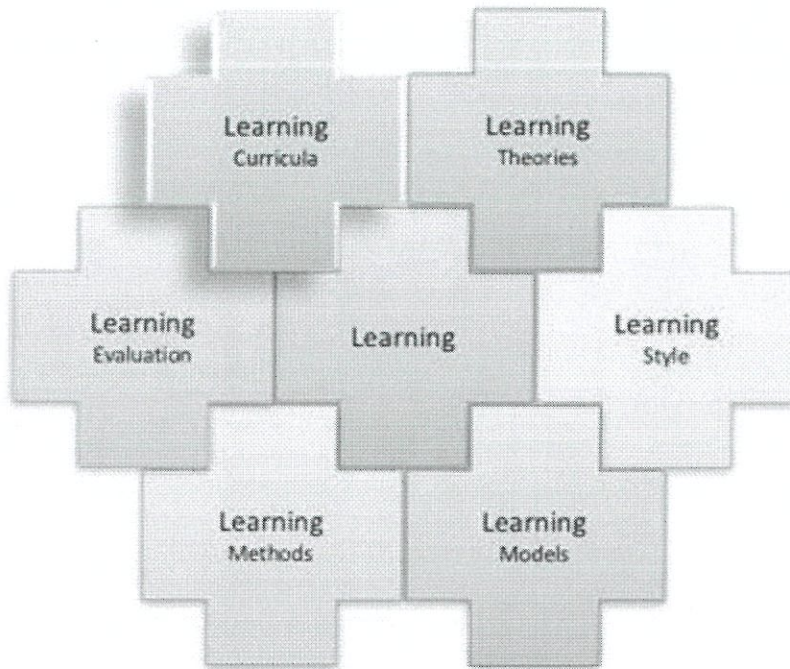
VEDIC

- The best known evaluation methodology for judging teaching programs is Donald Kirkpatrick's Four Level Evaluation Model
- Most widely used, Simple, Flexible and Complete

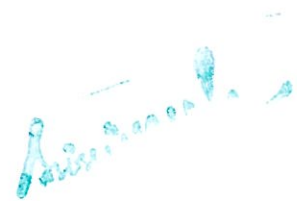
Levels	Description	Type	Form
4 Results	Was it worth doing teaching?	Summative	Correlation of learning results
3 Behavior	Did Knowledge, Skill, Attitude improve?	Summative	Observation of Performance
2 Learning	Did they learn anything at all?	Diagnostic Summative	Self-assessment Test
1 Reaction	Was the environment suitable for learning?	Reaction Formative	Survey, Real-time Polling, Quizzing



# Our Present Position



109

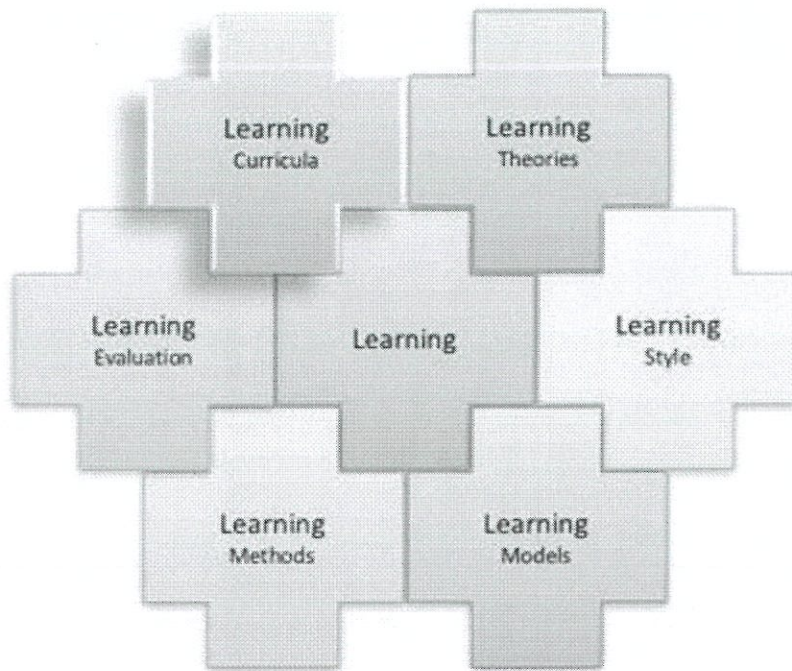


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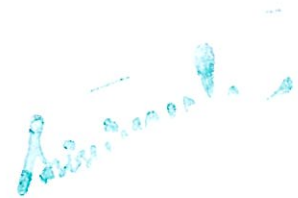
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2 Learning	Did they learn anything at all?	Diagnostic Summative	Self-assessment Test
1 Reaction	Was the environment suitable for learning?	Reaction Formative	Survey, Real-time Polling, Quizzing



# Our Present Position



109





- **CONCEIVE:**
  - To identify and define real world problems with creative thinking
  
- **DESIGN:**
  - To be able to approach a problem and outline possible solutions
  
- **IMPLEMENT:**
  - To apply and verify the possible solutions
  
- **OPERATE:**
  - To optimize and improve the solution and find better solutions. 110



# Institutional Culture

## Activities

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*Srinivasulu*



## Planning for a Course

1. Course Plan
2. Topics & Competency Identification for every Unit
3. Session Learning Plan for each class-hour
4. Home Learning Plan for each class-hour

111

*Srinivasaiah*



# Institutional Culture

## Activities

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# 1. Discipline

Define "Discipline"

"The practice of training people to obey rules or a code of behavior, using punishment to correct disobedience"

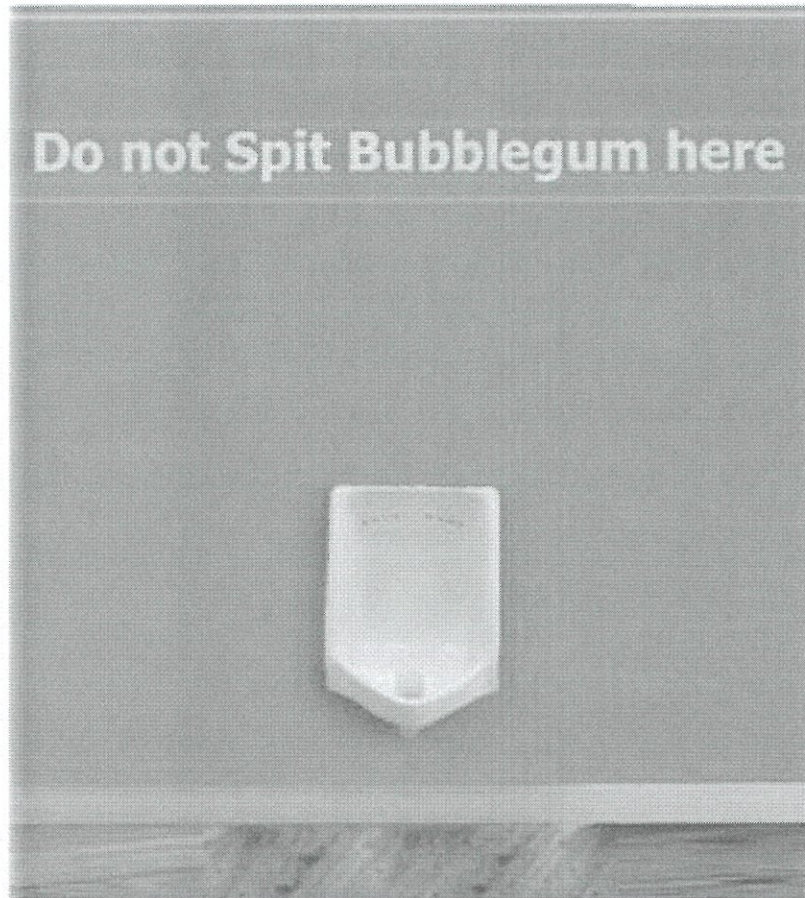
Do we need '*Punishment*' to bring in discipline??

"Develop behavior by instruction and practice; especially to teach self-control"

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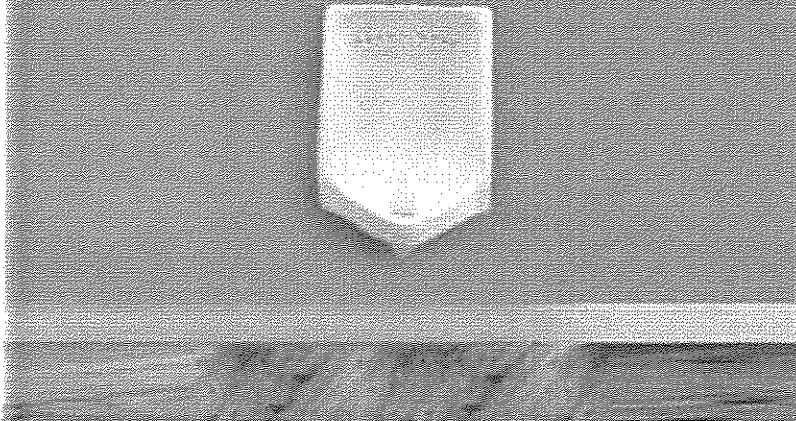
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Where do you think the  
bubble gum you spit here goes ??

- (a) It jumps on its own and goes to dust bin
- (b) It drains through the sewage
- (c) Because of *poverty*, some poor chap picks it with his *bare hands* and disposes it for you

BE SENSIBLE !!!



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Think before you WASTE !

VEDIC



*Amirach*



Its far easier to shape good behavior  
than is to manage bad behavior

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*Aminach*



- Skinner Model of Discipline
  - Human behavior can be shaped along desired lines by means of the systematic application of reinforcement.
- William Rogers Discipline Model
- Redl & Wattenberg Discipline Model
- Kounin Model of Discipline
- Jones Model of Discipline
- Glasser Model of Discipline
- Ginott Model of Discipline
- **Dreiker's Model of Discipline**
- Canter Model of Discipline

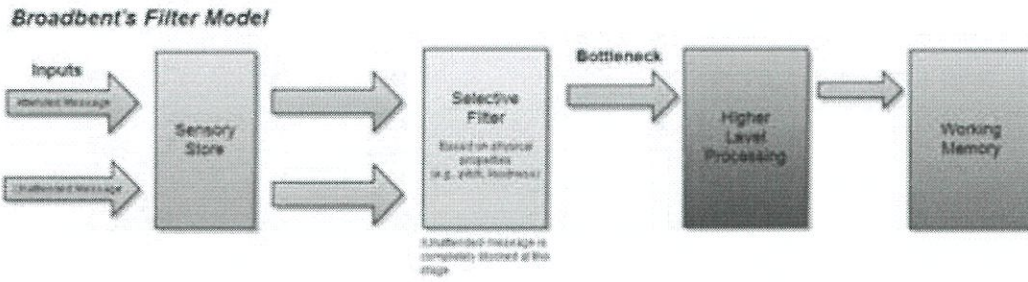


# Role-Play on the Theories in Discipline

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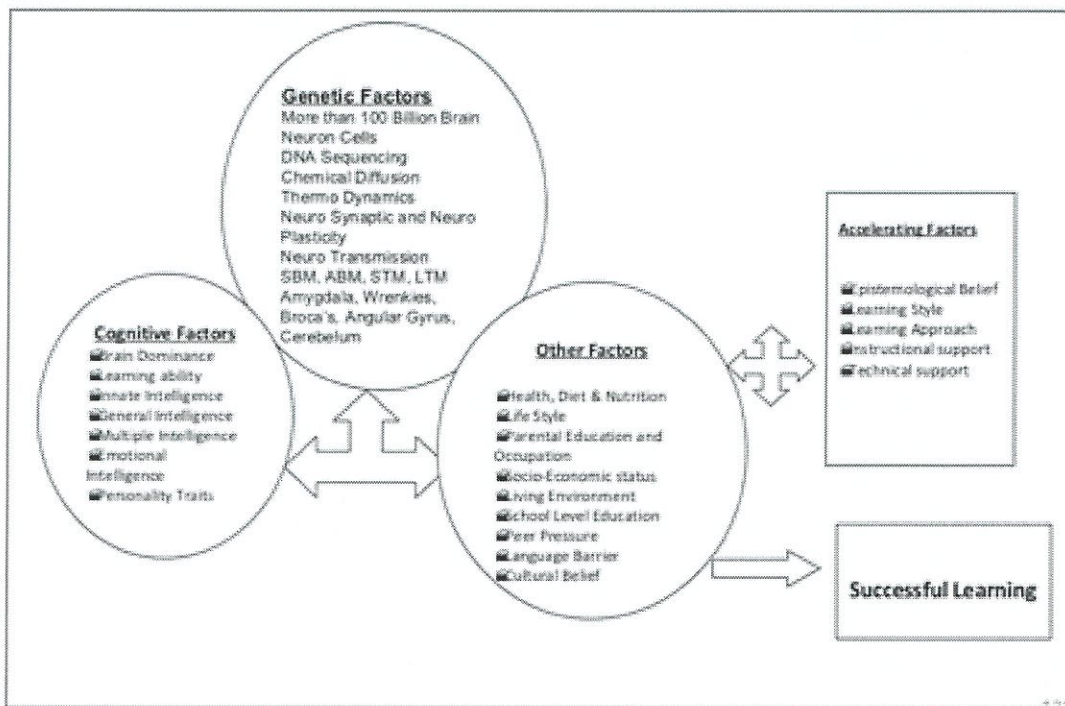
120

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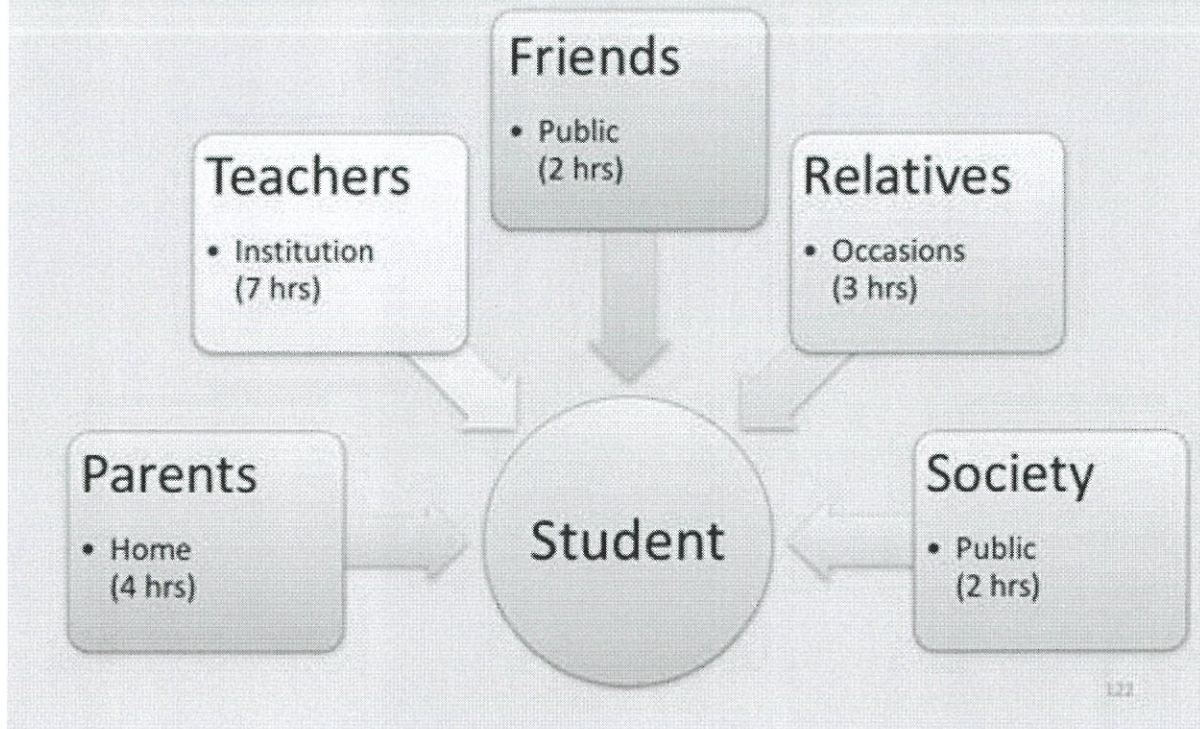




# Factors Influencing the Learning Process



# Influence on Students



*Amrith*





# Handling Common Behavioral Situations

**VEDIC**

Diagnosis				Remediation	
Goal of Student	What 'Behavior' is Saying	Teachers/Parents 'Emotional Response'	Reaction by Student to Teachers/Parents Mistaken Responses & Measures	Effective Immediate Response	Remediating Measures
	1	2	3	5	6
Seeking undue ATTENTION	I only count in this world when I keep you busy with me	Annoyed "Pain in the neck"	Increased frequency	Ignoring the behavior	Giving them due attention (i.e. encouragement) when it is not being sought
Seeking undue POWER	Active power: I only count in this world when I show you I am boss or when I make you ... Passive power: I only count in this world when I show you, you can't make me ...	Angry, Challenged, Frustrated, Defeated, Retaliatory	Increased intensity	"Take your sail out of their wind"	1. Listen first 2. Always offer a choice 3. Negotiate reasonable limits of time and action
FOR GOALS BELOW THIS LINE, PROFESSIONAL HELP IS REQUIRED					
Seeking REVENGE	"Two eyes for an eye"	Hurt (emotionally and/or physically)	Bigger and better pain or destruction	Don't show the pain	Approximations towards the goal of encouragement
Seeking to display INADEQUACY	Leave me alone	Feel like throwing up your hands and saying "there is nothing to be done"	"Turtling" i.e. becoming more withdrawn	Don't give up and show them you won't give up	Gentle approximations towards the goal of encouragement

123

*Anand*





## Can we identify our Institutes *GOOD Behavioral Practices*

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- What does our Institute request Parents ?
- What does our Parents request the Institute ?
  
- What does our Institute request Students ?
- What does our Students request the Institute ?
  
- What does our Institutional authority request teachers ?
- What does our teachers request Institutional authority ?

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*Aminach*



Can we mark our discipline ??

125

*Srinivasa*



# Generations and their Characteristics

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*Srinivasa*



## What can I do in my Department ?

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*Amritha*





# My Department

VEDIC

- Vision - Setting Directions
- Mission - Providing path & decision making
- Goals – for Every Semester/Year for 5 Years
- Objectives – SMART

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*Srinivasa*







# What is our Department's Mission ?

Mechanical:

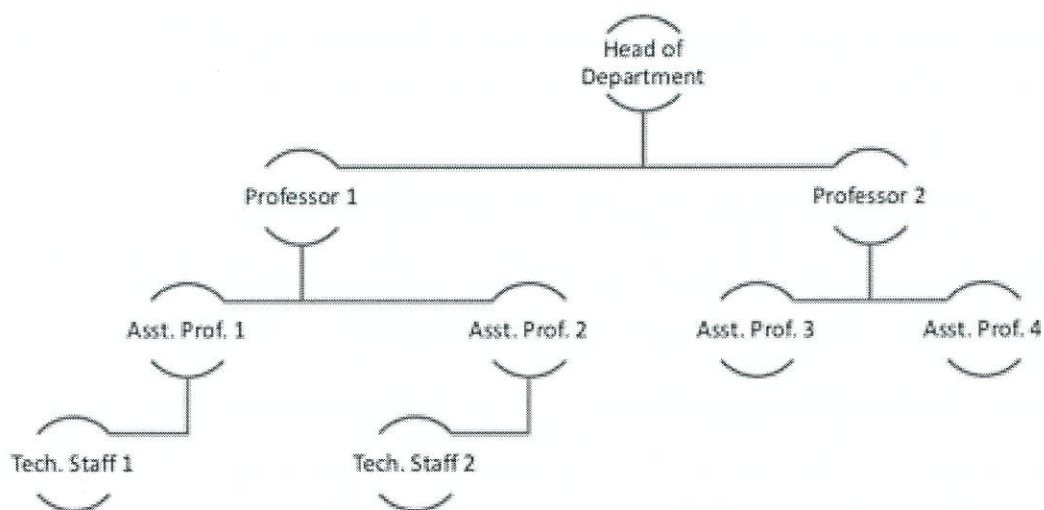
Electrical:

129

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# Department Organization Chart



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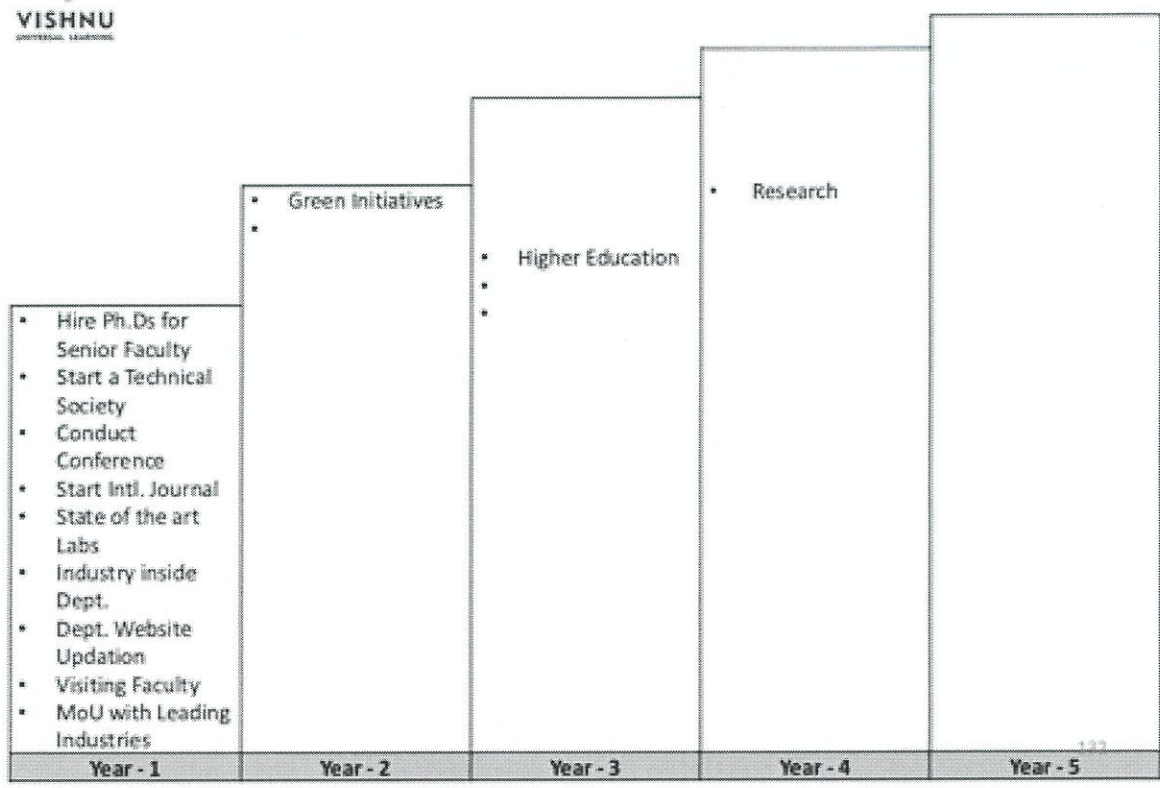
# Can all of us prepare our respective Department's 5 YEAR Plan

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*Bhimavarani*



# 5 – Year Plan for your Department



*Srinivas*





# Faculty Road Map – Fresh M.E **VEDIC**

1 Year	2 Year	3 Year	4 Year	5 Year
<p><b>Administrative</b> Assistant Professor Bond for 2 Years Apply for MBA</p> <p><b>Academic</b> Register for Ph.D., 80% Student Results Individual Assign. for stud. Periodic Tests Attend FDP Staff Seminar Course Material Prep. Teaching Aid Prep. Evaluation Pattern Learn Linux &amp; C</p> <p><b>Research</b> Lab development Identify Domain for Specialization Prof. society member</p>	<p><b>Administrative</b> Sal. Increment ISO Auditor Staff Advisor for Assoc.</p> <p><b>Academic</b> 85% Stud. Result Lab In-charge Conduct FDP Class Tutor UG Project Guide New Subject Learn Setup experiments Collect Dig. Book for e-Lib Learn Adv. Linux &amp; C</p> <p><b>Research</b> Lab Manual Text Book Publication Skill Upgradation Prof. society activity</p>	<p><b>Administrative</b> Sal. Increment ISO Auditor Staff Advisor for Assoc. Community Dev.</p> <p><b>Academic</b> 90% Stud. Result Center in-charge Industry training Train Junior Faculty PG Project Guide QIP Setter External Examiner</p> <p><b>Research</b> Enhance Lab Facility Industrial Trg. Organize Conf. Organize Paper Publication Project Leader Project Proposal Prof. society activity</p>	<p><b>Administrative</b> Associate Professor ISO Lead Auditor Community Dev. Visits Abroad</p> <p><b>Academic</b> 90% Stud. Result Senior Tutor M.S Guidance Digital Book Pub. for e-Lib Guide Juniors</p> <p><b>Research</b> Journal Publication Intl. Conf. Organize Project Leader Project Proposal Industry Tie-ups Fund generation Consultancy Entrepreneur dev Professional soc. activity</p>	<p><b>Administrative</b> Sal. Increment ISO Lead Auditor Modern Office facility</p> <p><b>Academic</b> 90% Stud. Result Senior Tutor M.S Guidance Guide Juniors</p> <p><b>Research</b> Reg. for Post-doc Patents Start Industry or Product Dev. Center Journal Publication Industry Tie-ups New Technology Center Other Titles and Responsibilities Intl. Conf. Organize Intl. Journal Entrepreneur develop Professional society activity</p>

*Amita*



<p><b>Administrative</b> Professor Modern Office Facility</p> <p><b>Academic</b> 80% Student Results Individual Assign. for stud. Staff Seminar Attend FDP Evaluation Pattern Learn Linux &amp; C</p> <p><b>Research</b> Reg. for Post-doc Reg. for D.Sc Journal Publication Patents Guide Ph.D</p>	<p><b>Administrative</b> Sal. on Performance. Administrative Positions</p> <p><b>Academic</b> 85% Stud. Result Guide Juniors Learn Adv Linux &amp; C</p> <p><b>Research</b> Patents Start Industry or Product Dev. Center Journal Publication Industry Tie-ups Fund generation Consultancy New Technology Center Guide Ph.D</p>	<p><b>Administrative</b> Dean / Director Community Dev. Visits Abroad</p> <p><b>Academic</b> 90% Stud. Result Guide Juniors</p> <p><b>Research</b> Intl. Journal Editor Patents Start Research Center Technology Dev. Technology Transfer Product Dev. for Industries Consultancy New Course Design Fund generation Consultancy Professional soc. activity</p>	<p><b>Administrative</b> Sal. Increment Director for own industry Community Dev. Visits Abroad</p> <p><b>Academic</b> 90% Stud. Result Guide Juniors</p> <p><b>Research</b> Intl. Journal Editor Fund generation Consultancy Entrepreneur Training Incubation Center Professional soc. activity</p>	<p><b>Administrative</b> Prof. Emeritus Director for own industry Community Development Visits Abroad</p> <p><b>Academic</b> 90% Stud. Result Guide Juniors</p> <p><b>Research</b> Promote Industrial growth Incubation Center Industrial Development Consultancy Professional soc. activity</p>
1 Year	2 Year	3 Year	4 Year	5 Year

*Anirach*





# Guidelines for any Student to become a "PROFESSIONAL"

<ul style="list-style-type: none"> <li>• Do a Physics Project</li> <li>• Do a Branch Project</li> <li>• Attend English Conversation Class</li> <li>• Learn Linux</li> <li>• Learn C / C++ / Java</li> <li>• Hobby building</li> <li>• Involve NCC/NSS Activity</li> <li>• Sports 1hr compulsory</li> </ul>	<ul style="list-style-type: none"> <li>• Do a 'Funda' Project</li> <li>• Learn Advanced Linux</li> <li>• Get Software Training</li> <li>• Do a Term Paper</li> <li>• Attend English Conversation Class</li> <li>• Yoga / Fitness</li> <li>• Ethics / Culture</li> <li>• Sports</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial Case Study</li> <li>• Placement Training</li> <li>• GRE / TOEFL / IELTS</li> <li>• GMAT / CAT</li> <li>• National Conf. Paper</li> <li>• Foreign Lang. Class</li> <li>• Domain Specialization</li> <li>• Society Memberships</li> <li>• Term Paper</li> <li>• Yoga / Fitness</li> <li>• Ethics / Culture</li> <li>• Sports</li> </ul>	<ul style="list-style-type: none"> <li>• Soft Skills</li> <li>• Intl. Conf. Paper</li> <li>• Industrial Project</li> <li>• Research Project</li> <li>• Induction Training</li> <li>• Group / Association / Tech. Society Activity</li> <li>• GRE / TOEFL / IELTS</li> <li>• GMAT / CAT</li> <li>• Visits Abroad</li> <li>• Train Junior Studs.</li> <li>• IEEE Stud. Chapter</li> <li>• Foreign Lang. Class</li> <li>• Yoga / Fitness</li> <li>• Ethics / Culture</li> <li>• Sports</li> </ul>
1 Year	2 Year	3 Year	4 Year

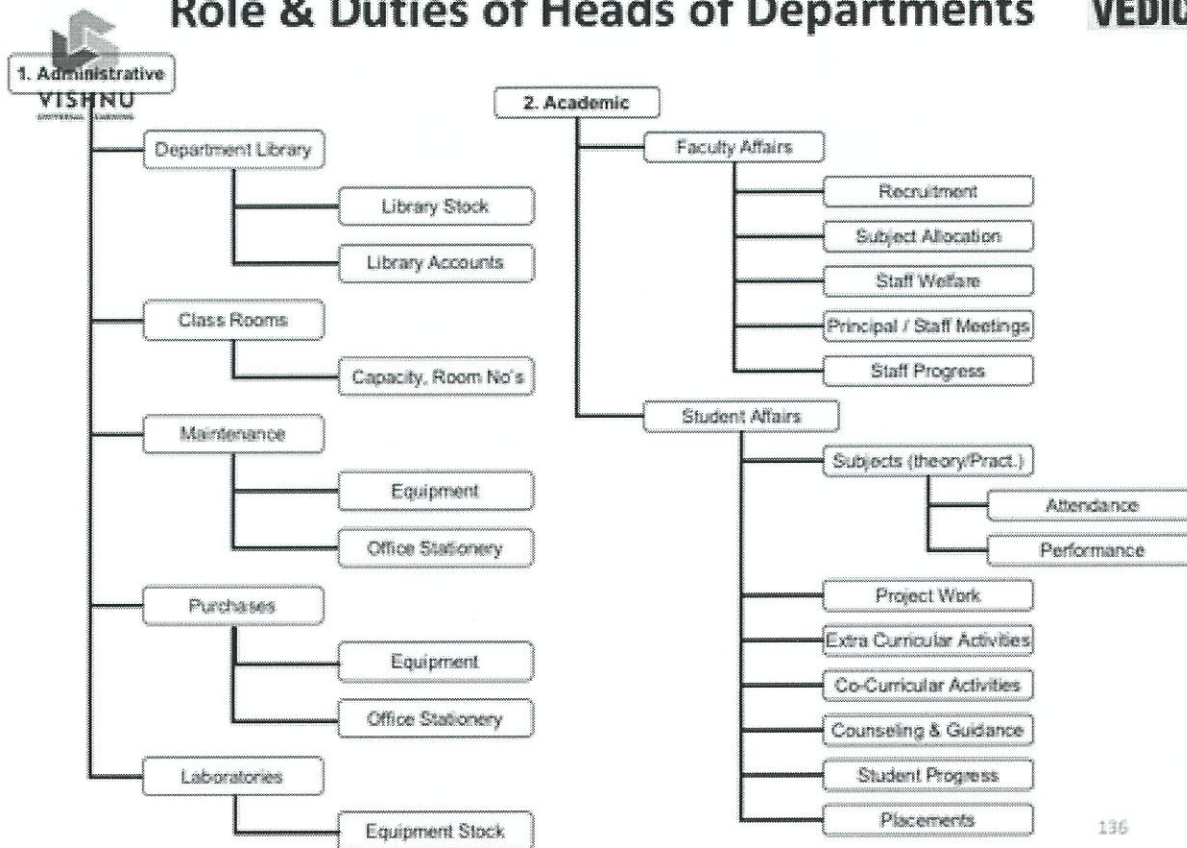
135

*Amirach*



# Role & Duties of Heads of Departments

VEDIC

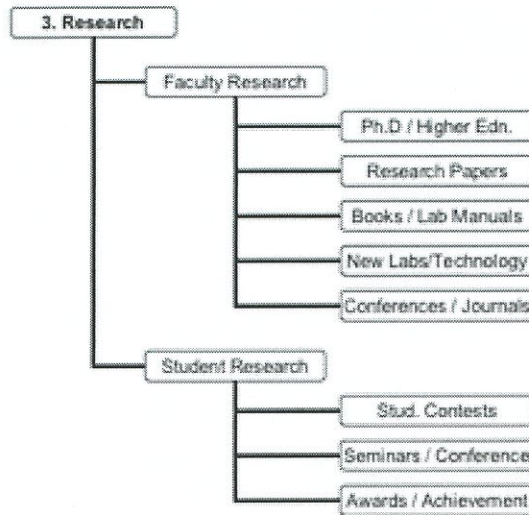


136

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137

*Vinayach*



Creating “Positive Outlook”  
and achieving “SUCCESS”  
in our day to day lives...

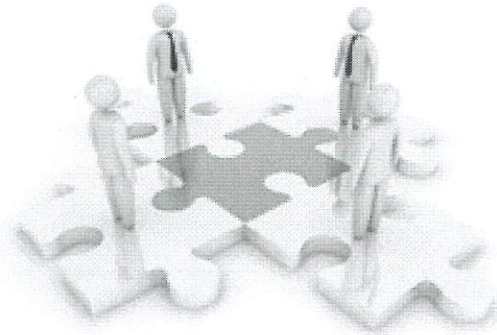
139

*Srinivasa*



- There are many great books one could read to become successful
- But, do we have the time ?
- "it is not about just knowing from books – it is about doing"
- It is very difficult to pinpoint what success means to every individual
- Because, we are all Unique !
- However, there are certain factors that are absolutely essential to succeed
- We will learn those.....

"Success requires a combination of many different elements that must come together in a specific way."



140





VISHNU

# 8 Pillars of Success

VEDIC

1. Removing limiting beliefs that are preventing us from moving forward.
2. Adopting new habits and routines that will help boost our productivity.
3. Identifying and making the best use of the resources we have.
4. Recognizing and utilizing our strengths and the skills we will need to achieve our objectives.
5. Taking charge of our emotions in a proactive manner — making them work for us rather than against us.
6. Finding ways to motivate oneself to take the necessary actions to achieve our goals.
7. Setting goals and objectives consistently in the right way to help keep us on track.
8. Cultivating a mindset that is naturally aligned with the outcomes we want to achieve.

141



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# Can we record the "8 - Pillars of Success" ?

142

*Himavaram*





143

*Aminurach*



# Can we record the “1<sup>st</sup> Pillar – My BELIEFS” ?

144

*Aminurach*





# Beliefs

VEDIC

## Limiting (Negative) Beliefs

- Our beliefs are so powerful that they blind us to other perspectives of reality
- Identify our negative beliefs



## Positive Beliefs

- Overcome our negative beliefs by:
  - Questioning their validity
  - Transform our language
  - Control our reactions



145

*hinevach*







# Cultivating “Empowering Beliefs”<sup>VEDIC</sup>

I am in charge of my life and circumstances.

Failure strengthens and empowers me.

Setbacks are only temporary.

I don't need other people's approval to succeed.

I already have all I need to succeed within me.

Every minute is another chance to turn it all around.

I can make tomorrow better than today.

Every mistake is an opportunity to learn and grow.

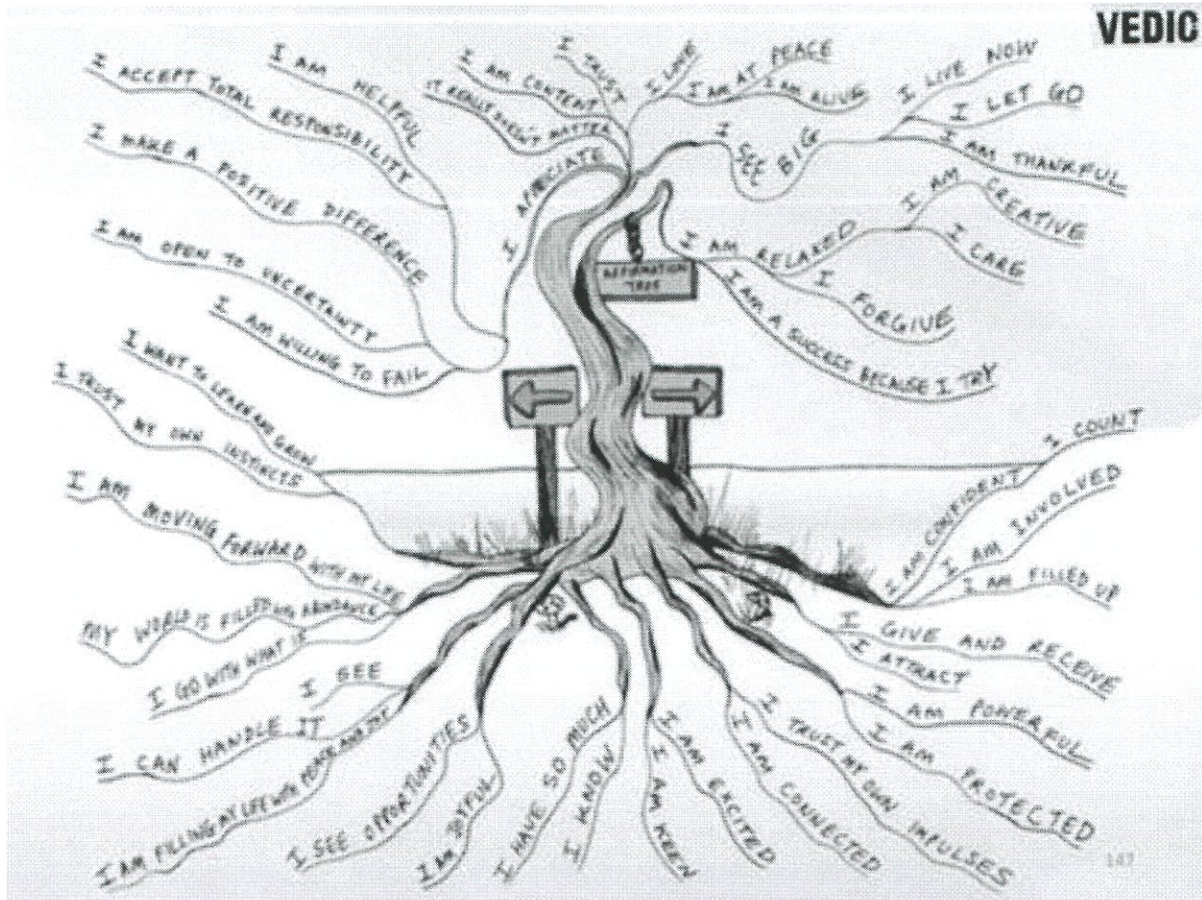
There's a lot of opportunity around me, always!

Hard work and perseverance always pays off in the end.

146

*Anirach*



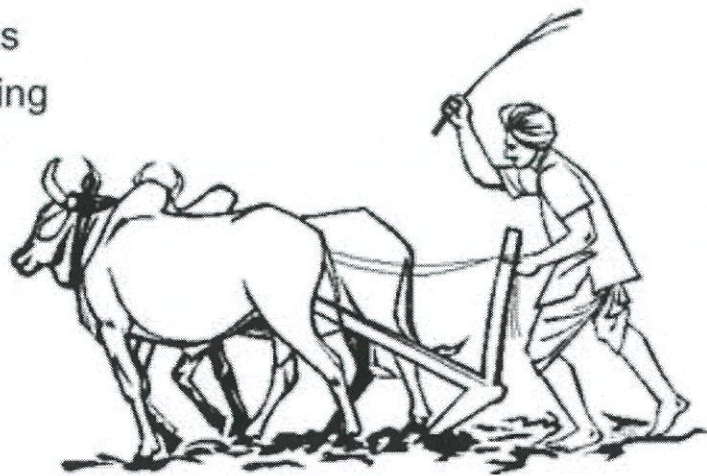


*Amisrael*



- Which of my daily habits are helpful and productive?
- Which of my daily habits prevent me from achieving what I want to become?

“ Almost everything we do results from a habit that we have cultivated over a lifetime”



*Sundar*





# Empowering Habits

VEDIC

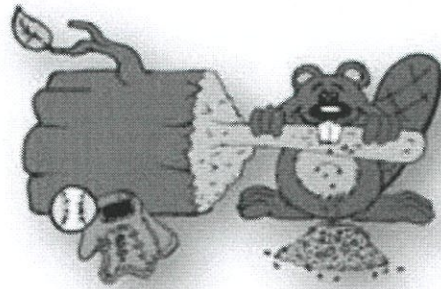


*inivach*



- What specific resources do I have for each category ?
- What resources might be missing that could help me achieve my desired outcomes?
- How could I go about acquiring these missing resources?
- How can I make the best use of the resources I have, to achieve my goals and objectives?

"A resource is anything we can make use of to help achieve our desired outcomes"

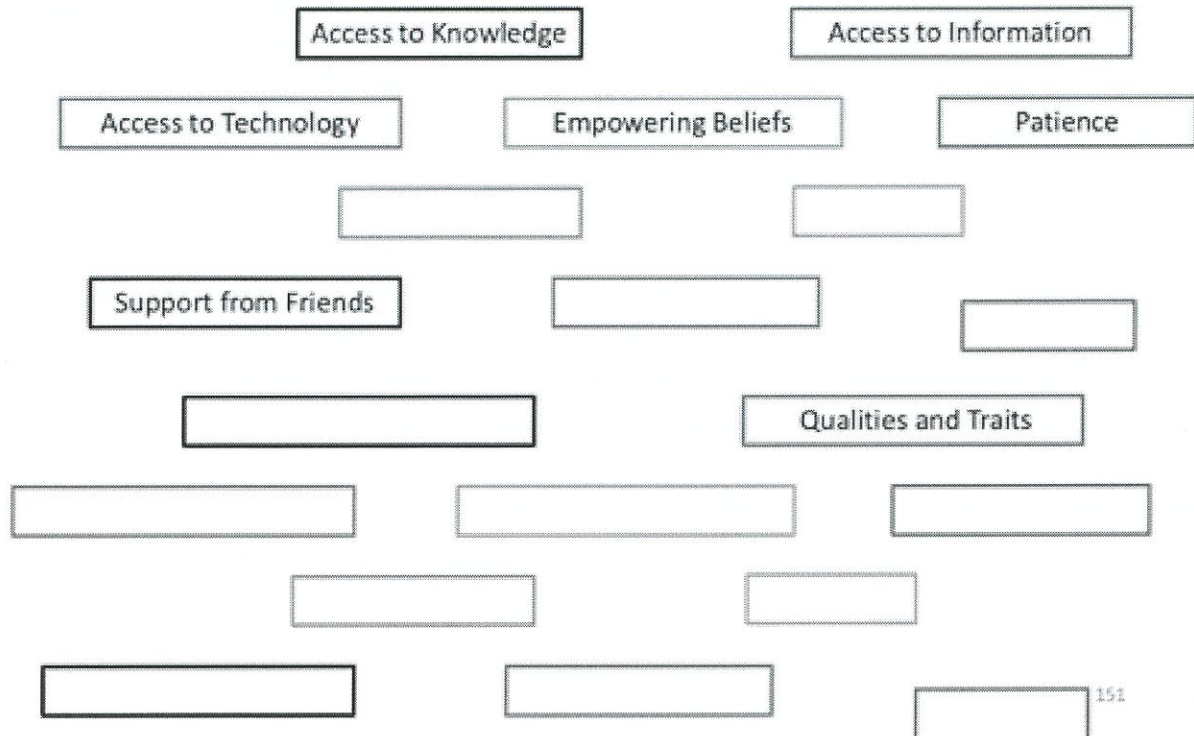


156

*Srinivasa*



# Resources Categories



*Srinivasa*





## Pillar – 4 : Skills & Strength

VEDIC

- What specific skills do I currently have that will help me achieve my desired outcomes?
- What critical new skills must I master to achieve my goals and objectives?
- How will I go about developing these skills?
- Where must I begin?



152

*Shri. S. S. S. S.*



- No matter what your goals, there are certain skills that are absolutely essential and necessary.



153

*Amitach*







## Pillar – 5 : Emotions

VEDIC

- emotions can either *make us* or *break us*.
- Take control of your emotional responses and you will soon take charge of your life.

“Emotions are nothing more than our interpretations of reality.

Things don't just happen to us.

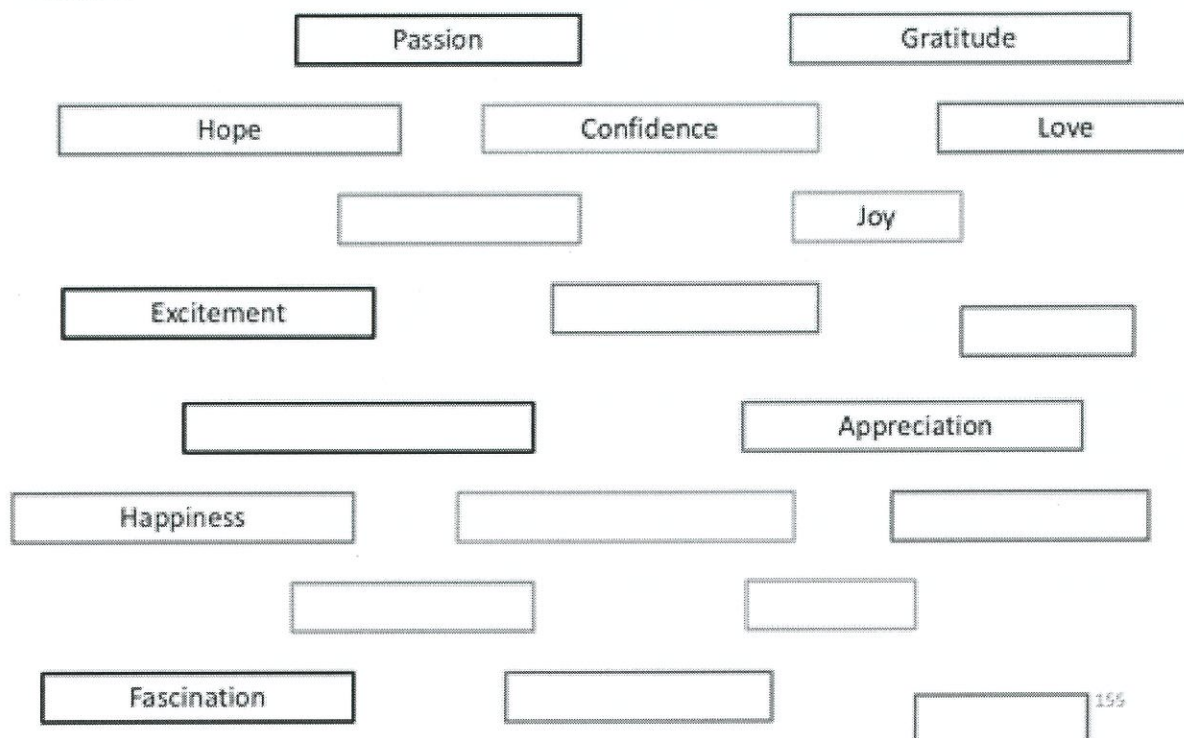
We rather interpret what happens to us in our own unique way and therefore experience a corresponding emotion”

154

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# Empowering Emotions



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## Pillar – 6 : Motivation

- In order to achieve sustained levels of motivation we need to cultivate the following qualities:
  - Responsibility
  - Determination
  - Discipline
  - Optimism
  - Enthusiasm

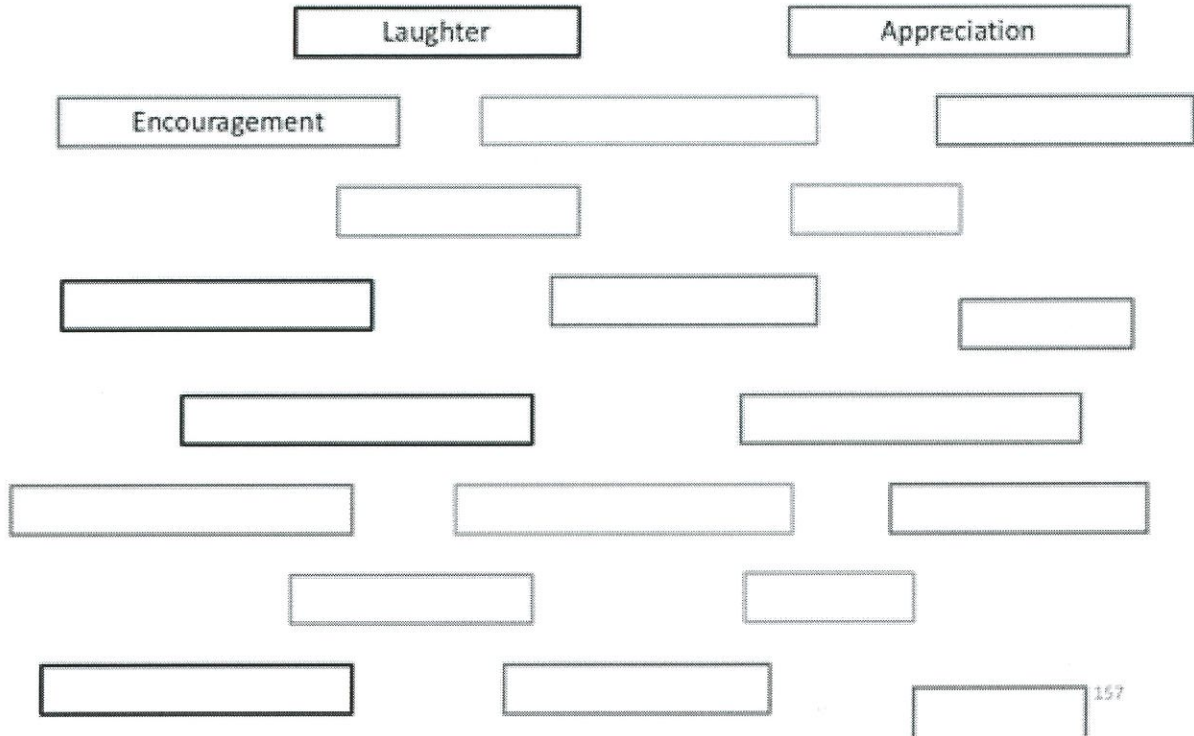
“Motivation is an absolute necessity for long-term success. With it, the journey is much more pleasant and fun”

156

*Himavaram*



# Enhancing Motivation



*Srinivas*



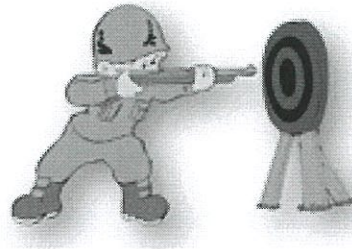


VISHNU  
PURPOSEFUL LEARNING

## Pillar – 7 : Goal Setting – Time Lines **VEDIC**

- Goals will stretch our thinking and motivate us to keep moving forward despite any problems or obstacles that may arise along the way.
- goals are focused on daily and weekly actions that we must take in order to attain *our Purposeful Goals.*

“Goal setting of some kind is absolutely necessary as it will help you focus on the most important things that are required to achieve your desired outcomes”



158

*Signature*



# Goal Criterion

**My Goals are Specific**

I have laid out exactly what I want to achieve specifically and accurately taking all factors into consideration.

**My Goals are Challenging**

They stretch my capabilities, skills and talents.

**My Goals are Attainable**

They are challenging, however given my resources and capabilities they are most definitely within my reach.

**My Goals are Realistic**

The timeframe I have stipulated for the achievement of this goal is realistic given my resources and capabilities.

**My Goals are Timed**

They have a definite start and end date.

**My Goals are Believable**

I actually believe that I can achieve them. This suggests that my goals are challenging yet attainable at the same time.

159

*Amrutesh*



# Goal Criterion

**My Goals are Ecological**

The achievement of these goals does not interfere with other goals or other areas of my life in a negative way.

**My Goals are Written**

I have clearly written down my goals on paper where I can refer to them on a daily basis.

**My Goals are Optimistic**

They focus me on what I want to do, be, have and achieve.

**My Goals are Measurable**

I can consistently measure my progress and journey towards the achievement of my goals.

**My Goals are Focused**

They are directed upon one main clear objective.

160

*Srinivasaiah*



## Pillar – 8 : Mindset

- Attracting good fortune into your life is not so much based on luck but rather it is based on science— psychological science.

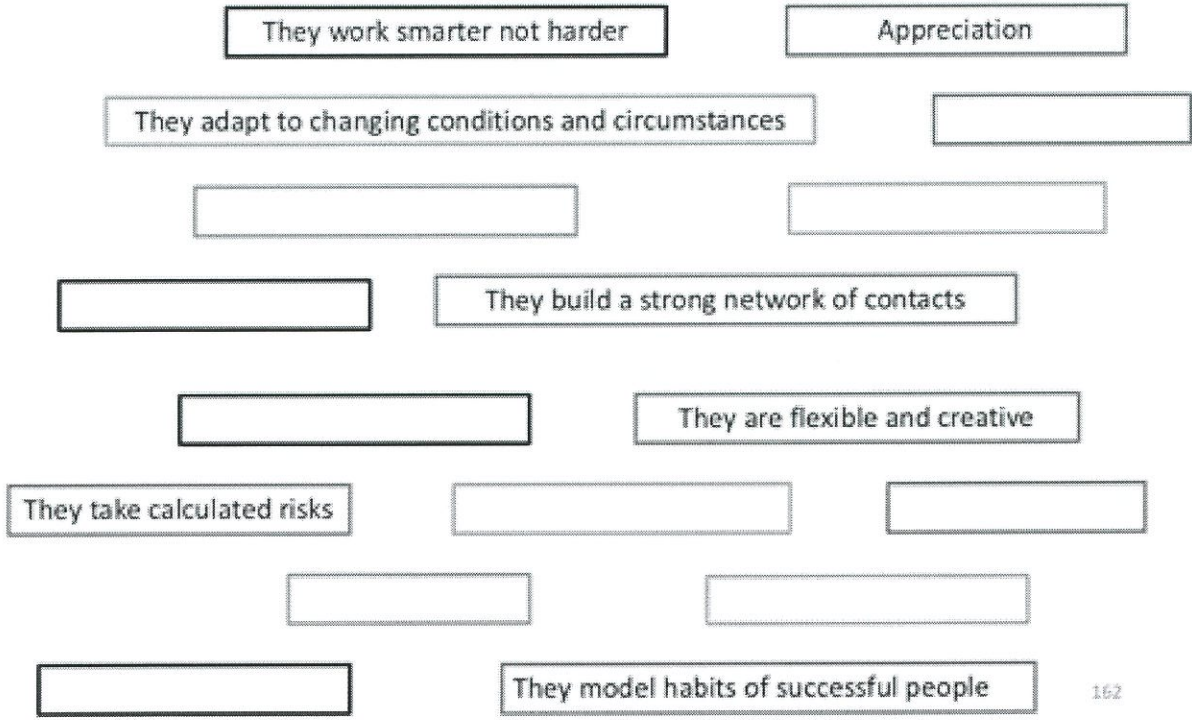
“The people who have an incredible amount of luck only seem lucky because they do the right things at the right time in the right way.”

161





# Why are people lucky ?



162

*Srinivas*



# Basic Algebra

Define Algebra:

“doing computations similar to that of arithmetic with  
non-numerical mathematical objects”

168

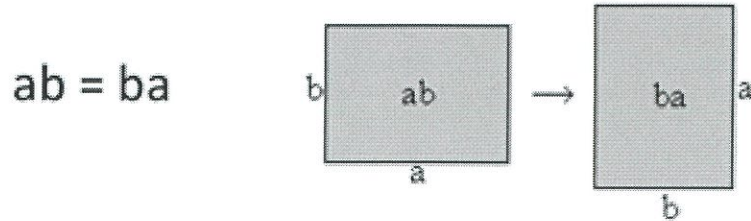
*Anirach*





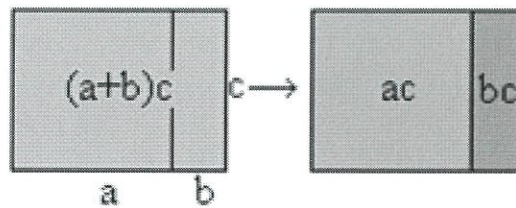
# Basic Algebraic Laws

## 1. Commutative law of multiplication



## 2. Distributive law of multiplication

$$(a+b)c = ac + bc$$



169

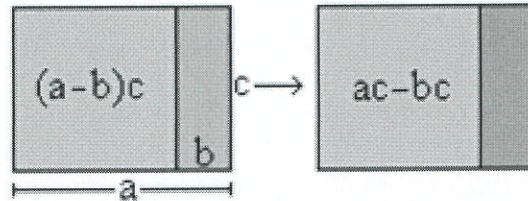




## Basic Algebraic Laws

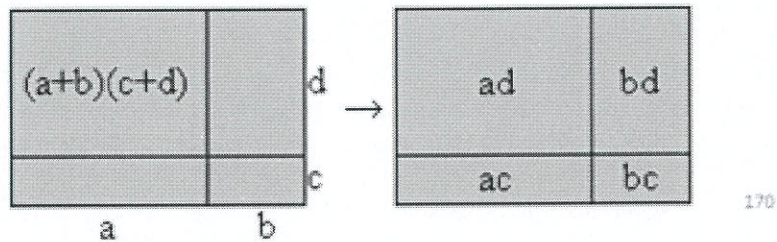
### 3. Product of a difference and a number

$$(a-b)c = ac - bc$$



### 4. Product of two sums

$$(a+b)(c+d) = ac + ad + bc + bd$$



170

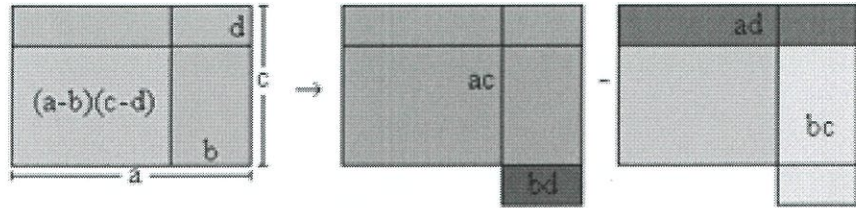




# Basic Algebraic Laws

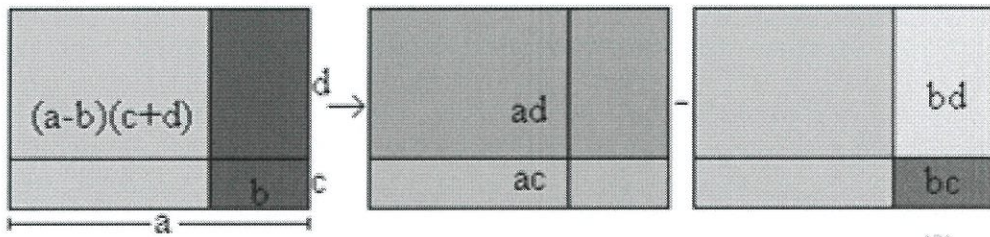
## 5. Product of two differences

$$(a-b)(c-d) = ac + bd - ad - bc$$



## 6. Product of a sum and a difference

$$(a-b)(c+d) = ac + ad - bc - bd$$



171

*Amitech*





# In the LAB

DAY - 1

173

*Srinivasaiah*



# 1. Thoughts

<http://www.thinkwatson.com/mythinkingstyles-start>

174



## 2. Intelligences

### Dr.Howard Gardner

<http://www.literacynet.org/mi/assessment/findyourstrengths.html>

175





### 3. Learning Style

Search Google : “Index of Learning Styles Questionnaire”

[www.engr.ncsu.edu/learningstyles/ilsweb.html](http://www.engr.ncsu.edu/learningstyles/ilsweb.html)

176

*Srinivasa*



## 4. Personality

### Paul Costa & Robert McCrea

<http://www.similarminds.com/big-5-word-pair.html>

177

*Srinivas*





## Search in Google.....

- Pedagogy Vs Andragogy (PDF)
- Blooms Taxonomy psychomotor domain (Images)  
/// affective, cognitive
- Dale's Cone of Learning (Images)
- Kolb learning cycle (Images)
- Instructional System Design (Google Images)
- Robert Gagne Nine Events of Instruction (Images)
- Effective use of Learning Objectives (PDF file)
- Kirkpatrick Learning Evaluation (Google Images)
- Teaching Engineering (Phillip Wankat)
- Arvind Gupta Toys - Toys from Thrash

179





# Thank You

Querries ??

164





163

*Amritha*





# Thank You

Preach only if you Practice !

154

*Amirach*





## Workshop on Scientific Educational Practices

(Organized for faculty members of the Institutions under Sri Vishnu Educational Society)  
April 6<sup>th</sup> to 8<sup>th</sup> 2017

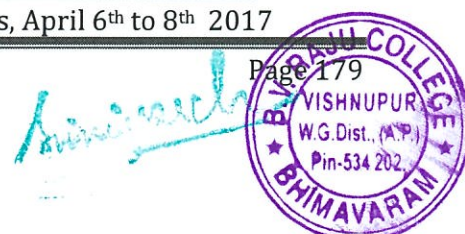
### Participants Feedback

Number of Respondents: 27

VEDIC- SEP Workshop, April 6 <sup>th</sup> to 8 <sup>th</sup> 2017	Scientific Educational Practices- Ms. D. Lakshmi		
	High	Average	Low
Training Purpose was Clear	27	0	0
Training experience is useful to my classroom practices	27	0	0
I Learnt about learner-centric approach	26	1	0
The information in this session was new and helpful to me	25	2	0
This workshop will improve my teaching still better	27	0	0
The content was organized and easy to follow	25	2	0
Doubts were cleared	25	2	0
Materials are relevant and Useful	25	2	0
Trainer was helpful	26	1	0
Positive Learning environment	26	1	0

1	Brain and its stimulus was interesting
2	I like the team activities
3	The environment is very good
4	Now onwards I hope to change my practices
5	Good explanation by the trainers about teaching & learning practices, time maintenance and exercise practices
6	Sep is good for our career
7	I like learning process and group activities
8	I will try to change my way of teaching style
9	Sep is very good. I am happy to participate in VEDIC
10	I like the topics how to deal with students according to their behavior and what measures we have to take while teaching
11	I am very happy with this new environment, it was very helpful to me what are teaching methods and how can mould myself to be motivational
12	It is good to improve myself

Proceedings of the Workshop on Scientific Educational Practices, April 6<sup>th</sup> to 8<sup>th</sup> 2017



13	I like the way of teaching, teamwork, new techniques
14	I like the learning methods
15	I like teaching , learning and assessment techniques
16	It is better to give awareness program on SEP for parents of our students.
17	We learnt different teaching methods
18	The SEP training was very helpful to me to clarify the teaching skills
19	I will use cognitive load theory
20	I will concentrate more on student learning approach
21	Learning through activities, grouping members from different institutions and allowing each other to discuss what is better
22	I liked the actual meaning of teaching-learning. Ways for learner-centric approach
23	I will prepare proper session plan and will implement learner-centric
24	Hospitality is very nice
25	Teaching learning practices and taxonomy used methodologies, activities and brain learning
26	I will be greatly thankful to SVES & Trainers to awaken me towards learner centric approach
27	I like learning style and psychometric assessments
28	It is very useful for a teacher to make his/her teaching as an effective sessions always
29	I will change my lecture delivery, question paper setting using Bloom's taxonomy and assignment conduction method
30	I will follow learner centric approach
31	SEP makes a path to positive impact on teaching learning process
32	We want workshop for how to manage more works without feeling pressure
33	Different concepts, so for now we didn't know about teaching and learning
34	I make active based education
35	In this section of SEP everyone participated actively
36	Thank you for providing us with SEP. lot of valuable information is shared. We are trained for positive learning environment
37	SEP is very well advanced program
38	The topics that were taught in the training will somehow help to improve the teaching methodologies
39	Getting to know new forms of learning assessment and meeting new people
40	Good environment nice being a student again wish to attend again
41	Sep is constructive based and procedural process

*Anirach*





**SEP-BVRC FACULTY LIST**

messages

BHASKARA MURTHY VEERUBHOTLA <murthyvb@gmail.com> Fri, Dec 2, 2016 at 10:16 AM  
to: "Ch. Srinivasa Rao" <srinivasarao.ch@srivishnu.edu.in>, "A. Sesa Madhuri" <seshamadhuri.a@srivishnu.edu.in>, K S P Varma  
varma.ksp@bvrice.edu.in>, Chitta venkata srinivas <drsvchitta@gmail.com>, irkbvrice <irkbvrice@gmail.com>

Sir/Madam,

I request you to consider the details of faculty who are attending SEP workshop in this month. The SEP Mission copy is provided to them.

with regards

V.Bhaskara Murthy  
Assoc. Professor,  
Department of MCA  
B.V. Raju College,  
Vishnupur,  
Bhimavaram - 534 202.  
W.G.Dt. cell :9848895266

 **SEP\_BVRC\_LIST.xlsx**  
11K

BHASKARA MURTHY VEERUBHOTLA <murthyvb@gmail.com> Mon, Dec 5, 2016 at 11:45 PM  
to: "Ch. Srinivasa Rao" <srinivasarao.ch@srivishnu.edu.in>, "A. Sesa Madhuri" <seshamadhuri.a@srivishnu.edu.in>, K S P Varma  
varma.ksp@bvrice.edu.in>, Chitta venkata srinivas <drsvchitta@gmail.com>, irkbvrice <irkbvrice@gmail.com>

sir/madam,

Ms. K L Malleswari,, Lecturer in Chemistry is substituted by Mr, N.V.S. Krishna Reddy, cellno 9951855125, email:reddey.1341A@gmail.com.

Due to some personal problem expressed by . K L Malleswari,, Please note the change for 12.12.2016 - 14.12.2016 Scientific Educational Practices

V.Bhaskara Murthy  
Assoc. Professor,  
Department of MCA  
B.V. Raju College,  
Vishnupur,  
Bhimavaram - 534 202.  
W.G.Dt. cell :9848895266

[Quoted text hidden]



# Interactive Techniques

Adapted in part from:

Thomas A. Angelo/K. Patricia Cross, *Classroom Assessment Techniques*. 2<sup>nd</sup> Edition. Jossey-Bass: San Francisco, 1993.

Alison Morrison-Shetlar/Mary Marwitz, *Teaching Creatively: Ideas in Action*. Outernet: Eden Prairie, 2001.

Silberman, Mel. *Active Learning: 101 Strategies to Teach Any Subject*. Allyn and Bacon: Boston, 1996.

VanGundy, Arthur. *101 Activities for Teaching Creativity and Problem Solving*. Pfeiffer: San Francisco, 2005.

Watkins, Ryan. *75 e-Learning Activities: Making Online Learning Interactive*. San Francisco: Pfeiffer, 2005.

These techniques have multiple benefits: the instructor can easily and quickly assess if students have really mastered the material (and plan to dedicate more time to it, if necessary), and the process of measuring student understanding in many cases is also practice for the material—often students do not actually learn the material until asked to make use of it in assessments such as these. Finally, the very nature of these assessments drives interactivity and brings several benefits. Students are revived from their passivity of merely listening to a lecture and instead become attentive and engaged, two prerequisites for effective learning. These techniques are often perceived as “fun”, yet they are frequently more effective than lectures at enabling student learning.

Not all techniques listed here will have universal appeal, with factors such as your teaching style and personality influencing which choices may be right for you.

*Instructor Action: Lecture*

1. **Picture Prompt** – Show students an image with no explanation, and ask them to identify/explain it, and justify their answers. Or ask students to write about it using terms from lecture, or to name the processes and concepts shown. Also works well as group activity. Do not give the “answer” until they have explored all options first.
2. **Think Break** – Ask a rhetorical question, and then allow 20 seconds for students to think about the problem before you go on to explain. This technique encourages students to take part in the problem-solving process even when discussion isn't feasible. Having students write something down (while you write an answer also) helps assure that they will in fact work on the problem.
3. **Choral Response** – Ask a one-word answer to the class at large; volume of answer will suggest degree of comprehension. Very useful to “drill” new vocabulary words into students.
4. **Instructor Storytelling** – Instructor illustrates a concept, idea, or principle with a real-life application, model, or case-study.



5. **Pass the Pointer** – Place a complex, intricate, or detailed image on the screen and ask for volunteers to temporarily borrow the laser pointer to identify key features or ask questions about items they don't understand.
6. **Empty Outlines** – Distribute a partially completed outline of today's lecture and ask students to fill it in. Useful at start or at end of class.
7. **Classroom Opinion Polls** – Informal hand-raising suffices to test the waters before a controversial subject.
8. **Total Physical Response (TPR)** – Students either stand or sit to indicate their binary answers, such as True/False, to the instructor's questions.
9. **Hand Held Response Cards** – Distribute (or ask students to create) standardized cards that can be held aloft as visual responses to instructor questions. Example: green card for true, red for false. Or hand-write a giant letter on each card to use in multiple choice questions.
10. **Student Polling** – Select some students to travel the room, polling the others on a topic relevant to the course, then report back the results for everyone.
11. **Self-Assessment of Ways of Learning** – Prepare a questionnaire for students that probes what kind of learning style they use, so the course can match visual/aural/tactile learning styles.
12. **Quote Minus One** – Provide a quote relevant to your topic but leave out a crucial word and ask students to guess what it might be: "I cannot forecast to you the action of \_\_\_\_\_; it is a riddle, wrapped in a mystery, inside an enigma." This engages them quickly in a topic and makes them feel invested.
13. **Everyday Ethical Dilemmas** – Present an abbreviated case study with an ethical dilemma related to the discipline being studied.
14. **Polar Opposites** – Ask the class to examine two written-out versions of a theory (or corollary, law of nature, etc.), where one is incorrect, such as the opposite or a negation of the other. In deciding which is correct, students will have to examine the problem from all angles.
15. **Pop Culture** – Infuse your lectures, case studies, sample word problems for use during class with current events from the pop culture world. Rather than citing statistics for housing construction, for instance, illustrate the same statistical concept you are teaching by inventing statistics about something students gossip about, like how often a certain pop star appears in public without make-up.
16. **Make Them Guess** – Introduce a new subject by asking an intriguing question, something that few will know the answer to (but should interest all of them). Accept blind guessing for a while before giving the answer to build curiosity.
17. **Make It Personal** – Design class activities (or even essays) to address the real lives of the individual students. Instead of asking for reflections on Down's Syndrome, ask for personal stories of neurological problems by a family member or anyone they have ever met.
18. **Read Aloud** – Choose a small text (500 words or less) to read aloud, and ask students to pay particular attention during this phase of lecture. A small text read orally in a larger lecture can focus attention.
19. **Punctuated Lectures** – Ask student to perform five steps: listen, stop, reflect, write, give feedback. Students become self-monitoring listeners.
20. **Word of the Day** – Select an important term and highlight it throughout the class session, working it into as many concepts as possible. Challenge students to do the same in their interactive activities.
21. **Recall, Summarize, Question, Connect, and Comment** – This method of starting each session (or each week) has five steps to reinforce the previous session's material: recall it, summarize it, phrase a remaining question, connect it to the class as a whole, and comment on that class session.
22. **Focused Listing** – List several ideas related to the main focus point. Helpful for starting new topics.
23. **Background Knowledge Probe** – Use questionnaire (multi-choice or short answer) when introducing a new topic.



# WORKSHOP ON SCIENTIFIC EDUCATION PRACTICES

Towards achieving excellence in Professional Higher Education

## ABOUT THE PROGRAMME

### Vision

To empower and nurture scientific teaching-learning practices in faculty members, for achieving excellence in higher education teaching & learning.

### Purpose

Teachers of higher professional education have not been aware and updated on the latest scientific theoretical advancements and practices in educational discourse. Hence they find it difficult to impart

knowledge to students and this inability creates disinterest in their profession. Hence it becomes the need of the hour to empower all our teachers with

hands-on training in scientific learning practices for professional higher educational discourse.

This workshop handholds them in a systemic disciplined process.

### Objectives

At the end of this workshop, participants would be able to:

- Identify how brain learns
- Use learning theories for delivery
- Design courses using learning models
- Facilitate learning with learning styles
- Assess and Evaluate learning
- Motivate learners using psychology
- Generate positive outlook to learning

### Methodology

This hands-on workshop uses Problem based & experiential modes of learning. Participants would experience and introspect their understanding on learning.

### Highlights

- Provides a holistic picture of education & research by deriving theory, concepts and practices from Mathematics, Arts, Psychology, Philosophy, Sociology, in addition to Technology and Leadership.
- This workshop gives in-depth analysis of

teacher attitudes and behavior to assist them to be fit for their profession.

- Develops insights into Pedagogy & its components.
- Assesses thinking styles, intelligences, personality and learning styles.
- Challenges the cultural myths prevailing in teaching-learning, department-development and derives scientific evidence towards awareness for improvement.
- Conceptualize and practice discipline using case studies.

SCIENTIFIC COURSES  
OF ENGINEERING  
NEEDS TO BE  
DESIGNED & TAUGHT  
SCIENTIFICALLY

Engineering + Educator = Engineering Educator

"It is easier to learn and perform than living in ignorance"

## SCHEDULE

### Day - 1

Brain and Learning

Learning and its Components

Memory & Intelligence

Knowledge Construction

### Day - 2

Pedagogy and Its Components

Active Learning

Curricula Analyzing and Planning

Instructional System Design

### Day - 3

Assessment and Evaluation

Rationale and Plan of Learning

Technology for Education

Leading in Education

The workshop is designed by:

- Educational Technologists
- Educational Psychologists
- Behavior Psychologist
- Cognitive Specialists
- Neuro-Cognitive Scientists
- Engineering Educators
- Curricula Design Experts

### Note:

This workshop session would also include scientific psychometric assessing of thoughts, intelligence, behavior and learning styles of teachers and a detailed report on their personality characteristics would be presented to the Institutional Authorities.





# CERTIFICATE

**VEDIC**  
VISHNU EDUCATIONAL  
DEVELOPMENT AND  
INNOVATION CENTER

THIS IS TO CERTIFY THAT

**Mr. B.Kiran**  
HOD, Physics & Electronics  
FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON

**S.E.P. train the trainer**

HELD AT

VEDIC, AZIZ NAGAR, HYDERABAD

BETWEEN

**Feb 27-Mar 1, 2017**

*Sivakumari*

COURSE CO-ORDINATOR

*sfar*

SENIOR ADVISOR

*Srinivasan*

DIRECTOR





# CERTIFICATE

**VEDIC**

VISHNU EDUCATIONAL  
DEVELOPMENT AND  
INNOVATION CENTER

THIS IS TO CERTIFY THAT

**Ms. A Bhanu Priya**  
Asst. Professor, MCA Dept.  
FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON  
**Scientific & Educational Practices(SEP)**

HELD AT

VEDIC, AZIZ NAGAR, HYDERABAD

BETWEEN

**FEB 16-18, 2017**

*Sivakumari*

COURSE CO-ORDINATOR

*Star*

SENIOR ADVISOR

*Sundarajan*

DIRECTOR



**B.V. RAJU COLLEGE :: VISHNUPUR**

**6.3.3**

**2016-17**

**6 7 E-CONTENT DEVELOPMENT**

**Venue : VEDIC, AZIZ NAGAR, Moinabad Mandal, Ranga Reddy District, Telangana State**

**Facilitator: Dr. Lakshmi**

SNO	Dates (from-to) (DD-MM-YYYY)	Title of the professional development program organized for teaching staff	No. of Participants
6	DEC 16-17, 2016	E-content Development	2
7	FEB 13, 2017	E-content Development	1

**6. E-content Development**

**DEC 16-17, 2016**

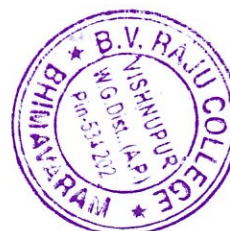
Sno	Name of the Faculty	Designation
1	Mr. V. Bhaskara Murthy	Assoc. Professor, MCA Dept.
2	Mr. S.K. Alisha	Sr. Asst. Professor, MCA Dept.

**7. E-content Development**

**FEB 13, 2017**

Sno	Name of the Faculty	Designation
1	Mr. A.V. Satyanarayana Raju	Lecturer in Computer Science

*Lakshmi*



**A 2-DAY WORKSHOP ON  
CONTENT DEVELOPMENT  
AT VEDIC(15-16 DEC 2016**

**SUBJECT:**

**THEORY OF COMPUTATION/  
FORMAL LANGUAGES AND AUTOMATA THEORY**

**- A REPORT BY**

**V. BHASKARA MURTHY**

**Associate Professor, BVRC, Vishnupur.**

**G. Mohan Ram**

**Asst. Professor, SVECW, Vishnupur.**

*V. Bhaskara Murthy*

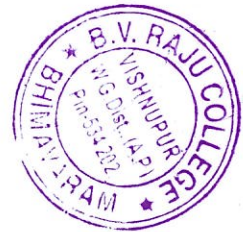




## CONTENTS

1. SYLLABUS
2. COMPARISON OF SYLLABUS
3. ACTION PLAN

*Srinivasa*



**SYLLABUS:**  
**SHRI VISHNU ENGINEERING COLLEGE FOR WOMEN:: BHIMAVARAM**  
**(AUTONOMOUS)**  
**THEORY OF COMPUTATION**

**UNIT I:**

**Objectives: Analysis of Finite state machine, its representation and automata**

**Fundamentals of Automata:** Computation, Finite State Machine, Components of Finite State Automata, Elements of Finite State System, Mathematical representation of Finite State Machine, Automata Classification, Automata in Real World.

**UNIT II:**

**Objectives: Delineation of various components of formal languages and grammars**

**Formal Language Theory:** Symbols, Alphabets and Strings, Operations on Strings, Formal Languages, Operations on Languages.

**Formal Languages/ Grammar Hierarchy:** Formal Languages, Regular Language, Context-Free Language, Context- Sensitive Language, Recursive Language, Recursively Enumerable Language, Other Forms of Formal Languages, Relationship between Grammars and Languages.

**UNIT III:**

**Objectives: Description of Finite automata, variants in it and their equivalence**

**Finite Automata:** Introduction, Deterministic Finite Automata (DFA), Design of DFAs, Non Deterministic Finite Automata (NFA), Non –Deterministic Automata with  $\epsilon$ -moves, Design of NFA-with  $\epsilon$ -moves, Advantages of Non-Deterministic Finite Automata, NFA Versus DFA.

**Equivalent Automata:** Equivalent Finite State Automata, Equivalence of NFA/ NFA- and DFA, Equivalence of NFA, with  $\epsilon$ -moves to NFA, without  $\epsilon$ -moves.

**UNIT IV:**

**Objectives: Minimization, optimization of finite automata, regular expressions and equivalence of finite automata and regular expressions**

**Minimization/ Optimization of DFA:** Optimum DFA, Minimal DFA, Two way DFA, DFA Vs 2DFA.

**Regular Expressions and Languages:** Regular languages, Regular expressions, Components of Regular Expression, Properties of Regular Expressions, Uses of Regular Expressions.

**Finite Automata and Regular Expressions:** Properties of Regular Sets and Regular Languages, Arden's Theorem, Equivalence of Finite Automata and Regular Expressions, Equivalence of DFA and Regular Expression, Equivalence of NFA and Regular Expression.

**UNIT V:**

**Objectives: Illustration about grammars, classification and simplification of grammars**

**Transducers:** Moore Machine, Melay Machine, Difference between Moore and Melay Machines, Properties / Equivalence of Moore and Melay Machines.



**Context-Free Grammars and Context-Free Languages:** Types of Grammar, Ambiguous and Unambiguous Grammars, Noam Chomsky's Classification of Grammar and Finite Automata, Relation between Regular Grammar, Finite Automata and Push down Automata.

**Simplification of Context –Free Grammar:** Simplification of Context-Free Grammars, Elimination of E-productions, Elimination of Unit Productions, Normal Forms for Context Free Grammars, Chomsky Normal Form, Greibach Normal Form, Chomsky Vs Greibach Normal Form, Application of Context-Free Grammars.

#### **UNIT VI:**

**Objectives: Delineation of Turing Machines**

**Turing Machine:** Introduction, Components of Turing Machine, Description of Turing Machine, Elements of TM, Moves of a TM, Language accepted by a TM, Role of TM's, Design of TM's.

**TM Extensions and Languages:** TM Languages, Undecidable Problem, P and NP classes of Languages.

#### **TEXT BOOKS:**

1. A text book on Automata Theory, Nasir S.F.B, P.K. Srimani, Cambridge University Press
2. Introduction to Automata theory, Formal languages and computation, Shamalendu kandar, Pearson.
3. Elements of Theory of Computation, Harry R Lewis, Papdimitriou, PHI
4. Introduction to Theory of computation, 2<sup>nd</sup> ed, Michel siper, CENGAGE

#### **REFERENCE BOOKS:**

1. Formal Languages and Automata theory, C.K.Nagpal, OXFORD
2. Theory of Computation, aproblem solving approach, kavi Mahesh, Wiley
3. Theory of Computation, Vivek kulkarni, OXFORD.

*Srinivasa*



**SYLLABUS:**  
**B.V. RAJU COLLEGE::VISHNUPUR**  
Affiliated to Adikavi Nannaya University  
MCA 2.4 Formal Languages & Automata Theory

1. Finite Automata and Regular Expressions: Basic Concepts of Finite State Systems, Deterministic and Non-Deterministic Finite Automata, Finite Automata with  $\epsilon$ -moves, Regular Expressions, Mealy and Moore Machines, Two-Way Finite Automate, Applications of FSM.
2. Regular sets & Regular Grammars: Basic Definitions of Formal Languages and Grammars, Regular Sets and Regular Grammars, Closure Properties of Regular Sets, Pumping Lemma for Regular Sets, Decision Algorithm for Regular Sets, Myhill-Nerode Theorem, Minimization of Finite Automata.
3. Context Free Grammars and Languages: Context Free Grammars and Languages, Derivation Trees, Simplification of Context Free Grammars, Normal Forms, Pumping Lemma for CFL, Closure properties of CFL's, Decision Algorithm for CFL.
4. Push down Automata: Informal Description, Definitions, Push-Down Automata and Context free Languages, Parsing and Push-Down Automata.
5. Turing Machines: The Definition of Turing Machine, Design and Techniques for Construction of Turing Machines, Combining Turing Machines.
6. Universal Turing Machines and Undecidability : Universal Turing Machines. The Halting Problem, Variants of Turing Machines, Restricted Turing Machines , Decidable & Undecidable Problems - Post Correspondence Problem.
7. Chomsky Hierarchy of Languages: Regular Grammars, Unrestricted Grammars, Context Sensitive languages, Relationship between Classes of Languages.

**Text books:**

1. Introduction to Automata Theory, Languages and Computations – J.E. Hopcroft, & J.D. Ullman , Pearson Education Asia.

**Reference books:**

1. Introduction to languages and theory of computation – John C. Martin (MGH)
2. Theory of Computation, KLP Mishra and N. Chandra Sekhar, IV th Edition, PHI
3. Introduction to Theory of Computation – Michael Sipser (Thomson Nrools/Cole)



**COMPARISON OF SYLLABUS**

<b>SVECW</b>	<b>BVRC</b>
<b>TOTAL: 6 UNITS</b>	<b>TOTAL: 7 UNITS</b>
<b>UNIT I, III, V</b>	<b>UNIT I</b>
<b>UNIT II, IV</b>	<b>UNIT II</b>
<b>UNIT V</b>	<b>UNIT III</b>
<b>UNIT VI(PARTIAL)</b>	<b>UNIT V</b>
<b>UNIT II</b>	<b>UNIT VII</b>
	<b>WE HAVE NO MATCHING FOR UNITS IV AND VI</b>

**REGARDING TEXT BOOKS, REFERENCE BOOKS GIVEN IN SYLLABUS  
ONLY ONE MATCHING**

**Introduction to Theory of Computation – Michael Sipser (Thomson Nrools/Cole)  
TEXT BOOK FOR SVECW  
MATCHES WITH  
REFERENCE BOOK OF BVRC.**

*Srinivasch*



## ACTION PLAN

### 'Essential Elements' to be used in the 'Course Material'

1. SYLLABUS
2. LESSON PLAN
  - a. COURSE OBJECTIVES
  - b. CURSE OUTCOMES
  - c. DAILY DELIVERY REPORT FORMAT

SNO	DATE	NO. OF HOURS	TOPIC NAME	REFERENCE IN BOOK WITH PAGENO

- d. TEXT BOOKS, REFERECE BOOKS
- e. PREREQUISITE (NOTATIONS, REFERENCE BOOKS)
3. MICROLEVEL DETILS:

This is a planning before start of the course:

Methodology: ppts, Lecture Board, Pdfs, Audio's/vedio's, Previous year question papers of at least 2 other universities offering the same course, assignments unit wise Guest Lectures for difficult topics either from academicians or Industry as per need and requirement.

4. Macro level Elements  
Basic Concepts before Each Unit.
5. Course Material – Unit –wise
  - a. Theorem if any
  - b. Problems – Examples
  - c. Question Bank: SAQ, LAQ at the end of each Unit
  - d. Applications if any
  - e. Supplementary Problems( Additional or More examples)
6. Online Resources – books, Web references – To be added at the end of Material.
7. Worksheets:
  - a. Try it on your own or self practice ( Level 1 (easy), Level 2( think type))
  - b. Objective type Questions which helps students for Competitive Exams like GATE, IES, IAS, etc.
8. Preparing Handout as per topic.(brief description of contents)
9. Solutions to difficult Problems( in work sheets)
10. Guidelines for Advanced Learning.

*Srinivasa*



**Student Assessment: conducting tests, Internals, External etc.  
Activities to be planned in class room for better understanding:**

**Make groups the entire class on combining Merit/Average/poor students  
And provide their presentation through:**

- Power Point Presentation
- Poster or chart preparation
- Blackboard

**Topics in TC/ FLAT selected:**

- ❖ Moore Machines/Mealy Machines/Conversions
- ❖ Chomsky Hierarchy of Grammars
- ❖ Design of Automata FSA/NFSA/conversions

*Amirach*





# CERTIFICATE

**VEDIC**

VISHNU EDUCATIONAL  
DEVELOPMENT AND  
INNOVATION CENTER

THIS IS TO CERTIFY THAT

**Mr. V. Bhaskara Murthy**  
Assoc. Professor, MCA Dept.

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON

**E-content Development**

HELD AT

VEDIC, AZIZ NAGAR, HYDERABAD

BETWEEN

**DEC 16-17, 2016**

*Sivakumar*

COURSE CO-ORDINATOR

*spv*

SENIOR ADVISOR

*Sundarajan*

DIRECTOR







# CERTIFICATE

**VEDIC**

VISHNU EDUCATIONAL  
DEVELOPMENT AND  
INNOVATION CENTER

THIS IS TO CERTIFY THAT

**Mr. S.K. Alisha**

Sr. Asst. Professor, MCA Dept.

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON

**E-content Development**

HELD AT

VEDIC, AZIZ NAGAR, HYDERABAD

BETWEEN

**DEC 16-17, 2016**

*Sivakumari*

COURSE CO-ORDINATOR

*Star*

SENIOR ADVISOR

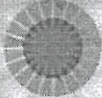
*Srinivasrao*

DIRECTOR





VISHNU  
UNIVERSITY LEARNING



# CERTIFICATE

## VEDIC

VISHNU EDUCATIONAL  
DEVELOPMENT AND  
INNOVATION CENTER

THIS IS TO CERTIFY THAT

**Mr. A.V. Satyanarayana Raju**

Lecturer in Computer Science

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON  
**E-content Development**

HELD AT

VEDIC, AZIZ NAGAR, HYDERABAD

ON

**FEB 13, 2017**

*Sivakumar*

COURSE CO-ORDINATOR

*Star*

SENIOR ADVISOR

*Shankarajen*

DIRECTOR



**B.V. RAJU COLLEGE :: VISHNUPUR**  
**6.3.3**

**2016-17**

**8. E-LAB IN C-PROGRAMMING**

Venue : VEDIC, AZIZ NAGAR, Moinabad Mandal, Ranga Reddy District, Telangana State

**Mentors: 1.Dr.Rajeev Sukumaran**

**2.Dr.Christuraj .M R**

SNO	Dates (from-to) (DD-MM-YYYY)	Title of the professional development program organized for teaching staff	No. of Participants
8	21-23JUL2016	E-lab in C programming	5

**8. E-LAB IN C-PROGRAMMING**

**21-23JUL2016**

Sno	Name of the Faculty	Designation
1	Mr. P.V. Bhima Raju	Programmer
2	Ms. D. Roja Rani	Asst. Professor
3	Mr. B. Naresh	Asst. Professor
4	Mr. M. N. Ravindra Babu	Asst. Professor
5	Mr. A. Satya Vamsi Kumar	Asst. Professor

Agenda :

Day 1 : Session 1 : Pro's and Con's of Online Compilers

Session 2,3 & 4 : Hands on Experience among Online Compilers and eLab

Day 2 : Session 1 : Introduction to Mandatory test cases for C

Session 2,3 & 4 : Hands on Experience in Building Mandatory test cases for C.

Day 3: Session 1 : Introduction to eLab Architecture

Session 2,3 Hands on Experience in debugging server related issues.

Session 4 : Action plan for Java, Python, Data Structures and Design & Analysis of Algorithm.



B.V. RAJU COLLEGE :: VISHNUPUR  
6.3.3

*Amirach*



## Pilot Workshop on eLab (Students)

### Vision:

To utilize Technology based education to improve learning

### Mission:

To up skill students to use technology based learning strategies in learning C Programming

### Methodology:

This hands-on pilot workshop focuses on problem based & experiential modes of learning through virtual learning environment (eLab). Students would experience and introspect their understanding on logical reasoning & programming skill.

### Objectives:

- A Web based individualized and collaborative platform in order to enhance the programming ability
- Organizing students to interact with new knowledge
- Helping students record and represent knowledge
- Helping students reflect on their learning
- Showcasing all the student's skills and their learning success
- Delivering analytics and dashboards that indicate the top areas of interests among students
- Enhancing the employability skills through experiential learning
- Motivates through digital reflection
- Helps to compile a individual portfolio
- Provides the facility to record all the communications between client side content and a host system called the run-time environment Sharable Content Object Reference Model (SCROM)
- Stimulate Problem solving skills and Life-Long learning skills
- Increase awareness of how they are learning
- To take responsibility for their learning
- Enable the student to engage in a deep rather than surface approach
- eLab is a vehicle for development of problem solving skills
- New information is acquired through self directed learning



**Trainers:**

Prof. Lakshmi D &amp; Mr. Naveen Kumar S

**Workshop Schedule**

Day 1	
Session 1	
9:00 - 9:15	Self Introduction
9:15 - 9:30	Rational about workshop – Big Picture
9:30 - 9:45	Group Activity 1 – Challenges in programming
9:45 - 10:15	Cognitive perspectives of learning & Motivation – Emphasizing importance of programming skill
10:15 - 10:30	Creating awareness about technology based learning , 21 <sup>st</sup> century learning technologies, Flipped Classroom
Session 2 (Tea Break: 10:30 - 10:45)	
10:45 - 11:30	Exposure on different Online Programming tools and software's
11:30 - 12:30	Introduction & Practices on Level 1 - Basic Level (C programming (5 Questions))
Session 3 (12:30 – 01:30 Lunch)	
1:30 to 02:45	Demo on eLab reports Group Activity 2 – Understand industry needs and demands (Web Based)
Session 4 (02:45 to 3:00 – Tea Break)	
03:00 to 4:00	Practices on Level 1 - Basic Level (C programming (10 Questions))
04:00 to 5:00	Importance of Higher Order Thinking Skills (HTOS) – Bloom's Taxonomy



Day 2	
Session 1	
9:00 - 10:30	Introduction & Practices on Level 2 – Expert Level (C programming)



Session 2 ( 10:30 - 10:45 – Tea Break)	
10:45 - 12: 30	Group Activity 3 - (Role Play/Presentation)
Session 3 (12:30 – 01:30 Lunch)	
1:30 to 02:45	Introduction & Practices on Level 3 – Professional Level (C programming)
Session 4 (02:45 to 3:00 – Tea Break)	
03:00 to 5:00	Introduction about eLab Certifications , Oral and Online Feedback

**Requirements:**

- Computers for all the participants
- A4 Sheets for each student (5 nos)
- Hand Mic/Cordless Mic
- Projector
- White Board (Marker)/Black Board (chalks)
- Duster
- Water Bottles (2 nos)

*Srinivasach*



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**-lab in C-programming for faculty and Programmers (Faculty of C-programming language and Lab Programmers.) held on 21st July- 23rd July 2016**

messages

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**h. Srinivasa Rao** <srinivasarao.ch@srivishnu.edu.in>  
: mmekrishna@gmail.com, viceprincipal@seethapoly.edu.in, murthyvb@gmail.com, BVRITN Dean Engineering dean.engineering@bvr.it.ac.in>, yramu@svecw.edu.in

Tue, Jul 12, 2016 at 4:24 P

Dear sir,

please send the Faculty participants list for e-lab in C-programming for faculty and Programmers (Faculty of C-programming language and Lab Programmers.) held on 21st July- 23rd July 2016

Total No of faculty:32  
BVRIT H: 6  
BVRIT N:6  
SVECW:6  
VIT :6  
BVRICE: 6  
SBSP:2

kindly Mail the faculty participants list as per the count.

Thanks and Regards  
Ch.Srinivasa Rao  
VEDIC,Aziz Nagar,  
Moinabad Mandal  
R.R.Dist,Telangana  
Mob:9866084956.

Engineering Sciences

BVRIT | SVECW | VIT | BVRITH

Medical Sciences

VDC | SVCP | VIPER | BVRICE



---

**HASKARA MURTHY VEERUBHOTLA** <murthyvb@gmail.com>  
: irkbvrice <irkbvrice@gmail.com>

Tue, Jul 12, 2016 at 4:27 P

[Quoted text hidden]

---

**HASKARA MURTHY VEERUBHOTLA** <murthyvb@gmail.com>  
: "Ch. Srinivasa Rao" <srinivasarao.ch@srivishnu.edu.in>

Tue, Jul 12, 2016 at 4:37 P



1. P.V. Bhima Raju
2. D. Roja Rani
3. B. Naresh
4. M. N. Ravindra Babu
5. A. Satya Vamsi Kumar

The above faculty are listed to attend as per data today  
With regards

4.

[Quoted text hidden]

---

**h. Srinivasa Rao** <srinivasarao.ch@srivishnu.edu.in>



Dear sir,  
thanks a lot for immediate response  
[Quoted text hidden]

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**Thanks and Regards**  
**Ch.Srinivasa Rao**  
**VEDIC,Aziz Nagar,**  
**Moinabad Mandal**  
**R.R.Dist,Telangana**  
**Mob:9866084956.**

[Quoted text hidden]

*srinivasa*



## Androgogy Activities Syllabus

1. Designing course plan (Session topic, outline, objectives, outcome, Book Referred) / Robert Gagne's model, Dale's Cone of Learning, Bloom's Taxonomy , Cognitive Load theory etc.,)
2. Preparing detailed lecture notes

### 'Essential Elements' to be used in the 'Course Material'

- Prerequisite
- Micro level elements
- Macro level concepts
- Interrelationships
- Applications
- Examples
- Animations
- Online resources – like web pages, portals, mobile apps, video materials etc.
- Worksheets
- Learning Activities (Self Paced, Classroom, Team Work etc.,)
- Learning Assessments (MCQ, True/False, Match the following, Fill ups, Short Answer, File upload (Audio, Video, Pdf, doc etc.,))
- Analogies
- Cognitive Load Theory
- Handouts
- Illustration
- Problems & Solution
- Tools – Weka, R etc.,
- Question Bank (Short Answer, Long Answer and University)
- Resources for Advanced Learning

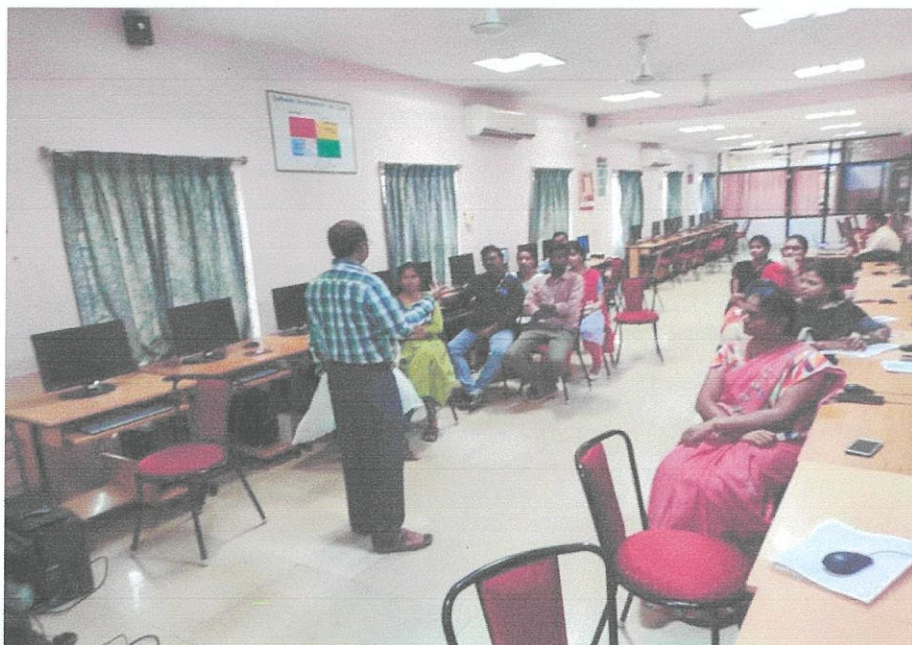


3. Assessing and understanding the prior knowledge of the students
4. Classroom Dynamics –Cognitive load theory, Learn to Learn Activities
5. Learning Assessments
  - Formative Assessment
  - Summative Assessment
6. Design of Rubrics
7. Provide Closure and Reflection
8. Provide Feedback
9. Mentoring and Counselling
10. Portfolio Creation
11. M-Learning Initiative/e-Learning Initiative
12. Applying psychometric assessments in order to understand the students cognitive strength
13. Conducting experimental research

*Srinivasaiah*

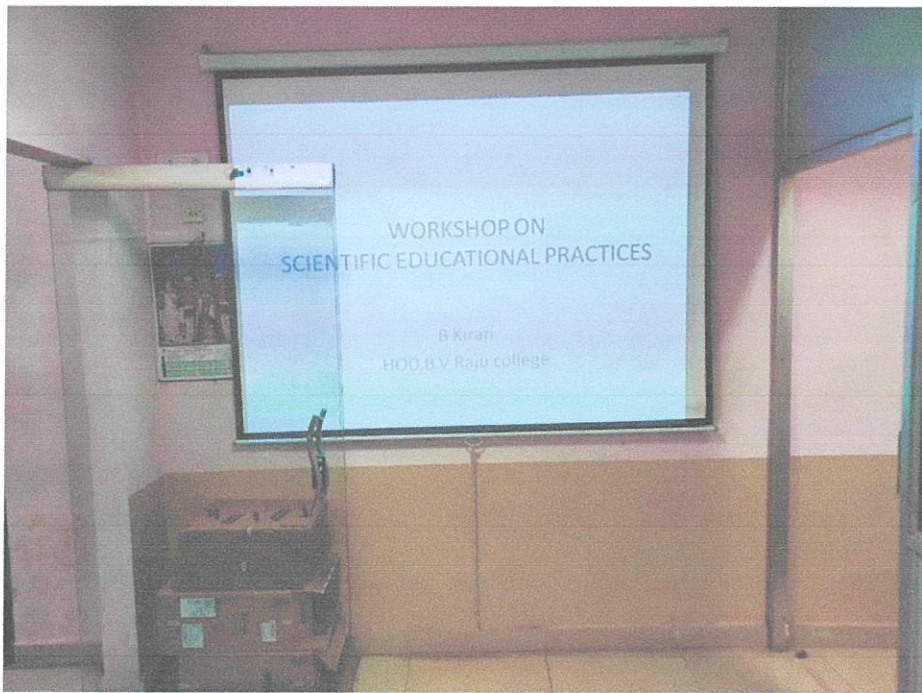
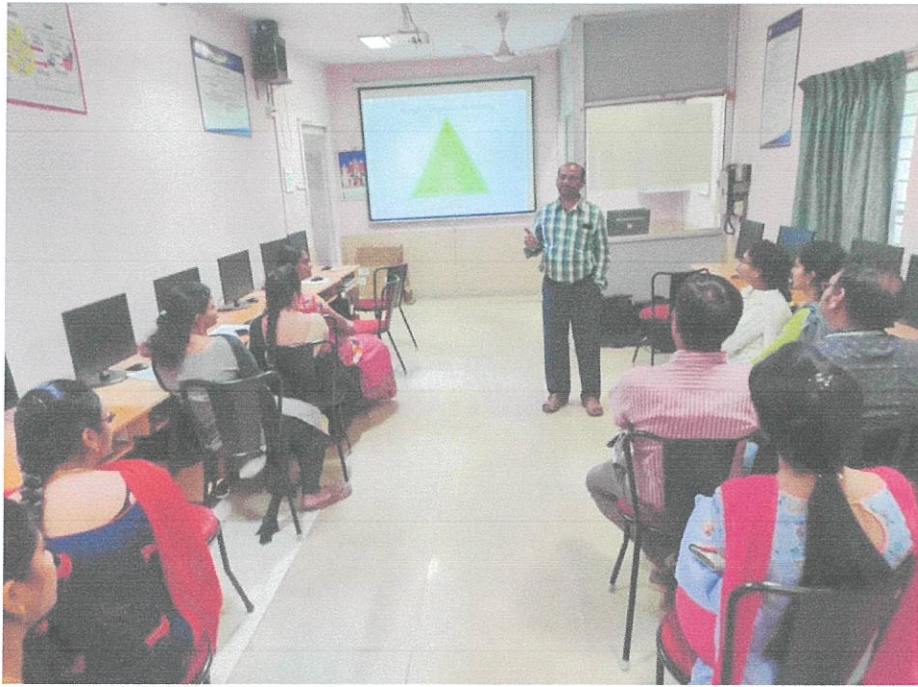


SEP refresher workshop was conducted for faculty of BVRICE on 13/04/2017 by B.Kiran (SEP Trainer).



*Anirudh*

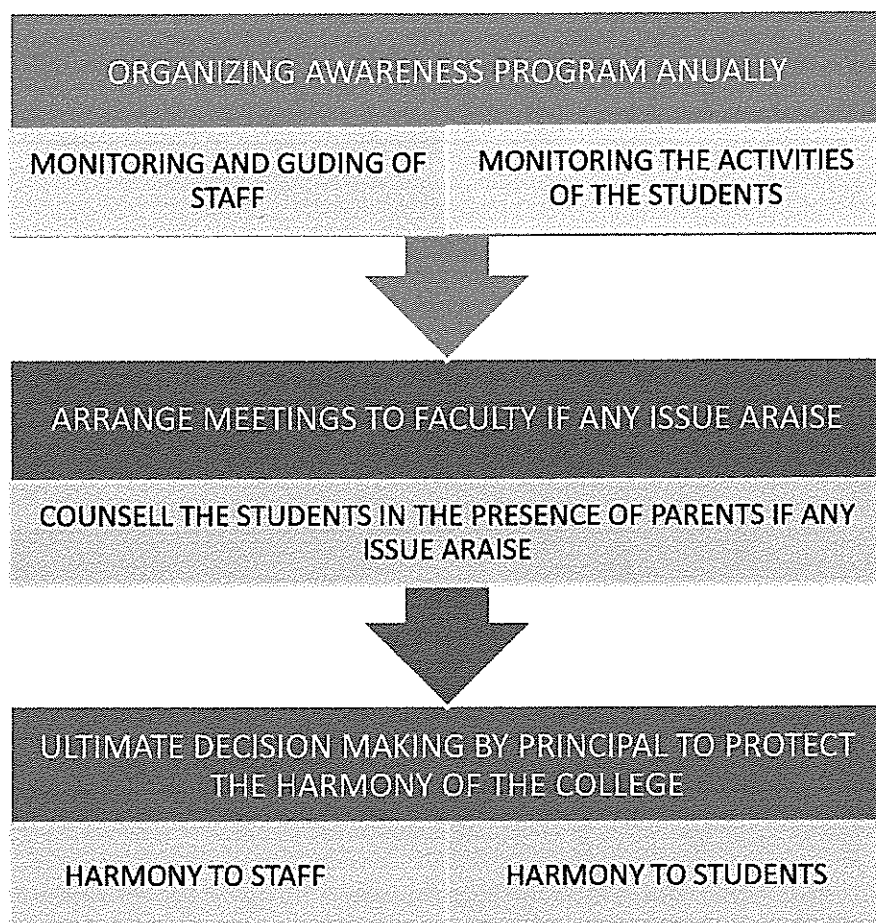




*Amritha*



**WORKING OF THE COMMITTEE** : The general working of the cell contains



B.V.RAJU COLLEGE

VISHNUPUR, BHIMAVARAM

CODE OF CONDUCT

CIRCULAR

This is to inform that all teaching and non-teaching faculty and staff have an interactive session at colloquium on 2/06/2017 at 10.00 am. All the students should attend without fail.

*Srinivasa*

PRINCIPAL  
B.V. RAJU COLLEGE  
Vishnupur, BHIMAVARAM-534 202

B.V.RAJU COLLEGE

VISHNUPUR, BHIMAVARAM

CODE OF CONDUCT

MINUTES

The Teaching and Non- Teaching staff of BVRC had an interactive session organized by departmental heads along with Principal and Vice- Principal followed by class mentors to create an awareness about college "code of conduct" on 2/6/2017 at colloquium. The staff and the faculty are addressed by Principal and Vice-principal and had a long discussion about the code of conduct that should followed by each and everyone in all levels of departments and other admin activities that took place in the college level, departmental level and individual wise too. The principal and Vice- principal advised staff that one should follow all particulars and requested no to create any necessity to take actions against the uncertainty occur if any. The staff members are advised to understand the culture and atmosphere of the college in order to maintain a harmony in all duties, responsibilities and activities. The departmental heads mentioned and discussed about the codes of document and asked students to maintain the healthy environment between departments and management. The faculty are advised to utilize the facilities and opportunities created by college so that they can mould the students careers as well the qualifications and work experiences of individuals to attain greater heights in the all possible ways. The meeting got ended with new energy and enthusiasm.

*Anirach*

PRINCIPAL  
B.V. RAJU COLLEGE  
Vishnupur, BHIMAVARAM-534 202



B.V.RAJU COLLEGE

VISHNUPUR, BHIMAVARAM

CODE OF CONDUCT

CIRCULAR

This is to inform that all first year B.sc and B.com students have an interactive session at colloquium on 7/06/2017 at 10.00 am. All the students should attend without fail.

*Principals*

PRINCIPAL  
B.V. RAJU COLLEGE  
Vishnupur, BHIMAVARAM-534 21

B.V.RAJU COLLEGE

VISHNUPUR, BHIMAVARAM

CODE OF CONDUCT

MINUTES

The First year students of B.sc and B.com students had an interactive session organized by departmental heads along with Principal and Vice- Principal followed by class mentors to create an awareness about college "code of conduct" on 7/6/2017 at colloquium. The students are addressed by Principal and Vice-principal and had a long discussion about the rules and regulations one should follow and the necessity to take actions against the uncertainty occur if any. The students are advised to understand the culture and atmosphere of the college in order to maintain a healthy competition between the fellow students in all curricular and co-curricular activities. The departmental heads mentioned and discussed about the codes of document and asked students to maintain the classroom behavior too. The students are advised to utilize the facilities and opportunities created by college so that they can mould their careers in a fruitful manner. The meeting got ended with discipline and vice-versa.

*Srinivasa*

PRINCIPAL  
B.V. RAJU COLLEGE  
Vishnupur, BHIMAVARAM-534 202

## B.V.RAJU COLLEGE

### VISHNUPUR, BHIMAVARAM

#### CODE OF CONDUCT COMMITTEE

##### STRUCTURE OF THE COMMITTEE:

The structure of the committee is designed by Principal and Vice-Principal by having discussion along with the Departmental HOD's and senior faculty members in the college. The management decided to frame the committee for the academic year 2018-2019 with the following team

- 1 Convener – Vice-Principal
- 1 HOD – HOD of the department
- 4 Members – Faculty from various departments
- Min. 10 Student Coordinators mostly CR's& LR'S from each group

##### OBJECTIVE OF CC:

The main objective of Code of Conduct Committee is to look the welfare of the organization structure as well as harmony in students and staff. This committee also collect suggestions and recommendations for Human issues, Rules and regulations, Conduct maintenance, etc., concerning them in the college so that appropriate action could be taken to protect the internal structure and external affairs of the institute.

##### FUNCTIONING OF CC:

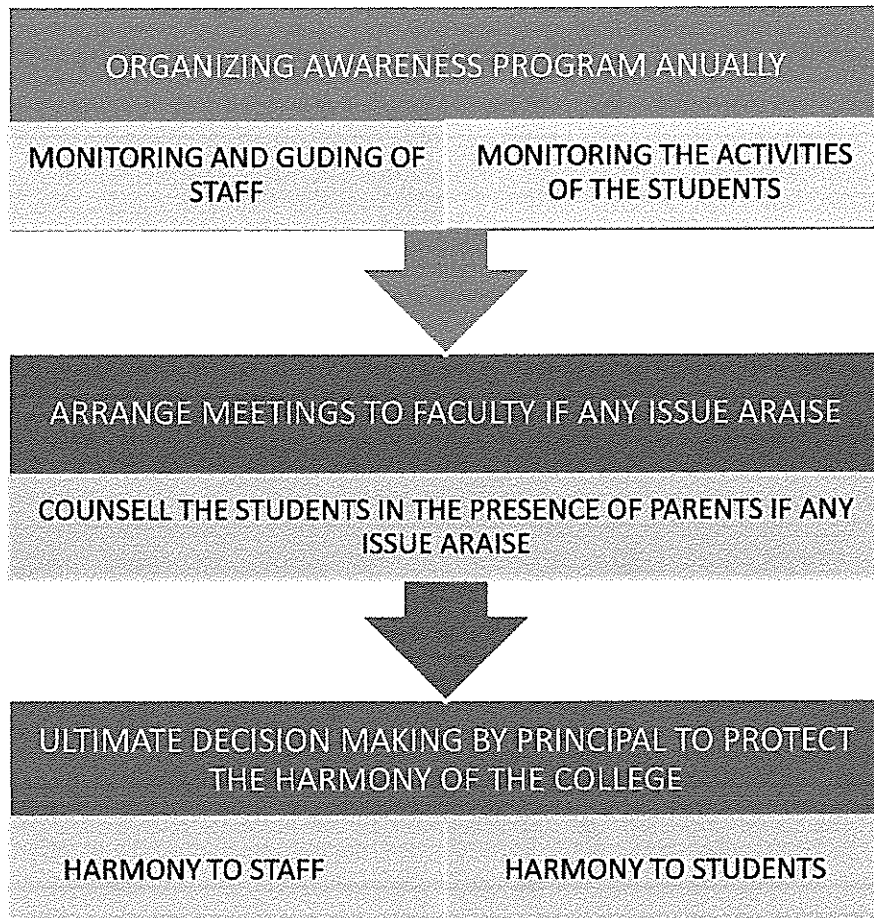
CC should monitor functioning, growth, issues arise if any and arrive at logical solutions. Committee also organizes programs and events to aware students and staff about the activities they have to perform for the smooth running of the institute.

CC should promote all-round development of students and staff living standards during their stay at college.

CC also creates awareness among employees, students and staff regarding physical, mental and personal health care with the help of IQAC.

Contact mail: [chedalada9@gmail.com](mailto:chedalada9@gmail.com) 944107599

**WORKING OF THE COMMITTEE** : The general working of the cell contains



B.V.RAJU COLLEGE  
VISHNUPUR, BHIMAVARAM  
CODE OF CONDUCT

CIRCULAR

This is to inform that all teaching and non-teaching faculty and staff have an interactive session at colloquium on 1/06/2018 at 10.00 am. All the students should attend without fail.

*hinishach*  
PRINCIPAL  
B.V. RAJU COLLEGE  
Vishnupur, BHIMAVARAM-534 202

**B.V.RAJU COLLEGE**  
**VISHNUPUR, BHIMAVARAM**  
**CODE OF CONDUCT**  
**MINUTES**

The Teaching and Non- Teaching staff of BVRC had an interactive session organized by departmental heads along with Principal and Vice- Principal followed by class mentors to create an awareness about college "code of conduct" on 1/6/2018 at colloquium. The staff and the faculty are addressed by Principal and Vice-principal and had a long discussion about the code of conduct that should followed by each and everyone in all levels of departments and other admin activities that took place in the college level, departmental level and individual wise too. The principal and Vice- principal advised staff that one should follow all particulars and requested no to create any necessity to take actions against the uncertainty occur if any. The staff members are advised to understand the culture and atmosphere of the college in order to maintain a harmony in all duties, responsibilities and activities. The departmental heads mentioned and discussed about the codes of document and asked students to maintain the healthy environment between departments and management. The faculty are advised to utilize the facilities and opportunities created by college so that they can mould the students careers as well the qualifications and work experiences of individuals to attain greater heights in the all possible ways. The meeting got ended with new energy and enthusiasm.

  
PRINCIPAL  
B.V. RAJU COLLEGE  
Vishnupur, BHIMAVARAM-534 202

B.V.RAJU COLLEGE  
VISHNUPUR, BHIMAVARAM  
CODE OF CONDUCT

CIRCULAR

This is to inform that all first year B.sc and B.com students have an interactive session at colloquium on 7/06/2018 at 10.00 am. All the students should attend without fail.

*Anirach*  
PRINCIPAL  
B.V. RAJU COLLEGE  
Vishnupur, BHIMAVARAM-534 202

B.V.RAJU COLLEGE  
VISHNUPUR, BHIMAVARAM  
CODE OF CONDUCT  
MINUTES

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PRINCIPAL  
B.V. RAJU COLLEGE  
Vishnupur, BHIMAVARAM-521102



**B.V.RAJU COLLEGE**

**VISHNUPUR, BHIMAVARAM**

**CODE OF CONDUCT COMMITTEE**

**STRUCTURE OF THE COMMITTEE:**

The structure of the committee is designed by Principal and Vice-Principal by having discussion along with the Departmental HOD's and senior faculty members in the college. The management decided to frame the committee for the academic year 2019-2020 with the following team

- 1 Convener – Vice-Principal
- 1 HOD – HOD of the department
- 4 Members – Faculty from various departments
- Min. 10 Student Coordinators mostly CR's & LR'S from each group

**OBJECTIVE OF CC:**

The main objective of Code of Conduct Committee is to look the welfare of the organization structure as well as harmony in students and staff. This committee also collect suggestions and recommendations for Human issues, Rules and regulations, Conduct maintenance, etc., concerning them in the college so that appropriate action could be taken to protect the internal structure and external affairs of the institute.

**FUNCTIONING OF CC:**

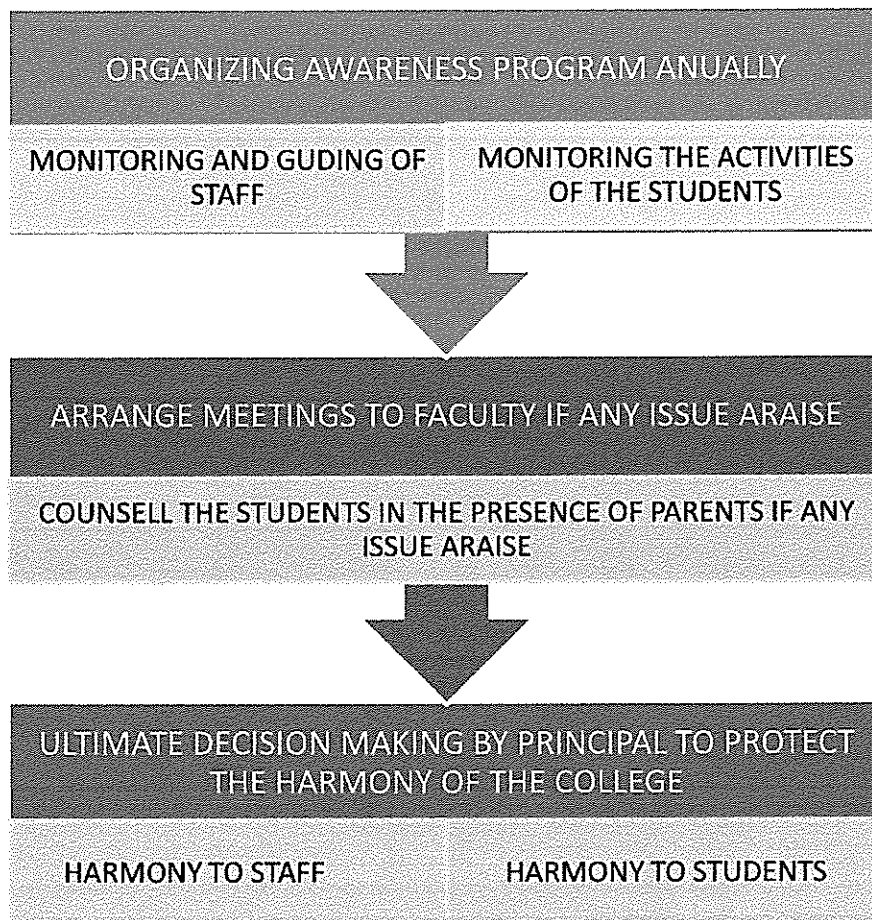
CC should monitor functioning, growth, issues arise if any and arrive at logical solutions. Committee also organizes programs and events to aware students and staff about the activities they have to perform for the smooth running of the institute.

CC should promote all-round development of students and staff living standards during their stay at college.

CC also creates awareness among employees, students and staff regarding physical, mental and personal health care with the help of IQAC.

Contact mail: [chedalada9@gmail.com](mailto:chedalada9@gmail.com) 944107599

**WORKING OF THE COMMITTEE** : The general working of the cell contains



B.V.RAJU COLLEGE  
VISHNUPUR, BHIMAVARAM  
CODE OF CONDUCT

CIRCULAR

This is to inform that all teaching and non-teaching faculty and staff have an interactive session at colloquium on 3/06/2019 at 10.00 am. All the students should attend without fail.

*Amisach*

PRINCIPAL  
B.V. RAJU COLLEGE  
Vishnupur, BHIMAVARAM-534 202

B.V.RAJU COLLEGE

VISHNUPUR, BHIMAVARAM

CODE OF CONDUCT

MINUTES

The Teaching and Non- Teaching staff of BVRC had an interactive session organized by departmental heads along with Principal and Vice- Principal followed by class mentors to create an awareness about college "code of conduct" on 7/6/2019 at colloquium. The staff and the faculty are addressed by Principal and Vice-principal and had a long discussion about the code of conduct that should followed by each and everyone in all levels of departments and other admin activities that took place in the college level, departmental level and individual wise too. The principal and Vice- principal advised staff that one should follow all particulars and requested no to create any necessity to take actions against the uncertainty occur if any. The staff members are advised to understand the culture and atmosphere of the college in order to maintain a harmony in all duties, responsibilities and activities. The departmental heads mentioned and discussed about the codes of document and asked students to maintain the healthy environment between departments and management. The faculty are advised to utilize the facilities and opportunities created by college so that they can mould the students careers as well the qualifications and work experiences of individuals to attain greater heights in the all possible ways. The meeting got ended with new energy and enthusiasm.

*Srinivasaiah*  
PRINCIPAL  
B.V. RAJU COLLEGE  
VISHNUPUR, BHIMAVARAM - 534 202

B.V.RAJU COLLEGE  
VISHNUPUR, BHIMAVARAM  
CODE OF CONDUCT

CIRCULAR

This is to inform that all first year B.sc and B.com students have an interactive session at colloquium on 7/06/2019 at 10.00 am. All the students should attend without fail.

*Anirach*  
PRINCIPAL  
B.V. RAJU COLLEGE  
Vishnupur, BHIMAVARAM-634 202

**B.V.RAJU COLLEGE**  
**VISHNUPUR, BHIMAVARAM**  
**CODE OF CONDUCT**  
**MINUTES**

The First year students of B.sc and B.com students had an interactive session organized by departmental heads along with Principal and Vice- Principal followed by class mentors to create an awareness about college “code of conduct” on 7/6/2019 at colloquium. The students are addressed by Principal and Vice-principal and had a long discussion about the rules and regulations one should follow and the necessity to take actions against the uncertainty occur if any. The students are advised to understand the culture and atmosphere of the college in order to maintain a healthy competition between the fellow students in all curricular and co-curricular activities. The departmental heads mentioned and discussed about the codes of document and asked students to maintain the classroom behavior too. The students are advised to utilize the facilities and opportunities created by college so that they can mould their careers in a fruitful manner. The meeting got ended with discipline and vice-versa.

*Amirach*  
PRINCIPAL  
B.V. RAJU COLLEGE  
Vishnupur, BHIMAVARAM-524

## **B.V.RAJU COLLEGE**

### **VISHNUPUR, BHIMAVARAM**

#### **CODE OF CONDUCT COMMITTEE**

##### **STRUCTURE OF THE COMMITTEE:**

The structure of the committee is designed by Principal and Vice-Principal by having discussion along with the Departmental HOD's and senior faculty members in the college. The management decided to frame the committee for the academic year 2021-2022 with the following team

- 1 Convener – Vice-Principal
- 1 HOD – HOD of the department
- 4 Members – Faculty from various departments
- Min. 10 Student Coordinators mostly CR's& LR'S from each group

##### **OBJECTIVE OF CC:**

The main objective of Code of Conduct Committee is to look the welfare of the organization structure as well as harmony in students and staff. This committee also collect suggestions and recommendations for Human issues, Rules and regulations, Conduct maintenance, etc., concerning them in the college so that appropriate action could be taken to protect the internal structure and external affairs of the institute.

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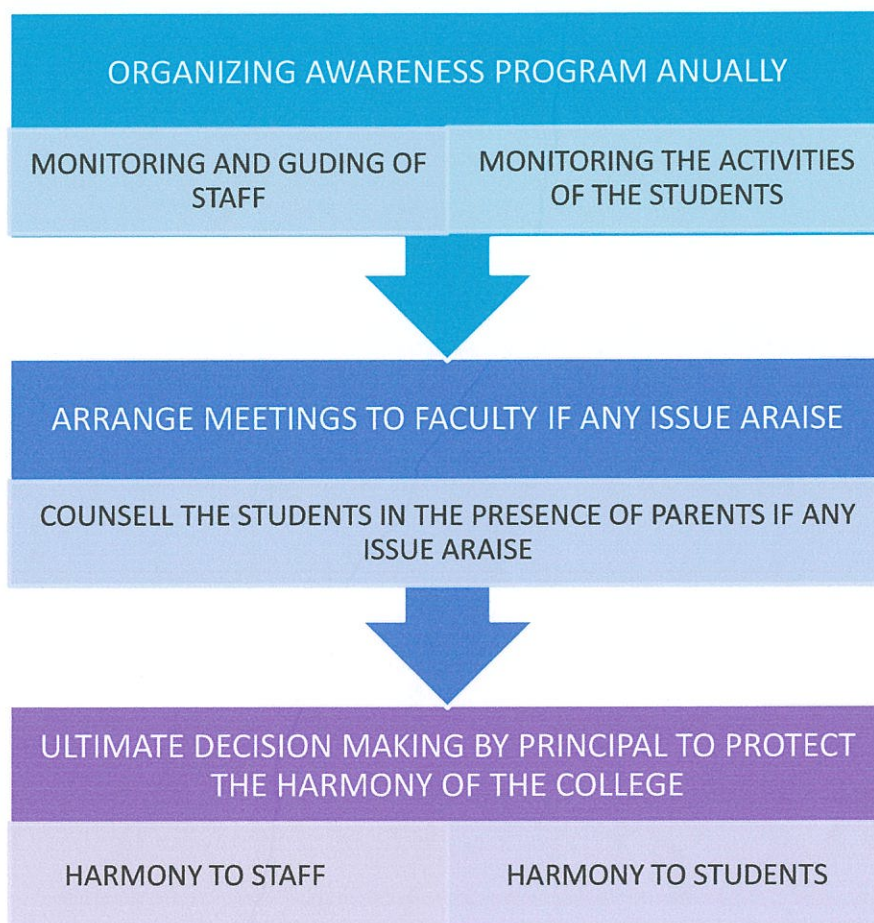
CC should monitor functioning, growth, issues arise if any and arrive at logical solutions. Committee also organizes programs and events to aware students and staff about the activities they have to perform for the smooth running of the institute.

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CC also creates awareness among employees, students and staff regarding physical, mental and personal health care with the help of IQAC.

Contact mail: [chedalada9@gmail.com](mailto:chedalada9@gmail.com) 944107599

**WORKING OF THE COMMITTEE** : The general working of the cell contains





**B.V.RAJU COLLEGE**

**VISHNUPUR,BHIMAVARAM**

**CODE OF CONDUCT**

**CIRCULAR**

This is to inform that all first year B.sc and B.com students have an interactive session at colloquium on 9/06/2021 at 10.00 am. All the students should attend without fail.

  
Principal  
B.V. RAJU COLLEGE  
Vishnupur, BHIMAVARAM-534 202

**B.V.RAJU COLLEGE**  
**VISHNUPUR, BHIMAVARAM**  
**CODE OF CONDUCT**  
**MINUTES**

The First year students of B.sc and B.com students had an interactive session organized by departmental heads along with Principal and Vice- Principal followed by class mentors to create an awareness about college “code of conduct” on 9/6/2021 at colloquium. The students are addressed by Principal and Vice-principal and had a long discussion about the rules and regulations one should follow and the necessity to take actions against the uncertainty occur if any. The students are advised to understand the culture and atmosphere of the college in order to maintain a healthy competition between the fellow students in all curricular and co-curricular activities. The departmental heads mentioned and discussed about the codes of document and asked students to maintain the classroom behavior too. The students are advised to utilize the facilities and opportunities created by college so that they can mould their careers in a fruitful manner. The meeting got ended with discipline and vice-versa.

  
PRINCIPAL  
B.V. RAJU COLLEGE  
Vishnupur, BHIMAVARAM-517101

**B.V.RAJU COLLEGE**  
**VISHNUPUR,BHIMAVARAM**  
**CODE OF CONDUCT**

**CIRCULAR**

This is to inform that all teaching and non-teaching faculty and staff have an interactive session at colloquium on 4/06/2021 at 10.00 am. All the students should attend without fail.



Principal

PRINCIPAL  
B.V. RAJU COLLEGE  
VISHNUPUR, BHIMAVARAM-584 202

**B.V.RAJU COLLEGE**

**VISHNUPUR, BHIMAVARAM**

**CODE OF CONDUCT**

**MINUTES**

The Teaching and Non-Teaching staff of BVRC had an interactive session organized by departmental heads along with Principal and Vice- Principal followed by class mentors to create an awareness about college “code of conduct” on 4/6/2021 at colloquium. The staff and the faculty are addressed by Principal and Vice-principal and had a long discussion about the code of conduct that should followed by each and everyone in all levels of departments and other admin activities that took place in the college level, departmental level and individual wise too. The principal and Vice- principal advised staff that one should follow all particulars and requested no to create any necessity to take actions against the uncertainty occur if any. The staff members are advised to understand the culture and atmosphere of the college in order to maintain a harmony in all duties, responsibilities and activities. The departmental heads mentioned and discussed about the codes of document and asked students to maintain the healthy environment between departments and management. The faculty are advised to utilize the facilities and opportunities created by college so that they can mould the students careers as well the qualifications and work experiences of individuals to attain greater heights in the all possible ways. The meeting got ended with new energy and enthusiasm.

  
PRINCIPAL  
B.V. RAJU COLLEGE  
Vishnupur, BHIMAVARAM-534 202





## **NAAC DVV CLARIFICATIONS**

### **CRITERION 7.1.10**

#### CODE OF CONDUCT DISPLAYED IN THE WEBSITE

Staff code of conduct link in website

[https://www.bvricedegree.edu.in/IQAC/2017\\_18/staffcodeofconduct.pdf](https://www.bvricedegree.edu.in/IQAC/2017_18/staffcodeofconduct.pdf)

student code of conduct link in website

[https://www.bvricedegree.edu.in/IQAC/2017\\_18/studentcodeofconduct.pdf](https://www.bvricedegree.edu.in/IQAC/2017_18/studentcodeofconduct.pdf)

#### POLICY DOCUMENT

### Code of Ethics

**POLICY DOCUMENT:** Every member of the institution, including staff, and students, needs to follow certain protocols for better growth of the institution. They include a) be inclusive b) be considerate c) be respectful d) choose better words e) Don't harass f) strength in diversity

Employees can handle many common situations by following the code of ethics. Employees should act with integrity, comply with laws, maintain a professional work environment and comply with company policies. They should treat customers, colleagues, and partners ethically at all times. It is essential that the employees avoid relationships and activities that hurt, or appears to hurt, their ability to make objective and fair decisions. Institution's integrity is essential for maintaining trustworthiness and reputation in the public. Employees should always do their work fairly, honestly, and legally. Both staff and students must be regular and punctual to the college. This means being in the office, ready to work, at starting time each day. Absenteeism and tardiness burden other employees and the company. Absence without notice is considered as Job Abandoned. The institution is committed learning environment without any discrimination and unlawful harassment. Personal cell phone usage during college hours is discouraged, except in extreme cases such as an emergency. A professional appearance is important when employees work with customers or potential customers. Staff and students should be well-groomed and dressed appropriately while attending the institution. The use of tobacco products is specifically prohibited in the campus. Use of the Internet must not interfere with the employee's prescribed work and productivity.

#### ***Code of conduct for students, teachers, governing body and administration:***

##### **STUDENTS:**

- Student should attend the college in uniform prescribed to them
- They need to attend the college in uniform for five days and can wear civil dress on every Saturday.
- If the students attend the college without uniform fine is collected.

- Late comers need to submit their ID card in the Office
- Student can attend the college in civil dress on their birthday.
- Students need to present themselves decently.

#### **TEACHERS:**

- All teachers should be self disciplined
- They should take classes regularly
- Teachers need to be in the class room in time.
- Teachers should not waste time in the classroom by chatting with the students.
- They need to maintain the soft decorum
- Handle the students in a proper manner
- Should not punish the students severely, the punishment is in such a way to transform the students into the correct mode
- Teachers should use well accepted language.
- Harsh words and physical punishment should not be encouraged.

#### **GOVERNING BOD AND ADMINISTRATION:**

- The Governing body is constituted with the representatives from Management, University, staff, alumni and students with the Principal as Convener
- One member from the industry to focus on the future occupation of the students.
- The college GB and the administration don't show any type of discrimination among staff and students.
- Gender discrimination or cast discrimination has no roots in the institution
- Fair and humble atmosphere is to be on live throughout

#### **STUDENTS ATTRIBUTES:**

- The institution has facilitated the students to contribute their turn towards the welfare of the institution
- The institution expects the right return from the students in the form of their contribution and attributions.
- Students need to undertake certain assignments based on the requirements in general.
- One such attribute is self discipline.
- Punctuality and time management in attending the classes
- Submitting the assignments in time
- Supporting the institution authorities in uplifting the integrity
- Claiming no special focus based on caste or creed or religion
- Bearing the true spirit of the institution's establishment

#### **AWARENESS PROGRAMS POLICY:**



- 1) Each HOD at their department level give guidelines to the newly joined faculty while allocating the work
- 2) For students at the time of joining one session is dedicated in inaugural function at that time they will be explained about code of conduct
- 3) From 2020-2021 onwards it is taken that code of conduct awareness may be conducted while launching srujana magazine to all staff.
- 4) Other awareness programs are conducted as per AQAR's submitted

# B V RAJU COLLEGE:: BHIMAVARAM

(Affiliated to Adikavi Nannaya University::RAJAMAHENDRAVARAM)

## Staff Code of Conduct Policy

### 1. INTRODUCTION

- i. The purpose of this Code is to promote high standards of conduct from all staff members of the college.
- ii. All staff should make themselves aware of the Code, including the sources of advice and support available when in doubt about appropriate conduct, and the disciplinary actions that can be applied where the Code is breached.

### 2. EMPLOYEE RESPONSIBILITY

- i. This code of conduct applies to all employees of College. It is the responsibility of all staff to familiarize themselves with it. This code of conduct should be read in conjunction with the College Disciplinary procedures, Safeguarding Health and Safety procedures of the employee's contract of employment.

### 3. EXPECTED CONDUCT

Employees are expected at all times to:

- i. Treat students, other employees and College users with courtesy and respect
- ii. Comply with reasonable requirements or instructions given by the College.
- iii. Familiarize themselves with and adhere to the College policies and procedures
- iv. Carry out their duties with integrity, care and diligence
- v. Promote and protect the good reputation of the College
- vi. Preserve the confidentiality of all College information attained by them in the course of their work and avoid dealing with the media on any College issue unless specifically authorized
- vii. Continue to develop their effective contribution by participating in the College's training and development programs
- viii. Not to act in a way which is discriminatory towards individuals or groups for reasons of age, disability, gender, class, ethnicity, colour, faith, marital status
- ix. Take reasonable steps to ensure the health, safety and welfare of themselves, other employees, students and College users
- x. Avoid inappropriate physical contact unless in an emergency situation

- xi. Dress in a way which is appropriate to their position and duties
- xii. Wear their College Identity Card
- xiii. Be absent from work only when authorised or when ill
- xiv. Be punctual to demonstrate respect for others and to make best use of working time
- xv. Refrain from using offensive/filthy language
- xvi. Not to attend work or carry out duties whilst under the influence of alcohol, narcotic drugs or other psychotropic substances which prevent them from doing so competently

#### **4. PROFESSIONAL RELATIONSHIPS**

- i. The College is committed to providing a learning environment in which relationships between staff, students and other College users are cordial and professional.
- ii. Employees are in an unequal power relationship with students and must recognize professional boundaries.
- iii. They must ensure that their relationships with students or with other staff members are not of a kind that compromise or could be perceived to compromise their professional responsibilities, e.g., an undeclared personal relationship in which the staff member is assessing the student's work or has responsibility for an aspect of the management or remuneration of the other staff member.
- iv. Staff must be mindful at all times of the necessity to treat students equally, to avoid favoritism, and to exercise care in the pursuance of any relationship outside of the learning environment.
- v. Whilst in an adult learning environment the establishment of a social relationship with students can be positive, there are inherent pitfalls in maintaining professional boundaries in some activities.
- vi. Activities which give individual students privileged access to aspects of a member of staff's personal life should be approached with great caution.
- vii. Staff should also avoid situations where they are alone with students in informal settings such as student hostels.

#### **5. PERSONAL CONDUCT OUTSIDE OF THE COLLEGE**

- i. An employee's conduct in their private life becomes a matter of concern for the College where it damages the College's reputation or makes an employee unsuitable for the work for which they have been employed.
- ii. Behaviour relating to violence, dishonesty, substance abuse including alcohol, sexual offences and other serious offences are likely to come into this category.

#### **6. GIFTS AND HOSPITALITY**

- i. Employees must not accept or solicit gifts or benefits that might in any way compromise or influence them in their capacity as employees of College
- ii. Employees should be careful to ensure integrity over receipt of gifts, hospitality and benefits during the course of carrying out their duties.
- iii. Gifts or benefits that are more than of small value should be brought to the notice of the Clerk to the Departmental HODs/Principal and recorded in the confidential register of interests, in accordance with the register guidelines.
- iv. The informal exchange of gifts and hospitality between staff and students is strongly discouraged because of potential conflict of interest

## **7. CONFLICT OF INTEREST**

- i. In discharging College business, all employees need to be aware of actual, potential or perceived conflicts which might arise between their private interests and their College responsibilities.
- ii. Actual, potential or perceived conflict of interest may arise in connection with, for example:
  - a. personal and family relationships;
  - b. staff and student relationships
  - c. financial interests and affiliations;
  - d. receipt of gifts and hospitality;
  - e. acceptance of outside professional work or secondary employment;
  - f. use of College information;
  - g. misuse of College premises, equipment and materials
  - h. external activities and public comment;
- iii. It is the responsibility of each employee to disclose to their Departmental HoDs/Principal about the details of situations that may give rise to an actual, potential or perceived conflict of interest.
- iv. Employees in responsible positions must be especially alert to the various situations in which conflicts of interest may arise in the workplace and handle such situations with common sense and in a sensitive manner.

## Student Code of Conduct Policy

### INTRODUCTION

- 1) College is a caring learning community which respects the rights of each individual student to enjoy a safe, positive and successful learning experience. College also promotes a safe, respectful and cooperative working environment for its members of staff.
- 2) As members of the college community, all students are expected to abide by its code of conduct.
- 3) Positive behaviour is expected from all students and is actively encouraged and acknowledged by staff. When students behave in a positive way, and cooperate with one another and with staff, a happier, more cohesive and more productive college community results.
- 4) Students who do not behave in a positive way and do not abide by the college code of conduct will be subject to College Disciplinary Policy and Procedures, which outlines actions in response to breaches of this code. Procedures followed will reflect the seriousness of the breach.

### 2. CODE OF CONDUCT FOR COLLEGE STUDENTS

- 1) This code relates to students' conduct throughout their time at College and should be followed whilst students are both on and off college grounds, where applicable.
- 2) Students may contact any member of college staff or the college Independent Listener if they have any concerns during their time at College. Students may wish to raise matters relating to the conduct of fellow students or members of staff and should feel free to do so anonymously in writing, if required.

#### 2.1. GENERAL CONDUCT

Students should:

- 1) Treat their fellow students, members of staff, visitors to their college, and homestay providers courteously and with respect at all times.
- 2) Follow appropriate instructions given by members of staff.
- 3) Be honest.
- 4) Positively represent the college.
- 5) Positively represent values and culture.
- 6) Avoid the use of offensive language.
- 7) Inform a member of staff if they know that other students are involved in misconduct that may endanger them or others.
- 8) Inform a member of staff if they are concerned about a fellow student.
- 9) Dress appropriately for college activities and external trips/visits and in college and homestay residences.

#### 2.2. DISCRIMINATION

Students should:

- 1) Bullying and harassment in any form will not be tolerated at College.

- 2) Students should:
- o Not engage in, encourage or condone bullying or harassment of fellow students or college staff, including banter that can be perceived as bullying.
  - o Report any incident where they feel bullying or harassment is taking place.

### 2.3. SECURITY

Students should:

- 1) Wear their college identity card with them at all times whilst on college grounds and show it to college staff on request.
- 2) Use their own identity card to gain entry to and exit from college premises.
- 3) Not lend their identity card to anyone else.
- 4) Not use their identity card to let other people into or out of college premises.
- 5) Report lost or stolen identity cards to a member of staff immediately and arrange for a replacement card to be issued
- 6) Not leave personal belongings unattended or unsecured on college premises.
- 7) Report suspicious packages or items to a member of staff or to Security.

### 2.4. HEALTH AND SAFETY

Students should:

- 1) Declare any known medical conditions to a member of staff.
- 2) Provide details of any medication they are taking and/or have with them at college to a member of staff.
- 3) Use equipment safely/in accordance with safety instructions.
- 4) Report health or safety concerns to a member of staff.
- 5) Report accidents/safety-related incidents to college staff.
- 6) Inform staff if they are injured or feeling unwell, particularly if they cannot attend college, are concerned about their condition, may require medical attention, or may not be able to leave their residence in the event of an emergency.
- 7) Report to a member of staff if a fellow student needs urgent medical attention.
- 8) Sound the fire alarm in the event of a fire.
- 9) Evacuate a building in the event of a fire/fire alarm sounding/other emergency in accordance with procedure or as directed.
- 10) Not tamper with safety or medical equipment.
- 11) Not bring pets into any college building, including residences.
- 12) Not bring babies or young children onto college grounds without prior consent from the college.

### 2.5. WELFARE

Students should:

- 1) Follow guidance given by the college to safeguard their welfare.
- 2) Report to a member of staff any significant concerns they have about their own welfare or that of fellow students.

### 2.6. ALCOHOL AND ILLEGAL SUBSTANCES

Students should not:

- 1) Store, consume or be under the influence of alcohol on college grounds or at college events.
- 2) Consume alcohol at any time.
- 3) Purchase or solicit alcohol or consume alcohol in a public place.
- 4) Purchase alcohol for anyone else.
- 5) Store, attempt to obtain, purchase, share or use illegal substances at any time.

### **2.7. SMOKING**

This relates to all tobacco products and e-cigarettes/vaping products.

Students should not:

- 1) Smoke anywhere on college grounds.
- 2) Smoke in homestay residences.
- 3) Purchase or solicit tobacco products.

### **2.8. CRIMINAL ACTIVITY**

Criminal activity in any form will not be tolerated at College.

Students should:

- 1) Not engage in, encourage, condone or conceal criminal activity.
- 2) Seek the help of the police, college staff, the Independent Listener or an external specialist group if they become the victim of serious crime.
- 3) Report to a member of staff all criminal activity of other students or members of staff.

### **2.9. INTIMIDATION, AGGRESSION AND VIOLENCE**

Intimidation, aggression and violence in any form will not be tolerated at College.

Students should:

- 1) Not engage in, encourage or condone intimidating, aggressive or violent behaviour.
- 2) Report to a member of staff any serious incidences of aggressive or violent behaviour of other students or members of staff.
- 3) Report to a member of staff any examples of students using intolerant language or promoting or identifying with extremist views or groups.

### **2.10. ATTENDANCE AT COLLEGE**

Students should:

- 1) Attend all timetabled lessons, tutorials and activities unless they have received prior authorization for absence or are unwell.
- 2) Students who require time off college for legitimate reasons should request authorization for absence according to the college's *Attendance Policy*.
- 3) Students who are unwell and cannot attend college should telephone or email the college on the first day that they are unwell.

### **2.11. LEARNER CONDUCT**

Students should:

- 1) Behave in a way that allows them and others to learn.
- 2) Arrive on time for all lessons and other events associated with their studies, and bring with them any requested materials and equipment.
- 3) Use electronic devices during timetabled activities only when permitted to do so.
- 4) Refrain from using any photographic or video-recording devices during



- timetabled activities without the consent of fellow students and/or college staff.
- 5) Complete all work themselves and within the agreed deadline.
- 6) Abide by the assessment regulations set out by College and the awarding/ validating bodies for their academic programme, where applicable.
- 7) Must not plagiarize work from other sources, i.e. internet or another student.

### **2.12. USE OF COLLEGE RESOURCES AND FACILITIES**

Students should:

- 1) Treat resources and facilities belonging to the college with respect.
- 2) Leave resources and facilities tidy/clean after use.
- 3) Not remove or alter resources and facilities without permission.
- 4) Use college resources only for their intended purpose(s).
- 5) Not leave personal information or belongings behind after using resources and facilities.

### **2.13. USE OF THE INTERNET**

Students should:

- 1) Be vigilant about their safety when using the internet and, specifically, not provide personal details, contact information or images to, or arrange to meet, people unknown to them.
- 2) Not post images of fellow students or members of staff on the internet.
- 3) Not share any youth produced sexual imagery.
- 4) Not access private, secure or financial material on public devices.
- 5) Not access inappropriate material on public devices.
- 6) Not access or download illegal material.
- 7) Not purchase inappropriate items, or items that they are too young to purchase, online.

### **2.1.4. CONDUCT IN COLLEGE RESIDENCES**

Students should:

- 1) Follow signing in and out protocols.
- 2) Not change their allocated bedroom without college consent.
- 3) Not allow visitors other than parents/guardians and college peers into their residence at any time.
- 4) Ensure permitted visitors abide by relevant residence regulations.
- 5) Sign permitted visitors in and out.
- 6) Ensure all permitted visitors leave the residence.
- 7) Not cover or obstruct heaters/radiators.
- 8) Not have their own items of furniture, fridge, freezer, cooking appliance, air conditioning unit, heater or electric bedding in their bedroom.
- 9) Not burn candles or other materials in their room.
- 10) Not use their own wireless router.
- 11) Refrain from photographing or video recording fellow students without their consent.
- 12) Leave bikes in designated areas only.
- 13) Report any damage they incur to college property.
- 14) Place rubbish in the bins provided and not leave litter outside residences.
- 15) Not throw anything out of windows.

16) Keep their bedroom tidy so that it can be cleaned effectively.

- 17) Be respectful of fellow students by keeping noise to a minimum and reducing noise levels when requested by fellow students or staff.
- 18) Respect the privacy of fellow students and not enter any student's bedroom without their permission.
- 19) Be respectful of fellow students when using communal areas.
- 20) Use all facilities responsibly and hygienically.

#### **2.1.5. CONDUCT IN HOMESTAY RESIDENCES**

Students should:

- 1) Homestay providers are given guidance on how to keep homestay students safe and the rules they should follow when staying in their home.
- 2) In addition, host families will set their own rules for students staying with them. Students should follow all rules set by their host family in addition to behaving in a courteous, respectful and cooperative manner at all times.

#### **2.16. CONDUCT ON EXTERNAL TRIPS AND VISITS**

Students should:

- 1) Pay attention to and follow welfare, health and safety instructions given by members of staff.
- 2) Act in a way that positively promotes the college.
- 3) Not do anything that puts others in danger