

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

**6.3.3**

**2017-18**

**1. INSTRUCTIONAL DESIGN STRATEGIES FOR NAAC ACCREDITATION**

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

**Facilitator: Dr. Lakshmi**

<b>SNO</b>	<b>Dates (from-to) (DD-MM-YYYY)</b>	<b>Title of the professional development program organized for teaching staff</b>	<b>No. of Participants</b>
1	<b>APRIL 24-16, 2017</b>	<b>Instructional Design Strategies for NAAC Accreditation</b>	1

**Instructional Design Strategies for NAAC Accreditation**

**APRIL 24-16, 2017**

<b>Sno</b>	<b>Name of the Faculty</b>	<b>Designation</b>
1	Mr. K. Eswar Prasad	Lecturer in Electrobics

# Workshop on Instructional Design Strategies for NAAC Accreditation

(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

**24 - 25 April 2017**



## Workshop on Instructional Design Strategies for NAAC Accreditation

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

24 – 26 April 2017

### Facilitator



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### Participants

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## Workshop on Instructional Design Strategies for NAAC Accreditation

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Society)

24 – 26 April 2017

### Workshop Outline

1. Purpose, Expectations, Criteria s, Assessment Procedures and Benefits of **NAAC, NBA and ABET Accreditation**.
2. Orienting about the personal and professional benefits of **Academic Performance Indicator (API)** and **Performance Based Appraisal System (PBAS)**.
  3. Capacity building to become an effective "NAAC Coordinator"
  4. Internal Quality Assurance Cell (**IQAC**) responsibilities and future road map
  5. SSR criteria are suitable to connect with VEDIC activities like:

Sl.No	Name of the Activity
1	Intellectual Learning for Engineering Applications, Intellectual Learning for Dental Applications, Intellectual Learning for Pharmaceutical Applications, Intellectual Learning for Computer Applications and Intellectual Learning for Management Studies
2	Workshop on Optimization Techniques
3	Scientific Educational Practices
4	Learning & Leading
5	SEP Train the Trainer
6	Luminous Spark Program
7	Cultivating Research Mind Set
8	Learning Resource Creation: Engineering Mechanics, Mathematics I & II and CSE/IT Common Subjects
9	eLab Initiatives
10	Google Class Room Training
11	Ethical & Cultural Diversity
12	Supply Chain Management
13	Workshop on Simulation Techniques
14	Instructional Design Strategies for NAAC Accreditation

15	Career Aspirations in Science & Technology (CAST) Program
16	Training & Placement Officers Conclave
17	Workshop on Curriculum Design & Development
18	Google Classroom Train the Trainer

6. This workshop provides mission statement and objectives of all the above said workshops, creating awareness about the holistic picture of VEDIC, and insisting them to collect the necessary proof with respect to their departments
  7. Provides Instructional Design Models, Theories and Methodologies: **15**
  8. Provides Learning Activities: **186**
  9. Provides Essential Elements for Learning Materials: **37**
  10. Provides the Importance of ICT Infrastructure
  11. Provides MOOC Resources
  12. Active Learning Components
  13. Theories of Human Learning
  14. Bloom's Taxonomy
  15. Kirkpatrick's Learning Evaluation Model
  16. Dale's Cone of Learning
  17. Learning Objectives
  18. Outcome Based Education
19. Adequate learning resources are shared to enrich the teaching-learning and evaluation practices towards accreditation process also the necessary VEDIC documents that help to reflect in the college SSR documents.
  20. Promotes Educational Research Initiatives
  21. Guidelines for Financial Assistance from NAAC for Organizing Workshops/ Seminars/ Conferences



## **Workshop on Instructional Design Strategies for NAAC Accreditation**

**(Organized for faculty members of the Institutions under Sri Vishnu Educational  
Society)  
24 – 26 April 2017**

### **Workshop Contents**

**Preach Only If You Practice!**

**Welcome You all for the**

**Workshop on  
Instructional Design Strategies for  
NAAC Accreditation**



# Purpose / Rationale

Each one of us could write at least 3 reasons as to

What is our expectation from this workshop ?

What...

When...

# Workshop Outline

- Accreditation
- API & PBAS
- Introduction to Need of 21st Century education
- Outcome Based Learning
- Approach to design Outcome Based Learning
- Instructional Design for active Learning
- Outcome Based Pedagogic Principles for effective Teaching

# NAAC & NBA

The **NAAC** was established as an autonomous body by the UGC (University Grants Commission) in 1994.

The **NBA** was established by the AICTE (All India Council for Technical Education) in September 1994 and it became an independent body in 2010.

# National Board of Accreditation (NBA)

- Accreditation granted by NBA qualifies the institution for benefits from AICTE like -
- Variation in intake
- Introduction of new courses
- Eligibility to apply for AICTE funds - MODROBS, TAPTEC, R&D and others
- Eligibility to apply for research projects funded by various government organizations like - DRDO, DST, CSIR, DNES and others

# National Assessment & Accreditation Council (NAAC)

- Accreditation granted by NAAC helps the institution to approach UGC and apply for -
- Autonomous college status
- Deemed university status
- Inclusion under section 2(f) for funds from UGC
- Inclusion under section 12(B) for Central government funds
- Funds for NAAC sponsored seminars on specific topics

# **National Assessment and Accreditation Council (NAAC)**

- A college is accredited on a nine-point scale from A++ to C based on the quality of academic and physical infrastructure as well as student facilities.

# Benefits of NBA/NAAC

- India has become permanent signatory to the Washington Accord (WA) which recognizes global equivalence of engineering degrees.
- NBA accredited Tier I engineering institutions degrees are now valid in 20 nations.
- NAAC certifies institutions whereas NBA accredits the programmes run by the institutions.
- NBA is more specific that it expects the graduating engineers should have the graduate attributes as defined in Washington accord.

# Accreditation Board for Engineering and Technology (ABET)

ABET (2002) recommends that engineering graduates must have the following abilities:

1. Ability to apply knowledge of math, science, and engineering.
2. Ability to design and conduct experiments, as well as analyze and interpret data.
3. Ability to design a system, component or process to meet desired needs.
4. Ability to function in multidisciplinary teams.
5. Ability to identify, formulate and solve engineering problems.
6. Understanding professional and ethical responsibilities.
7. Ability to communicate effectively.
8. Understanding the impact of engineering solutions in a global and societal context.
9. Recognition of need and ability to engage in life-long learning.
10. Knowledge of contemporary issues.
11. Ability to use the techniques, skills and modern engineering tools necessary for engineering practice.

<http://www.abet.org/accreditation/new-to-accreditation/engineering-vs-engineering-technology/>



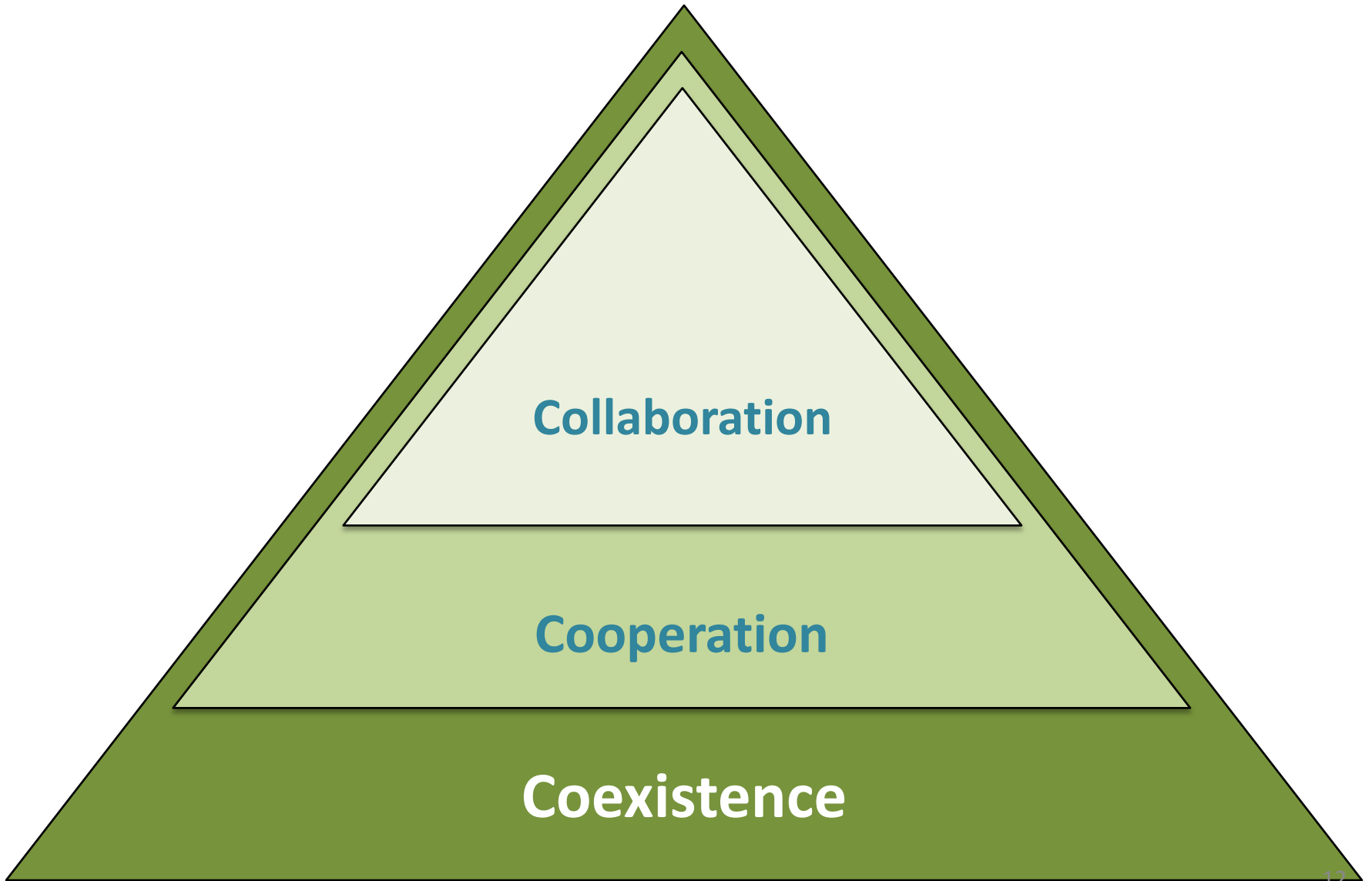
**Identify the challenges, issues, difficulties, risks and problems related to implementation of best practices and innovating teaching methods**

# **Pedagogic Creed**

## **(John Dewey – Innovative Educational Thinker)**

1. Educational
2. Intellectual
3. Moral
4. Physical

# 3 Cs of Life



# **The NAAC has identified the following seven criteria to serve as the basis for assessment of HEIs**

- 1. Curricular Aspects**
- 2. Teaching-Learning and Evaluation**
- 3. Research, Consultancy and Extension**
- 4. Infrastructure and Learning Resources**
- 5. Student Support and Progression**
- 6. Governance, Leadership and Management**
- 7. Innovations and Best Practices**

# Motivation Tactics

# Educational Research Initiatives

- Qualitative Educational Research
- Educational Research Activity Based on Statistical Measures
- Educational Research Activity Based on Quantitative Experimental Research
- Educational Research Activity Based on Educational Technologies
- Case Studies

# **Academic Performance Indicator (API): Objectives**

- To be aware of Self Appraisal
- To learn filling up Self-Appraisal forms
- To evaluate and document one's own performance
- To facilitate Career advancement of teachers

# Academic Performance Indicator (API)

- Imparting of knowledge / instruction as per curriculum & syllabus enrichment by providing additional resources to students
- Use of Participatory and Innovative teaching-Learning methodologies, Updating of Subject Content, Course Improvement etc.
- **CO-CURRICULAR, EXTENSION, PROFESSIONAL DEVELOPMENT RELATED ACTIVITIES (VEDIC)**



# **Academic Performance Indicator (API)**

- **RESEARCH, PUBLICATIONS AND ACADEMIC CONTRIBUTIONS**
- **Full papers in Conference Proceedings**
- **Training Courses, Teaching – Learning – Evaluation, Technology, Programmes, Faculty Development Programmes (not less than one week duration) (SEP Trainers)**
- **Papers presented in Conferences, Seminars, Workshops, Symposia**

# Performance Based Appraisal System (PBAS): Objectives

- To maintain records in order to determine compensation packages, wage structure, salary raises, etc.
- To identify the strengths and weaknesses of employees to place right men on right job.
- To maintain and assess the potential present in a person for further growth and development.
- To provide a feedback to employees regarding their performance and related status.
- It serves as a basis for influencing working habits of the employees.
- To review and retain the promotional and other training programmes.

# 1. Curricular Aspects

- 1(U)\* Curriculum Design and Development  
(For Universities and Autonomous Colleges)
- 1.1(A)\* Curriculum Planning and  
Implementation  
(For Affiliated / Constituent Colleges)
- 1.2 Academic flexibility
- 1.3 Curriculum Enrichment
- 1.4 Feedback System

# Curriculum Design and Development

- It is a process of developing appropriate need-based curricula in consultation with expert groups, based on the feedback from stakeholders, resulting in the development of relevant programmes with flexibility, to suit the professional and personal needs of the students and realization of core values.

# Criterion II - Teaching-Learning and Evaluation

- This criterion deals with the efforts of an institution to serve students of **different backgrounds and abilities**, through effective teaching-learning experiences.
- Interactive instructional techniques that engage students in **higher order 'thinking' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources**, are important considerations.
- It also probes into **the adequacy, competence as well as the continuous professional development of the faculty** who handle the programmes of study.
- The efficiency of the techniques used to continuously evaluate the **performance of teachers and students** is also a major concern of this criterion.

## 2.2 Catering to Student Diversity

- [S6 101 techniques learning teaching.pdf](#)

## 2.3 Teaching-Learning Process

- Diversity of Learners in respect of their background, abilities and other personal attributes will influence the extent of their learning.
- The teaching-learning modalities of the institution are rendered to be relevant for the learner group.
- The learner- centered education through appropriate methodologies facilitates effective learning.
- Teachers should provide a variety of learning experiences, including individual and collaborative learning.
- Teachers should employ an interactive and participatory approach creating a feeling of responsibility in learning and makes learning a process of construction of knowledge.

## 2.4 Teacher Quality

- ‘Teacher quality’ is a composite term to indicate the quality of teachers in terms of qualification of the faculty, teacher characteristics, the adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities.
- Teachers take initiative to learn and keep abreast of the latest developments, to innovate, continuously seek improvement in their work and strive for individual and institutional excellence.



## 2.5 Evaluation Process and Reforms

- [AFL AOL.pdf](#)

# 2.6 Student Performance and Learning Outcomes

- Learning outcomes are the specifications of what a student should learn and demonstrate on successful completion of the course or the programme.
- It can also be seen as the desired outcome of the learning process in terms of acquisition of the skills and knowledge.
- Achieving Learning Outcomes needs specific experiences to be provided to the students and evaluation of their attainment.
- A programme that states Learning Outcomes that are not evaluated or assessed gets neglected in implementation. Hence all the stated Learning Outcomes must be part of the evaluation protocol of the programme.
- Student assessment provides an indication of the areas where learning has happened and where it has to be improved upon.

# Criterion IV - Infrastructure and Learning Resources

- IT Infrastructure

The institution deploys and employs ICTs for a range of activities.

## 2.3 Teaching-Learning Process

- 2.3.1 How does the College plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)

## 2.3 Teaching-Learning Process

- 2.3.2 Does the College provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

## 2.3 Teaching-Learning Process

- 2.3.3 What are the courses, which predominantly follow the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?

## 2.3 Teaching-Learning Process

- 2.3.4 How is 'learning' made more student-centric? Give a list of participatory learning activities adopted by the faculty that contribute to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

## 2.3 Teaching-Learning Process

- 2.3.5 What is the College policy on inviting experts / people of eminence to provide lectures / seminars for students?



## 2.3 Teaching-Learning Process

- 2.3.6 What are the latest technologies and facilities used by the faculty for effective teaching? Ex: Virtual laboratories, e- learning, open educational resources, mobile education, etc.

## 2.3 Teaching-Learning Process

- 2.3.7 Is there a provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-socio guidance? If yes, give details of the process and the number of students who have benefitted.

## 2.3 Teaching-Learning Process

- 2.3.8 Are there any innovative teaching approaches/methods/ practices adopted/put to use by the faculty during the last four years? If yes, did they improve the learning? What methods were used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

## 2.3 Teaching-Learning Process

- 2.3.11 What efforts are made to facilitate the faculty in learning / handling computer-aided teaching/ learning materials? What are the facilities available in the College for such efforts?

## 2.3 Teaching-Learning Process

- 2.3.15 How does the institution continuously monitor, evaluate and report on the quality of teaching, teaching methods used, classroom environments and the effect on student performance.

## 2.3 Teaching-Learning Process

- 2.4.13 What are the teaching innovations made during the last five years? How are innovations rewarded?

## 2.6. Student Performance and Learning Outcomes

- 2.6.1 Does the College have clearly stated learning outcomes for its programmes? If yes, give details on how the students and staff are made aware of these?

## 2.6. Student Performance and Learning Outcomes

- 2.6.2 How does the institution monitor and ensure the achievement of learning outcomes?



## 2.6. Student Performance and Learning Outcomes

- 2.6.3 How does the institution collect and analyze data on student learning outcomes and use it for overcoming barriers of learning?

## 2.6. Student Performance and Learning Outcomes

- 2.6.4 Give Programme-wise details of the pass percentage and completion rate of students.

- Any additional information regarding Teaching, Learning and Evaluation, which the institution would like to include.

- 4.3.3 Give details on access to online teaching and learning resources and other knowledge, and information provided to the staff and students for quality teaching, learning and research.

- 4.3.2 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

- 4.3.4 Give details on the ICT enabled classrooms/learning spaces available within the College and how they are utilized for enhancing the quality of teaching and learning.

- 4.3.5 How are the faculty facilitated to prepare computer aided teaching-learning materials? What are the facilities available in the College or affiliating University for such initiatives?

# What provisions exist for academic mentoring apart from class room work?

- Does the College provide personal enhancement and development schemes for students? If yes, describe techniques employed e.g., career counselling, soft skill development, etc.



# Virtual Lab

<http://vlab.co.in/>

Outcome of the course

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- Accreditation
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# **Program Educational Objectives / Outcome**

# PEO / PLO

- **Programme Educational Objectives (PEO)**
- **Programme Learning Outcomes (PLO)**



# Accreditation: Expectations

- Operational excellence, skilling oneself, innovation, being future ready by picking up the trends, improve competence and capabilities are needed to be in the ecosystem.

# Outcome Based Course Plan

- Develop the outcome based course, module and unit objectives of her/his courses based on Bloom Taxonomy
- Develop / select appropriate test items for all outcome based objectives
- Plan an outcome-based curriculum document to meet NBA, NAAC and Washington Accord requirements
- Design the evaluation methods which reinforce teaching and learning

# Yesterday's world of Education

- The educational material is the information or message and Limited / expensive
- teacher-centric: The student is the receiver of the information
- In a lecture students assume a purely passive role and their concentration fades off after 15-20 minutes.
- Teachers often continuously talk for an hour without knowing students response and feedback.
- More emphasis has been given on theory without any practical and real life time situations.
- learning from memorization but not skill based
- Small no. of students in class.

# Tomorrow's World of Education

- Large variety of high quality learning resources becoming available on the net.
- Learner-Centric/Flip teaching to be the Norm
- Class size will continue to increase (MOOC?)
- Knowledge growing at ever faster rate.
- ICT tools will make access to high quality learning resources easier with time.
- Learning is no longer a one time affair
- Lesson: Students must learn to learn on their own

# 21<sup>st</sup> Century Program Structure

## Academic Institute

Mission and Vision

Programme Educational Outcome  
(PEO)

Courses Outcome

Evaluation

Teaching  
Learning  
Process

Technology  
Tools

Evaluation Result analysis

## Industry

Active  
feedback

Shared  
Resources

*Technology  
Tools Shared by  
Industry*



# Challenges in 21st Century education

- How to improve student engagement
- How to equip students with the 21st century knowledge, skills and attitudes?
- allow continuous improvement in curricula, incorporation of better Open Educational resource, more effective teaching ensure the outcome of education
- Create Industry-Ready Engineers
- Ensure examination system reinforce teaching and learning
- Ensure life long learning
- Teach a large class

# Accreditation

- Learning Outcomes

[Washington Accord - Graduate Profiles]

## 1. Academic Education

Completion of an accredited programme of study typified by four years or more of post-secondary study.

## 2. Knowledge of engineering Sciences

Apply knowledge of mathematics, science, engineering fundamentals and an engineering specialization to the conceptualization of engineering models.

### **3. Design / development of solutions**

Design solutions for complex engineering problems and design systems, components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal and environmental considerations..

### **4. Investigation**

Conduct investigations of complex problems including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions.



## **5.Modern Tool Usage**

Create, select and apply appropriate techniques, resource, and modern engineering tools including prediction and modeling, to complex engineering activities, with an understanding of the limitations.

## **6.Individual and team Work**

Function effectively as an individual and as a member or leader in diverse teams and in multi-disciplinary settings

## **7. Communication**

Communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation make effective presentations, and give and receive clear instructions.

## **8. the Engineer and society**

Demonstrate understanding of the societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to engineering practice.

## **9. Ethics**

Understand and commit to professional ethics and responsibilities and norms of engineering practice.

## **10. Environment and Sustainability**

Understand the impact of engineering solutions in a societal context and demonstrate knowledge of and need for sustainable development.

## **11. Project Management and Finance**

Demonstrate a knowledge and understanding of management and business practices, such as risk and change management, and understand their limitations.

## **12. Life Long Learning**

Recognize the need for, and have the ability to engage in independent and life-long learning.

**If you don't know where  
you're going any road will  
get you there**



AIMS

GOALS  
(Specific Aims)

OBJECTIVES

# AIMS

- A broad idea of what you hope to achieve by the end of the lesson.
- Aims are general statements concerning the overall goals, ends or intentions of teaching.

# AIMS

- Aims are general statements that provide direction or intent to educational action
- Aims are usually long term

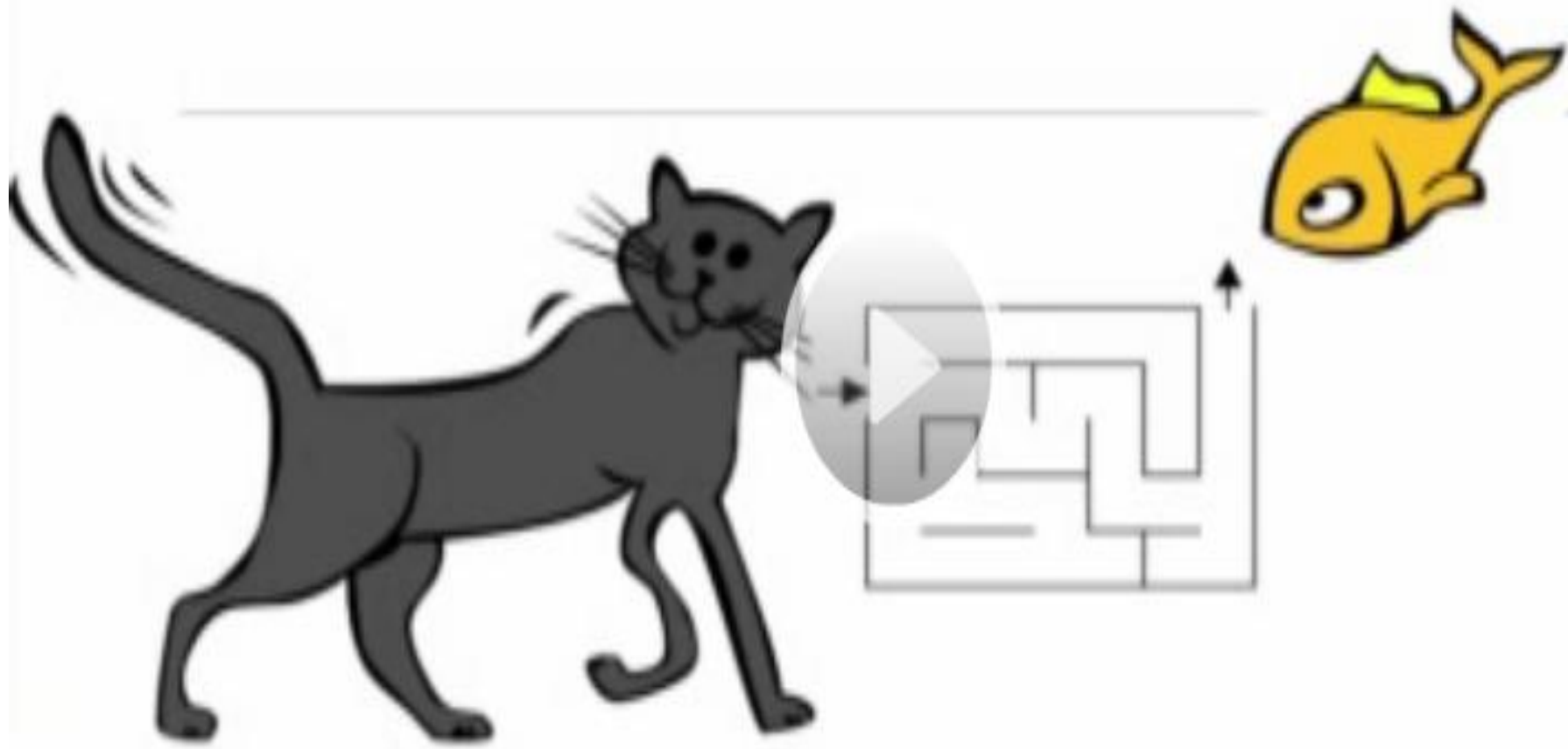


# **Necessity of AIMS for the institution**

- If there is an aim, we are aware of “what” we are doing and “why” we are doing it.

# Do I Really Need an Aim?

- Without an aim – you have no direction for your objectives
- You should decide the aim of your lesson before writing the Objectives



## Global : State and School Objectives

Very Complex

Require lots of  
time and  
instruction

Accomplished  
via new  
curriculum

## Educational: Department Objectives

Moderate  
Complex

Take weeks or  
months to  
complete

Accomplished  
via units

## Performance : Unit Objectives

Goals are  
narrow

Take hours or  
day to  
complete

Accomplished  
via lesson plan

# Objectives

- A specific and measurable milestone that must be achieved in order to reach the goal.
- Objectives are the individual stages that learners must achieve on the way in order to reach these goals. The step will take to achieve the aim.

# Aims and Objectives should:

- Be concise and brief
- Be interrelated
- The aim is what you want to achieve and the objective describes how you are going to achieve that aim.
- Be realistic about what you can accomplish in the duration of the project.

# Example 1

- AIM: To know different types of minerals found in the rocks.
- OBJECTIVE: Identify at least three minerals in the rock.
- Example 2
- AIM: an aim for a company would be the increase sales.
- OBJECTIVE: To increase sales by 10% within the next financial year.

# Difference between Aims and Objectives

- Aims are general/ abstract, objectives are specific.

An aim can be slightly vague. It can be a general statement. However, an objective must be as specific as it can be.

Aims are what you want to achieve, while, objectives are what you will do to achieve them.



# Difference between Aims and Objectives

- There are more objectives than aims.
- A teacher might have an aim that a learner should be able to save work on a computer. To achieve this aim a series of objectives must be met.
- For example, to create a folder, navigate between menus, save a document.

# Goals

- Goals are statement of purpose with some outcomes in mind.
- According to Wilson (2005), goals are “the statement of educational intention which are more specific than aim”.

# Course Goal

- A course goal indicates a broad learning outcomes students will acquire at the end of the course. The goal aims at providing a good overview about the course. However, the goal must be realistic and achievable (steer & Domenico, 2002), but is not usually measurable.
- Ex. The students will develop advanced skills in using the Microsoft excel application.

# Course Objective

- A Course Objective indicates a specific learning outcome, which is derived from the course goal (Steer & Domenico, 2002).

## GOALS

## OBJECTIVES

### MEANING

The purpose toward which an endeavor is directed

Something that one's efforts or actions are intended to attain or accomplish, purpose, target

### PRINCIPLE

Based on ideas

Based on Facts

### MEASURE

Goals may not be strictly measurable or tangible

Must be measurable and tangible

### ORIENTATION

Teacher-focused

Learner-centered

### ACTION

Generic action

Specific action

### TIME FRAME

Longer Term

Mid to short term

# Steps to Writing Learning Objectives

- What do you want to accomplish?
- What steps will you take to accomplish your objectives?
- What activities will you do?
- How will you acquire the learning?
- Under what conditions will the learning occur?
- How you will measure your objective?

# Benefits of using Learning Outcomes

For students:

Learning outcomes focus on the learner.

Well-written learning outcomes should give students precise statements of what is expected of them.

# Benefits of using Learning Outcomes

- For Instructors:
- Outcomes help in the planning instruction: they help to break down the syllabus and the teaching process so that instructors select meaningful content / materials and activities to aid the meeting of an outcome.
- They help to facilitate assessment and evaluation
- They should align a course with a program and curriculum, i.e., a set of course-level outcomes should nest within program outcomes



# Assessment

- Assessment is the ongoing process of establishing clear, measurable expected outcomes of student learning.
- Ensuring that students have sufficient opportunities to achieve those outcomes
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations
- Using the resulting information to understand and improve student learning

# Evaluation

- Evaluation is done using assessment information to make an informed judgment on the following:
- Whether students have achieved the learning goals established for them
- The relative strengths and weaknesses of teaching and learning strategies
- What changes in goals and teaching-learning strategies might be appropriate.

# Objectives vs. Outcome

- Objectives – are often written more in terms of teaching intentions and typically intended the subject content that the teacher(s) intend to cover. They are generally less broader than Goals and more broader than learning outcomes.
- Learning Outcomes – are more student/learner centered and describe what it is that the learner should learn.

COURSE OBJECTIVES	COURSE LEARNING OUTCOME
<p>What the teacher expects students to know and be able to do (as a whole) at the end of the instruction</p>	<p>What the students are able to do (specific) at the end of the instruction</p>
<p>Not behavioral in nature – Verbs: Know, Understand</p>	<p>Stated in behavioural terms – Verbs: Identify, Discuss, Evaluate</p>
<p>One course objective may generate several learning outcomes</p>	<p>Several learning outcomes are derived from one course Objective</p>
<p>Objectives are intended results or consequences of instruction, curricula, programmes or activities.</p>	<p>Outcomes are achieved results or consequences of what was learned – evidence that some learning took place</p>

- **Goals:** Develop Critical thinking & Transfer Creativity
- **Objectives:** Instruction, Analysis, Discussion
- **Learning Outcome:** What learners produce?

# Example - Speaking

Goal

Apply the skills and strategies of a successful speaker

Objectives (For speaking and oral presentation):

Discuss and respond to content of reading or listening passage

Use communication strategies to participate in group and class discussions

Select, compile and synthesize information for an oral presentation deliver an effective oral presentation

- Learning Outcome

Given a topic to research and present in class,  
the students will be able to

Focus the topic

Apply research procedures

Locate and select relevant information

# **SMART Learning Objectives / Outcomes - Measurable**

- The objective can be measured and the measurement source is identified. All activities should be measurable at some level.
- How much? How many?
- How will I know when it is accomplished?
- How will I know that the change has occurred?
- Can these measurements be obtained?



# Achievable

- Is the goal achievable?
- The objective or expectation of what will be accomplished must be realistic given the time period, resources allocated, etc.

# Realistic

- Is the goal realistic to performance expectations or professional development?

- Vision, Mission and Core Values
- Goals, Objectives and Learning Outcomes
- SMART Learning Objectives/Outcomes

# Vision Statements

- Vision is a futuristic statement that the institution/department would like to achieve over a long period of time.
- Example 1: Vision: Create high-quality engineering professionals
- Example 2: Vision: To be a premier university that propagates the generation and dissemination of knowledge in cutting edge technologies

# Vision

- A vision statement outlines WHERE you want to be:
- Big picture idea of what you want to achieve over a long period of time

# Mission

- A Mission statement talks about HOW you will get to where you want to be
- Defines the purpose and primary objectives related to your customer needs and team values
- Mission – general statement of how you will achieve your vision

# **A Mission statement should answer three key questions:**

- What do we do?
- From whom do we do it?
- What is the benefit/

# Features of an Effective Mission Statement

- Purpose and values of the organization
- What business the organization wants to be in (products or services, market) or who are the organization's primary "clients" (stakeholders)
- What are the responsibilities of the organization towards these "clients"
- What are the main objectives that support the company in accomplishing its mission



# Features of an Effective VISION Statement

- The vision statement should be concise and easy to remember
- Everyone in the organization can focus on the vision
- When people focus on the vision, their daily activities are automatically directed towards achieving the vision.

# IIT Bombay Vision

- To be the fountainhead of new ideas and of innovators in technology and science
- Mission
- To create an ambience in which new ideas, research and scholarship flourish and from which the leaders and innovators of tomorrow emerge.

# Mission Vs Vision

- A mission statement is what an organization is all about
- A vision statement is what the organization wants to become
- A mission statement gives the overall purpose of an organization while a vision statement describes a picture of the “preferred future”

# Core Values

- Core values define how you will behave during the process
- Core values define the business/organization/institute in terms of the principles and their leaders will follow.
- Core values define the boundaries within which the business/organization/institute leaders will conduct their activities while carrying out the vision and mission.

# What is Education?

- Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits.
- Some philosophical questions:
- In life, which is more important?
- Destination or Journey
- Playing well or winning?
- Enjoying or finishing a story book?
- Studying or giving exams?

- Are my students are learning?
- What are they learning?
- How well are they learning?
- What affects their learning?
- How much have they learned?

# Quality of Education System – judged from three perspectives

- The inputs to the system- Focus on finances, resources and infrastructure
- What happens within the system – Processes used to organize, control and deliver education and training
- The outputs from the system- Products and result of education

# OBE addresses the following key questions

- What do you want the students to have or able to do? (Skill set)
- How can you best help students achieve it? (Guide)
- How will you know what they have achieved it? (Evaluation)
- How do you close the loop (How Evaluation system reinforce the Teaching and Learning)



# Outcome Based education

- The emphasis in OBE system – is on measuring “Outcome” rather than “inputs”. Each educational agency is responsible for setting its own outcomes.
- OBE → focusing and organizing an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction, and assessment to sure whether learning happen ultimately.

# Instructional Design for Active Learning

## The Instructional design Process

The process involved in the systematic planning of instruction. The instructional designer's job is to answer:

1. Where are we going? what are the goals of teh instruction?

# Learning Goal and An Instructional Methods/Approach

## **Analysis**

Analyzing Learners and learning Conditions

## **Determine**

Determine the organizational, delivery and management strategies

## **Evaluation/assessment**

Summative and Formative evaluation

# The Analyze Phase - Identify

Analysis phase is for identifying  
the problems, goals,  
objectives,  
existing knowledge,  
needs of the learner,  
the environment and  
Constraint

# The Design Phase - Specify

Learning Objectives

Story Boards

User Interface

Content

# The Development Phase - Produce

Learning materials

Content

# The Implementation Phase - Action

- The content is put in the production

# The Evaluation Phase

- Learners Feedback



# Analyze

- What is the problem or need? – Need assessment
- Where will the learning occur?
- How is the target audience?
- What are the learning tasks?

What is the problem or need? – Need assessment

Can this be solved without instruction? – What we desire - What is happening (The Difference = Need)

Be sure that instruction is the solution to your problem or need? – Needs Assessment

# Identify a goal or objective

- Will your goals be acceptable to those that asked you to develop the instruction?
- Are the goals are clear and measurable?
- Will there be expertise available to help you solve the instructional goal?
- Are the time and resources are available?
- Will some learners be available during the development process so that you can refine your instruction along the way?

# Identify a Goal or Objective

- Are goals acceptable?
- Goals measurable
- Expertise available
- Time and resources
- Learners available

# Analysis has four sub phases

- Instructional Goals
- Instructional Analysis
- Learner Analyses
- Learner Objectives

# Analyze – Instructional Goals

- Goals are broad, generalized statements about what is to be learned
- Objectives as tools you use to make sure you reach your goals. They are the arrows you shoot towards your target (Goals)

# Learning Objective

- A learning objective is a statement of what students will be able to do when they have completed instruction.
- A learning objective has three major components:
  - 1. A description of what the students will be able to do
  - 2. The conditions under which the student will perform the task
  - 3. The criteria for evaluating student performance

# Analyze

- The Analyze phase is the foundation for all other phases of instructional design
- Suppose the teacher want to understand the learners. A through need analysis obtains the following information:
  - Your learners' background, thinking style, learning style, multiple intelligences, personality or attitude
  - Their level of knowledge on the topic
  - Their expectations from the training
  - What relevant knowledge and skills do they need to learn?



# Analyze

- How well can they learn?
- What study skills?
- How varied are they in knowledge and learning styles?
- What motivation and interests, attitudes to teaching/learning methods etc.
- What are their obstacles to their learning, such as anxiety, colour blindness, lack of concentration, computer access, phobia etc.,?

# Design → How to teach?

- This stage determines all goals, tools to be used to gauge performance, various tests, subject matter analysis, planning and resources.
- This strategy is necessary to maximize the transfer of learning from the instructional setting to the job.

# Design Strategy

- The design strategy considers the following components:
- Learning taxonomy
- Structure
- Learning sequence
- Progression
- Learner pacing
- Learner participation / interactivity
- Content presentation
- Learner feedback

# Develop

- The development phase addresses the tools used to create instructional material
- It is the process of producing the materials needed to meet the goals and objectives
- This phase is a detailed plan that lists step by step procedures, time schedules, deadlines

# Develop

- In order to help the students learn the task, a list of activities should be produced.
- The delivery method should be chosen, whether it be through video, PowerPoint, notes or mobile forward.

# Implement

- During this phase the first use of the instruction or materials are described to the learners.
- The instructor must be ready to face unforeseen problems like learner difficulties or instructional challenges.
- The tools necessary to fix any problems should be at hand.

# Implement

- An implementation timeline must be established and the final product must be delivered.
- Once the final product is ready, the learning environment must be prepared.
- The learners must be prepared, which includes advising students on requirements, and all the tools to be used must be ready.

# Evaluation

- The evaluation phase is a systematic process that determines the effectiveness of the instructional design.
- The evaluation is an ongoing process that happens at every phase of the ADDIE process.
- Evaluation consists of two parts:
- Formative: is part of each proceeding phase and determines effectiveness of each stage.
- Summative: is the process of gathering data following implementation in order to determine the effectiveness of the goals.



# Evaluation

- Review and evaluate each phase to make sure it is accomplishing its goals.
- Perform external evaluations that will ensure that the information will be used properly.

# Learning theory

- Instructional theories also play an important role in the design of instructional materials.
- Theories such as behaviorism, constructivism, social learning and cognitivism help shape and define the outcome of instructional materials.

# Learning Theory

- Learning theories are an organized set of principles explaining how individuals acquire retain and recall knowledge.
- The principles of the theories can be used as guidelines to help select instructional tools, techniques and strategies that promote learning.

# Behaviorism

- New behaviours or changes in behaviours are acquired through association between stimuli and response.
- Behaviourism stems from the work of B.F skinner.
- These theorists believe that knowledge exists independently and outside of people. They view the learner as a blank slate who must be provided the experience.

# Behaviorism – Learning Process

- The learning process is based on objectively observable changes in behaviour.
- The theory is that the learning begins when a cue or stimulus from the environment is presented and the learner reacts to the stimulus with some time of response.
- The change in the behaviour of the learner signifies that learning has occurred. Teachers use behaviourism when they reward or punish student behaviour.

# Behaviorism – Learning Process

- Examples and application of behaviourist theory-
- Drill/rote work
- Repetitive practice
- Bonus points
- Verbal reinforcement (Saying “good jobs”)

- Behaviourism instruction does not prepare the learner for problem solving or creative thinking. Learner do what they are told and do not take the initiative to change or improve things.

# Cognitivism

- Cognitive information processing is based on the thought process behind the behaviour.
- The theory is based on the idea that human process the information they receive, rather than merely responding to stimuli (i.e They think about what is happening).
- The learner's mind is like a mirror from which new knowledge and skills will be reflected.



# Cognitivism

- Cognitive learning theorists believe learning occurs through internal processing of information.
- The cognitive approach to learning theory pays more attention to what goes on inside the learner's head and focuses on the mental processes rather than observable behaviour.

# Cognitivism

- Learning involves the reorganisation of experiences, either by attaining new insights or changing old ones.
- Examples and application of Cognitivist theory:
- Classifying or chunking information
- Linking concepts
- Providing structures
- Real world examples
- Problem solving

# Constructivism

- Constructivism is based on the premise that we will construct our own perspective of the world, based on individual experiences and internal knowledge.
- Learning is based on how individual interprets and creates the meaning of his/her experiences.
- Knowledge is constructed by the learner and since everyone has a different set of experiences and perceptions. Learning is unique and different for each person.

# Constructivism

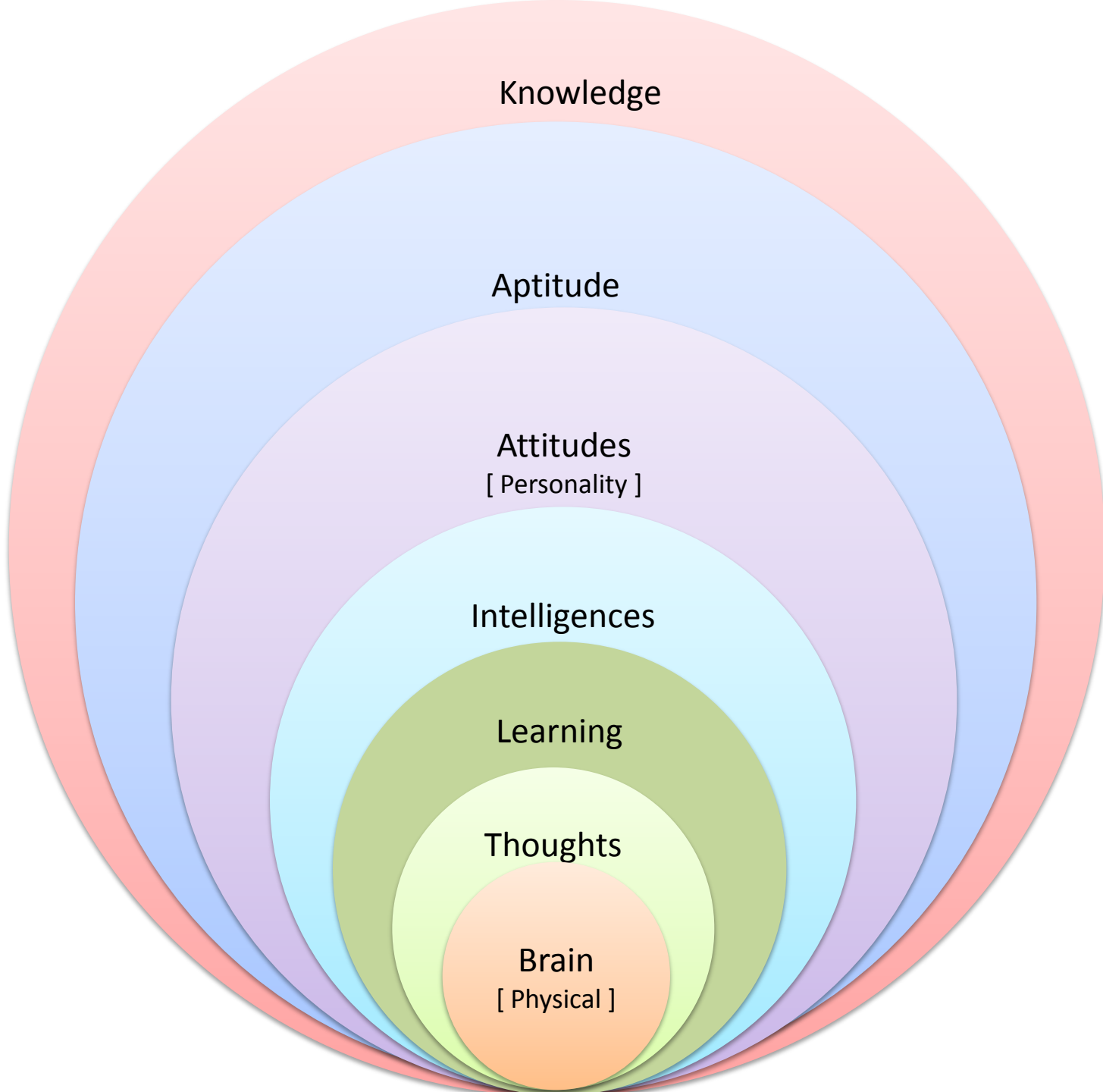
- Examples : Case studies
- Research projects
- Problem based learning
- Collaborative learning
- Brain storming
- Discovery learning

# Connectivism

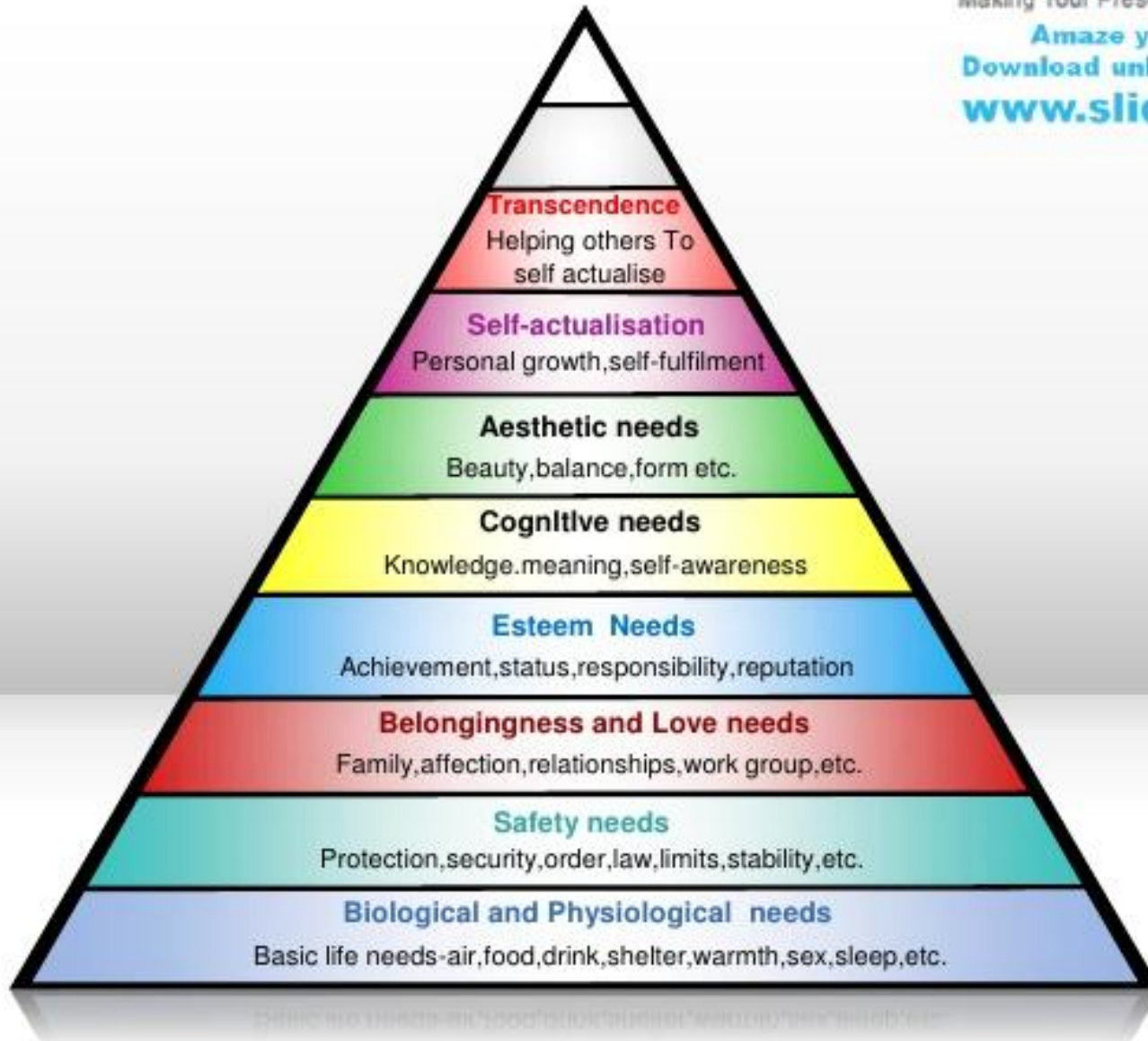
- Connectivism is a learning theory, in which knowledge exists outside of the learner, and the learner makes connections between information to build knowledge.
- The connections that learners make help them create their own learning network.
- Connectivism is a learning theory that explains how Internet technologies have created new opportunities for people to learn and share information across the www and among themselves.

# Humanism

- Humanism is a paradigm / philosophy / pedagogical approach that believes learning is viewed as a personal act to fulfill one's potential.
- Person-centered teaching where empathy, caring about students, and genuineness on the part of the learning facilitator were found to be the key traits of the most effective teachers



# Maslow's Hierarchy of needs 2D





<https://ci484-learning-technologies.wikispaces.com/Behaviorism,+Cognitivism,+Constructivism+%26+Connectivism>

# Instructional Analysis

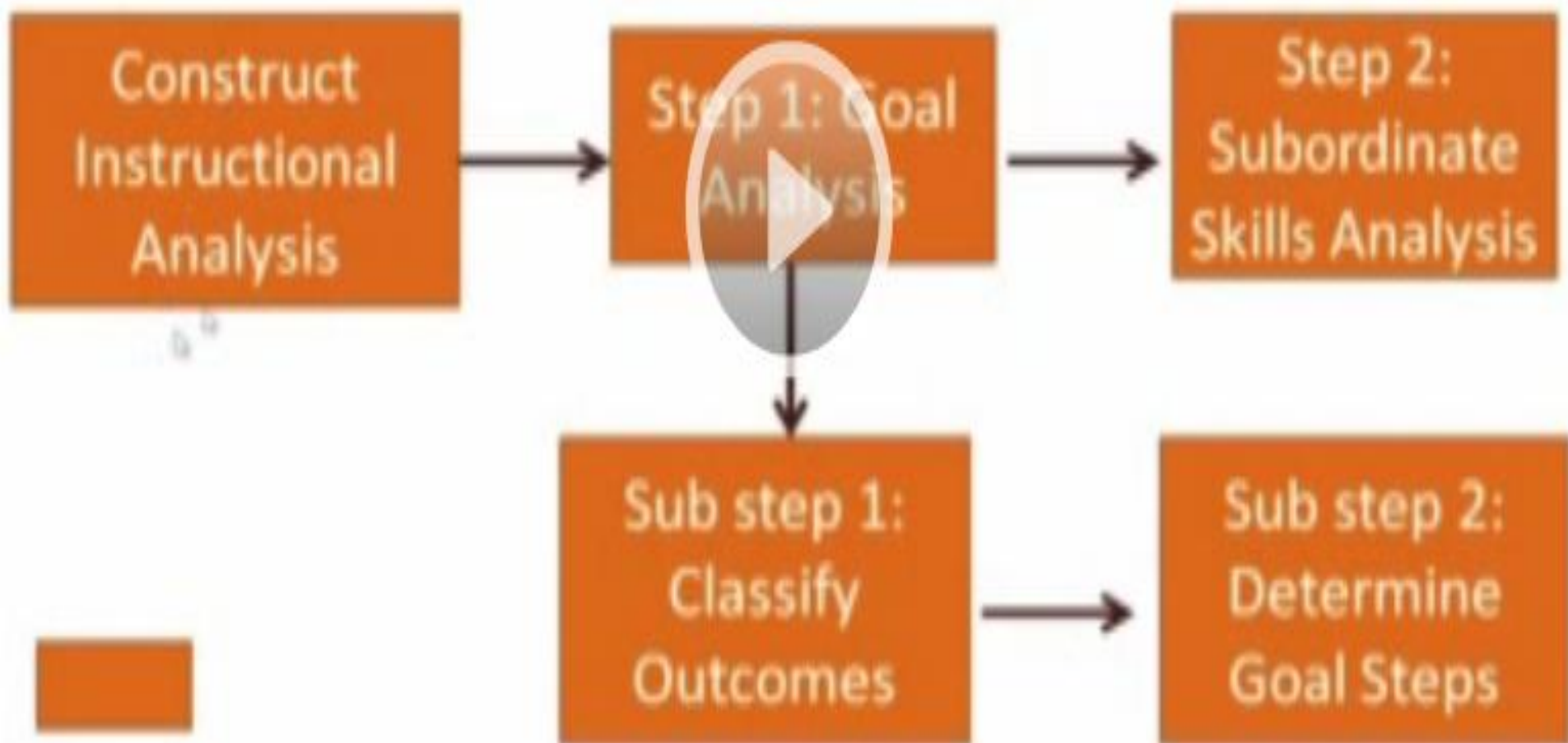
- According to Dick and Carey, “An instructional analysis is a set of procedures that, when applied to an instructional goal., results in the identification of the relevant steps for performing a goal and the subordinate skills required for a student to achieve the goal”.

# Instructional Analysis

- The Analysis phase can be considered as the “Goal-setting Stage”.
- Two fundamental steps involved in conducting the goal analysis
- 1. The first is to classify the type of learning outcome involved in achieving the goal (Classifying Outcomes).
- 2. The second involves taking your goal statement and analyzing it in order to identify the relevant steps involved in order for someone to perform that goal (Determining Goal Steps)

# Analyze- Instructional Analysis

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# Tool developed by IIT Karagpur

[http://www.ide.iitkgp.ernet.in/Pedagogy1/pedagogy\\_main.jsp](http://www.ide.iitkgp.ernet.in/Pedagogy1/pedagogy_main.jsp)

[http://www.ide.iitkgp.ernet.in/Pedagogy1/main\\_page.jsp](http://www.ide.iitkgp.ernet.in/Pedagogy1/main_page.jsp)

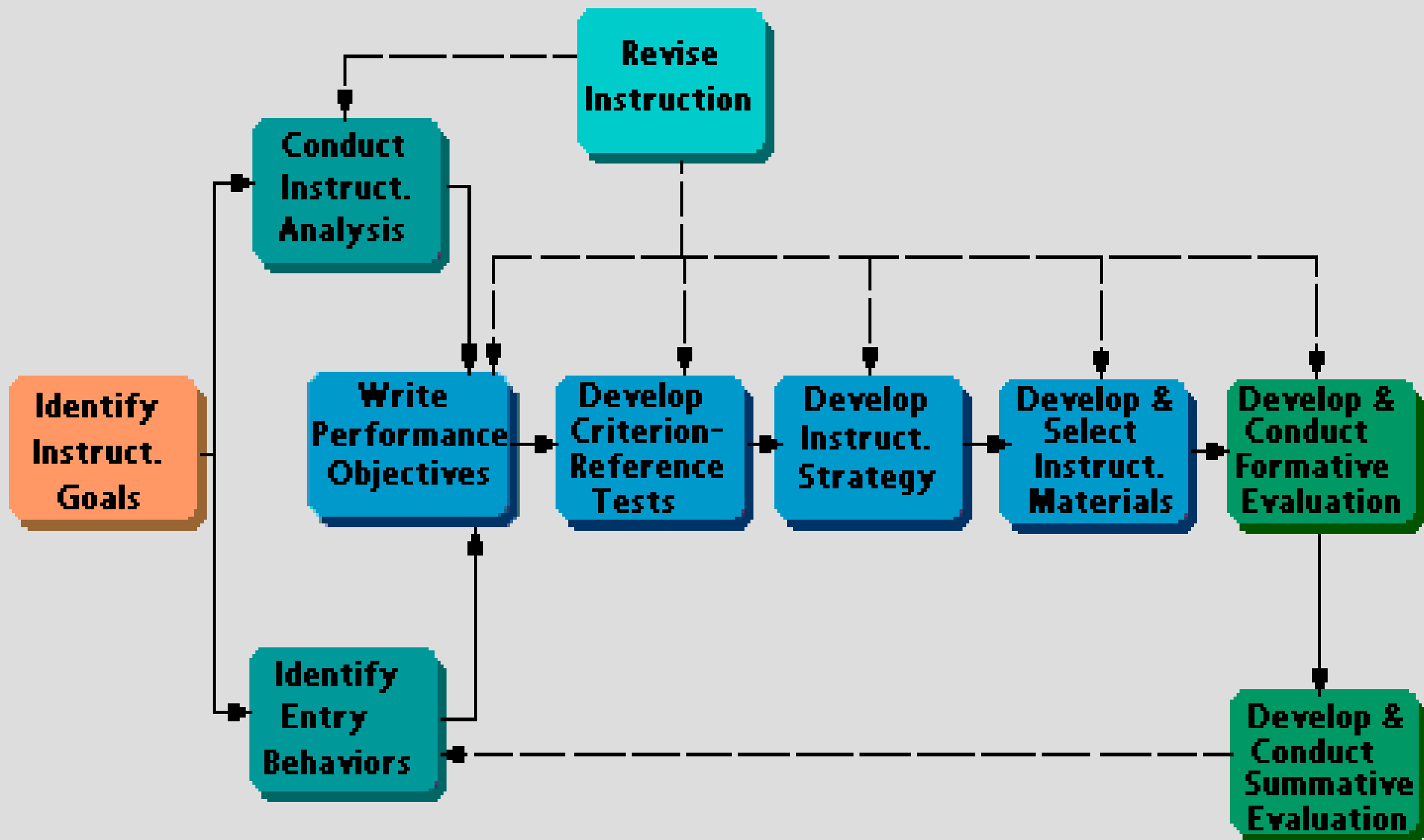
[http://www.ide.iitkgp.ernet.in/Pedagogy/register\\_course.jsp](http://www.ide.iitkgp.ernet.in/Pedagogy/register_course.jsp)

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

- **Specific**
- **Measurable**
- **Attainable**
- **Relevant**
- **Timely**

<http://hr.wayne.edu/leads/phase1/smart-objectives.php>

# Dick and Carey Design Model



# CDIO

- The **CDIO** Initiative ("Conceive Design Implement Operate") is an educational framework stressing engineering fundamentals set in the context of conceiving, designing, implementing and operating real-world systems and products.
- Throughout the world, CDIO have adopted as the framework of their curricular planning and outcome-based assessment.
- Lab sessions & Projects



# Rogers' Experiential Learning/ Theory of Learning

- The role of the teacher is to facilitate such learning. This includes: (1) setting a positive climate for learning, (2) clarifying the purposes of the learner(s), (3) organizing and making available learning resources, (4) balancing intellectual and emotional components of learning, and (5) sharing feelings and thoughts with learners but not dominating.

# Rogers' Experiential Learning/ Theory of Learning

- According to Rogers, learning is facilitated when: (1) the student participates completely in the learning process and has control over its nature and direction, (2) it is primarily based upon practical, social, personal or research problems, and (3) self-evaluation is the principal method of assessing progress or success, (4) the importance of learning to learn and an openness to change.

# Donald Kirkpatrick Learning Evaluation Model

- **Level 1: Reaction**

The degree to which participants find the training favorable, engaging and relevant to their jobs

- **Level 2: Learning**

The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training

# Donald Kirkpatrick Learning Evaluation Model

- **Level 3: Behavior**

The degree to which participants apply what they learned during training when they are back on the job

- **Level 4: Results**

The degree to which targeted outcomes occur as a result of the training and the support and accountability package

# Evaluation

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

# Keller's ARCS Model of Motivation

**A**ttention

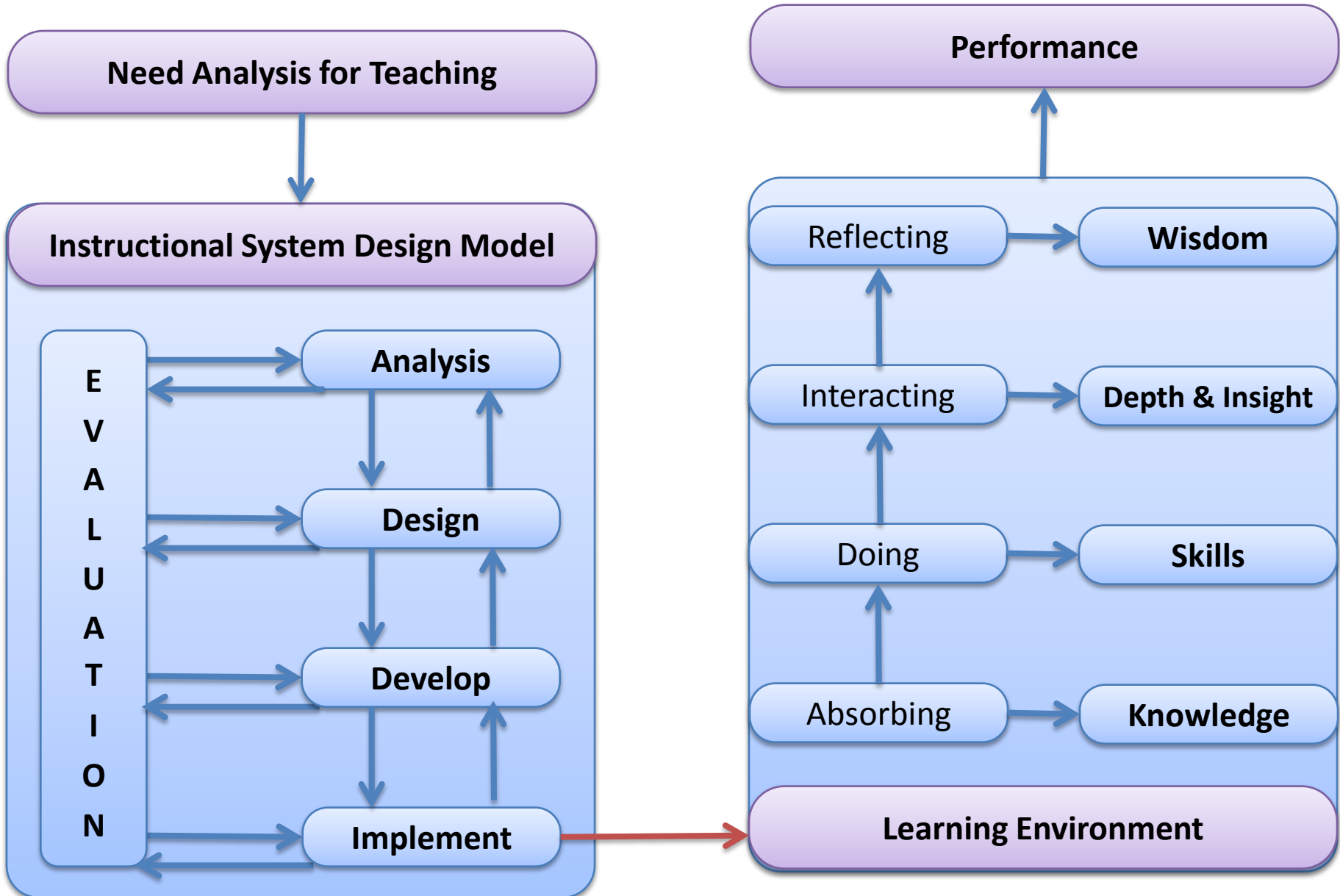
**R**elevance

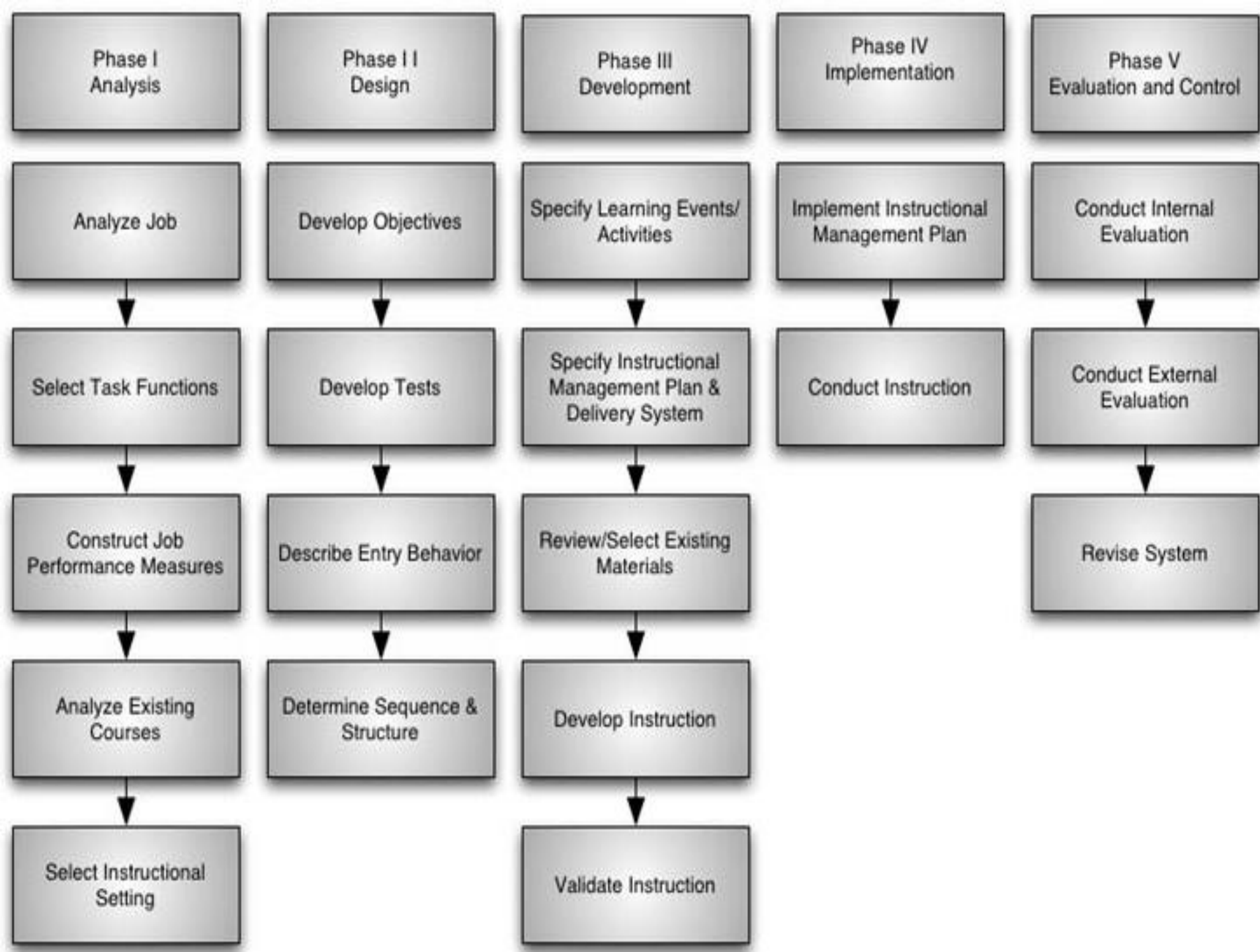
**C**onfidence

**S**atisfaction

<https://elearningindustry.com/arcs-model-of-motivation>

# Instructional System Design Model







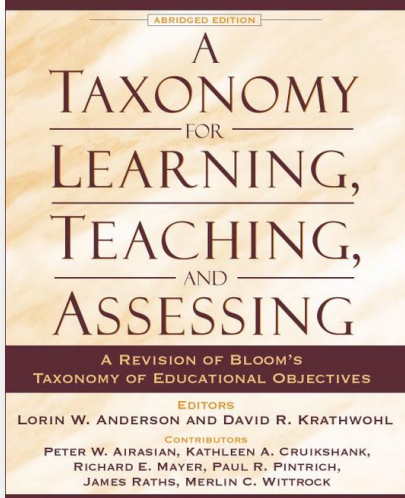
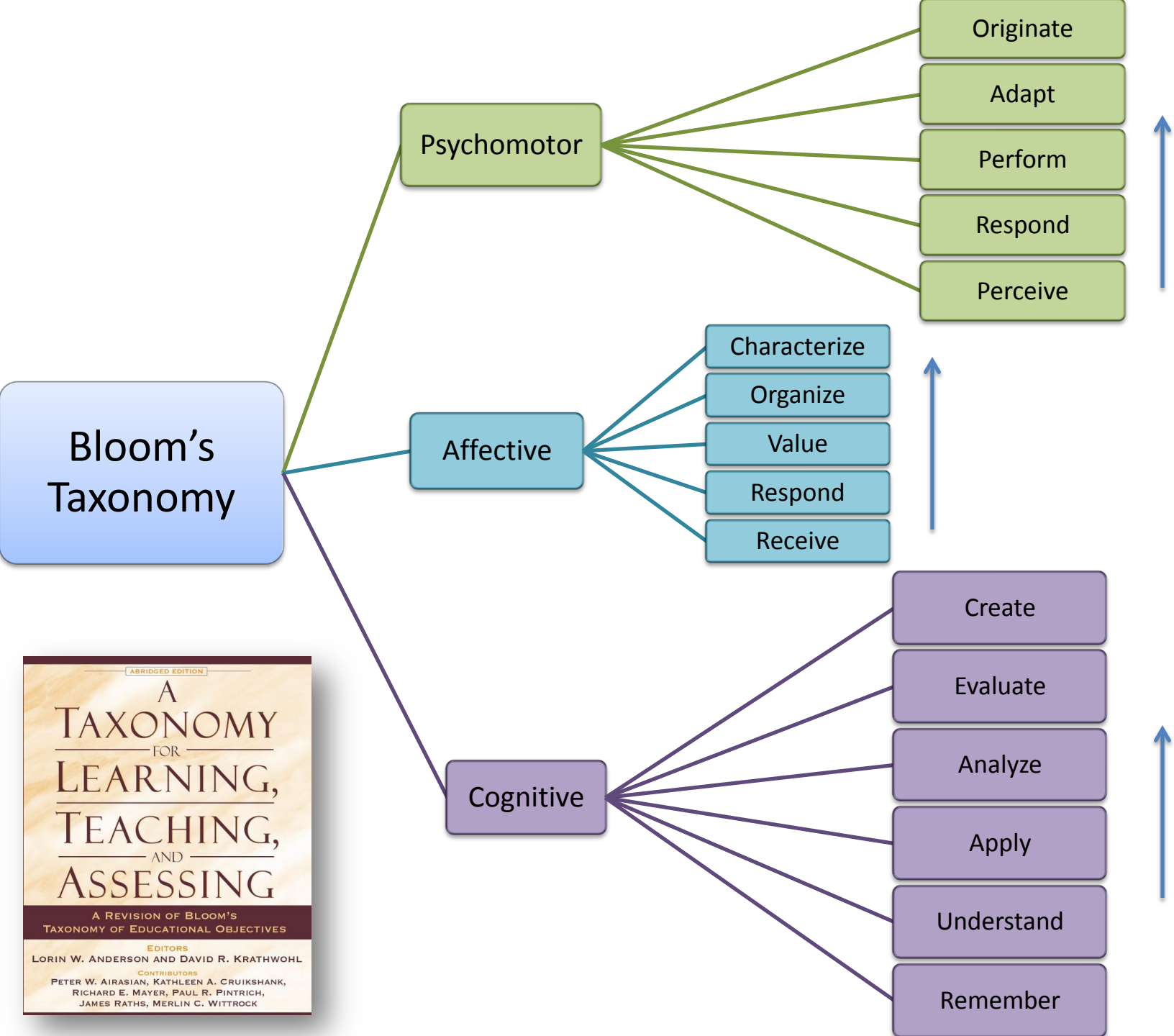
# Brain generates signals to perform...



Psychomotor  
(physical)

Affective  
(emotions)

Cognitive  
(thoughts)



# Robert Gagne's 9 Events of Instruction Model

## Event of Instruction

## Learning Process

### 6. Eliciting performance

Asking learners to respond,  
demonstrating learning

**Retrieval, responding**

### 7. Providing Feedback

Giving immediate feedback on learner's performance

**Reinforcement, error  
correction**

### 8. Assessing performance

Providing feedback to learners' more performance for  
reinforcement

**Responding, retention**

### 9. Enhancing retention and transfer

Providing diverse practice to generalize the capability

**Retention, retrieval,  
generalization**

# How to Structure a Session

## 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

# Robert Gagne's 9 Events of Instruction Model

## Event of Instruction

## Learning Process

### 1. Gaining attention

Giving learner a stimulus to ensure reception of coming instruction

### 2. Informing learner of objective

Telling learner what they will be able to do for the instruction

**Expectancy**

### 3. Stimulating recall of prior learning

Asking for recall of existing relevant knowledge

**Retrieval to working memory**

### 4. Presenting the stimulus

Displaying the content

**Pattern recognition;  
selective perception**

### 5. Providing learner guidance

Supplying organization and relevance to enhance understanding

**Chunking, rehearsal,  
encoding**

# 1. Discipline

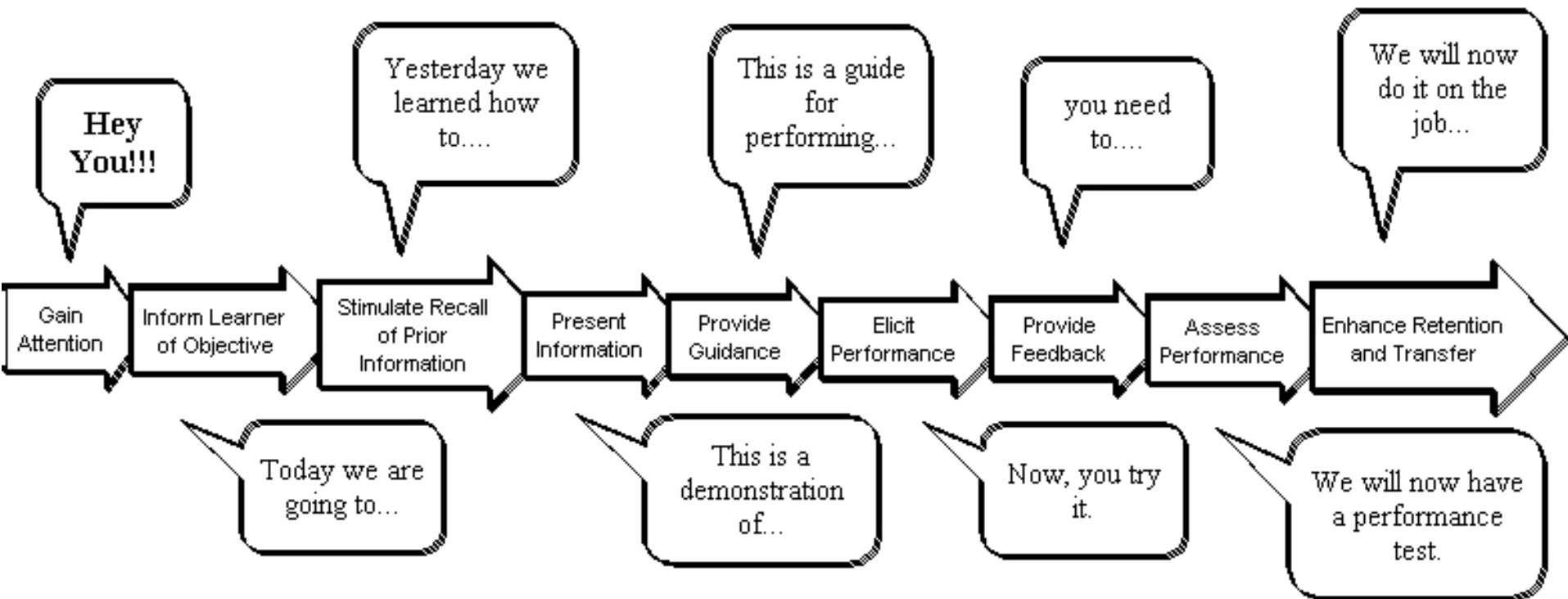
Define “Discipline”

“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”

# Robert Gagne's 9 Events of Instruction



**Do not Spit Bubblegum here**





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

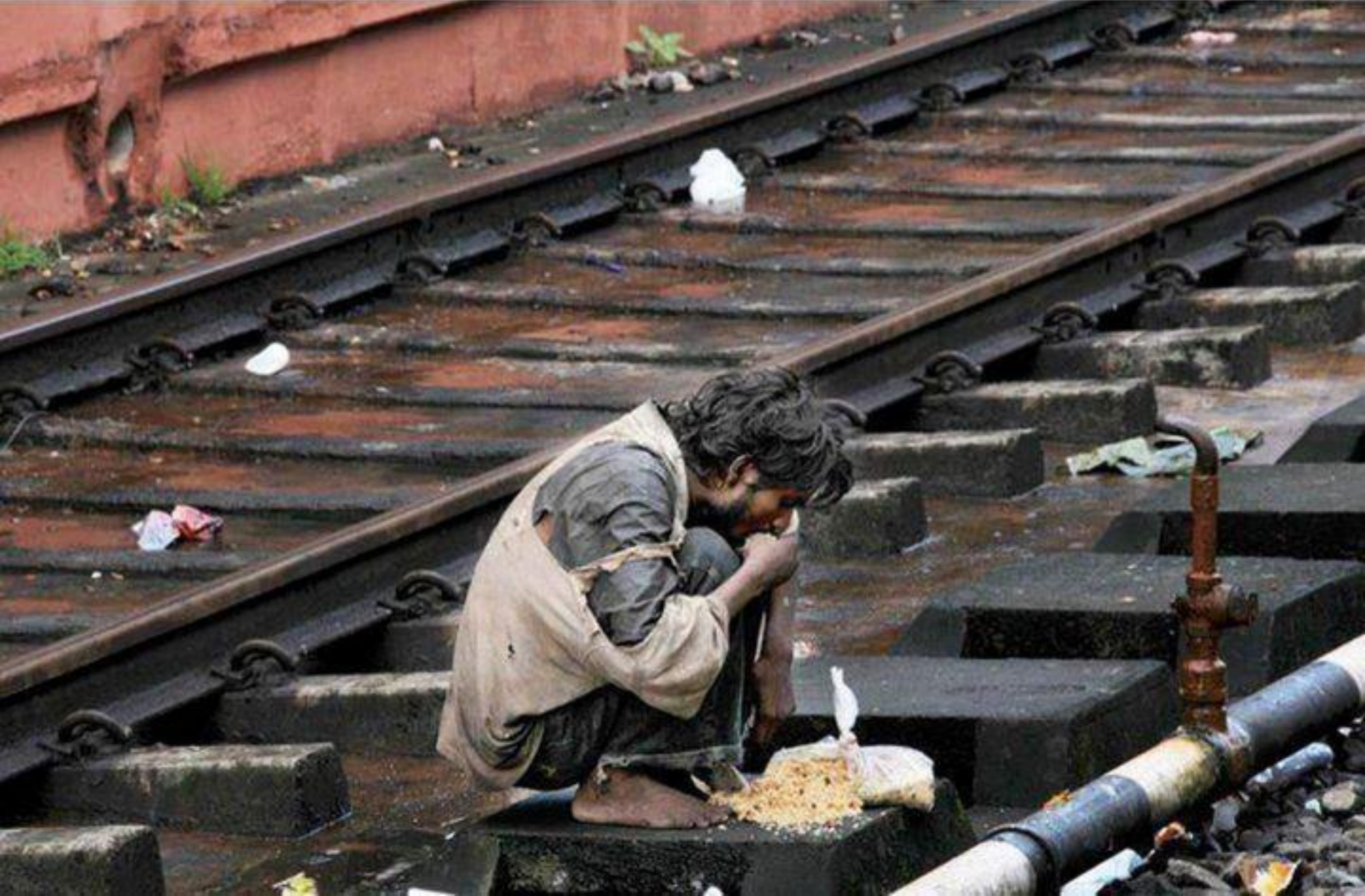
- (a) It jumps on its own and goes to dust bin
- (b) It drains through the sewage
- (c) Because of *poverty*, some poor chap picks it with his *bare hands* and disposes it for you

BE SENSIBLE !!!



Think before you WASTE !

VEDIC



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

- 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

# 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 Trash

1. **Sternberg-Wagner – “Thinking Styles Assessment”**
  - Robert J. Sternberg, Psychometrician, Oklahoma State University
  - “Theory of Mental Self-Government”, “Triarchic Theory of Intelligence”, “Theory of Cognitive Styles”
2. **Howard Gardner – “Multiple Intelligence Assessment”**
  - American Developmental Psychologist, Harvard University, “Theory of Multiple Intelligences”
3. **Carl Gustav Jung – “Personality Assessment”**
  - Swiss Psychiatrist - founder “Analytical Psychology”
  - Paul T.Costa and Robert McCrae – “Big-5 Personality Test”, Trait Psychology Experts (APA Approved)
4. **Richard Felder – “Learning Styles Assessment”**
  - Chemical Eng. Prof., NCSU, “Theory of Learning Styles”, Global Award for Excellence in Eng. Education, IFEEES
5. **Clement Glen – “Holistic Thinking Pyramid”**
  - Professor, Educational Administration, Prairie View, A&M University
6. **Benjamin Samuel Bloom – “Blooms Taxonomy”**
  - Educational Psychologist, “Theory of Mastery-Learning”
7. **Malcolm Knowles – “Andragogy”**
  - Adult Educator, “Theory of Andragogy”, “Humanist Learning Theory”
8. **Stewart Hase and Chris Kenyon - “Heutagogy”**
  - Adult Educator, “Theory of Andragogy”, “Humanist Learning Theory”
9. **Kazutoshi Tanaka – “Ergonagy”**
  - Educational Psychologist, Polytechnic University, Japan

10. **Abdul Karim Bangura – “Ubuntugogy”**
  - Research Methodologist, Howard University, PhD in Political Science, PhD in Development Economics
  - PhD in Linguistics, and a PhD in Computer Science, Ex President-UN Ambassador
11. **Edgar Dale – “Cone of Learning”**
  - Educationist, Ohio State University, “Cone of Experiences”
12. **Charles Bonwell and Eison – “Active Learning”**
  - Professor of History, Southeast Missouri State, “Active Learning in Classrooms”
13. **David Kolb – “Experiential Learning”**
  - Educational Theorist, “Experience Based Learning System”, “Learning Style Inventory”
14. **Robert Gagne – “9 Events of Instruction”**
  - Educational Psychologist, “Conditions of Learning”, “Five Categories of Learning”, “Eight ways to Learn”
15. **John Sweller – “Cognitive Load”**
  - Educational Psychologist, Univ of Adelaide, “Cognitive Load Theory and Instructional Design”
16. **Skinner, Redl, Wattenberg, Kounin, Jones, Glasser, Ginott, Dreiker, Canter – “Discipline Theories”**
  - Behavior Psychologists
17. **Tony Peter Buzan - “Mind-Map”**
  - Educational Consultant, “Mental Literacy”, “iMindMap”
18. **Adam Sicinski - “Eight Pillars of Success”**
  - Visual Thinking Coach, “IQ Matrix”, “Mind Map Art”
19. **Rhonda Byrne – “Law of Attraction”**
  - Writer, “The Secret”, “The Power”, “The Magic”

# “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



# “Science” of Education

- **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

# Eight Styles of Intelligences



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)*

# Ergonagy, Technology, Ubuntugogy

- Tools: All MOOC, Web 2+
- Case Studies: NPTEL, A-View
- Big data University – CSE/IT

<https://bigdatauniversity.com/courses/>

- eLab, Google Classroom, m-Learning
- Web 2+

# Augmented Virtuality

- Second Life, Wonderland, Alice in wonderland
- Wonderland is a platform primarily intended to tailored and integrated by organisations within their own infrastructures whereas, Second Life is a publically accessible online.

# Web 2.0

- **Web 2.0** is about revolutionary new ways of creating, collaborating, editing and sharing user-generated content online. It's also about ease of use. There's no need to download, and teachers and students can master many of these **tools** in minutes.

# Amrita Virtual Interactive E-Learning World (A-VIEW)

<http://aview.in/>

**EDUSAT**

<http://iirs.gov.in/Edusat-News>

# Self-Directed Learning: Learning Contracts

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/self-directed-learning/self-directed-learning-learning-contracts>

# Conduct Courses for Assignment Writing

- Identify both content and non content goals
- Identify which topics lend themselves to which types of classroom activities, and select one or more activities for each class session: lectures; small group discussions; independent work; simulations, debates, case studies, and role playing; demonstrations; experiential learning activities; instructional technologies; collaborative learning



# Classroom Dynamics

- Practice at interacting is a key element in learning and being able to speak a language.
- Foster a positive and constructive learning environment.
- There is much more student-centred interaction and the teacher can relax.
- Clearly determine what different roles students and teachers can take during a lesson.
- More spontaneous learning environment that allows for more creative decision-making by the teacher.
- More enjoyable lessons for the students and increase their motivation to learn.
- Require a shared sense of purpose
- Require consideration of students' expectations
- Require real communication that is meaningful and relevant to students
- Employ multiple teaching methods
- The roles of the instructor should focus on student learning
- Learner-centered teaching uses assessment as a part of the learning process.

# Novice Learners & Efficient Learning

- Instructional professionals are increasingly asked to accelerate the speed and quality of the learning process
- Guidelines to work in harmony with human learning process
- Dynamics of learning
- Dynamics of learner
- Harnessing Human Learning Process
- Cognitive load depends on the interaction among the expertise of the learner, the complexity of the content, and the instructional methods used in the learning environment

# Learning Orientation

Learning Orientation helps to improve the performance orientation

- commitment to learning
- shared vision
- open-mindedness and
- Intra organizational knowledge sharing

<http://nptel.ac.in/courses/121105010/7>

<https://archive.org/details/philosophyofknow00gall>

# Tools for Teaching

# Ring of Sustenance & Life Sciences

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

**2017-18**

**2. Librarian Meet**

**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
2	June 5, 2017	Librarian Meet	2

**Librarian Meet**

**June 5, 2017**

Sno	Name of the Faculty	Designation
1	Mr. R.Gopala Krishnam Raju	Assistant Librarian
2	Ms. P.Sujatha	Assistant Librarian

**"Agenda-Librarian's Meet" on 5th June 2017 Handled by Dr. Lakshmi D and External Resource Person Dr. Sridhar Reddy, Brahmos Library and Information Services of Higher Education institutions play a vital role in enhancing the quality of both academic and research environment. The National Accreditation and Assessment Council (NAAC) strive for quality and excellence in higher education and advocates for enhancing the role of Library and Information Services in improving academic environment. Though, it is institutional accreditation NAAC does, the assessment of a library is a vital sub-unit for the overall evaluation.**

## Agenda-Librarian's Meet on 5th June 2017

3 messages

Dr. D. Lakshmi <lakshmi.d@srivishnu.edu.in>

Wed, May 31, 2017 at 11:03 AM

To: principal svecw <principal@svecw.edu.in>, K Prasad <principal@svcp.edu.in>, Chitta venkata srinivas <drsvchitta@gmail.com>, Suresh Sajjan <sureshsajjan@yahoo.com>, Dasika Suryanarayana <surya\_dasika@yahoo.com>, PRINCIPAL BVRIT <principal@bvr.it.ac.in>, Principal BVRIT HYDERABAD <principal@bvrithyderabad.edu.in>, "Dr. A Ramesh" <principal@viper.ac.in>, BHASKARA MURTHY VEERUBHOTLA <murthyvb@gmail.com>, y ramu <yramu@svecw.edu.in>, Naga Krishna <mmekrishna@gmail.com>, BVRITN Dean Engineering <dean.engineering@bvr.it.ac.in>, Vidya S <vidya.s@viper.ac.in>, I R Krishnam Raju BVRICE <irkbvrice@gmail.com>, Meerza Hussain <viceprincipalsbsp@gmail.com>, principal sbsp <principalsbsp@gmail.com>, chandra sekhar rayala <rayala.csekhar@gmail.com>, gangadhartilak m <tilak.m@bvrithyderabad.edu.in>, stk.sridhar@yahoo.in, Vishnu Raju <kvvraju@yahoo.com>, Ravichandran Rajagopal <ravir@srivishnu.edu.in>, aditya.vissam@freshchoice.in, Ram Kumar <ramkumars@srivishnu.edu.in>, "Dr. S. Sundarajan" <sundarajan.s@srivishnu.edu.in>, Paruchuri Satish Chandra <satishchandra.p@srivishnu.edu.in>, RAJA SEKHAR BANTUPALLI <cabrajasekhar@gmail.com>, Sastry Samavedam <sastry.s@srivishnu.edu.in>, M Kantha Rao <kantharao.m@bvr.it.ac.in>, GM SVES <gmadmin@srivishnu.edu.in>, "Dr. D. Lakshmi" <lakshmi.d@srivishnu.edu.in>, "J. Augustine" <augustine.j@srivishnu.edu.in>, "A. Jebaselvi" <jebaselvi.a@srivishnu.edu.in>, Rajeev Sukumaran <rajeev.s@srivishnu.edu.in>, "Ch. Srinivasa Rao" <srinivasarao.ch@srivishnu.edu.in>, subrahmanyam raju <nvssraju62@gmail.com>, gopalakrishna.k@srivishnu.edu.in

Dear Sir/Madam,

Greetings!

Herewith, I am sending the agenda for 5th June 2017 "Librarian's Meet". VEDIC Coordinators are requested to circulate this mail to library staff members. To this program along with Librarian, other library staff members also can join.

**Target Audience: Librarians and Library Staff from BVRITN, BVRITH, VIT, SVECW, VDC, SVCP, VIPER, BVRICE and Seetha Polytechnic**

**"Agenda-Librarian's Meet" on 5th June 2017 Handled by Dr. Lakshmi D and External Resource Person Dr. Sridhar Reddy, Brahmos**

Library and Information Services of Higher Education institutions play a vital role in enhancing the quality of both academic and research environment. The National Accreditation and Assessment Council (NAAC) strive for quality and excellence in higher education and advocates for enhancing the role of Library and Information Services in improving academic environment. Though, it is institutional accreditation NAAC does, the assessment of a library is a vital sub-unit for the overall evaluation.

**Agenda**

**1. Identifying the challenges and issues in promoting the learning culture**

**2. Management and administration of Library**



### **3. Best practices in Library and Information Services**

### **4. Innovative Methods**

### **5. Use of ICT and RFID in promoting the learning resources**

### **6. Activities for students and teachers promoted by Library Staff**

### **7. Action Plan & Concluding Session**

#### **Engineering Sciences**

[BVRIT](#) | [SVECW](#) | [VIT](#) | [BVRITH](#)

#### **Medical Sciences**

[VDC](#) | [SVCP](#) | [VIPER](#) | [BVRICE](#)

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**BHASKARA MURTHY VEERUBHOTLA** <murthyvb@gmail.com>  
To: rgkrishnamraju8@gmail.com, sujisuresh741@gmail.com

Wed, May 31, 2017 at 12:25 PM

Please find details

[Quoted text hidden]

---

**BHASKARA MURTHY VEERUBHOTLA** <murthyvb@gmail.com>  
To: sujisuresh741@gmail.com, rgkrishnamraju8@gmail.com, "Dr. D. Lakshmi" <lakshmi.d@srivishnu.edu.in>

Wed, May 31, 2017 at 12:37 PM

Respected Madam

I am informed the participants.

[Quoted text hidden]



# CERTIFICATE

**VEDIC**

VISHNU EDUCATIONAL  
DEVELOPMENT AND  
INNOVATION CENTER

THIS IS TO CERTIFY THAT

**Mr. R.Gopala Krishnam Raju**  
Assistant Librarian

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON  
**Librarian Meet**

HELD AT

VEDIC, AZIZ NAGAR, HYDERABAD

ON

**June 5, 2017**

*Sivakumari*

COURSE CO-ORDINATOR

*slav*

SENIOR ADVISOR

*Shankarajen*

DIRECTOR



# CERTIFICATE

**VEDIC**

VISHNU EDUCATIONAL  
DEVELOPMENT AND  
INNOVATION CENTER

THIS IS TO CERTIFY THAT

**Ms. P.Sujatha**  
Assistant Librarian

FROM

**B.V. Raju College**

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON

**Librarian Meet**

HELD AT

VEDIC, AZIZ NAGAR, HYDERABAD

ON

**June 5, 2018**

*Sivakumar*

COURSE CO-ORDINATOR

*Star*

SENIOR ADVISOR

*Shankarajen*

DIRECTOR

2017-18

3. E-LAB ADMIN TRAINING

**Vishnu Educational Development & Innovation Center (VEDIC)**

List of participants attending Workshop on e-Lab - ADMIN during 22-24, Feb,2018 at VEDIC,  
Computer Centre

SNO	Dates (from-to) (DD-MM-YYYY)	Title of the professional development program organized for teaching staff	No. of Participants
3	22-24, Feb,2018	e-Lab Admin Training	2

Sno	Name of the Faculty	Designation
1	Miss. N. Tejasri	Lecturer in Computer Science
2	Miss. V. Neelima	Lecturer in Computer Science

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**ELAB ADMIN TRAINING FEB 22-24 2018 BVRC PARTICIPANTS**

4 messages

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**BHASKARA MURTHY VEERUBHOTLA** <murthyvb@gmail.com> Sat, Feb 17, 2018 at 11:05 AM  
To: Chitta venkata srinivas <drsvchitta@gmail.com>, "Ch. Srinivasa Rao" <srinivasarao.ch@srivishnu.edu.in>, irkbvrice <irkbvrice@gmail.com>, Repaka Rama Rao <ramarao.bvrice@gmail.com>, Nandada Tejasri <nandada.tejasri@gmail.com>, Veeranala Neelima <neelima.veeranala@gmail.com>, Naga Krishna MECH <Nagakrishna.n@vishnu.edu.in>

SIR,  
PLEASE FIND THE LIST OF PARTICIPANTS FOR ELAB ADMIN TRAINING AT VEDIC FROM 22-24 FEBRUARY 2018.

WITH REGARDS

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



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 **ELAB \_ ADMIN TRAINING.xlsx**  
11K

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**BHASKARA MURTHY VEERUBHOTLA** <murthyvb@gmail.com> Mon, Feb 19, 2018 at 4:59 PM  
To: "Ch. Srinivasa Rao" <srinivasarao.ch@srivishnu.edu.in>

Requesting you give me travel plan to VEDIC from secunderabad.  
With regards  
[Quoted text hidden]

---

**Ch. Srinivasa Rao** <srinivasarao.ch@srivishnu.edu.in> Mon, Feb 19, 2018 at 6:14 PM  
To: BHASKARA MURTHY VEERUBHOTLA <murthyvb@gmail.com>

Sir,  
Please let me know about vit and SVECw participants so thT I can arrange a vehicle with driver number  
[Quoted text hidden]

**Engineering Sciences**

**BVRIT | SVECW | VIT | BVRITH**

**Medical Sciences**

**VDC | SVCP | VIPER | BVRICE**

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**BHASKARA MURTHY VEERUBHOTLA** <murthyvb@gmail.com> Mon, Nov 29, 2021 at 4:30 PM  
To: Rajeswari Kalidindi <rajeswari.kalidindi29@gmail.com>

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

[Quoted text hidden]

## Proceedings on "Instructional Design Strategies for NAAC Accreditation" - April 24th to 26th, 2017

1 message

Dr. D. Lakshmi <lakshmi.d@srivishnu.edu.in>

Tue, May 2, 2017 at 2:42 PM

To: ravikumarreddy605@gmail.com, srinivas.y@vishnu.edu.in, syamnaresh.g@vishnu.edu.in, subbaramireddy.c@bviti.ac.in, Vijaykumar Mantri <vijay\_mantri.it@bvrit.ac.in>, mprem Kumar@svvecw.edu.in, mohanrao.t@bvrit.ac.in, Vangaveti Yugandhar <yugandhar.vangaveti@bvrit.ac.in>, sanjeevarayudu.s@bvrit.ac.in, veerasesharreddy.b@bvrit.ac.in, eswar konakalla <ekonakalla@gmail.com>, ch.anudeep@svvecw.edu.in, kganeshkadiyala@svvecw.edu.in, suryacivil@svvecw.edu.in, "mamidisetti.gowtham It" <mamidisetti.gowtham@svvecw.edu.in>, ramarao@svvecw.edu.in, emani3815@svvecw.edu.in, mahendrachandu.b@svvecw.edu.in, y ramu <yramu@svvecw.edu.in>, BVRITN Dean Engineering <dean.engineering@bvrit.ac.in>, Naga Krishna MECH <nagakrishna.n@vishnu.edu.in>, BHASKARA MURTHY VEERUBHOTLA <murthyvb@gmail.com>, PRINCIPAL BVRIT <principal@bvrit.ac.in>, Principal BVRIT HYDERABAD <principal@bvrihyderabad.edu.in>, principal svvecw <principal@svvecw.edu.in>, "Prof.Suryanarayana" <surya\_dasika@yahoo.com>, vit info <info@vishnu.edu.in>, K Prasad <principal@svcp.edu.in>

Cc: "Dr. S. Sundarajan" <sundarajan.s@srivishnu.edu.in>, Ravichandran Rajagopal <ravir@srivishnu.edu.in>, Vishnu Raju <kvvraju@yahoo.com>, Manish Asthana <asthanakm@gmail.com>

Dear All,  
Warm Greetings!

Well and wish you the same.

Herewith, I am attaching the "Proceedings on Instructional Design Strategies for NAAC Accreditation" the workshop conducted during April 24th to 26st VEDIC.

Please find the attachment.  
Wish You All Success!!!

**Note: All the NAAC coordinators those who have attended this workshop are requested to submit a short report upon the planning and implementation of the workshop outcome in your department on or before 17/05/2017.**

<https://drive.google.com/open?id=0B0STx2K2aNjZRnVhWFdtSjJqT00>


**Engineering Sciences**

**BVRIT | SVECW | VIT | BVRITH**

**Medical Sciences**

**VDC | SVCP | VIPER | BVRICE**

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 **NAAC\_24\_26\_April\_2017.pdf**  
3343K

**SVES Bhimavaram Campus eLab Team Action Plan for C++ and Java courses**

1 message

**Y Ramu** <yramu@svecw.edu.in>

Wed, Oct 25, 2017 at 11:32 AM

To: cnu aaluri <cnuaaluri@gmail.com>, Venkata Narayana <venky.kota@gmail.com>, sunilpsvecw@gmail.com, mohan ram <mohanram.cse2k9@gmail.com>, Kesava Winsurheart <kesava.winsurheart@gmail.com>, silpa n <nsilpa@svecw.edu.in>, swathi venkata <swathiven@gmail.com>, K Ganesh Cse <kganeshcse@svecw.edu.in>, Narasimha Raju D <dnraju@svecw.edu.in>, KiranMiriya Mca <kiran.mca@svecw.edu.in>, VENKATA NAGA RAJU DATLA <dnraju@svecw.edu.in>, RAVI KUMAR Suggala <ravikumars@svecw.edu.in>, Ram Kampally IT <ram.kampally@svecw.edu.in>, leelaprasadv@svecw.edu.in, Suma.thota@svecw.edu.in, Leela R <leelajothi.r@svecw.edu.in>, kspandana@svecw.edu.in, padmajyothi@vishnu.edu.in, ravindrabharathi.g@vishnu.edu.in, prasanthi.bv@vishnu.edu.in, divya.l@vishnu.edu.in, kalipradeep.i@vishnu.edu.in, durgarao.m@vishnu.edu.in, vamsikrishna@vishnu.edu.in, Madhuri Pathivada <pathivadamadhu@gmail.com>, mahaboobhussain.s@vishnu.edu.in, Komali Pradeep <komali.pradeep19@gmail.com>, B Revanth <revanth.b@vishnu.edu.in>, Sandeep Kumar <sandeepkumar.ciet@gmail.com>, Preethi Bitra <preethi.bitra@gmail.com>, Prasad Singavarapu <satyaprasad046@gmail.com>, Satya Alluri <satya.alluri@gmail.com>, Bhanupriya Adapa <bhanupriya.adapa@gmail.com>, Nandada Tejasri <nandada.tejasri@gmail.com>, Veeranala Neelima <neelima.veeranala@gmail.com>, ambica ambica <aambica50@gmail.com>, chandra sekhar M <chandum568@gmail.com>, Srinu Sivala <Srinu.sivala99@gmail.com>, Hima Bindu <bindu.karumuri@gmail.com>, kittu dandu <krishnam.raju7@gmail.com>

Cc: Christhu Raj <mrchristhuraj@gmail.com>, principal svecw <principal@svecw.edu.in>, surya\_dasika@yahoo.com, Chitta venkata srinivas <drsvchitta@gmail.com>, Indukuri R Krishanm Raju <irkraju@bvrice.in>, principal@seethapoly.edu.in, principalsbsp@gmail.com, Naga Krishna MECH <nagakrishna.n@vishnu.edu.in>, BHASKARA MURTHY VEERUBHOTLA <murthyvb@gmail.com>, Vijaya Kumari <vijayacse20@gmail.com>, HOD CSE <hodcse@svecw.edu.in>, hodit <hodit@svecw.edu.in>, Hota Pavan Kumar It <hotapavankumar@svecw.edu.in>

Dear Sir / Madam,

Greetings of the day..!

Hope all the participants got very good exposure to use and implement eLab tool in our academics through the workshop we had during 20-21, Oct,2017

As per the discussions during eLab workshop, faculty are asked to contribute to **"Post questions in eLab portal as per assigned topics"**.

Please refer attached documents for **"Updated Action Plan"** as well as a **"Template to post questions"**.

eLab admins and coordinators are requested to take necessary initiatives and time-to-time followup in this regard.

**As per discussions during workshop, the last date for this task is : 15.11.17**

For any technical queries, please write an email to Dr Christhu Raj ([mrchristhuraj@gmail.com](mailto:mrchristhuraj@gmail.com))

With Regards

\*\*\*\*\*

**Yours...Ramu**

Associate Professor in CSE

Shri Vishnu Engineering College for Women

Bhimavaram - Pin: 534202

West Godavari(DT) - A.P.

Mobile: +91 - 9866146631

\*\*\*\*\*

----- Forwarded message -----

From: **Christhu Raj** <[mrchristhuraj@gmail.com](mailto:mrchristhuraj@gmail.com)>Date: **23 October 2017 at 14:53**

Subject: Reg. eLab Action Plan for C++ and Java

To: [cnuaaluri@gmail.com](mailto:cnuaaluri@gmail.com), [venky.kota@gmail.com](mailto:venky.kota@gmail.com), [sunilpsvecw@gmail.com](mailto:sunilpsvecw@gmail.com), [mohanram.cse2k9@gmail.com](mailto:mohanram.cse2k9@gmail.com), [kesava.winsurheart@gmail.com](mailto:kesava.winsurheart@gmail.com), [nsilpa@svecw.edu.in](mailto:nsilpa@svecw.edu.in), [swathiven@gmail.com](mailto:swathiven@gmail.com), [kganeshcse@svecw.edu.in](mailto:kganeshcse@svecw.edu.in), [dnraju@svecw.edu.in](mailto:dnraju@svecw.edu.in), [kiran.mca@svecw.edu.in](mailto:kiran.mca@svecw.edu.in), [dnraju@svecw.edu.in](mailto:dnraju@svecw.edu.in), [ravikumars@svecw.edu.in](mailto:ravikumars@svecw.edu.in), [ram.kampally@svecw.edu.in](mailto:ram.kampally@svecw.edu.in), [leelaprasadv@svecw.edu.in](mailto:leelaprasadv@svecw.edu.in), [Suma.thota@svecw.edu.in](mailto:Suma.thota@svecw.edu.in), [leelajothi.r@svecw.edu.in](mailto:leelajothi.r@svecw.edu.in), [kspandana@svecw.edu.in](mailto:kspandana@svecw.edu.in), [padmajyothi@vishnu.edu.in](mailto:padmajyothi@vishnu.edu.in), [ravindrabharathi.g@vishnu.edu.in](mailto:ravindrabharathi.g@vishnu.edu.in), [prasanthi.bv@vishnu.edu.in](mailto:prasanthi.bv@vishnu.edu.in), [divya.l@vishnu.edu.in](mailto:divya.l@vishnu.edu.in), [kalipradeep.i@vishnu.edu.in](mailto:kalipradeep.i@vishnu.edu.in), [durgarao.m@vishnu.edu.in](mailto:durgarao.m@vishnu.edu.in), [vamsikrishna@vishnu.edu.in](mailto:vamsikrishna@vishnu.edu.in), [pathivadamadhu@gmail.com](mailto:pathivadamadhu@gmail.com), [mahaboobhussain.s@vishnu.edu.in](mailto:mahaboobhussain.s@vishnu.edu.in), [komali.pradeep19@gmail.com](mailto:komali.pradeep19@gmail.com), [revanth.b@vishnu.edu.in](mailto:revanth.b@vishnu.edu.in), [sandeepkumar.ciet@gmail.com](mailto:sandeepkumar.ciet@gmail.com), [preethi.bitra@gmail.com](mailto:preethi.bitra@gmail.com), [Prasad Singavarapu <satyaprasad046@gmail.com>](mailto:Prasad Singavarapu <satyaprasad046@gmail.com>), [satya.alluri@gmail.com](mailto:satya.alluri@gmail.com), [Bhanupriya Adapa <bhanupriya.adapa@gmail.com>](mailto:Bhanupriya Adapa <bhanupriya.adapa@gmail.com>), [nandada.tejasri@gmail.com](mailto:nandada.tejasri@gmail.com), [neelima.veeranala@gmail.com](mailto:neelima.veeranala@gmail.com), [ambica ambica <aambica50@gmail.com>](mailto:ambica ambica <aambica50@gmail.com>), [chandum568@gmail.com](mailto:chandum568@gmail.com), [Srinu.sivala99@gmail.com](mailto:Srinu.sivala99@gmail.com), [Hima Bindu <bindu.karumuri@gmail.com>](mailto:Hima Bindu <bindu.karumuri@gmail.com>),



Dear eLab Admin's and Coordinator's,

As promised eLab will be implemented for following courses in the next semester

1. SVES & VIT = C Programming
2. SVES & VIT = C++ and Java.

As decided in the workshop, VIT & SVECW Faculties would contribute 30 questions on their assigned topic in C++ and Java.

The task needs to be completed on or before November 15, 2017.

Admin's and Coordinator's are requested to coordinate and get the task done on or before November 15, 2017.

Faculties can use the following link for testing questions:

<http://ulc.srmuniv.ac.in/elabannauniversity/>

1. For C++

Username: coordinator\_cpp  
password: 12345678

2. For Java

Username : coordinator\_java  
password: 12345678

They can copy the question name, question description, test-cases, coding in the enclosed MSEXcel sheet.

Kindly find the enclosed documents for details.

Incase of any other clarification kindly let us know.

Thank you.

---

#### 4 attachments

 **1 SVES eLab Participants during 20-21, Oct,2017 23.10.17.xls**  
33K

 **2 SVES Bhimavaram Campus eLab Team 23.10.17.xls**  
29K

 **3 eLab Team Action\_Plan by 15.11.17.docx**  
17K

 **4 Template for eLab Questions.xlsx**  
622K