B.V. RAJU COLLEGE :: VISHNUPUR
6.3.3

2018-19

1_Full Stack Development using Node JS

Venue:VEDIC, Bangalore

Trainers :
Prashanth Reddy:
Founder, StudyOwl & Developer Weekend
Ex-Facebook & Intruit
Program Lead Facebook Developer Circle Trivandrum Chapter.
Full Stack Developer (HTML+ Node + React) & Android Developer

3rd - 10th Jan 2019

Details of Participant

Sno	Name of the Faculty	Designation
1	I. Vijaya Tulasi	Asst. Professor, MCA Dept

Fwd: Full Stack Development using Node JS from 3rd - 10th Jan

2 messages

Dr. I. R. K Raju <irkraju@bvrice.edu.in> Fri, Dec 28, 2018 at 5:41 PM
To: "K.B.V. Brahmarao" <brahmaraokbv@gmail.com>, Repaka Rama Rao <ramarao.bvrice@gmail.com>, BHASKARA MURTHY VEERUBHOTLA <murthyvb@gmail.com>, Khadar Alisha <khadar6@gmail.com>
Cc: drsvchitta <drsvchitta@gmail.com>

---------- Forwarded message ---------
From: **Paruchuri Satish Chandra** <satishchandra.p@srivishnu.edu.in>
Date: Fri, Dec 28, 2018, 09:24
Subject: Full Stack Development using Node JS from 3rd - 10th Jan
To: VIT placements <placements@vishnu.edu.in>, Dr Krishna Reddy <principal@bvrit.ac.in>, G. Srinivasa Rao <principal@svecw.edu.in>, <principal@vishnu.edu.in>, Principal BVRIT HYDERABAD <principal@bvrithyderabad.edu.in>, Dr. I. R. K Raju <irkraju@bvrice.edu.in>
Cc: BVRIT Placements <placements@bvrit.ac.in>, SVECW Placements <placements@svecw.edu.in>, Jagapathi Reddy S <jpreddy.s@bvrithyderabad.edu.in>, SUMIT GUPTA <sumit108@hotmail.com>, Ashwath K <ashwath.k@srivishnu.edu.in>, Saili Ravi Kiran <ravikiran.s@srivishnu.edu.in>, D. Pushpa <pushpa.d@srivishnu.edu.in>, Ch. Srinivasa Rao <srinivasarao.ch@srivishnu.edu.in>, Dr. S. Sundarrajan <sundarrajan.s@srivishnu.edu.in>

Dear Sirs and Madam,
Greetings for the New Year!

As discussed with each of you, please nominate women students accordingly for an End to End Full Stack Development Program using Node JS:

SVECW : 10
BVRITH : 10
BVRITN : 5
VIT : 5
BVRC MCA : 1

Details required:
University HT #, Name, Branch, Contact Email, Contact Mobile, Percentage in Engg, Reason for Selection

Students need to have demonstrated programming background, preferably from CS branches however, they can be from any branch as long as they have programming enthusiasm and proven ability.

This program shall be followed up with weekly activity and webinars and students who are sincere and completes all tasks shall be offered internships with Startups or Product companies.

The attached program scheduled from 3rd - 10th January at VEDIC, Bangalore.

In addition to this one faculty from each institution who are willing to be a participant and work along with students may be nominated.

Accommodation shall be in a dorm in bunker beds.

Please nominate the students and Faculty by EOD today.

Note: 1. Faculty need not come for monitoring students. They have to immerse themselves as learners. These faculty eventually need to take up such workshops at the institutions.
2. All the participants need to carry a laptop
3. To come with the setup of their laptop which shall be emailed on or before 1st January

Please reach out to me if there are any concerns.

Regards,
Satish Paruchuri

Green Meadows Campus
SVECW | **VDC** | **VIT** | BVRICE | **SVCP**

Valley Vista Campus
BVRITH

Orchard Park Campus
BVRIT | **VIPER** | **VPS**

Lake View Campus
VEDIC

Proposal Full Stack with Node JS - Vedic Bangalore.pdf
37K

BHASKARA MURTHY VEERUBHOTLA <murthyvb@gmail.com> Mon, Nov 29, 2021 at 4:12 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]

Proposal Full Stack with Node JS - Vedic Bangalore.pdf
37K

Full Stack with Node JS

3rd January - 10th January [8 Days] @ Vedic [HANDS ON WORKSHOP]

Agenda & Curriculum :

By the end of this course, students should be able to:

- ★ Create the structure and style of a website using HTML and CSS & Bootstrap.
- ★ Build secure full-stack web applications according to common design patterns with Node JS
- ★ Safely model and store data in NoSQL databases
- ★ Develop web applications using Node JS
- ★ Consume and integrate third-party APIs in an application
- ★ Deploy applications to the web using cloud-based hosting
- ★ Clearly document and present the projects they've built with Effective use of version control of their projects. [GITHUB]

Course Structure :

Course covers from Basic to Advanced web development. The course is divided into 2 Levels.

In Level 1 students get introduced to Javascript, and covers both Basics of javascript & Object-oriented and functional programming with javascript.

In Level 2 students learn about a Backend-end framework Node JS with javascript package managers and cloud hosting with Git Version Control.

Level 1: Javascript

HTML+CSS+BOOTSTRAP

Javascript Basics Variables Conditionals Functions Loops Introduction to strings and characters	String methods and regular expressions Math functions Introduction to arrays Common array methods Introduction to objects

Object Oriented and Functional Programming

Declare JavaScript Objects as Variables Construct JavaScript Objects with Functions Make Instances of Objects with a Constructor Function Make Unique Objects by Passing Parameters to our Constructor Make Object Properties Private Iterate over Arrays with .map Condense arrays with .reduce	Filter Arrays with .filter Sort Arrays with .sort Reverse Arrays with .reverse Concatenate Arrays with .concat Split Strings with .split Join Strings with .join Web Storage

Installing Node.js Development Environment Setup & Using the Terminal Hello World! What is Node.js? Intro to Basics	Numbers With Node JS Operators With Node JS Conditions With Node JS Functions With Node JS Scope of Variables within Functions and Outside of Functions & Function Expressions | Anonymous function & Creating Variables

Arrays For & While Loops Variable Scope Creating an npm based app Using 3rd party libraries in your app	Getting Input From User Validating & Requiring Input Working with JSON Encrypting Information Handling Errors

Hello Express.js Serving Up Static Websites Templates and Template Engines Middleware Is Awesome Query string and Post Parameters RESTful APIs and JSON	Conceptual Aside: Relational Databases and SQL Node and MySQL MongoDB and Mongoose Project: Server Middleware Using Git

What's and Why's of APIs Learn about the basics of APIs and why they are important. How to choose the appropriate technologies for implementing a modern web API. Explore published APIs from Foursquare and Google Maps. See how these companies implement their API endpoints.	Git Basics Navigating a Commit History Creating and Modifying a Repository Using GitHub to Collaborate Get practice using GitHub to share your code and collaborate on multi-developer projects Learn how to make and review a pull request on GitHub.

Trainers Profile :

Prashanth Reddy:

Founder, StudyOwl & Developer Weekend
Ex-Facebook & Intruit
Program Lead Facebook Developer Circle Trivandrum Chapter.
Full Stack Developer (HTML+ Node + React) & Android Developer
Sequoia Hackathon 2014 Winner
Amrita TBI Tide Innovation Contest Winner with seed funding
Participated and won University Mobile Challenge happened in Barcelona , Spain

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.

VISHNU
UNIVERSAL LEARNING

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

Sivakumar
COURSE CO-ORDINATOR

SENIOR ADVISOR

Sundararajan
DIRECTOR

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Mr. R.L.Satyanarayana

Lecturer in Chemistry

FROM

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Ms. B.Nagamani

Lecturer in Life Sciences

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Ms. Ch.Priyanaka Gandhi

Lecturer in Life Sciences

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Mr. J.L.S.S. Phani Kumar

Lecturer in Chemistry

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Ms. V. Swami Sabharinadh

Lecturer in Chemistry

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Mr. M N Ravindra Babu

Lecturer in Computer Science

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Ms. G Ganga Bhavani

Lecturer in Computer Science

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Ms. P.Harisha

Lecturer in English

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Ms. K.Neelima

Lecturer in English

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Ms. P. Madhura Subhashini

Lecturer in Mathematics

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Ms. B.N.V.K.Valli

Lecturer in Sanskrit

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Ms. B G G Sai Eswari

Lecturer in Physics

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Ms. K Eswara Prasad

Lecturer in Electronics

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Mr. V Bhaskra Murthy

Assoc. Professor, MCA Dept.

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Mr. B. Kiran

HOD, Physics and Electronics Dept.

FROM

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Mr. M. E.A.V.V. Rambabu

HOD, Life Sciences Dept.

FROM

B.V. Raju College

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Mr. D. Satyanarayana

HOD, Commerece Dept.

FROM

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Mr. K. Narayana Raju

HOD, Maths and Statistics Dept.

FROM

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Ms. U. Madhavi

HOD, Enlgish Dept.

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THIS IS TO CERTIFY THAT

Mr. D. Ravi Kumar

HOD, UG Chemistry

FROM

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THIS IS TO CERTIFY THAT

Ms. J. Padmavathi

HOD, PG Chemistry

FROM

B.V. Raju College

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON

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THIS IS TO CERTIFY THAT

Mr. R. Rama Rao

HOD, Computer Science

FROM

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Sundararajan
DIRECTOR

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THIS IS TO CERTIFY THAT

Mr. K.B.V. Brahma Rao

HOD, MCA Dept.

FROM

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HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON

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THIS IS TO CERTIFY THAT

Mr. K. Satyanarayana Raju

Lecturer in Electronics

FROM

B.V. Raju College

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON

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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

Unconscious Bias in Work Place (UBW)

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ON

FEB 14, 2019

Sivakumar
COURSE CO-ORDINATOR

SENIOR ADVISOR

DIRECTOR

WORKSHOP ON
UNCONSCIOUS BIAS IN THE WORK PLACE (UBW)

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

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

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.

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

VISHNU
UNIVERSAL LEARNING

CERTIFICATE

VEDIC
VISHNU EDUCATIONAL DEVELOPMENT AND INNOVATION CENTER

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

Sivakumar
COURSE CO-ORDINATOR

SENIOR ADVISOR

Sundararajan
DIRECTOR

VISHNU
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Mr. B.S.S. Rao

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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

Student Learning In Instructional Design (SLIDE)

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Sivakumar
COURSE CO-ORDINATOR

SENIOR ADVISOR

Sundararajan
DIRECTOR

WORKSHOP ON
STUDENT LEARNING IN INSTRUCTIONAL DESIGN (SLIDE)

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.

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.

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 (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.

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.

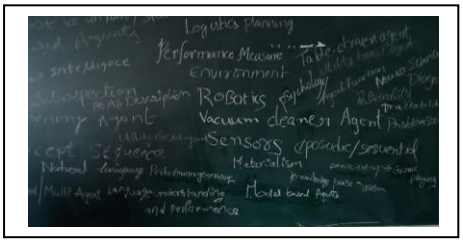
VEDIC Faculty Colloquium 2018

An Abstract from B.V. RAJU COLLEGE, Vishnupur.

TRACK 1: TEACHING EXCELLENCE: The outcome based education includes the following:

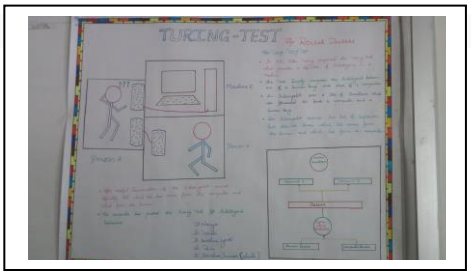
a) Address student misconceptions to improve student learning: After every theory hour student are asked to specify a keyword/subject vocabulary they learned and it is written on the black board. Next the student asks to say something about it if that particular student unable to another it, then any other student can answer it. Finally the faculty summarize it for better understanding:

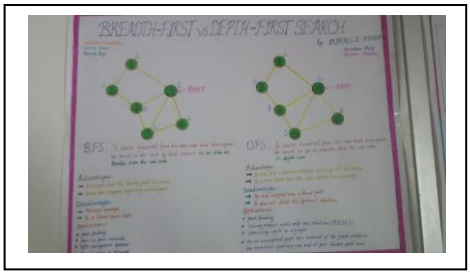
PICTURE -1 : SUBJECT VOCABULORY - TO CLEAR THE CONEPTS



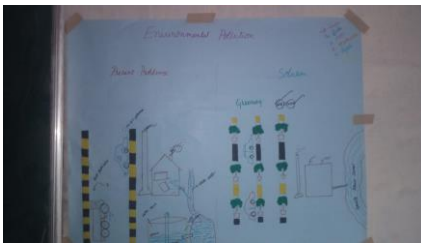
b) Use of different student-centered peer learning methods such as active learning, case-based learning, project-based learning etc. to improve student learning: Every class is planned with class room teaching, in addition to NPTEL online videos/web resources. Faculties are trained on Scientific Educational Practices.

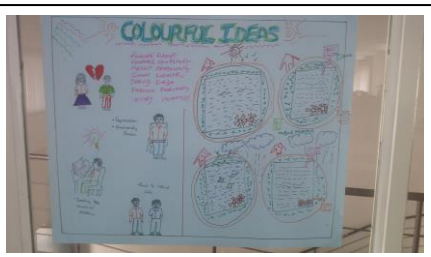
PICTURE-2: CHART WORK CREATED BY STUDENTS ON SUBJECT(SOME SAMPLES)

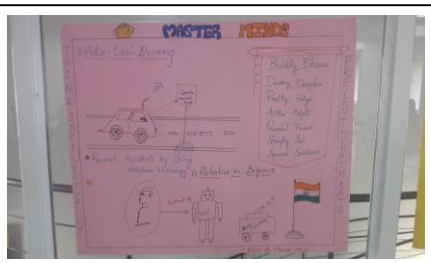


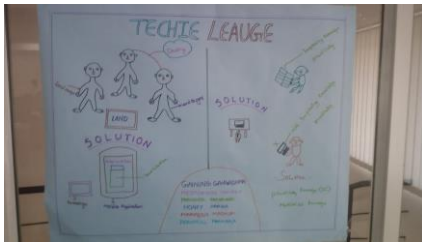


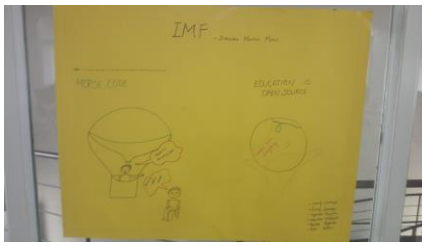
PICTURE-3: CREATIVE WORK BY STUDENTS-BY ACTIVITY(SOME SAMPLES)





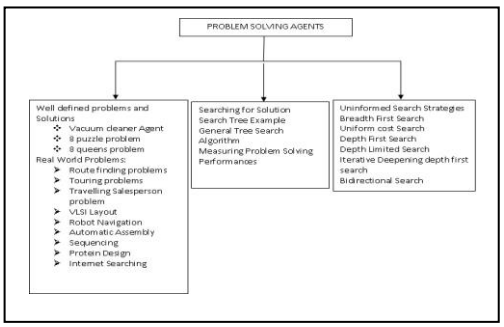






c) Improved student learning using mind maps, paper models or any other techniques:

PICTURE 4 – MIND MAP METHOD

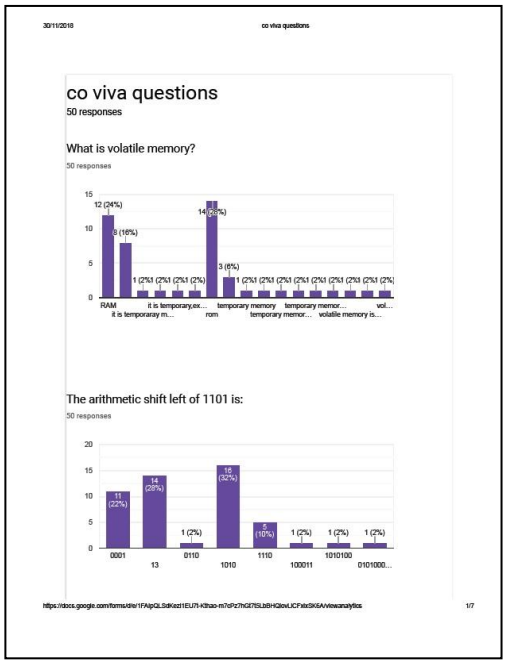


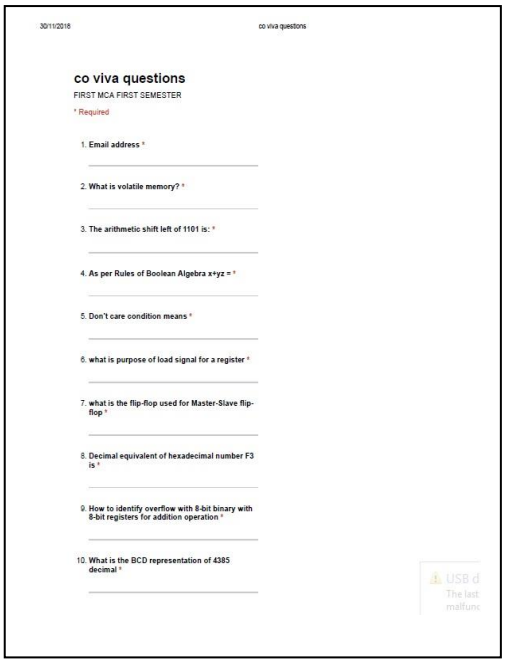
PICTURE-5 STUDENT PRESENTATION – CLASS ROOM ACTIVITY

d) Use of technology tools e.g., Google Classroom, Ed Puzzle,Kahoot, Plickers etc. for improved student learning: Google classroom is created for both IMCA and II MCA, III MCA students.

PICTURE-6: GOOGLE CLASSROOM FOR I,II, III MCA

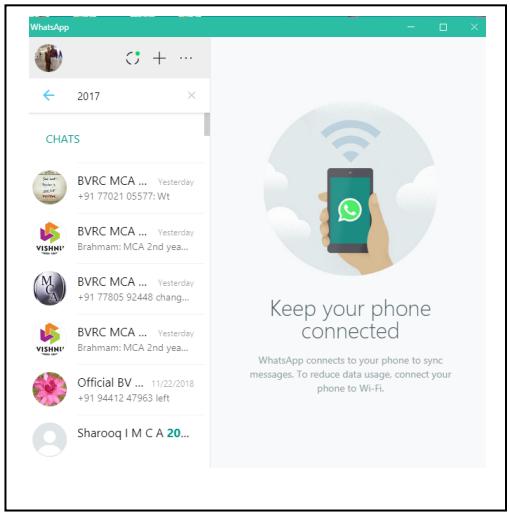
PICTURE-7: GOOGLE FORMS TO CONDUCT LAB VIVA





e) Effect of Implementation of Flipped Classroom on improvement of student learning
WhatsApp groups are created for each section of class with all students and faculty to share Lecture Notes, clarification doubts and some introductory videos on each subject to improve student learning method.

PICTURE-8: WhatsAPP groups, YIUTUBE VIDEOS(CC) ON AI INTRODUCTION

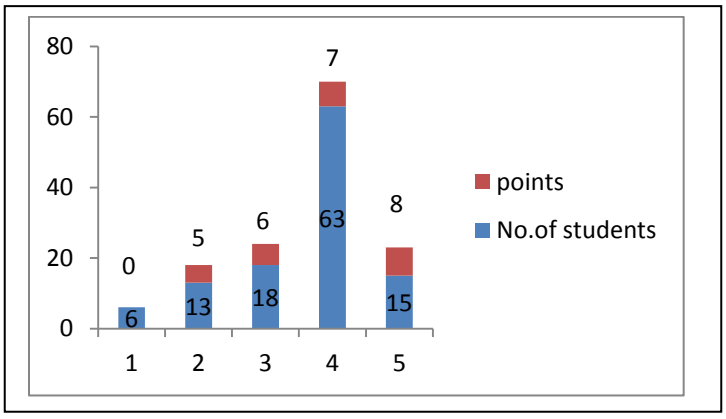


https://youtu.be/15PK38MUEPM

https://youtu.be/2ePf9rue1Ao

PICTURE-9: PERFORMANCE INDEX FOR STUDENTS AT UNIVERSITY EXAMS AFTEER IMPLEMENTATION OF FLIPPED MODE LEARNING

No.of students	SGPA (10)
6	0
13	5
18	6
63	7
15	8
TOTAL = 115	



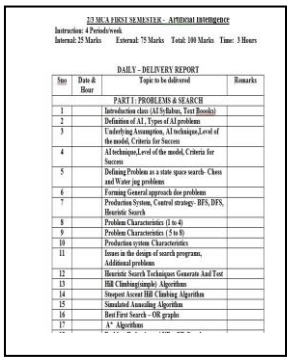
f) Use of e-lab to improve student learning of programming languages: we implemented E-lab for I and II year students and students found be good at logical thinking.

PICTURE-10 ELAB PERFORMANCE AT LEVEL 1

Student ID	Student Name	Course Name	LEVEL 1	LEVEL 2	LEVEL 3
1785351090	manikanta punnam	C	98%	5%	0%
1685351033	pavani Ganta	C	78%	30%	6%
1785351058	RAGHURAM MADDULA	C	76%	5%	0%
1685351025	Mohansyam Dabbala	C	73%	11%	3%
1685351035	amani gollamudi	C	71%	21%	1%
1685351059	ananthavani kottapalli	C	71%	19%	5%
1685351087	petchetti Dhanyalakshmipadmavathi	C	68%	2%	0%
1685351027	madhuri darlanka	C	65%	0%	0%
1685351026	anusha darapureddy	C	64%	1%	0%
1685351077	n jyothi	C	64%	0%	0%
1685351054	Chandrababu Kolli	C	58%	0%	0%
1685351120	sudha yella	C	57%	0%	0%
1685351056	kavya sri	C	56%	0%	0%
1685351098	pavani sanapathi	C	50%	0%	0%
1685351069	Nagamani Nagamani	C	48%	10%	2%
1785351007	kamesh allavarapu	C	48%	0%	0%
1785351050	Durgaprasad koppala	C	46%	0%	0%
1785351117	GEETHAKIRANMAYI VIDIYALA	C	43%	0%	0%
1785351034	lakshmipriya gontla	C	42%	0%	0%
1685351017	Mouni MounicA	C	37%	1%	0%
1785351024	DEVARAKONDA SARATH	C	37%	0%	0%
1785351088	pulletikurthi Deepika	C	35%	0%	0%

g) Development of a course portfolio with session plans for each session and including data on session plans with activities for difficult topics: Lesson Plans and Session Plans are created for each subject. The activities are chart preparation, video content, web resources, discussion group, presentations by applying teacher-student learning, student- student learning mechanisms.

PICTURE-11: LESSON PLAN, SESSION PLAN, ACTIVITIES



II MCA FIRST SEMESTER - Artificial intelligence

Instruction: 4 Periods/week
Internal: 25 Marks External: 75 Marks Total: 100 Marks Time: 3 Hours

DAILY - DELIVERY REPORT

Sno	Date & Hour	Topic to be delivered	Remarks
		PART I : PROBLEMS & SEARCH	
1		Introduction class (All Syllabus, Text Books)	
2		Definition of AI , Types of AI problems	
3		Underlying Assumption, AI technique,Level of the model, Criteria for Success	
4		AI technique,Level of the model, Criteria for Success	
5		Defining Problem as a state space search- Chess and Water jug problems	
6		Forming General approach dor problems	
7		Production System, Control strategy- BFS, DFS, Heuristic Search	
8		Problem Characteristics (1 to 4)	
9		Problem Characteristics (5 to 8)	
10		Production system Characteristics	
11		Issues in the design of search programs, Additional problems	
12		Heuristic Search Techniques Generate And Test	
13		Hill Climbing(simple) Algorithms	
14		Steepest Ascent Hill Climbing Algorithm	
15		Simulated Annealing Algorithm	
16		Best First Search – OR graphs	
17		A* Algorithm	

Page 1 of 1

LESSON PLAN (Artificial Intelligence)

1	Session	III		
2	Chapter	II Week Slot and Filler Miscellanea		
3	Part	III		
4	Introduction, need and benefits of this session			
	Knowledge Representation using Semantic Nets and Frames			
5	Key Concepts			
	A Semantic Nets			
	B Partition Semantic Nets			
	C Frames			
	D Representing Frames			
	E Tangled Hierarchies			
	F			
6	Handouts prepared			
7	Visual Aid Prepared			
8	Power Point Presentation			
9	Book Leads			
	Artificial Intelligence	Elaine Rich and Kevin Knight	Tata Mc. Graw Hill	Pages: 251-278
				Pages:
10	External Leads			
				Pages:
				Pages:
11	Home Work/Unit Assignments			
	examples practice			
12	Activity			
	Teaching and Learning			
13	Objective			
	To get familiarity of Knowledge Representation using Semantic nets and Frames			

h) Use and practice of instructional design theories (e.g., Cognitive load theory and Robert Gagne's nine events of instruction) and Learning theories (e.g., Dale's Cone of Learning): The implementation of Robert Gagne's nine events of instruction helps a lot for faculty to estimate the level of understanding capabilities of the student. Some of slow learners are identified and they are provided with a faculty to make them more effective.

TRACK 2 – RESEARCH INNOVATION:

a) Outstanding Student Projects: Our college students developed a project for Examination Hall ticket generation for pharmacy students. Apart from academic curriculum students are trained on Amazon web Services and Python training by Andhra Pradesh Skill Development Centre. AI and ML by Alumni student Sri Rama Raju. Now students are guided to do projects on latest technologies.

PICTURE-12: PYTHON, AWS, AI & ML TRAINING

TRACK 3: MENTORING & COUNSELLING:

Student mentoring and counseling: Every Faculty is assigned a section for mentoring and counseling purpose. Weekly once the faculty will interact individually with every student to solve any issues raise. Absentees are called every day by the supporting staff to about the cause for their absent on that day. Class Representatives are regularly interact with faculty concerned, HOD and Principal for any student related problems. Counseling is taken by the senior faculty members to motive the students towards their goals of every student with a positive mind action.

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6.3.3

2018-19
5_FACULTY COLLOQUIIM
Venue : VEDIC, AZIZ NAGAR, Moinabad Mandal, Ranga Reddy District, Telangana State

DEC 13-14, 2018
Details of Participant

Sno	Name of the Faculty	Designation
1	Mr. V. Bhaskara Murthy	Assoc. Professor, MCA Dept.

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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

Faculty colloquiim

HELD AT

VEDIC, AZIZ NAGAR, HYDERABAD

BETWEEN

DEC 13-14, 2018

COURSE CO-ORDINATOR

SENIOR ADVISOR

DIRECTOR

FACULTY PROGRAMS
TEACHING AND LEARNING PROCESS

SCIENTIFIC EDUCATIONAL PRACTICES
REPORT SUBMITTED
FOR FACULTY COLLOQUIM 2018

COURSE OUTCOMES

Textbooks:

- Stuard Russell and Peter Norvig, Artificial Intelligence. A Modern Approach, 3rd edition, Prentice Hall, Inc., 2010 (required).

Program educational objectives and student outcomes:

This course supports the following program objectives and program learning outcomes:

- *PEO-1:* Students will have a broad understanding of the fundamental theories, concepts, and applications of computer science.
    - *SO-a:* An ability to apply knowledge of computing and mathematics appropriate to the discipline.
    - *SO-b:* An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
    - *SO-c:* An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- *PEO-2:* students will be prepared for careers in computer science and information technology.
    - *SO-i:* An ability to use current techniques, skills, and tools necessary for computing practice.
- *PEO3:* Graduates will communicate effectively, both orally and in writing.
    - *SO-f:* An ability to communicate effectively.

Course learning outcomes

Program objectives and program learning outcomes are supported by the following course learning outcomes achieved by students upon a successful completion of this course:

- *CLO-1:* Demonstrate working knowledge in python in order to write simple python programs and explore more sophisticated python code on their own (a, c, i).
- *CLO-2:* Understand different types of AI agents (c, i).
- *CLO-3:* Know various AI search algorithms (uninformed, informed, heuristic, constraint satisfaction, genetic algorithms) (a, b).
- *CLO-4:* Understand the fundamentals of knowledge representation (logic-based, frame-based, semantic nets), inference and theorem proving (a, b, c).
- *CLO-5:* Know how to build simple knowledge-based systems (i).
- *CLO-6:* Demonstrate working knowledge of reasoning in the presence of incomplete and/or uncertain information (a, c).
- *CLO-7:* Ability to apply knowledge representation, reasoning, and machine learning techniques to real-world problems (c, i).

- *CLO-8:* Ability to carry out independent (or in a small group) research and communicate it effectively in a seminar setting (f).

Topics in the course (number of lecture hours each):

1.	Introduction to AI, AI Prolems python: basic python primitives	7.0 hours
2.	Intelligent agents: a discussion on what Artificial Intelligence is about and different types of AI agents.	1.0 hours
3.	Searching as a problem-solving technique: a review of "conventional" searching methods including breadth-first, depth-first, bi-directional and best-first search. Heuristic functions and their effect on performance of search algorithms. Introduction to genetic algorithms.	4.0 hours
4.	Knowledge-based agents and logical problem solving: introduction to knowledge representation and propositional logic.	6.0 hours
5.	First-order logic as a basis for building intelligent agents capable of acting and reacting in a complex environment.	6.5 hours
6.	Knowledge engineering: building knowledge bases and automated theorem provers. Production systems as an example of logical problem solving.	5.5 hours
7.	Uncertainty representation and management: introduction to truth-maintenance systems and default reasoning.	4.5 hours
8.	Semantic Networks, Frames, and Description Logics.	3.0 hours
9.	Learning agents: learning from observations and examples. Decision trees and the ID3 algorithm.	3.0 hours
10.	Applications of AI: Semantic Web.	1.5 hours
11.	Student presentations and class discussions.	3.0 hours
	Total:	45.0 hours

Tests There will be two tests during the semester, and a final exam.

COURSE OUTLINE: Distributed Systems(Elective)

Course Outcomes

1. Understand the different Distributed Systems and the challenges involved in Design of the Distributed Systems.
2. Understand how computing power is created and synchronized in Distributed systems
3. Design and Implement Distributed applications using Technologies like RPC, threads.
4. Learn how to store data in Distributed File System.
5. Understand How Distributed Shared Memory is managed.

PROGRAMME OUTCOMES LIST

PO-A An ability to apply knowledge of computing, mathematics, science and engineering appropriate to Computer Science Engineering.

PO-B An ability to design and conduct experiments, as well as to analyze and interpret data.

PO-C An ability to design ,implement and evaluate a computer based system ,process or component to meet desired needs within realistic constraints ,such as economic , environmental ,social, ethical , safety, manufacturability , and sustainability constraints.

PO-D An ability to function effectively on multidisciplinary teams to accomplish a common goal

PO-E An ability to identify, formulate and analyze a computer Science and Engineering problem and define the requirements appropriate to its solution.

PO-F An ability to communicate effectively with a range of audiences.

PO-G Knowledge of contemporary Computer Science and Engineering issues.

PO-H An ability to use current techniques, skills, and tools necessary for Computer Science and Engineering issues.

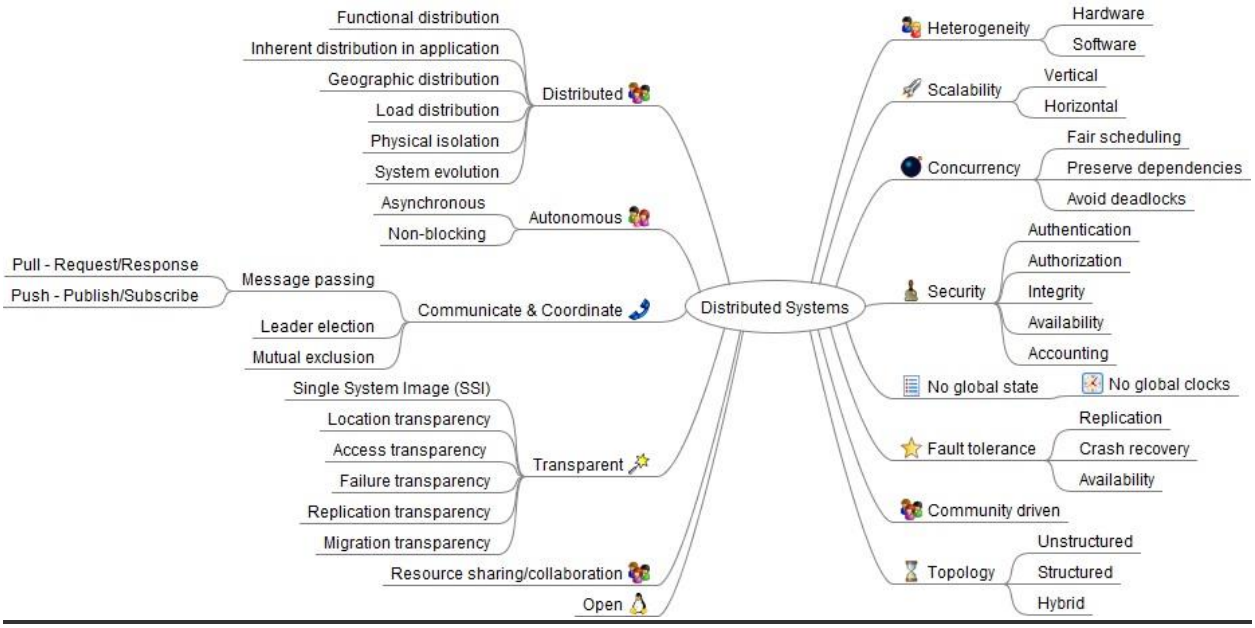
PO-I An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.

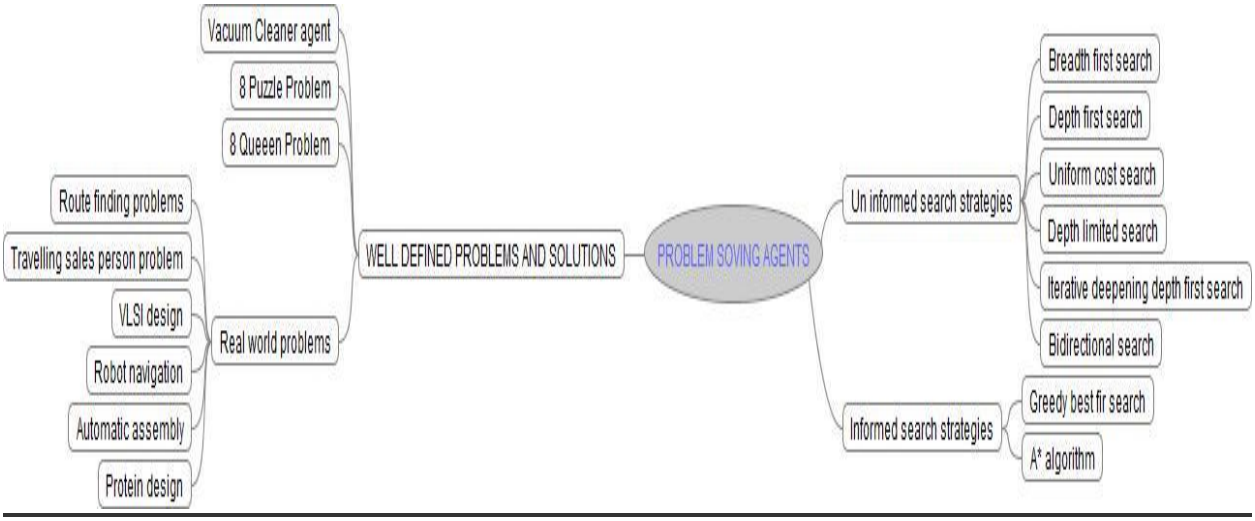
PO-J An ability to acquire the foundations to do well in graduate studies.

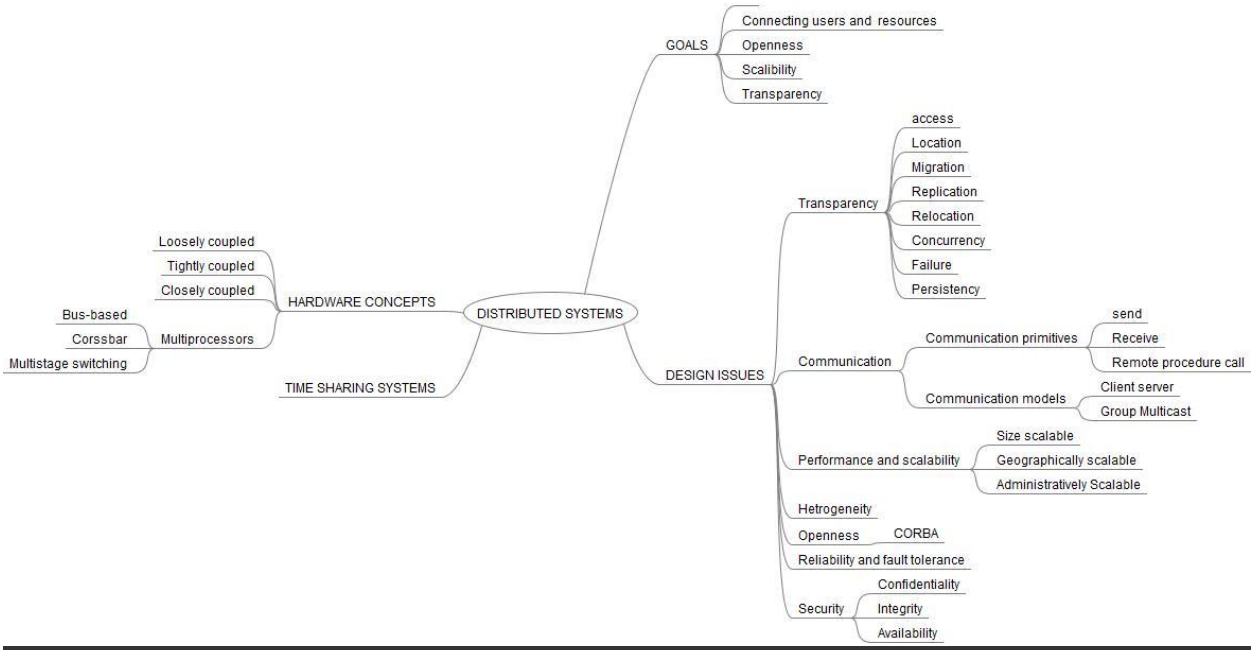
PO-K An ability to participate and succeed in competitive examinations and campus recruitments etc

MINDMAP DIAGRAMS

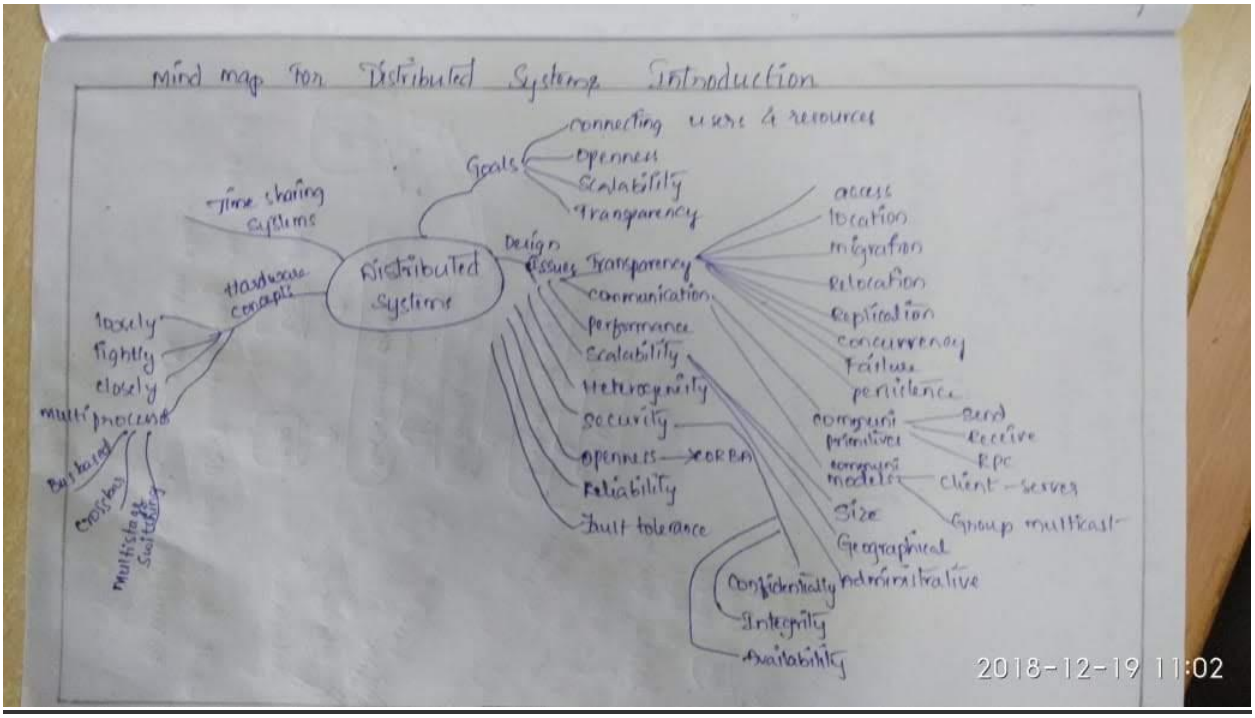
Faculty prepared:

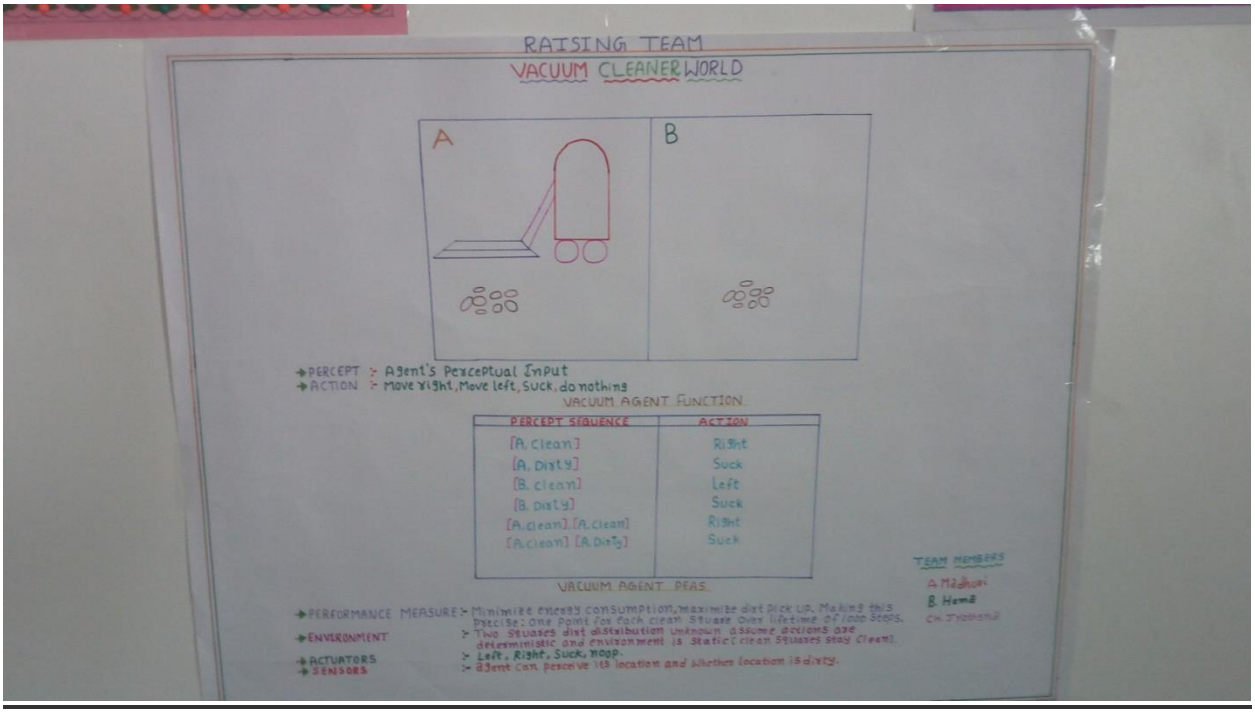


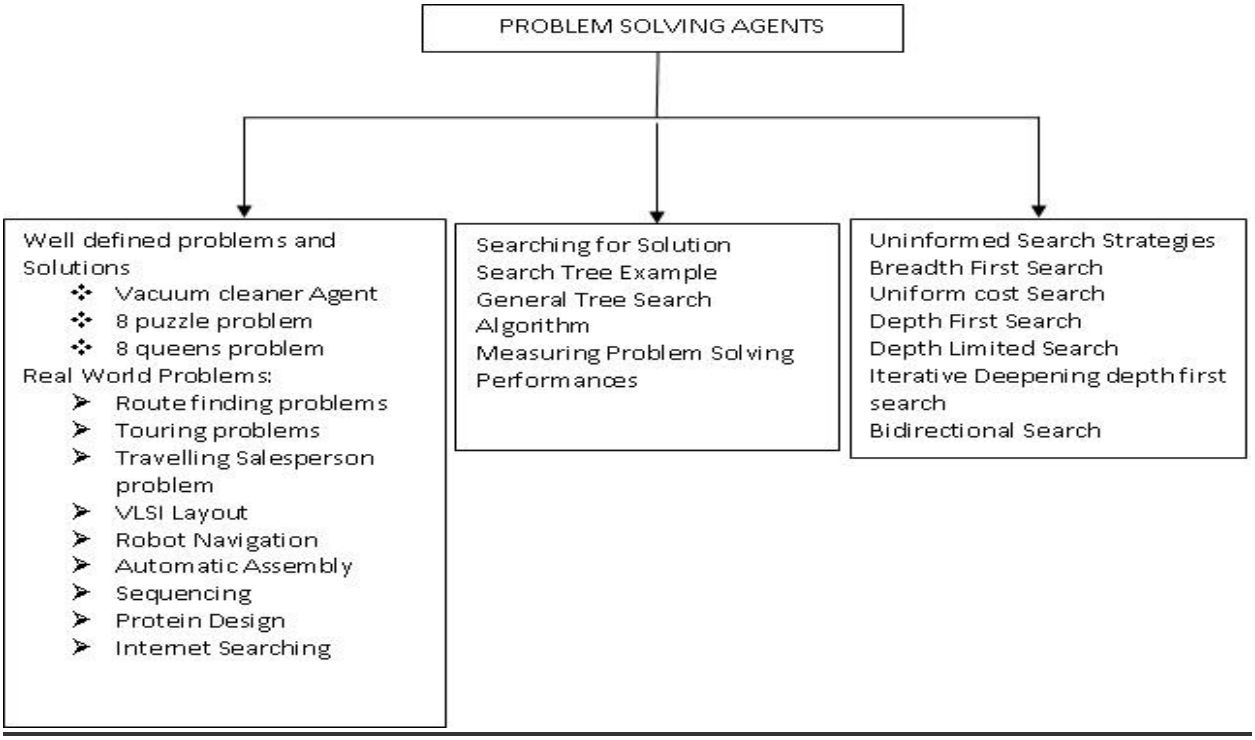


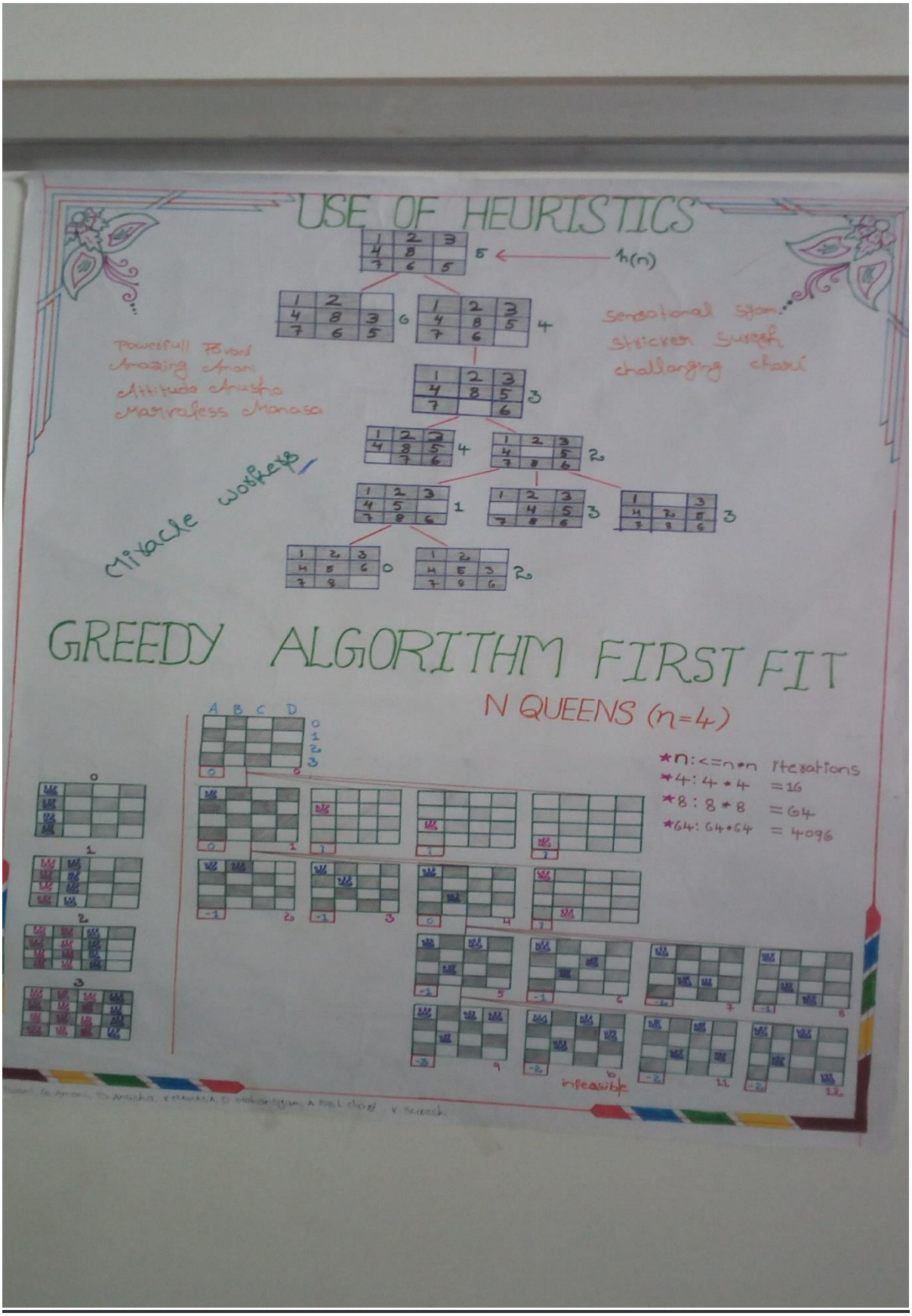


Student Preprared:




RAISING TEAM
VACUUM CLEANER WORLD
A
B
PERCEPT :- Agent's Perceptual Input
ACTION :- Move Right, Move left, Suck, do nothing
VACUUM AGENT FUNCTION
PERCEPT SEQUENCE
ACTION
[A, Clean]
Right
[A, Dirty]
Suck
[B, Clean]
Left
[B, Dirty]
Suck
[A, Clean], [A, Clean]
Right
[A, Clean], [A, Dirty]
Suck
VACUUM AGENT PEAS
PERFORMANCE MEASURE :- Minimize energy consumption, maximize dirt Pick up, Making this Precise: One Point for each clean Square over lifetime of 1000 steps.
ENVIRONMENT :- Two Squares dirt distribution unknown assume actions are deterministic and environment is Static (clean Squares stay Clean).
ACTUATORS :- Left, Right, Suck, Nopp.
SENSORS :- Agent can perceive its location and whether location is dirty.
TEAM MEMBERS
A Madhavi
B. Hema
CH Jyothsna


PROBLEM SOLVING AGENTS
Well defined problems and Solutions
Vacuum cleaner Agent
8 puzzle problem
8 queens problem
Real World Problems:
Route finding problems
Touring problems
Travelling Salesperson problem
VLSI Layout
Robot Navigation
Automatic Assembly
Sequencing
Protein Design
Internet Searching
Searching for Solution
Search Tree Example
General Tree Search Algorithm
Measuring Problem Solving Performances
Uninformed Search Strategies
Breadth First Search
Uniform cost Search
Depth First Search
Depth Limited Search
Iterative Deepening depth first search
Bidirectional Search


USE OF HEURISTICS
h(n)
Powerfull Rivan
Amazing Arun
Attitude Anusha
Mastraless Manasa
sensational Sjan
Stricker Suresh
challanging Chandu
Miracle workers
GREEDY ALGORITHM FIRST FIT
N QUEENS (n=4)
*n:<=n*n Iterations
*4: 4*4 =16
*8: 8*8 =64
*64: 64*64 = 4096
infeasible

LESSON PLAN

PREVIOUS:(Before ECAP implementation)

2/3 MCA FIRST SEMESTER - Artificial Intelligence

Instruction: 4 Periods/week

Internal: 25 Marks External: 75 Marks Total: 100 Marks Time: 3 Hours

DAILY – DELIVERY REPORT

Sno	Date & Hour	Topic to be delivered	Remarks
		PART I : PROBLEMS & SEARCH	
1		Introduction class (AI Syllabus, Text Boooks)	
2		Definition of AI , Types of AI problems	
3		Underlying Assumption, AI technique,Level of the model, Criteria for Success	
4		AI technique,Level of the model, Criteria for Success	
5		Defining Problem as a state space search- Chess and Water jug problems	
6		Forming General approach doe problems	
7		Production System, Control strategy- BFS, DFS, Heuristic Search	
8		Problem Characteristics (1 to 4)	
9		Problem Characteristics (5 to 8)	
10		Production system Characteristics	
11		Issues in the design of search programs, Additional problems	
12		Heuristic Search Techniques Generate And Test	
13		Hill Climbing(simple) Algorithms	
14		Steepest Ascent Hill Climbing Algorithm	
15		Simulated Annealing Algorithm	
16		Best First Search – OR graphs	
17		A* Algorithms	

Lesson Plan_Session Plan (After Ecap Implementation):

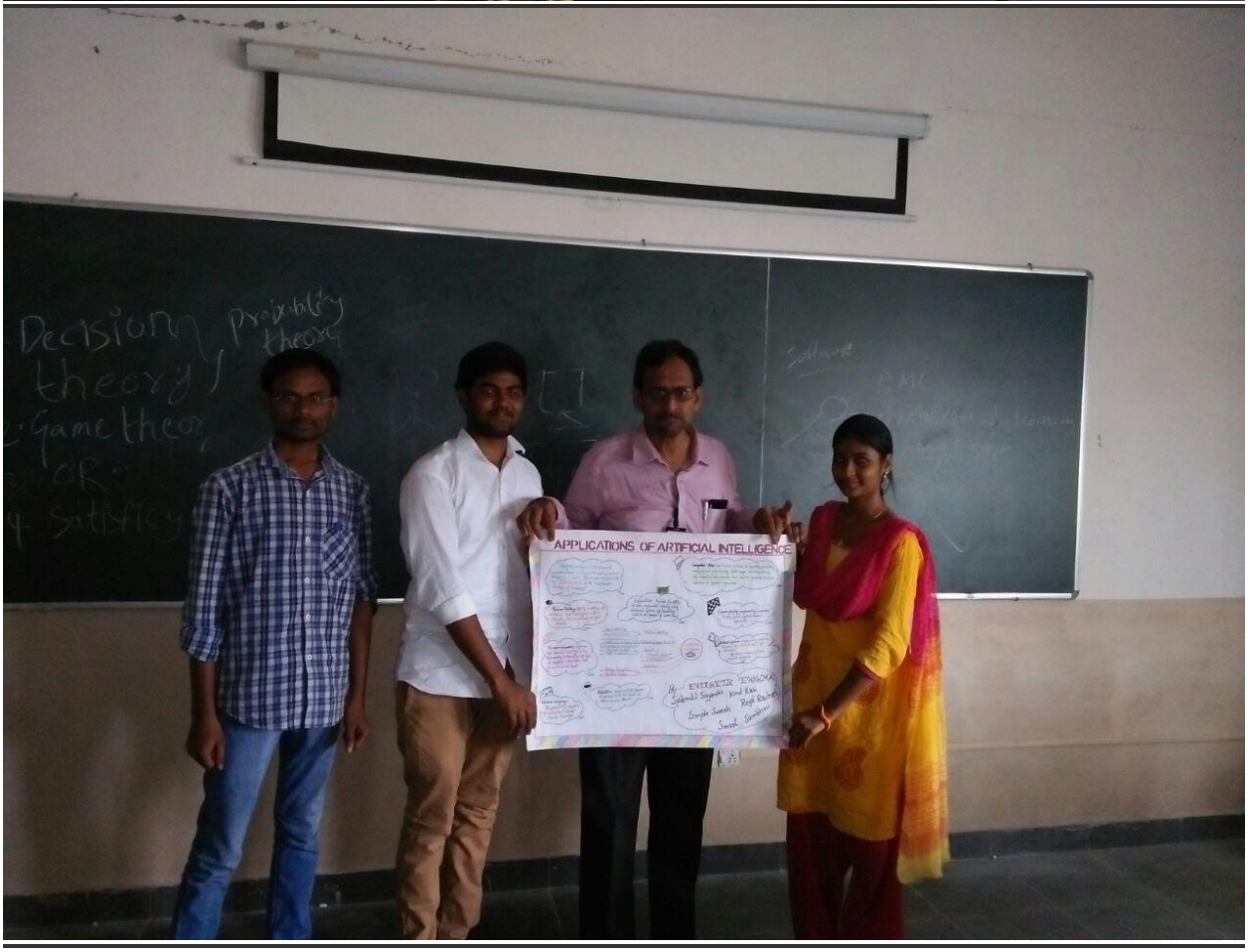
LESSON PLAN (Artificial Intelligence)						
1	**Session**	10				
2	**Chapter**	**9 Weak Slot and Filler Structures**				
3	**Part**	**II**				
4	**Introduction, need and benefits of this session**					
	Knowledge Representation using Semantic Nets and Frames					
5	**Key Concepts**					
	A	Semantic Nets				
	B	Partition Semantic Nets				
	C	Frames				
	D	Representing Frames				
	E	Tangled Hierarchies				
	F					
6	**Handouts prepared**					
7	**Visual Aid Prepared**					
8	**Power Point Presentation**					
9	**Book Leads**					
	Artificial Intelligence	Eliane Rich and Kevin Knight	Tata Mc. Graw Hill	Pages	251-270	
				Pages		
10	**Internet Leads**					
				Pages		
				Pages		
11	**Home Work/Unit Assignments**					
	examples practice					
12	**Activity**					
	Teaching and Learning					
12	**Objective**					
	TO ger familiarity of Knowledge Representation using Seamantic nets and Frames					

ACTIVITIES CONDUCTED

CHART-WORK:

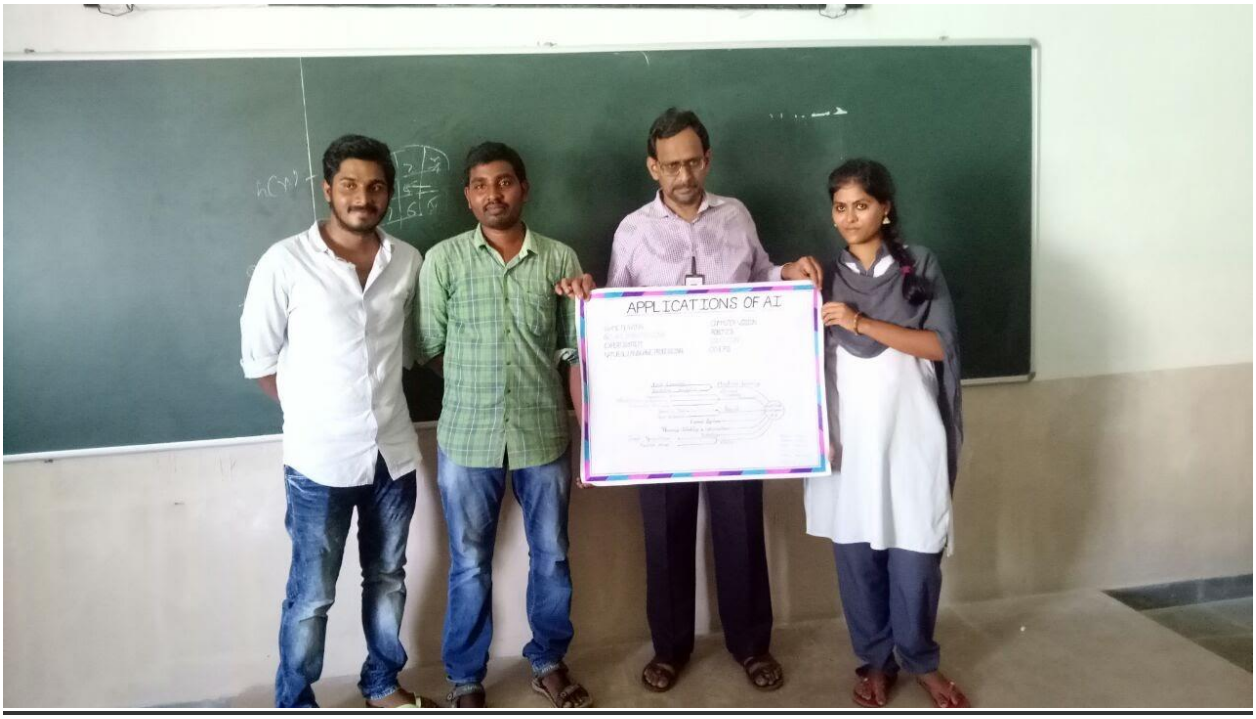

VACCUME AGENT PEAS


ENVIRONMENT TYPES


Decision theory
Probability theory
APPLICATIONS OF ARTIFICIAL INTELLIGENCE


1. Decision theory
Probability theory
2. Game theory
OR
4. Satisficy
HUMAN VS COMPUTER


HUMAN&COMPUTER

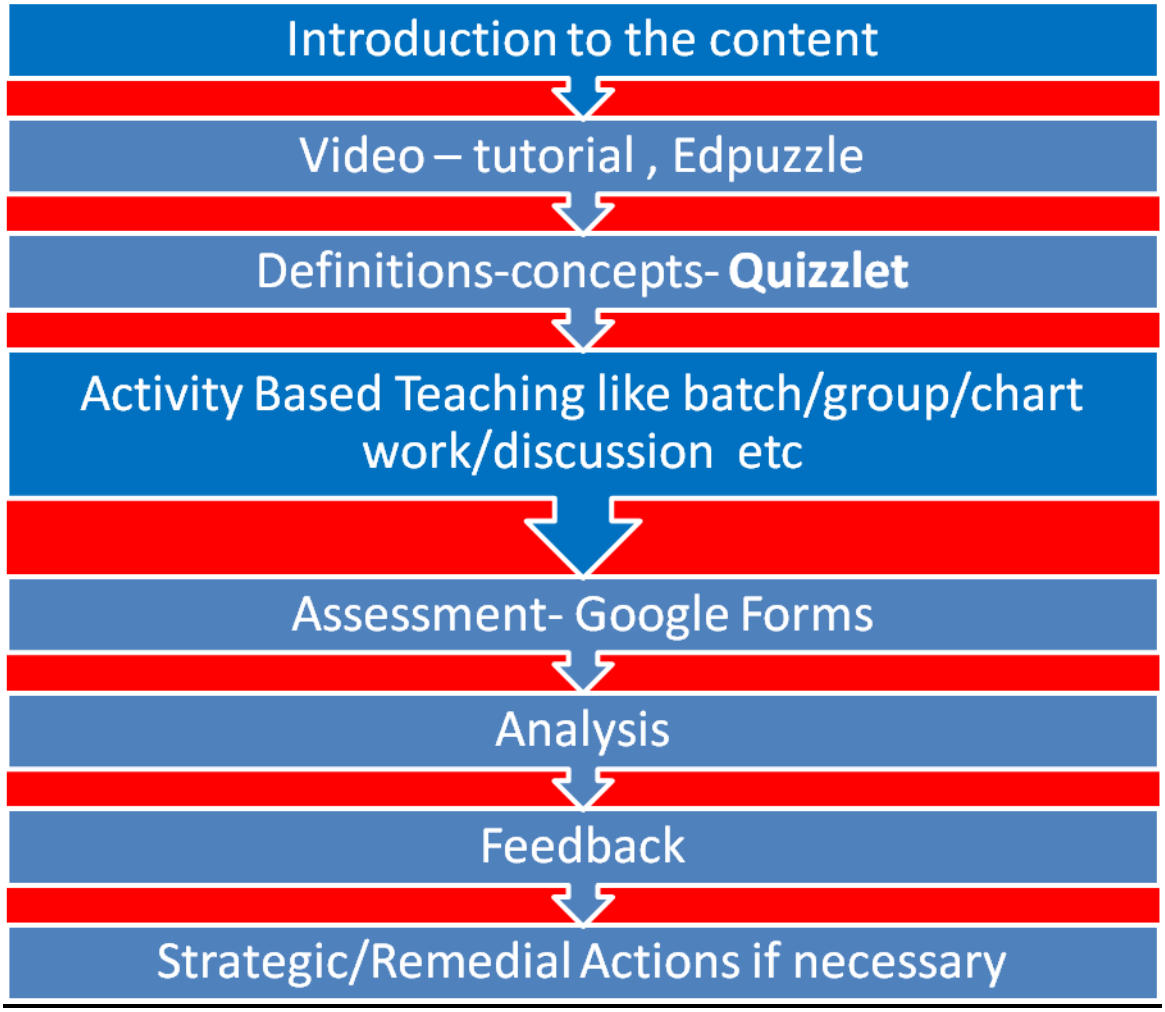

APPLICATIONS OF AI

Given two pieces of paper one paper contains the term, and the other contains Definition. Student with term having to find out student with definition.

CLT : methods

- Measuring expertise and adapting instruction accordingly.
- Reducing the problem space by breaking problems down into parts, and by using partially completed problems and worked examples.
- Merging together multiple sources of visual information whenever possible.
- Extending the capacity of working memory by using both visual and auditory channels.

COURSE CONTENT AND DELIVERY:



ADDIE (Analyze, Design, Develop, Implement, Evaluate)

Analysis:

1. Syllabus – order of delivering the content
2. Faculty assignment
3. Time table preparation
4. Guest Lectures if necessary
5. List of activities to be conducted
6. Student Project development if any

Design

1. Preparation of Content
2. Posting of Content in Google Classroom
3. Creation of test/concepts in Google forms, Quizlet, Edpuzzle, freemind etc.,
4. Assigning Faculty and Students
5. Schedule of Events if any

Develop

1. Initiation of class room activities:
   Identification of Fast/Medium/Slow Learners by a test/previous academic record/personal interview
2. Chart preparation
3. Group (pair wise) Learning
4. Student-Student Learning
5. Student Presentations on selected topics
6. Assignment – From Library Reference/Web Reference

Implementation:

1. Implementation of Course Content through Google classroom

2. Information/doubts through WhatsApp messages
3. Conducting of Quiz using Google Forms
4. Clearing misconceptions through Group activity / Quizlet-Flashcards creation.
5. Design of Mind map diagrams by students
6. Faculty square interaction with students
7. Tutorial Session/Problem solving methods
8. Student projects implementation

Evaluation:

1. Evaluation of Student performance by online cum offline methods.
2. Assessment of student understanding and representation of the content delivered
3. Getting Feedback from students
4. Providing suggestion to students for their excellence in final examinations

MOTIVATE STUDENTS TO TAKE OWNERSHIP OF THEIR OWN LEARNING AND LEARN BETTER

Students are instructed to take responsibility for delivering the content of their interest subject area through power point presentations.

Students are motivated to learn themselves by suggesting online courses to meet the industry requirements apart from academic curriculum.

Students are given training on advanced technology aspects like AWS and PYTHON, DATA SCIENCE to create an interest to learn.

Providing more practical exposure than class room teaching by giving mini projects or arrange internships etc.,

Are faculty effectively verifying learning to perform mid-course corrections as necessary:

Before start of course, every student is provided full details of subject such as:

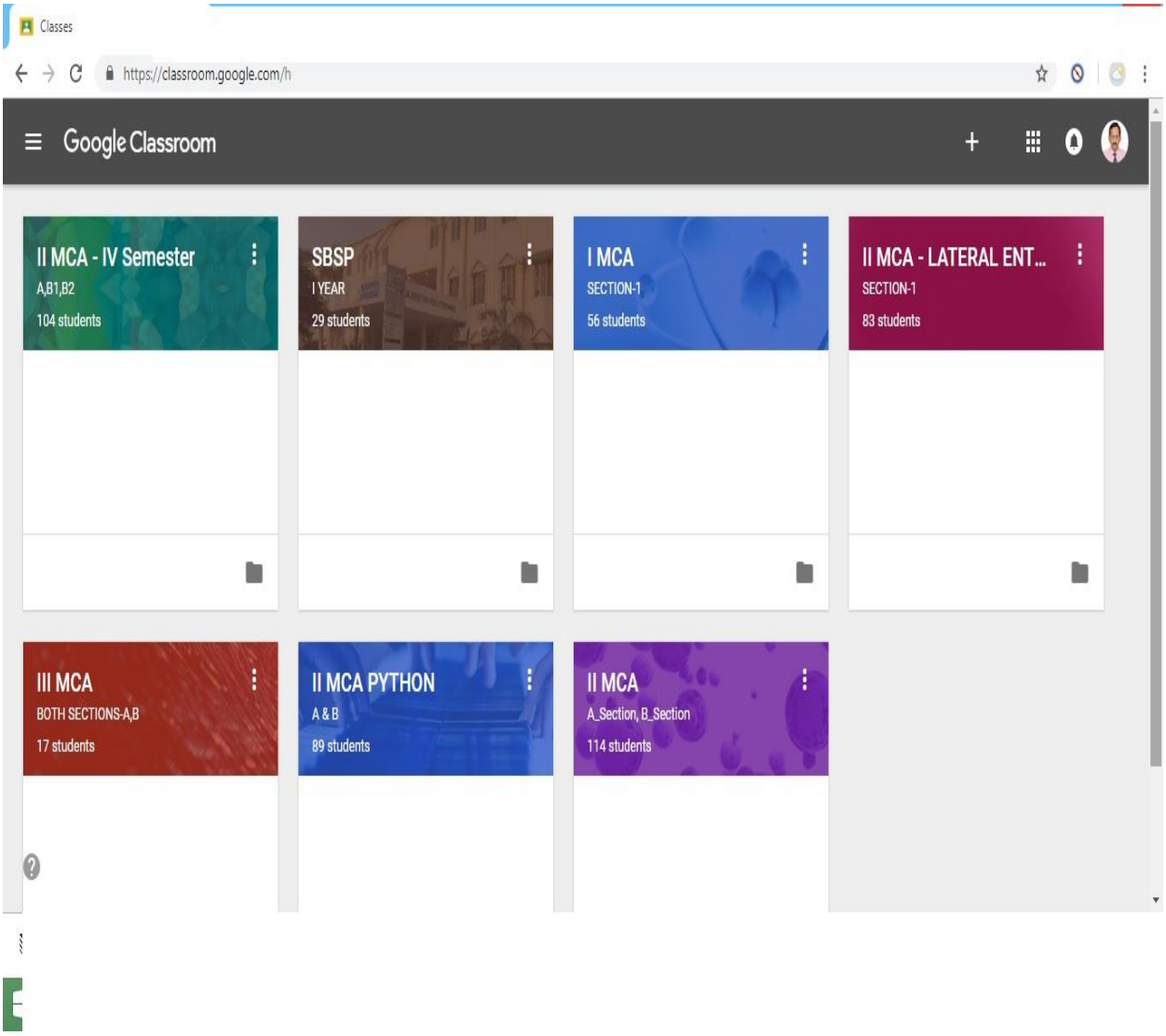
Unit wise Short/ Essay Questions keeping in view of university Examinations.

Giving important concepts and its real time applications.

After First Mid Examinations, feedback is provided to every student about their performance, suggests them about areas to improve their performanced and if they express any difficulty, remedial classes are taken for them.

EDUCATIONAL TECHNOLOGY

GOOGLE CLASSROOM:

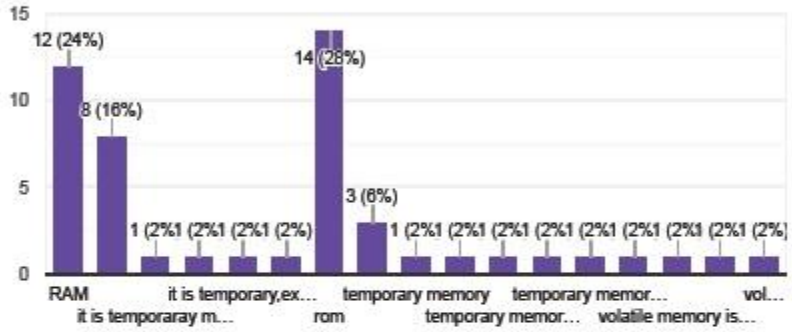


co viva questions

50 responses

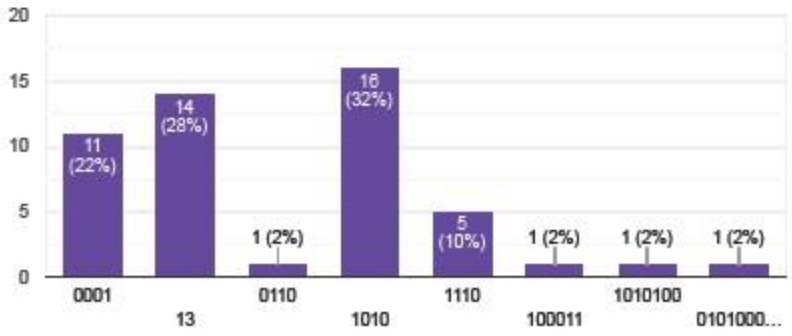
What is volatile memory?

50 responses



The arithmetic shift left of 1101 is:

50 responses



co viva questions

FIRST MCA FIRST SEMESTER

* Required

1. **Email address** *

2. **What is volatile memory?** *

3. **The arithmetic shift left of 1101 is:** *

4. **As per Rules of Boolean Algebra x+yz =** *

5. **Don't care condition means** *

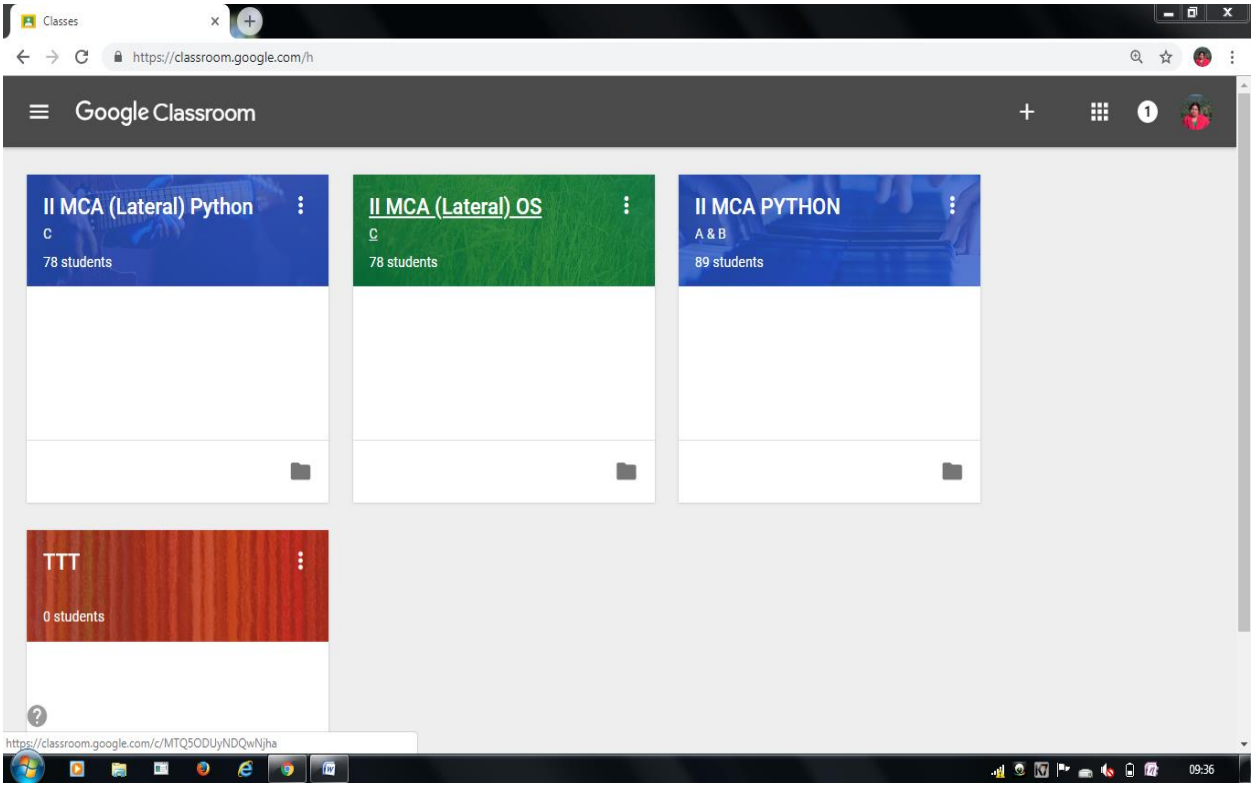
6. **what is purpose of load signal for a register** *

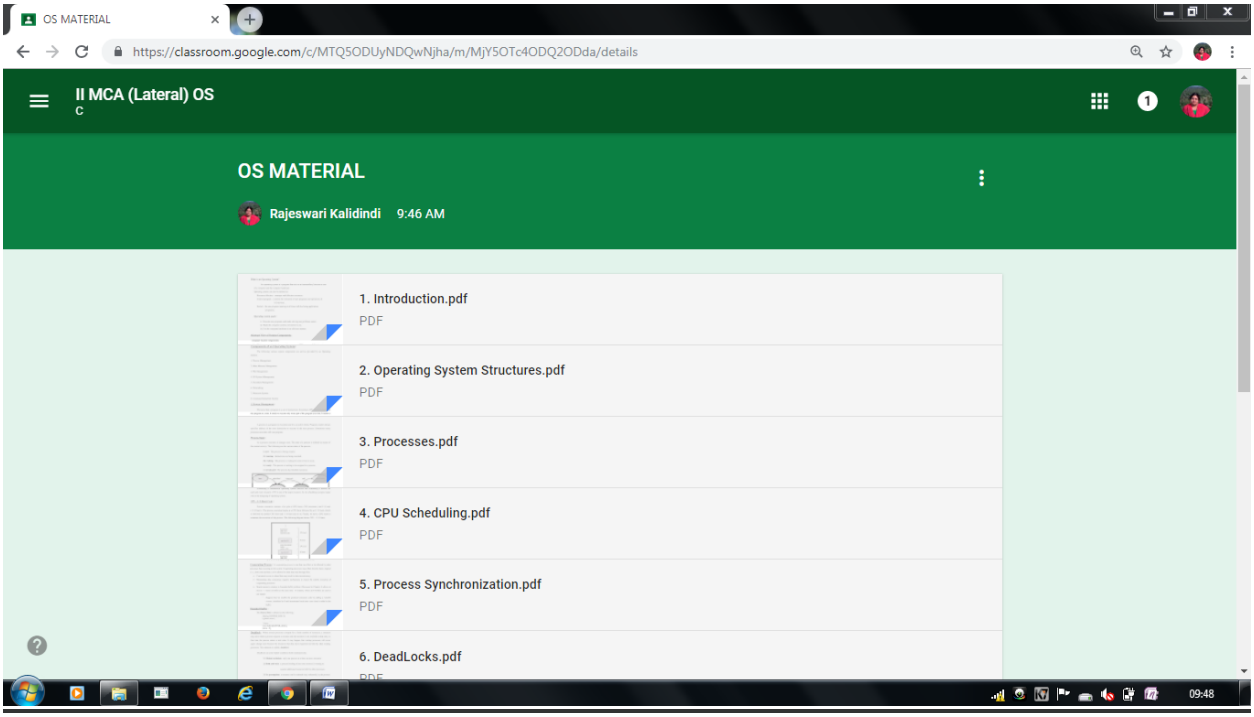
7. **what is the flip-flop used for Master-Slave flip-flop** *

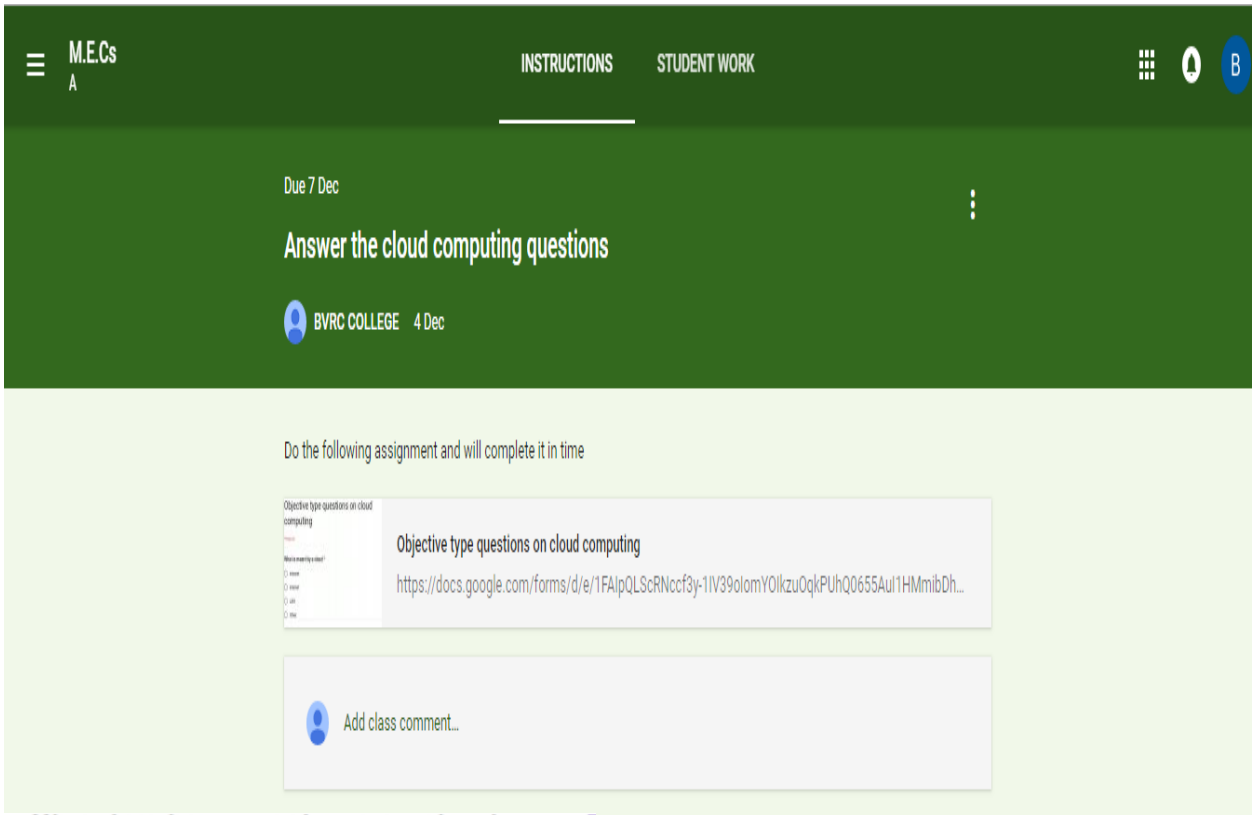
8. **Decimal equivalent of hexadecimal number F3 is** *

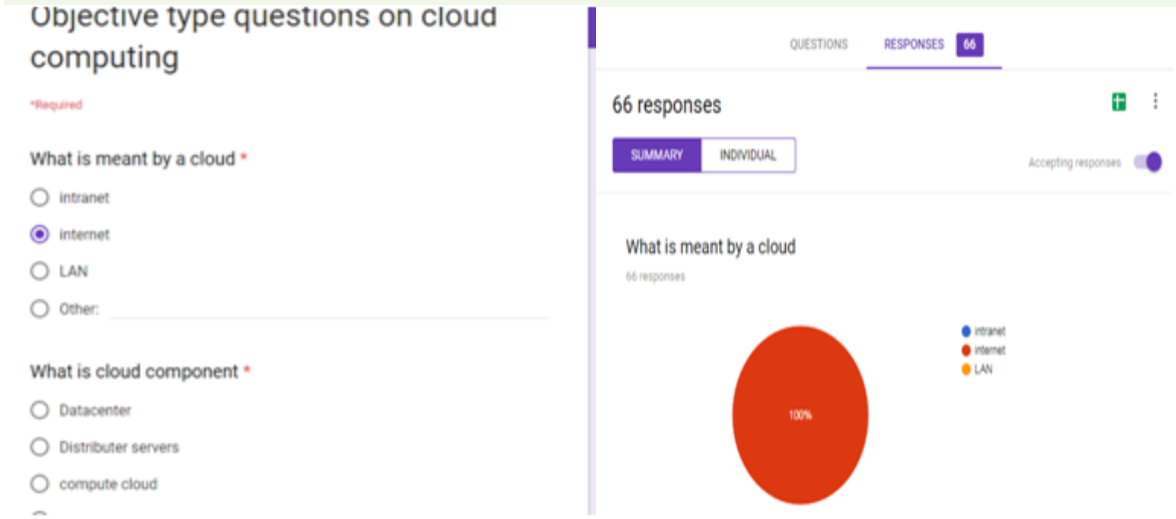
9. **How to identify overflow with 8-bit binary with 8-bit registers for addition operation** *

10. **What is the BCD representation of 4385 decimal** *

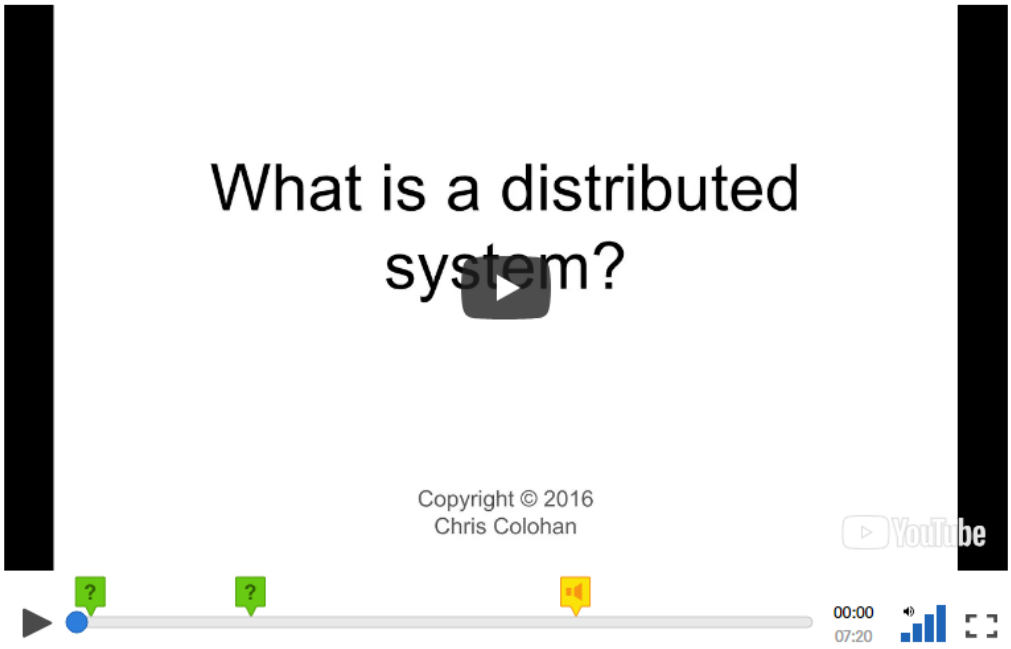

Classes
https://classroom.google.com/h
Google Classroom
II MCA (Lateral) Python
C
78 students
II MCA (Lateral) OS
C
78 students
II MCA PYTHON
A & B
89 students
TTT
0 students
https://classroom.google.com/c/MTQ5ODUyNDQwNjha
09:36


OS MATERIAL
https://classroom.google.com/c/MTQ5ODUyNDQwNjha/m/MjY5OTc4ODQ2ODda/details
II MCA (Lateral) OS
C
OS MATERIAL
Rajeswari Kalidindi 9:46 AM
1. Introduction.pdf
PDF
2. Operating System Structures.pdf
PDF
3. Processes.pdf
PDF
4. CPU Scheduling.pdf
PDF
5. Process Synchronization.pdf
PDF
6. DeadLocks.pdf
09:48


M.E.Cs
A
INSTRUCTIONS
STUDENT WORK
B
Due 7 Dec
Answer the cloud computing questions
BVRC COLLEGE 4 Dec
Do the following assignment and will complete it in time
Objective type questions on cloud computing
https://docs.google.com/forms/d/e/1FAIpQLScRNccf3y-1IV39oIomYOIkzu0qkPUhQ0655AuI1HMmibDh...
Add class comment...


Objective type questions on cloud computing
*Required
What is meant by a cloud *
intranet
internet
LAN
Other:
What is cloud component *
Datacenter
Distributer servers
compute cloud
QUESTIONS
RESPONSES 66
66 responses
SUMMARY
INDIVIDUAL
Accepting responses
What is meant by a cloud
66 responses
intranet
internet
LAN
100%

edpuzzle



L1: What is a distributed system?

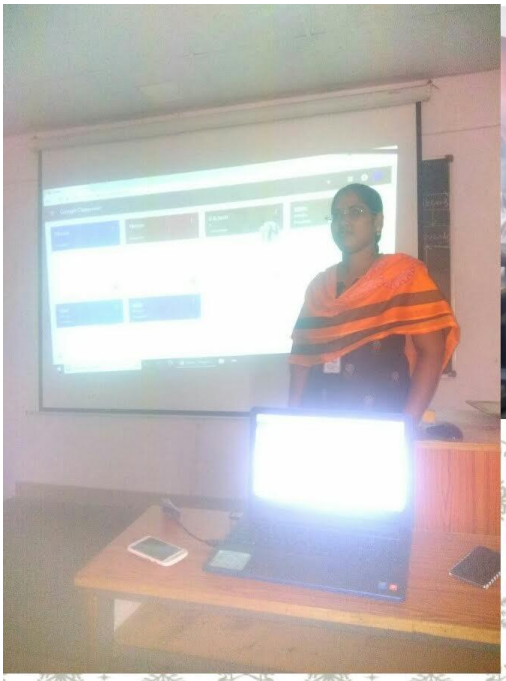
BHASKARA MURTHY VEERUBHOTLA

Quizlet Search Create

17 terms quizlette898334

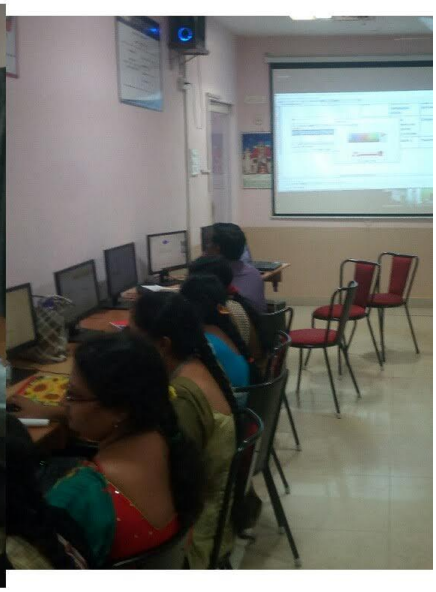
GLOSSARY IN DS


Google Classroom Demo
by V Neelima BVRC Leadership Team

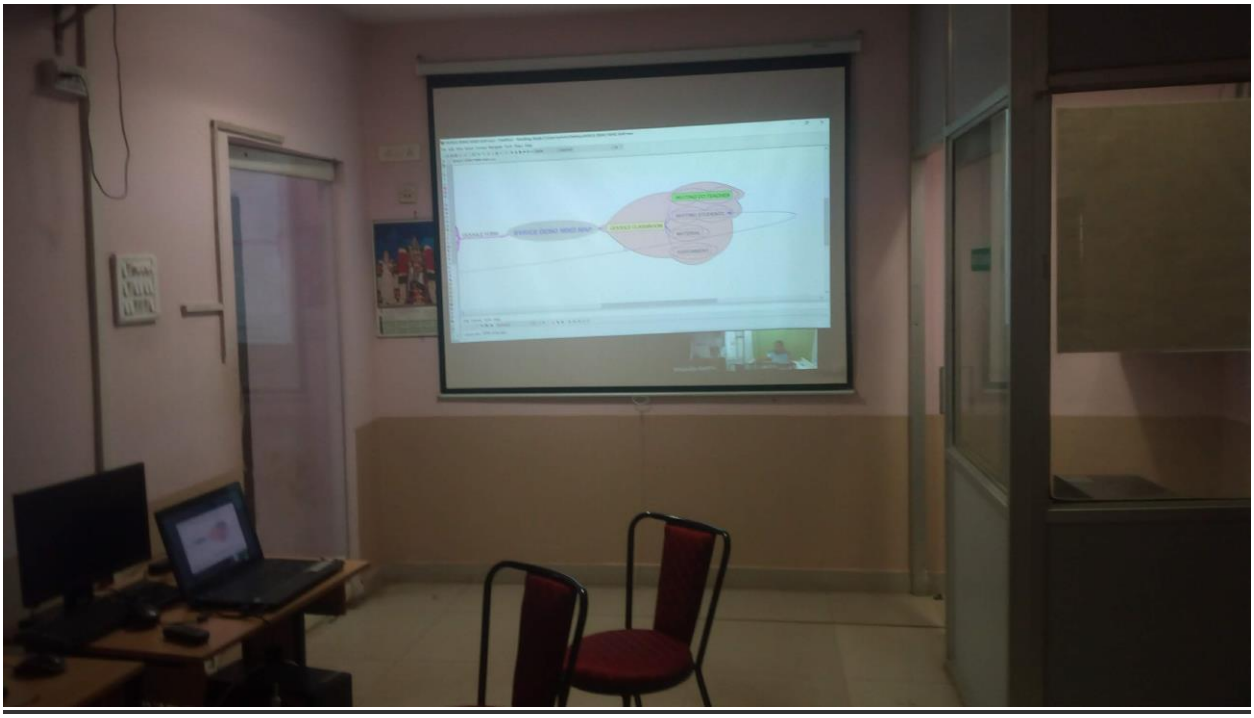


Google classroom demo
Session 2
At BVRC 30/6/2018

TTT virtual class by Dr. Lakshmi 3/12/2018 at BVRC



TTT-WORKSHOP (VIRTUALMODE)

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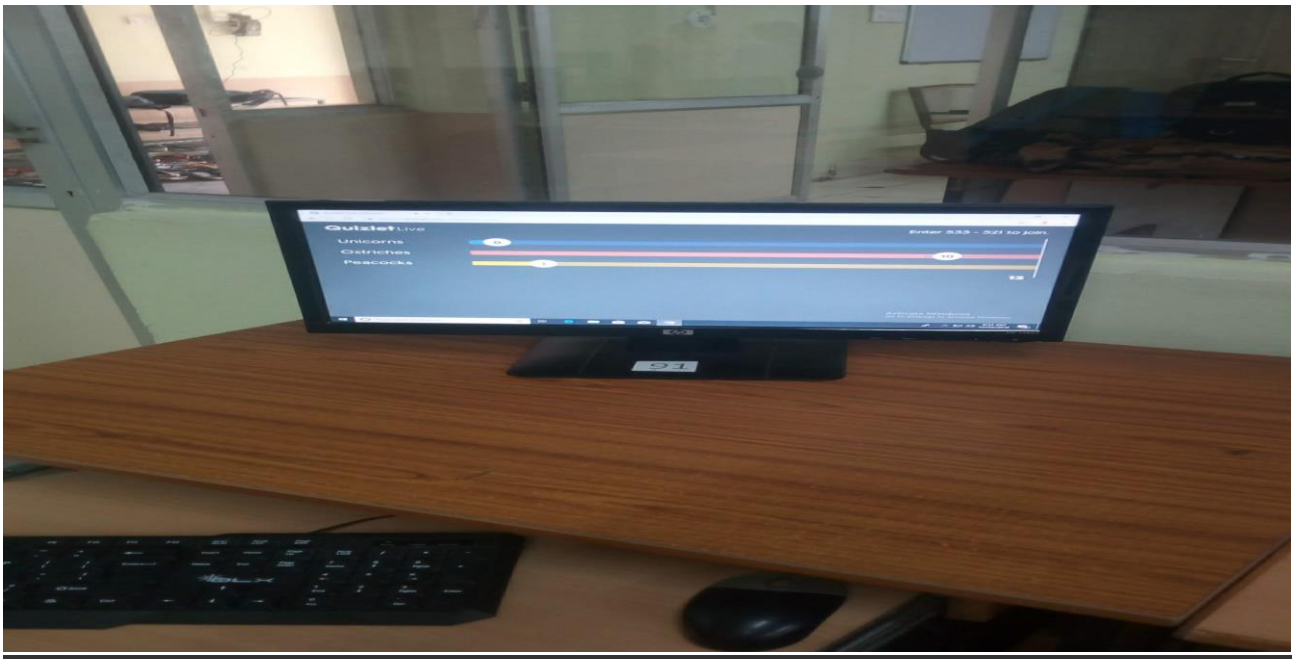
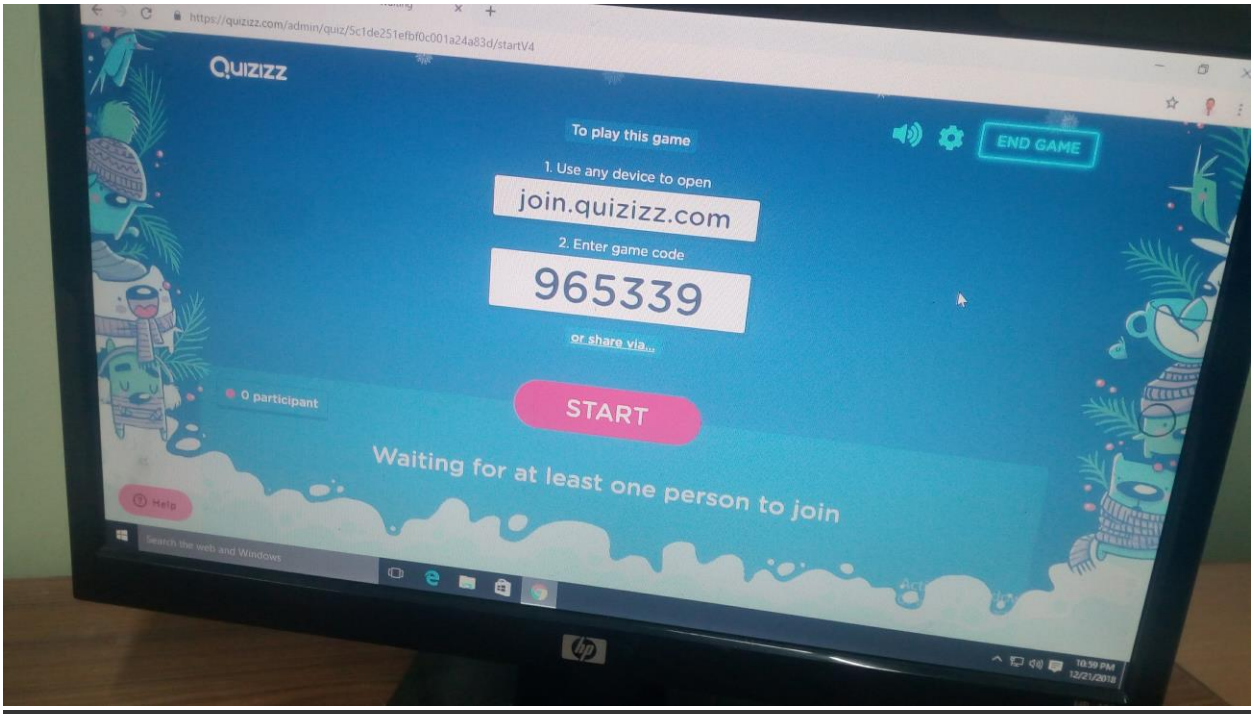
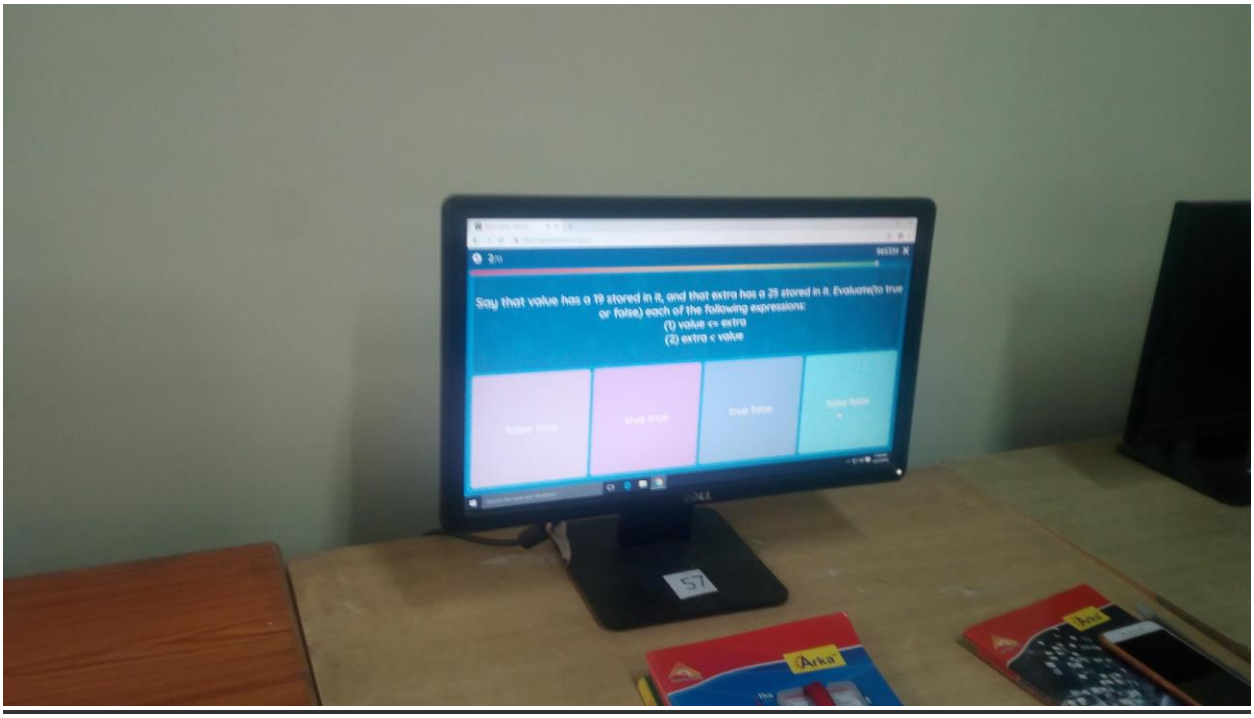
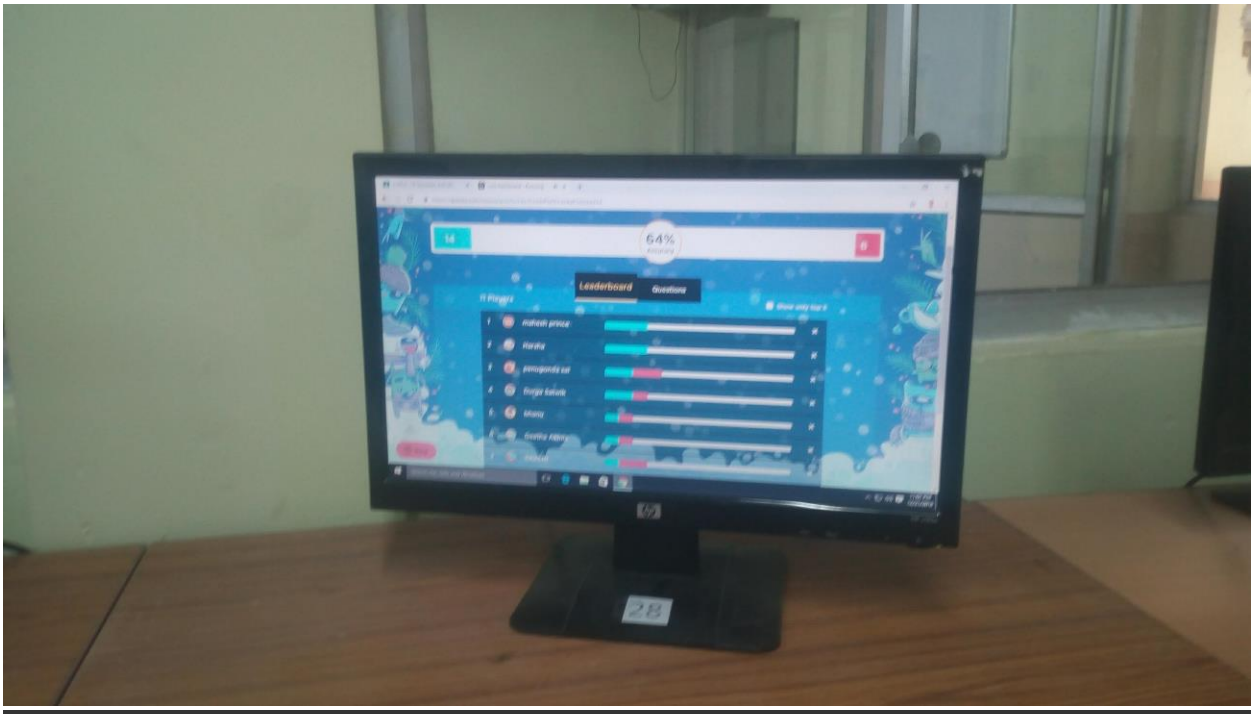
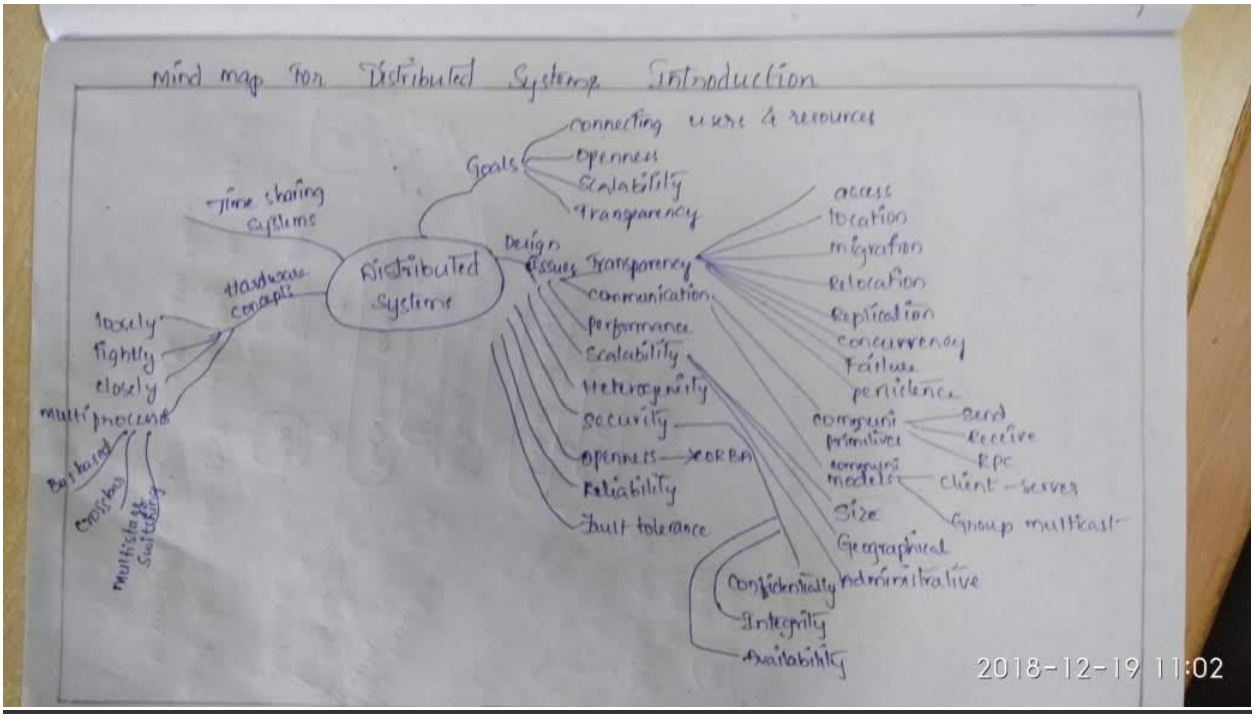
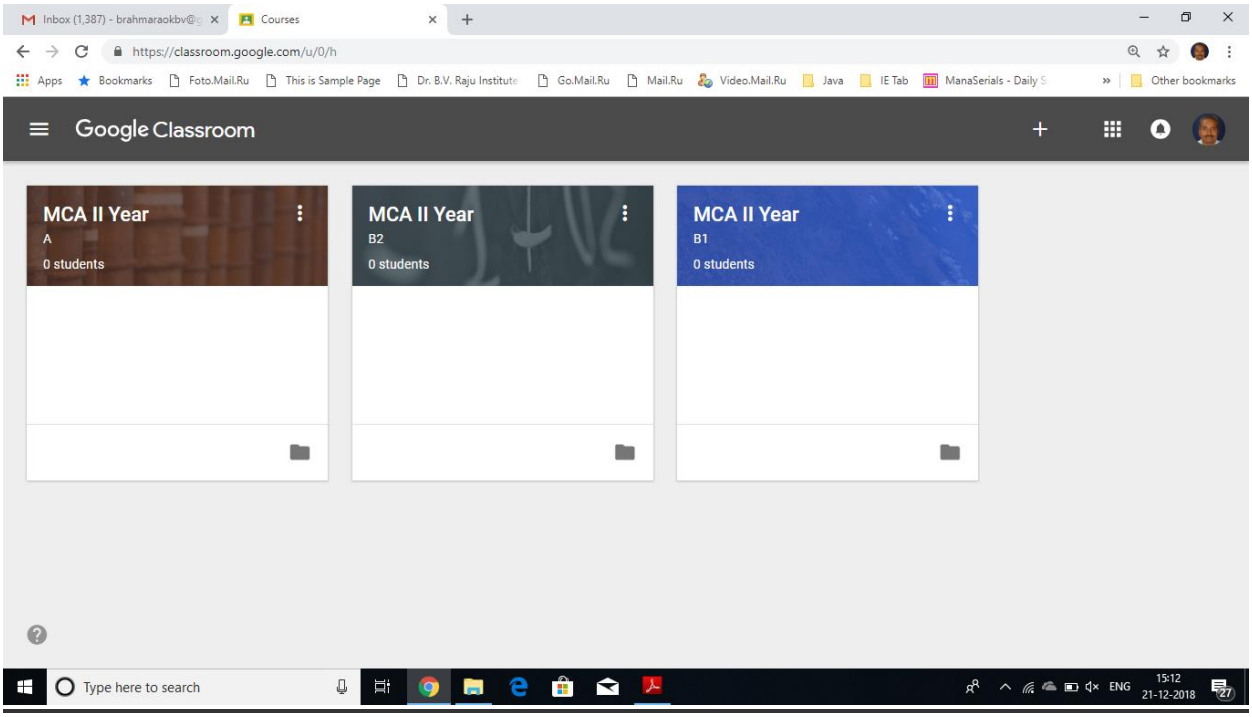

Quizlet Live
Unicorns
Ostriches
Peacocks

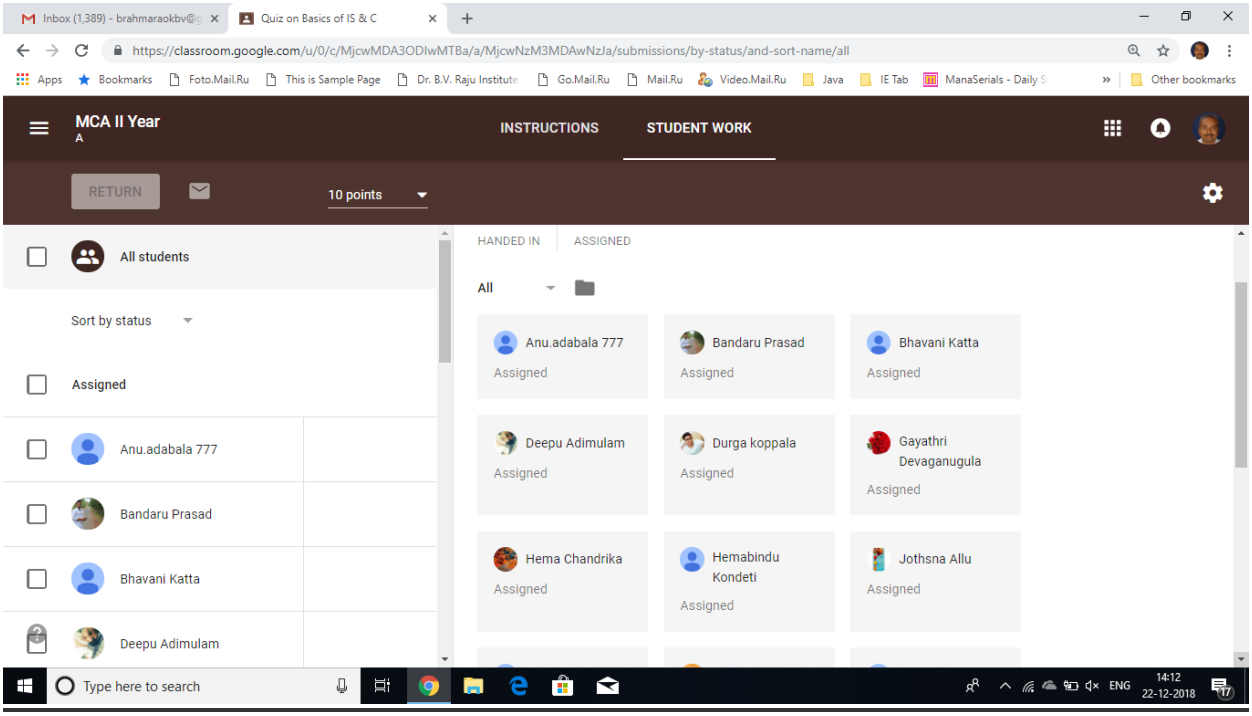

https://quizizz.com/admin/quiz/5c1de251efbf0c001a24a83d/startV4
Quizizz
To play this game
END GAME
1. Use any device to open
join.quizizz.com
2. Enter game code
965339
or share via...
0 participant
START
Waiting for at least one person to join
Help
Search the web and Windows

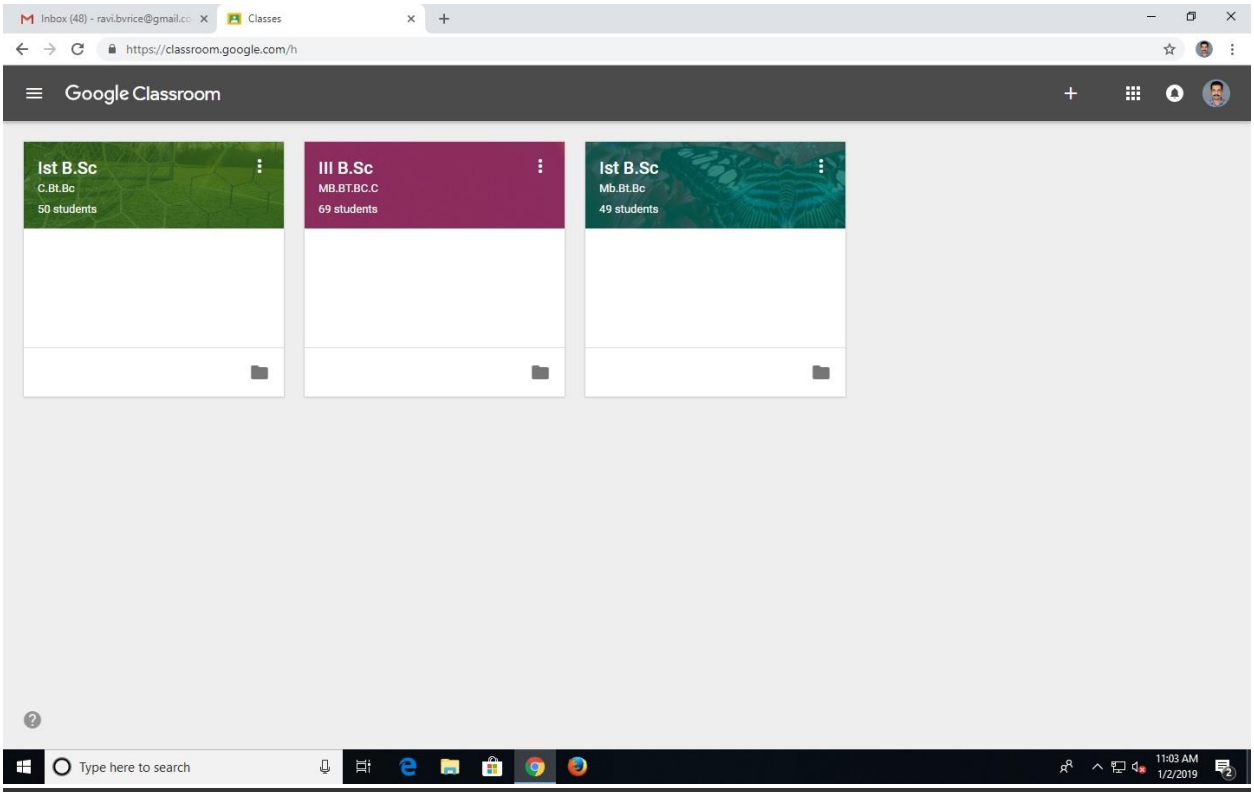

Say that value has a 19 stored in it, and that extra has a 25 stored in it. Evaluate(to true or false) each of the following expressions:
(1) value <= extra
(2) extra < value
true true
true false
57
Arka

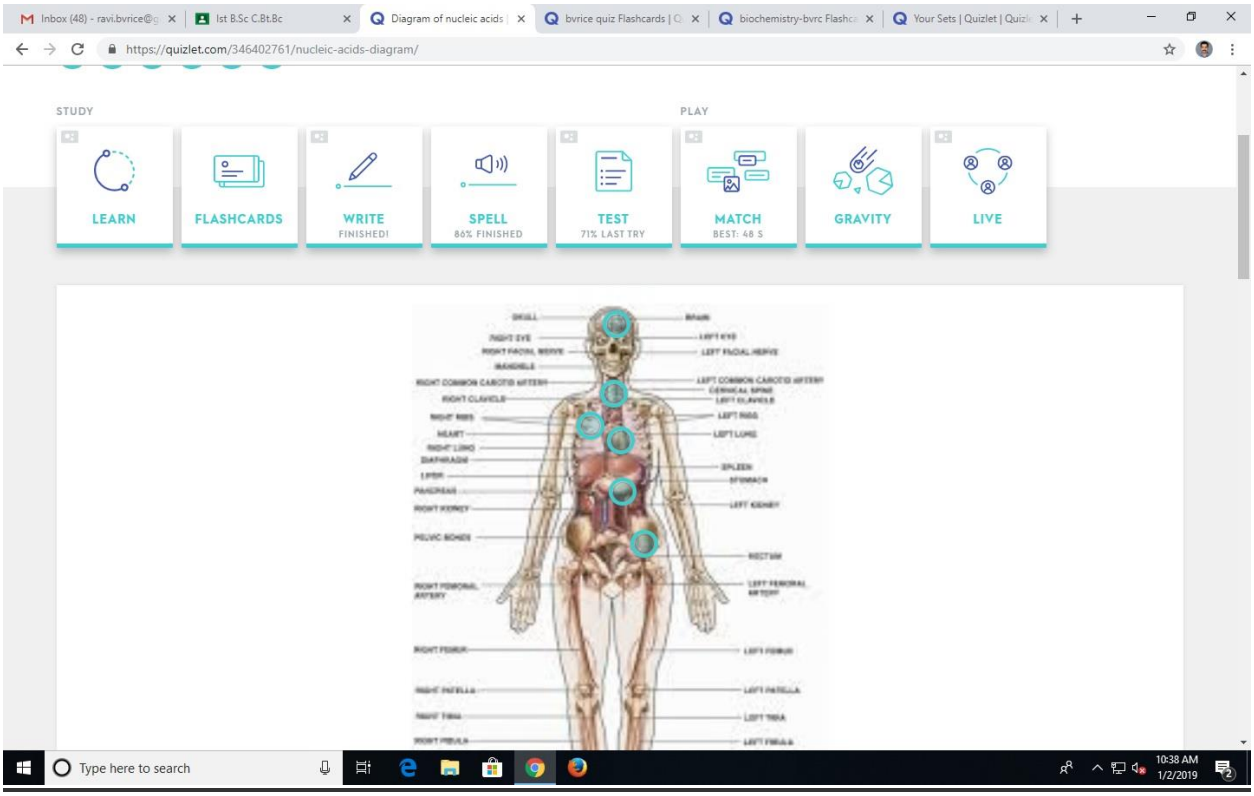

64%
Leaderboard
Questions
28


Mind map for Distributed Systems Introduction
Distributed Systems
Goals
connecting users & resources
openness
Scalability
Transparency
Design Issues
Transparency
access
location
migration
Relocation
replication
concurrency
Failure
persistence
communication
performance
Scalability
Heterogeneity
security
openness
CORBA
Reliability
fault tolerance
Size
Geographical
Administrative
Confidentiality
Integrity
Availability
message primitives
send
receive
RPC
message models
client-server
Group multicast
Time sharing systems
Hardware concepts
loosely
tightly
closely
multiprocessors
Bus based
Crossbar
multistage switching
2018-12-19 11:02

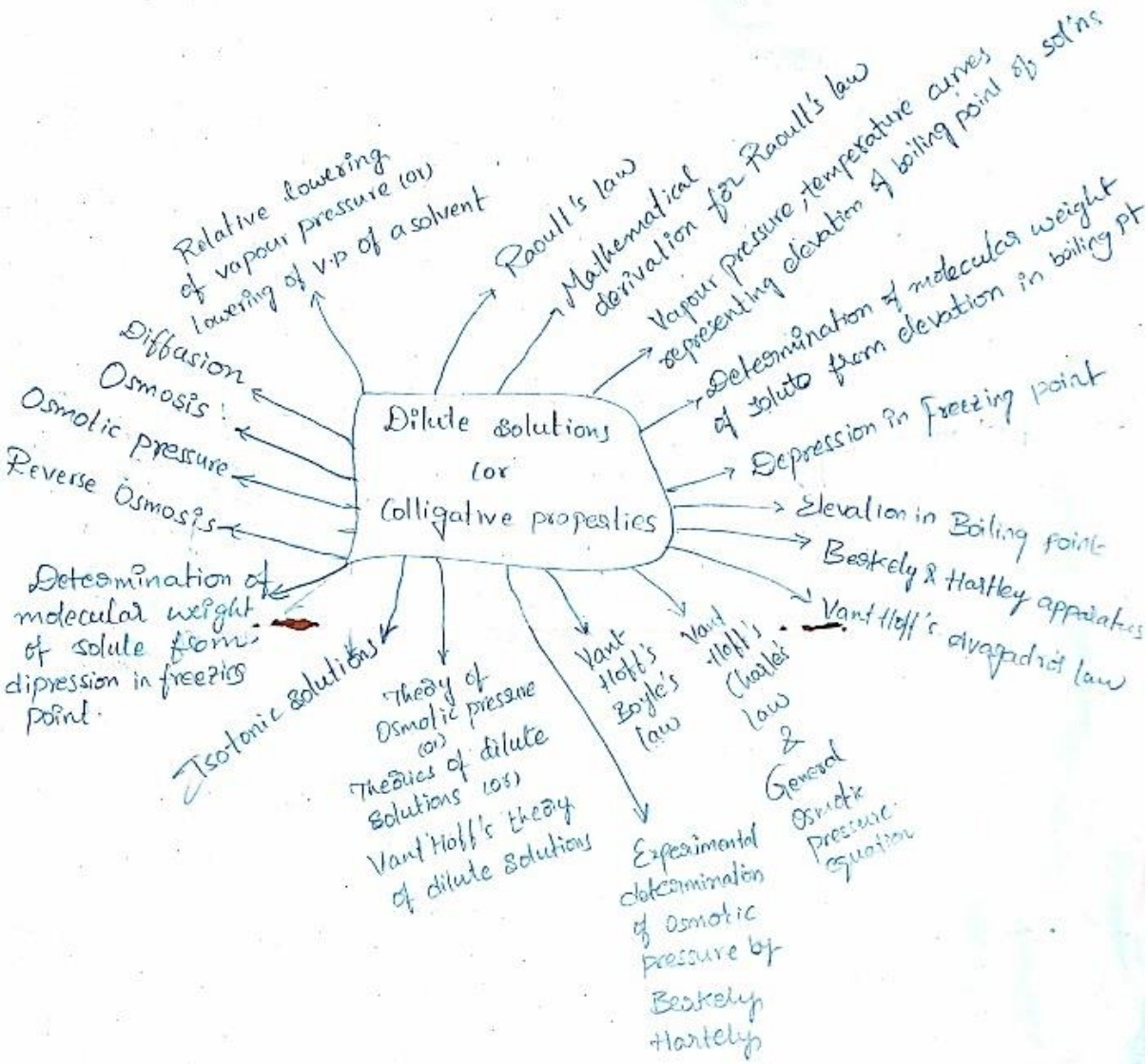

Inbox (1,387) - brahmaraokbv@
Courses
https://classroom.google.com/u/0/h
Apps
Bookmarks
Foto.Mail.Ru
This is Sample Page
Dr. B.V. Raju Institute
Go.Mail.Ru
Mail.Ru
Video.Mail.Ru
Java
IE Tab
ManaSerials - Daily S
Other bookmarks
Google Classroom
MCA II Year
A
0 students
MCA II Year
B2
0 students
MCA II Year
B1
0 students
Type here to search
ENG
15:12
21-12-2018


Inbox (1,389) - brahmaraokbv@
Quiz on Basics of IS & C
https://classroom.google.com/u/0/c/MjcwMDA3ODIwMTBa/a/MjcwNzM3MDAwNzJa/submissions/by-status/and-sort-name/all
Apps
Bookmarks
Foto.Mail.Ru
This is Sample Page
Dr. B.V. Raju Institute
Go.Mail.Ru
Mail.Ru
Video.Mail.Ru
Java
IE Tab
ManaSerials - Daily S
Other bookmarks
MCA II Year
A
INSTRUCTIONS
STUDENT WORK
RETURN
10 points
All students
Sort by status
Assigned
Anu.adabala 777
Bandaru Prasad
Bhavani Katta
Deepu Adimulam
HANDED IN
ASSIGNED
All
Anu.adabala 777
Assigned
Bandaru Prasad
Assigned
Bhavani Katta
Assigned
Deepu Adimulam
Assigned
Durga koppala
Assigned
Gayathri Devaganugula
Assigned
Hema Chandrika
Assigned
Hemabindu Kondeti
Assigned
Jothsna Allu
Assigned
Type here to search
ENG
14:12
22-12-2018

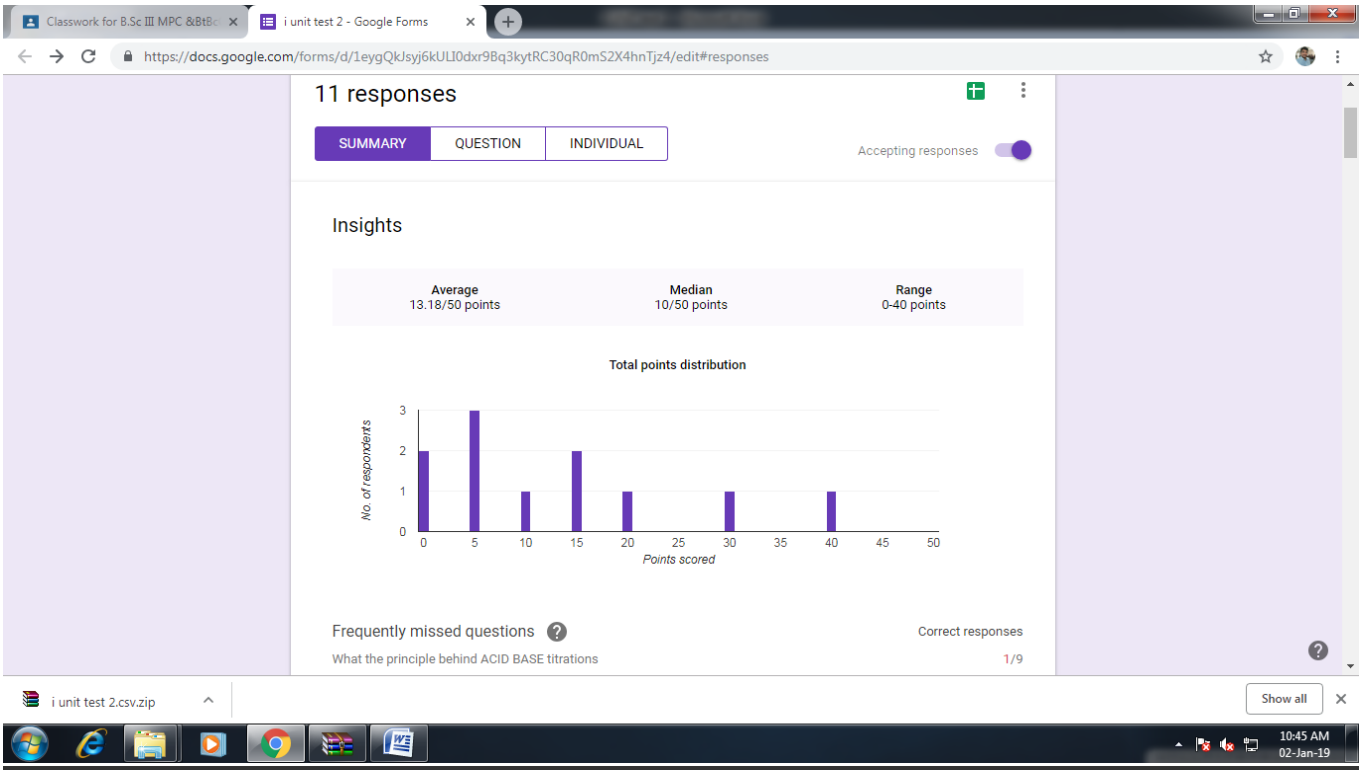

Inbox (48) - ravi.bvrice@gmail.co
Classes
https://classroom.google.com/h
Google Classroom
Ist B.Sc
C.Bt.Bc
50 students
III B.Sc
MB.BT.BC.C
69 students
Ist B.Sc
Mb.Bt.Bc
49 students
Type here to search
11:03 AM
1/2/2019


Inbox (48) - ravi.bvrice@g
Ist B.Sc C.Bt.Bc
Diagram of nucleic acids
bvrice quiz Flashcards
biochemistry-bvrc Flashc
Your Sets | Quizlet | Quizl
https://quizlet.com/346402761/nucleic-acids-diagram/
STUDY
PLAY
LEARN
FLASHCARDS
WRITE
FINISHED!
SPELL
86% FINISHED
TEST
71% LAST TRY
MATCH
BEST: 48 S
GRAVITY
LIVE
Type here to search
10:38 AM
1/2/2019

Mindmap of colligative properties chapter



GOOGLE CLASSROOM UG CHEMISTRY TEST 1



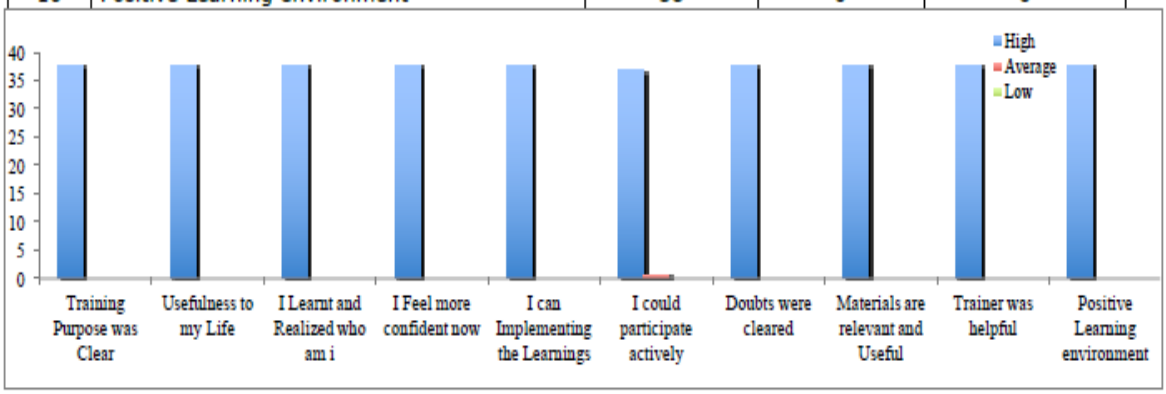
III MSCS STUDENTS PRESENTED MIND MAP ON TRANSPORTATION , CPM ,PERT

STUDENT PROGRAMS
TEACHING AND LEARNING PROCESS

VEDIC

VISHNU

Feedback Consolidation of ILCA Workshop held from 18th to 20th September 2018 at VEDIC, Hyderabad				
Participants:	II Year MCA Students from BVRC, Bhimavaram			
Facilitators :	Mr. J Augustine & Mrs. Jebaselvi A			
S.No.	Description	High	Average	Low
1	Training Purpose was Clear	38	0	0
2	Usefulness to my Life	38	0	0
3	I Learnt and Realized who am I	38	0	0
4	I Feel more confident now	38	0	0
5	I can Implementing the Learnings	38	0	0
6	I could participate actively	37	1	0
7	Doubts were cleared	38	0	0
8	Materials are relevant and Useful	38	0	0
9	Trainer was helpful	38	0	0
10	Positive Learning environment	38	0	0



Most of the students need training in communication skills and we are conducting the same by English faculty. This semester we are going to identify the parameters.

Fwd: VEDIC Faculty Colloquium 2018

2 messages

I R Krishnam Raju BVRICE <irk.bvrice@gmail.com> Fri, Dec 7, 2018 at 9:10 AM
To: BHASKARA MURTHY VEERUBHOTLA <murthyvb@gmail.com>

---------- Forwarded message ---------
From: **Prof. Sivakumar Krishnan** <siva.k@srivishnu.edu.in>
Date: Thu, Dec 6, 2018, 17:31
Subject: VEDIC Faculty Colloquium 2018
To: Vedic Coordinator <vedic.coordinator@bvrit.ac.in>, Nagakrishna <nagakrishna.n@vishnu.edu.in>, Y Ramu <yramu@svecw.edu.in>, Gangadhar Tilak <tilak.m@bvrithyderabad.edu.in>, <soujanya.c@viper.ac.in>, Ravikumarreddy J <ravikumarreddy.j@svcp.edu.in>
Cc: Dr. S. Sundarrajan <sundarrajan.s@srivishnu.edu.in>, Dr. D. Lakshmi <lakshmi.d@srivishnu.edu.in>, Dr. Balaguruprasad Narayanan <balaguruprasad.n@srivishnu.edu.in>, Ghattu Anupama <anupama.ghattu@srivishnu.edu.in>, Srinivasa Rao <srinivasarao.ch@srivishnu.edu.in>, A. Jebaselvi <jebaselvi.a@srivishnu.edu.in>, J. Augustine <augustine.j@srivishnu.edu.in>, irk bvrice <irk.bvrice@gmail.com>, Dr. Y. Krishna Reddy <principal@bvrit.ac.in>, Dr. KVN Sunitha <principal@bvrithyderabad.edu.in>, Dr.Suryanarayana <surya_dasika@yahoo.com>, Dr. G. Srinivasa Rao <principal@svecw.edu.in>, K Prasad <principal@svcp.edu.in>, <principal@viper.ac.in>, Ravichandran vishnu <ravir@srivishnu.edu.in>, Vishnu Raju <kvvraju@yahoo.com>

Dear VEDIC coordinators

We have had a large number of faculty (about 50 presentations) respond from our group of institutions. Thank you for the excellent response. If you like to edit your abstract and resubmit, please go ahead and do so by Dec 8 midnight.

Please forward the following information to the faculty who submitted the abstract (names of faculty attached to this email) and send me the revised list of participants, presenters and email information from each campus.

1. Each faculty member is allowed to present a maximum of 3 presentations in any track.
2. Every presenter needs to have done the work himself/ herself. Any presenter who presents should be able to answer the questions posed during the presentations. However, collaborators are welcome and a presentation may have a maximum of two presenters.
3. Each participant will review two of the presentations using the rubrics (see attached excel file) provided and share these with the VEDIC staff.
4. Each faculty member is required to follow the guidelines for the presentation, review the criteria and rubrics and prepare the presentation appropriately. The number of slides for each presentation is in the guidelines.
5. Each participant needs to restrict the time limit for each presentation to 8 minutes plus 7 minutes for Q & As and discussion for the teaching excellence and mentoring & counselling areas and 12 minutes of presentation plus 8 minutes for Q & As and discussion for research innovation area. Presentations will not be allowed to exceed the time limits.
6. All participants are encouraged to bring their laptops and any evidence of the activities including videos and student work. However, the presentation should not include any videos. These will be reviewed based on the time availability.

The faculty colloquium schedule is attached to this email.

We look forward to having you here at VEDIC at the colloquium.
Regards
Siva.

Prof. Sivakumar Krishnan, PhD
Dean, Vishnu Educational Development and Innovation Centre
Professor, Shri Vishnu Engineering College for Women, Bhimavaram
m: 9566124528
e: siva.k@srivishnu.edu.in

Green Meadows Campus
SVECW | **VDC** | **VIT** | BVRICE | **SVCP**

Valley Vista Campus
BVRITH

Orchard Park Campus

Lake View Campus

BVRIT | VIPER | VPS VEDIC

3 attachments

ReviewCriteriaforPresentation.xlsx
16K

List of Faculty Colloquium participants.xlsx
17K

ScheduleforFacultyColloquium.pdf
397K

I R Krishnam Raju BVRICE <irk.bvrice@gmail.com> Mon, Dec 10, 2018 at 9:38 AM
To: siva.k@srivishnu.edu.in
Cc: BHASKARA MURTHY VEERUBHOTLA <murthyvb@gmail.com>, chitta venkata srinivas <drsvchitta@gmail.com>

Dear Sir,
Greetings and good morning.
Our faculty Mr. V. Bhaskara Murthy will give presentation on Track-1 (Teaching Excellence) from B V Raju College.
The following are his contact details
murthvb@gmail.com
9848895266
with high regards
Dr. I R Krishnam Raju
B V Raju College
[Quoted text hidden]
--
Dr. I R Krishnam Raju
MCA, M.Tech(CS), (Ph.D)

Principal (In-Charge)

MCA Course

Padmasri Dr. B.V.Raju Institute of Computer Education
Vishnupur, Bhimavaram, AP-534202
Mobile 9866647555
Office 08816-250861

VEDIC_ABSTRACT_TRACK1.doc
24K

AUDITORIUM

Day 1 - Dec 13

10:00	10:30	INAUGURATION	30
10:30	11:30	Session 1 - Teaching Excellence	60
11:30	11:45	TEA	15
11:45	12:45	Session 2 - Teaching Excellence	60
12:45	13:45	LUNCH	60
13:45	14:00	RESEARCH TRACK OPENING	15
14:00	14:45	Session 3 - Teaching Excellence	45
14:45	14:55	BREAK	10
14:55	15:40	Session 4 - Teaching Excellence	45
15:40	15:55	TEA	15
15:55	16:55	Session 5 - Teaching Excellence	60
16:55	17:05	Day 1 Closing	10

Day 2 - Dec 14

09:30	10:45	Session 6 - Teaching Excellence	75
10:45	11:00	TEA	15
11:00	12:00	Session 7 - Teaching Excellence	60
12:00	12:10	BREAK	10
12:10	12:40	Session 8 - Teaching Excellence	30
		Closing of Teaching Excellence	
12:40	13:00	Sessions	20
13:00	14:00	LUNCH	60
14:00	14:15	MENTORING TRACK OPENING	15
14:15	15:00	Session 9 - Mentoring & Counselling	45
15:00	15:10	BREAK	10
15:10	15:40	Session 10 - Mentoring & Counselling	30
15:40	15:50	TEA	10
15:50	16:20	Closing and Conclusion	30

DISCUSSION ROOM

Day 1 - Dec 13

13:45	14:00	RESEARCH TRACK OPENING	15
14:00	14:40	Session 1 - Research Innovation	40
14:40	14:50	BREAK	10
14:50	15:50	Session 2 - Research Innovation	60
15:50	16:05	TEA	15
16:05	16:45	Session 3 - Research Innovation	40
16:45	17:00	Day 1 Closing	15

Day 2 - Dec 14

09:30	10:50	Session 4 - Research Innovation	80
10:50	11:05	TEA	15
11:05	12:05	Session 5 - Research Innovation	60
12:05	12:15	BREAK	10
12:15	12:35	Session 6 - Research Innovation	20
12:35	13:00	Closing of Teaching Excellence Sessions	25
13:00	14:00	LUNCH	60
14:00	14:20	MENTORING TRACK OPENING	20
14:20	15:20	Session 7 - Research Innovation	60
15:20	15:30	BREAK	10
15:30	15:50	Session 8 - Research Innovation	20
15:50	16:05	TEA	15
16:05	16:35	Closing and Conclusion	30

B.V. RAJU COLLEGE :: VISHNUPUR
6.3.3

2018-19

6. THINK-TECHNOLOGY-TRANSFORM (TTT)
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 organised for teaching staff**	No. of Participants
5	MAY 15-17, 2018	THINK-TECHNOLOGY-TRANSFORM (TTT)	3

6. THINK-TECHNOLOGY-TRANSFORM (TTT)

MAY 15-17, 2018

Sno	Name of the Faculty	Designation
1	Mr.M. E.A.V.V. Rambabu	HOD, Life Sciences Dept.
2	Mr. K. Eswar Prasad	Sr. Lecturer in Electronics
3	Ms. V. Neelima	Lecturer in Computer Science

VISHNU
UNIVERSAL LEARNING

CERTIFICATE

VEDIC
VISHNU EDUCATIONAL DEVELOPMENT AND 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

THINK-TECHNOLOGY-TRANSFORM (TTT)

HELD AT

VEDIC, AZIZ NAGAR, HYDERABAD

BETWEEN

MAY 15-17, 2018

COURSE CO-ORDINATOR

SENIOR ADVISOR

DIRECTOR

VISHNU
UNIVERSAL LEARNING

CERTIFICATE

VEDIC
VISHNU EDUCATIONAL DEVELOPMENT AND INNOVATION CENTER

THIS IS TO CERTIFY THAT

Mr. K. Eswar Prasad

Sr. Lecturer in Electronics

FROM

B.V. Raju College

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COURSE CO-ORDINATOR

SENIOR ADVISOR

DIRECTOR

VISHNU

CERTIFICATE

VEDIC
VISHNU EDUCATIONAL DEVELOPMENT AND INNOVATION CENTER

THIS IS TO CERTIFY THAT

Ms. V. Neelima

Lecturer in Computer Science

FROM

B.V. Raju College

HAS PARTICIPATED IN AND SUCCESSFULLY COMPLETED THE WORKSHOP ON

THINK-TECHNOLOGY-TRANSFORM (TTT)

HELD AT

VEDIC, AZIZ NAGAR, HYDERABAD

BETWEEN

MAY 15-17, 2018

COURSE CO-ORDINATOR

SENIOR ADVISOR

DIRECTOR

Think-Technology-Transform

Think Through Technology for the Transformation

Workshop Background

Recent advancements in Information and Communication Technology (ICT) have played a vital role in redefining and realigning the teaching-learning processes. Moreover, the learning characteristics of the present generation students are increasingly inclined towards digital, web and mobile based technologies. ICT greatly facilitates the implementation of all types of educational learning theories and delivery models that support and encourage innovative teaching and learning modalities both for theoretical courses and lab courses. However, the side-effects of digitization and technology lead to distraction and challenges related to handling the technology which can be addressed through application of cognitive sciences. This will help the faculties and researchers to understand the appropriate usage of technology in educational system.

ICT can positively impact teaching-learning activities like, content creation, administrative activities, instructional intervention, classroom activities, learning practices, teaching performance identification, formative-summative assessments, centralized learning, self-learning activities, flipped classroom activities, collaborative learning, student performance tracking and reporting, training, knowledge management, knowledge organization and portfolio creation.

Think-Technology-Transform

Think Through Technology for the Transformation

Workshop Objectives

The objectives of the workshop are to:

- Accelerate self learning among students through technology and evidence-based learning
- Enable implementation of Learning Management System and Learning Analytics through Web 2.0 tools
- Enable implementation and assessment of flipped learning at least 3 classes in each course
- Tracking and quantifying attainment of learning outcomes and recording learning reactions

About the Workshop

The workshop aims to create an Evidence Based Learning system including course plan using the TPACK framework model. This model emphasizes on Technology, Pedagogy and Content Knowledge (TPACK) to be integrated as a part of teacher's professional knowledge.Think-Technology-Transform provides hands-on-training conducted in 3 levels.

Level 1

In Level 1, activities will be initiated to develop curated digital course content and create a familiarity with open source Web 2.0 tools for academic practices using the TPACK framework. After the level 1, participants will bring the culture of online curated content utilization and usage of educational Portals among their students.

Google Classroom (Content Management System & Learning Management System)	**Kahoot (Learning Assessment with Gamification)**	**Mentimeter (Learning Assessment with Gamification)**	**Zoom (Software for Video Recording, Collaborative Meetings/Learning and Webinars**	**Blogging and YouTube Channel Creation**

Think-Technology-Transform

Think Through Technology for the Transformation

TPACK Framework Model	**Plickers Instantaneous Online assessment**	**Zoomit (Screen Zooming)**	**Quizlet (Learning Set Creation)**	**Visuwords for English teaching & learning**
Viva Video (Video Editing)	**Edpuzzle (Interactive Video Materials for Flipped Learning)**	**Rubistar (Rubrics Design)**	**Booktype (online collaborative documentation and Authoring)**	**Freemind (Mindmap Software)**
Academic web links & Solo Learning (Technical online certification)	**Vocabulary Builder**	**English Grammar Test**	**Hello English (Offline Mobile App)**	**Google Add-ons fro Doc, presentations and spreadsheets**

Level 2

At the Level 2 workshop faculty participants will perform video material creation and video editing (Zoom Software & Final Cut Pro X), statistical analysis of educational data, visualize educational data, building interactive dashboards, and building animated materials for educational interventions.

Level 3

At the level 3 workshop, all the faculty members will submit a report and present their usage of technology in their teaching-learning practices, measure of learning outcome and effectiveness of Flipped-Classroom.

Faculty and departments may use these reports for multiple purposes such as, developing their teaching portfolio as well as for accreditation and internal assessment. As an outcome of this workshop teachers can take part in the national and international conference presentations/ educational journal publications. Advanced training in topics such as mixed reality platforms, SecondLife (Virtual Reality), advanced learning analytics, mobile app development for the course content will be provided.

Think-Technology-Transform

Think Through**T**echnology for the **T**ransformation

Who should attend?

The faculty members those who have passionate to administer technology for their teaching-learning practices can register for the Level 1 workshop. Interested teachers from any department can enrolland attend theLevel 1 workshop. The Level 1 is open for any faculty members even though they had undergone workshops hosted at VEDIC.

Based on the Level 1 performance/assessment participants are invited for the Level 2. Similarly, for Level 3 too.

For Query: Please feel to contact

Dr. D. Lakshmi

Lakshmi.d@srivishnu.edu.in

Dr. Manish K. Asthana

drmanish.asthana@bvrit.ac.in

Dr. Sivakumar Krishnan

siva.k@srivishnu.edu.in

Facilitators

Prof. Sivakumar Krishnan

Prof. Sivakumar Krishnan (B.Tech., IITM, MS and PhD., University of Michigan) is currently with VEDIC advising onfaculty development initiatives in active learning, student learning assessment, curriculum development. He waspreviously with IntelliEd Innovations, an education technology startup developing visual learning media forschools. From 2011 to 2016, he was the lead combustion engineer with Fiat Chrysler Automobiles, redesigningtheir V6 gasoline engine to achieve improved fuel economy. From 2002 - 2010, he taught at the Department ofMechanical Engineering, Purdue University School of Engineering at IUPUI (Indiana University Purdue UniversityIndianapolis) when he discovered his passion for student-centered activity-based learning. His 2009 ASEE(American Society for Engineering Education) Conference paper on Project-Based Learning in IntroductoryThermodynamics was recognized as an 'Outstanding Contribution to Mechanical Engineering Education'.

Over the last four years, as an advisor with the Indo-US Collaboration for Engineering Education, he has developedand offered workshops and webinars for 300 faculty at more than 10 educational institutions on course design, outcome-based education, student-centeredlearning and assessment. He has published over 30 technical and pedagogy-related research papers. His areas ofinterest are Engineering Pedagogy, Active Learning, Project-Based Learning, Curriculum Development, LabDevelopment, Heat Transfer, Fluid Mechanics, Thermodynamics and Internal Combustion Engines.

Dr. D. Lakshmi

Dr. D. Lakshmi is a Research Officer at VEDIC. She has been working in the educational sector since 1998. Her key focus is on exploring the dynamics of learning, dynamics of learner and classroom dynamics, suitable to accelerate the learning efficacy of higher education students. Her research areas include educational technology, educational data mining, virtual education and educational psychology. She has been actively involved in educational research and her research papers have been published both in the international conferences as well as in peer-reviewed journals. Her main responsibilities at VEDIC include conducting workshops to foster quality initiative, quality sustenance and quality improvement in higher education, e-learning initiative, providing workshops to faculty members who are interested in integrated technology and researching on educational trends.

Dr. Manish Asthana

Dr. Manish Kumar Asthana is a Research Scientist at VEDIC. His first postdoctoral work was in the field of social and cognitive neuroscience from Mackenzie Presbyterian University, Sao Paulo, Brazil. Subsequently, he has completed his second postdoctoral work from Indian Institute of Technology (IIT-Kanpur). He received his doctoral degree in Life Sciences from University of Wuerzburg, Germany. He has conducted research mainly in the area of social cognition, learning, memory and neuro-modulation. His main focus is towards the development and introduction of novel methods such as cognitive, behavioral, brain stimulation, and genetic structure and alteration. Other areas of research of interest to him are investigations of early biomarkers for pathological learning and memory related to social cognitive disorders, e.g. startle, Skin Conductance Response (SCR), heart-rate variability, blood pressure, etc. towards assessment of early detection of social and cognitive disorders.

Mr. H. C. P. Pavan Kumar, IT, SVECW

Mr. H C P Pavan Kumar is an Assistant Professor in the Department of Information Technology at SVECW. His current research interests include Educational Data Mining, Education Technology, and Analyzing Learners Behavior. He focuses on experimenting teaching-learning process through Activity Based Learning in the classroom, flipped classroom teaching with technology integration, and using Mind Maps. His research papers have been published both in the international conferences as well as in journals. Out of his passion, he had undergone and certified courses like Outcome Based Pedagogy, Principles for Effective Teaching, Psychology, and Education technology tools. He is the Life member of the Institute of Engineers and Computer Society of India.

Mr. Vamsi Krishna, CSE, VIT

Mr. Vamsi Krishna T is currently acting as an Assistant Professor in Computer Science and Engineering Department at Vishnu Institute of Technology. He applies fundamental principles of Statistics and Programming to solve real world problems. He is a Passionate statistician and data scientist who loves to

explore and making sense of data with R and Python. He constantly performs data forecast, data modeling, and preprocessing and data virtualization reports. He can help out with different analyses, from Big Data Analysis to logistic regressions or even more advanced machine learning tasks. He is determined to achieve the results by evaluating various datasets using his formidable skills in math, statistics and programming to clean, massage and organize them providing a good forecast of the data.

B.V.RAJU COLLEGE, VISHNUPUR, BHIMAVARAM – 534202

ENGLISH CLUB

NOTICE

Date: 06-07-2018

All the English faculty members of BV Raju college areintimated to attend faculty induction program by the Principal, Dr.Ch.V. Srinivas on 07-07-2018 in room no 312 conducted by English Club The theme of program is "Common Errors in Communication".

V. Madhavi
HOD

ACADEMIC IN-CHARGE

PRINCIPAL

LIST OF THE PARTICIPANTS FOR THE PROGRAMM
"COMMON ERRORS IN COMMUNICATION"
BY DR.CH.V.SRINIVAS

S.No.	NAME OF THE FACULTY	SUBJECT/DEPT.	SIGNATURE
1.	B.NAGAMANI	M.Sc Chemistry	B.Nagamani
2.	P. Madhura Subhashini	Mathematics	P Madhura
3.	A. Bhanupriya	MCA	A. Bhanu
4.	K.R.Rajeswari	MCA	K.R.Rajeswari
5.	V. Neelima	CS.	Neelima
6.	I Vijaya Tulasi	Computer Science	I.V. tulasi
7.	N. Priyanka	MCA	
8.	N. Prashanthi	Computerscience	Prashanthi
9.	Neelima K	English	
10.	P. Harishar	English	P. Harisha
11.	D.S. priyadarsini	Mathematics	D.S. priyadarsini
12.	B.N.V.K. Valli	SANSKRIT	Valli
13.	Ch. Sneha	Electronics	Sneha
14.	V. PRASANNA	Physics	V. Prasanna
15.	B.G.G. Saieswari	physics	B.G.G. Saieswari
16.	P.MAnjulatha	PHYSICS	P. Manju
17.	Y. Kiran Kumar	Physics	
18.	D. Sri devi	LS	
19.	D. RAVI SANKAR	"Life Sciences"	
20.	K Sudha Madhavi	L.S	
21.	Pavani Mounica	L.S	
22.	Geeta kumari	L.S.	
23.	Ashraf Jaisar	L.S	
24.	V. SWAMY SABHARINADH	Chemistry	V. Swamy
25.	P. Rajendra Babu	Chemistry	
26.	R.L Satyanarayana	M.Sc chemistry	
27.	N. Siddhi Raju	M.Sc Chem	N. Raju
28.	Ch. Satyanarayana	Mathematics	
29.	S. Ramesh	M.Sc	S. Ramesh
30.	P.Ch. Gangadhar	English	P.Ch. Gangadhar

Common errors in English

DR. CH.V.SRINIVAS

COMMON ERRORS IN ENGLISH

What is Subject - Verb Agreement?

A simple subject-verb agreement definition implies that the subject of the sentence and the verb of the sentence must be in agreement in number.

- Singular subject---is/ am/ was
- Plural subject--- are / were
- Third person singulars---he, she, it, –,is/has/ does
- Remaining subjects---have/do/has /have
- I --- am/ was/ have/ do
- We --- are/were/ have / do
- You --- are /were/ have/ do

Let’s take an example to understand this concept.

Example 1: The dog is playing with his ball.

Example 2: *The dogs are* playing with their ball.

RULE 1

When two subjects are joined by

'and',

the verb is plural.

For example:

My friend(1) and his mother(2) are in town.

RULE 2:

When two singular nouns joined by 'and' refer to the same person or thing, the verb is singular.

For example:

The captain and x coach(1) of the team has been dismissed.

The Principal and secretary(1) has entered.

The Principal(1) and the secretary(2) have entered.

In case these were two different individuals, two articles need to be used:

The captain and the coach of the team have been dismissed.

Every one are selfish

Every one is selfish

RULE 3: *Indefinite pronouns*

(everyone, each one, someone, somebody, no one, nobody, anyone, anybody etc.)

are always singular.

For example: Everyone is selfish.

We do not use 'are' in this sentence.

This rule does not apply to: few, many, several, both, all, some.

RULE 4: *When the percentage or a part of something is mentioned with plural meaning the plural verb is used.*

For example: 40 of every 100 children are malnourished.

RULE 5: Always remember that, when *either* and *neither* are used as pronouns, they are treated as singular and always take the singular verb.

For example:

Either of the books is fine for MAT preparation.

RULE 6:

If connectives/appositives like along with, together with, as well as, accompanied by etc. are used to combine two subjects, the verb agrees with the subject mentioned first.

- For example:

Mr. Ram, accompanied by his wife Sita and his brother, was banished to the forest.

Mr. Ram was banished to the forest.

RULE 6:

If connectives/appositives like along with, together with, as well as, accompanied by etc. are used to combine two subjects, the verb agrees with the subject mentioned first.

- For example:

Mr. Ram, accompanied by his wife Sita and his brother, was banished to the forest.

1.A number of students is going on the trip.

2.A number of students are going on the trip.

- **RULE 7:** *A number of/ the number of*
  - A number of is always plural.

  - The number of is always singular.

  - For example:
- A number of students are going on the trip.

RULE 8: *The singular verb form is usually used for units of measurement or time.*

For example:

Five gallons of oil was required to get the engine running.

RULE 9:

When any of 'few, many, several, both, all, some' is used with an uncountable noun, the verb is singular.

For example:

Some milk is spoilt.

THANK YOU