



**Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching  
(PMMMNTT)**

**Faculty Orientation/Induction Programme: Batch 2**

**03<sup>rd</sup> December 2018 to 31<sup>st</sup> December 2018**

**Venue:  
Conference Hall, Faculty Development Centre, MGNCRE**



**Mahatma Gandhi National Council of Rural Education**  
(Formerly National Council of Rural Institutes)

Department of Higher Education, Ministry of Human Resource Development, Government of India, Hyderabad

# PMMMNTT - MGNCRE BATCH – 2 REPORT

*3 Dec 18  
to 31 Dec  
18*

*Conference  
Hall , FDC,  
MGNCRE,  
Hyderabad*





## Report on Pandit Madan Mohan Malaviya National Mission for Teachers and Teaching MGNCRE - Batch 2

<b>Date</b>	<b>03 Dec 2018 to 31 Dec 2018</b>
<b>Venue</b>	Conference Hall, Faculty Development Centre, Mahatma Gandhi National Council of Rural Education, Hyderabad
<b>MGNCRE Coordinator</b>	K Ravindra Reddy
<b>Participants</b>	30 Faculty from Engineering Colleges in and around Hyderabad

### Key Objectives of the Training Programme

At the end of the training programme, the participants will be able to:

1. Explain academic and non-academic roles of an Assistant Professor in an institute/university.
2. Provide effective method of transacting/disseminating knowledge to the learners.
3. Impart professional training enhancing essential competencies, skills and attitudes to face the daily academic challenges.
4. Conceptualize the structure and functioning of the University System
5. Contribute to the growth and development of their respective University
6. Conceptualize the nuances of curriculum design and designing curriculum and its components
7. Contribute to the growth and development of curriculum in their respective University
8. Enhance their expertise in utilization of various online tools in context of research and content development
9. Understand different methods and techniques related to Teaching
10. Expertise and enhance skills of teaching in different set-up
11. Conceptualize different taxonomies and approaches of teaching
12. Impart knowledge about the distinction between assessment and evaluation
13. Make the trainees understand various forms of assessment and evaluation available
14. Disseminate knowledge about assessment of learning outcomes among the diversified group of students.
15. Provide pros and cons of quantitative as well as qualitative form of assessments
16. Stimulate trainees in building a balanced assessment frameworks and instruments as their empirical milieu
17. Give information about available ICT tools that can be used as an aide for assessment
18. Provide research orientation to the faculty members.
19. Give strategy for writing proposals.
20. Disseminate information on conducting (discipline specific) research
21. Give information on publishing the research article in refereed journals.
22. Stimulate faculty members towards integrating research with pedagogy
23. understand and deal in with dynamic personality
24. Understand the process of organization of guidance services in schools
25. Engage with critical perspectives on guidance & counseling with a diverse socio-cultural context and its relevance in the contemporary context of globalized world
26. Develop practical knowledge of the various techniques used in guidance and counselling
27. Apply techniques of guidance and counseling in education and life situations
28. Explain the use of various standardized and non-standardized data collection tools
29. Identify sources for evaluating different types educational technology.
30. Know key criteria used to evaluate web and software resources.



31. Integrate technology into specific curriculum subject areas.
32. Locate Internet resources for evaluating resources found on the Web.
33. Critically evaluate current research and professional practice literature
34. Contribute to professional development of other educators
35. Provide opportunities for students to learn to operate data in an information age.
36. Make teaching-learning effective in higher institutions of learning through ICT.
37. Identify the innovations that ICT has brought in teaching-learning process in higher institutions of learning
38. Make the learners understand modern technology enabled academic content by providing a data set for analysis
39. Generate rich data for the study of the online behaviour and response of the students and their study patterns.
40. Provide platform for the academia across the globe to test the innovative teaching approaches on the real students in real online learning environment which can be controlled on basic level in terms of subject and method of study
41. Review the governance issues for all aspects of higher education system prevalent in India.
42. Develop a comprehensive approach of models of University governance and administration with particular reference to autonomy and accountability
43. Provide the students with the theoretical foundation in University governance, management, administration and leadership and to help them to apply these theories into practice.
44. Highlight the importance of Academic leadership in the learning outcome of the institute/university
45. Give information about different models of Academic leadership
46. Make trainee understand about different global as well as local challenges in the institutions of higher learning
47. Innovate new mechanism for making institutions of higher learning self-sustainable
48. Emphasize inclusive academic leadership
49. Enhance leadership skills of the trainees
50. Provide ICT skills that may enhance effectiveness of academic Leadership
51. Teach the principles of strategic planning and management
52. Clarify future direction
53. Establish priorities
54. Consider the future consequences of your decisions
55. Deal effectively with rapidly changing circumstances
56. Improve internal management and institutional performance
57. Build internal teamwork and expertise
58. Build external partnerships and increase co-ordination and
59. Strengthen relationships

### Welcome Address

Member Secretary, Shri Murali Manohar, welcomed the participants to the month long workshop and drew attention to the objective of the mandatory induction programmes is to sensitise and motivate the faculty to adopt learner centred approaches, ICT integrated learning and new pedagogic approaches to teaching- learning, assessment tools in higher education. The curricular reforms in universities and colleges in the context of interdisciplinary and applied approaches to knowledge have become necessary. He asked the faculty to make themselves comfortable, feel free to ask for anything that will improve the learning environment and treat MGNCRE as their home for this whole month. He wished the participants the best and urged them to make full use of the training programme to hone their skills.



## Training Programme Schedule

<b>MGNCRE – MHRD GOI FDC</b> <b>FACULTY INDUCTION TRAINING PROGRAM - SCHEDULE OF EVENTS    December 2018</b>				
Day	Date	Time	Resource Person	Topic
Monday	3 <sup>rd</sup> Dec	9.30-1.00	Ms Padma J Sr. Academic Consultant, MGNCRE	Module 1: Roles and Responsibilities of Faculty and Academics in Higher Education Techniques of Andragogy
		1.30-5.00	Mr Jagadishwar	Module 2: University Structure and Functioning
Tuesday	4 <sup>th</sup> Dec	9.30-1.00	Sri M Nageswar Rao DOPT Trainer. Former Director GoAp	Module 4: Pedagogic Techniques and Teaching and Learning Methods
		1.30-5.00	Sri M Nageswar Rao	Module 4: Pedagogic Techniques and Teaching and Learning Methods
Wednesday	5 <sup>th</sup> Dec	9.30-1.00	Sri M Nageswar Rao	Module 4: Pedagogic Techniques and Teaching and Learning Methods
		1.30-5.00	Sri M Nageswar Rao	Module 4: Pedagogic Techniques and Teaching and Learning Methods
Thursday	6 <sup>th</sup> Dec	9.30-1.00	Sri M Nageswar Rao	Module 4: Pedagogic Techniques and Teaching and Learning Methods
		1.30-5.00	Sri M Nageswar Rao	Module 4: Pedagogic Techniques and Teaching and Learning Methods
Saturday	8 <sup>th</sup> Dec	9.30-1.00	Sri Abhay Singh DOPT Trainer, Additional Director DRDO	Module 1: Roles and Responsibilities of Faculty in Higher Education
		1.30-5.00	Sri Abhay Singh DOPT Trainer, Additional Director DRDO	Module 1: Roles and Responsibilities of Faculty in Higher Education
Sunday	9 <sup>th</sup> Dec	9.30-1.00	Sri Abhay Singh DOPT Trainer, Additional Director DRDO	Module 1: Roles and Responsibilities of Faculty in Higher Education
		1.30-5.00	Sri Abhay Singh DOPT Trainer, Additional Director DRDO	Module 11: Personal and Emotional Development, Counseling and Facilitation
Monday	10 <sup>th</sup> Dec	9.30-1.00	Sri Abhay Singh DOPT Trainer, Additional Director DRDO	Module 7: Personal and Emotional Development, Counseling and Facilitation
		1.30-5.00	Sri Abhay Singh DOPT Trainer, Additional Director DRDO	Module 7: Personal and Emotional Development, Counseling and Mentoring
Tuesday	11 <sup>th</sup> Dec	9.30-1.00	Sri Abhay Singh DOPT Trainer, Additional Director DRDO	Module 11: Personal and Emotional Development, Counseling and Mentoring
		1.30-5.00	Sri Abhay Singh DOPT Trainer, Additional Director DRDO	Module 11: Personal and Emotional Development, Counseling and Mentoring
Wednesday	12 <sup>th</sup> Dec	9.30-1.00	Smt J Padma Mentoring Faculty	Module 1: Roles and Responsibilities of Faculty and Academics in Higher Education
		1.30-5.00	Smt J Padma Mentoring Faculty	Module 1: Roles and Responsibilities of Faculty and Academics in Higher Education
Thursday	13 <sup>th</sup> Dec	9.30-1.00	W G Prasanna Kumar Chairman MGNCRE	Module 2: University Structure and Functioning Management of Education
		1.30-5.00	Dr MVSS Girdhar Associate Professor JNTU	Module 6: Research and in Higher Education: TEQIP, Projects and Project Administration:
Friday	14 <sup>th</sup> Dec	9.30-1.00	Dr Padmanabhaiah	Module 5: Assessment and Evaluation
		1.30-5.00	Dr. GRK Murthy Principal Scientist, ICAR – NAARM Field Visit to NAARM	Module 8: ICT in Effective Teaching Learning and Evaluation
Saturday	15 <sup>th</sup> Dec	9.30-12.30	Dr Padmanabhaiah	Module 5: Assessment and Evaluation
		12.30-5.00	Field Visit to NAARM	Module 9: eLearning and eClassroom
Sunday	16 <sup>th</sup> Dec	SUNDAY		



Monday	17 <sup>th</sup> Dec	9.30-1.00	Dr Aravind Babu	Module 11 Academic Leadership
		1.30-5.00	Dr Aravind Babu	Module 11 Academic Leadership
Tuesday	18 <sup>th</sup> Dec	9.30-1.00	Dr Aravind Babu	Module 11 Academic Leadership
		1.30-5.00	Dr Aravind Babu	Module 11 Academic Leadership
Wednesday	19 <sup>th</sup> Dec	9.30-1.00	Mr Jagadishwar	Module 2: University Structure and Functioning:
		1.30-5.00	Dr Aravind Babu	Module 12: Strategic Planning and Management Practice Sessions on Facilitation
Thursday	20 <sup>th</sup> Dec	9.30-1.00	Mr Jagadishwar	Module 2: University Structure and Functioning
		1.30-5.00	Dr Aravind Babu	Module 12: Strategic Planning and Management Practice Sessions on Facilitation
Friday	21 <sup>st</sup> Dec	9.30-1.00	Upender Reddy	Module 3 Curriculum Design and Content Development
		1.30-5.00	T Sumalini	Module 4 Pedagogic Techniques and Teaching and Learning Methods
Saturday	22 <sup>nd</sup> Dec	9.30-1.00	Upender Reddy	Module 3 Curriculum Design and Content Development
		1.30-5.00	Upender Reddy	Module 3 Curriculum Design and Content Development
<b>Sunday</b>	<b>23<sup>rd</sup> Dec</b>			
Monday	24 <sup>th</sup> Dec	9.30-5.00	Module 8: Micro Teaching Recording of Transaction: Prof Padmanabhaih	
<b>Tuesday 25<sup>th</sup> Dec Christmas</b>				<b>Project Work</b>
Wednesday	26 <sup>th</sup> Dec	9.30-5.00	Module 5: Micro Teaching Analysis and Training: Prof Padmanabhaih	
Thursday	27 <sup>th</sup> Dec	9.30-1.00	Module 10: University Governance and Administration: Field Visit to University of Hyderabad Accounts and Audit	
		1.30-5.00	Module 10: University Governance and Administration Field Visit to University of Hyderabad University Infrastructure and Library	
Friday	28 <sup>th</sup> Dec	9.30--5.00	Module 2: Research in Higher Education: Field Visit to IIT Hyderabad: Research in Higher Education	
Satday	29 <sup>th</sup> Dec	9.30-1.00	Module 6: Research in Higher Education Field Visit to JNTU: Research in Higher Education	
		1.30-5.00	Module 10: University Governance and Administration Field Visit to JNTU: University Governance and Administration	
Sunday	30 <sup>th</sup> Dec	9.30-1.00	Project Work Module 8: ICT in Effective Teaching Learning and Evaluation	
		1.30-5.00	Project Work - Module 8: ICT in Effective Teaching Learning and Evaluation	
Monday	31 <sup>st</sup> Dec	9.30-1.00	Module 6: Research in Higher Education Field Visit to NITW: Research in Higher Education	
		1.30-5.00	Module 5: Assessment & Evaluation Project Presentation	Valediction and Distribution of Certificates



<b>Session topic</b>	<b>Welcome Address and Programme Inaugural</b>
<b>Session Sub Topics</b>	Programme Introduction
<b>Session Facilitated by</b>	Dr. Murali Manohar, Member Secretary
<b>Session Timing</b>	11:45 A.M -12:15 P.M
<b>Transaction Methodology</b>	Introductory activity - Seminar
<b>Key Learning Points</b>	Teacher should have ability to make students learn in an enjoyable way.
<b>Learners' Response</b>	Excellent
<b>Learners' Feedback</b>	Interesting, new methodology of learning, quality in education comes with the quality of teacher.
<b>Application of Learning</b>	Experiential learning techniques
<b>Examples shared</b>	Helen Keller and Anne Sullivan. They made her student to understand and gave learning techniques.
<b>Ideas for similar activities</b>	-
<b>Session Reported By</b>	D. Sharanya

**Pictures**



<b>Session topic</b>	<b>Introductions</b> <b>Essential Agreements</b> <b>Program Agenda till 11 Dec 18</b>
<b>Session Sub Topics</b>	<ul style="list-style-type: none"> <li>• Module Allotment</li> <li>• Session Reporting Allotment &amp; Format</li> <li>• Adult Learning</li> <li>• Experiential Learning</li> </ul>
<b>Session Facilitated by</b>	Ms. Padma J, MGNCRE
<b>Session Timing</b>	12.15 PM to 2.00 PM
<b>Transaction Methodology</b>	<ul style="list-style-type: none"> <li>• <b>Pair Work</b> – Introductions - Interactive participative exercise. Each pair was asked to introduce his/her partner - Name, Qualifications, Department, Institution Name, Experience, Family details, Hobbies, One achievement</li> <li>• <b>Our Essential Agreements</b> - Whole Class Discussion to create session norms</li> <li>• <b>Distribution of Course Curriculum</b> (12 Modules)</li> <li>• <b>Group Activity</b> - The participants were formed into different teams to do each module. <ul style="list-style-type: none"> <li>○ <b>Module 01:</b> Shajahan &amp; Ramesh Babu</li> <li>○ <b>Module 02:</b> Srinidhi, Mamatha &amp; Chaitanya</li> <li>○ <b>Module 03:</b> Lakshmi Rohitha &amp; Shankar</li> <li>○ <b>Module 04:</b> Vasanta, Rajarajeshwari &amp; Jalaja</li> <li>○ <b>Module 05:</b> Sharanya, Gowthami &amp; Ravishankar</li> <li>○ <b>Module 06 :</b> Chandradivakar &amp; Prakash</li> <li>○ <b>Module 07 :</b> Sneha &amp; Shilpa</li> <li>○ <b>Module 08 :</b> Manideep &amp; Gopinath</li> <li>○ <b>Module 09 :</b> Sreekanth, Vinay &amp; Vittal</li> <li>○ <b>Module 10:</b> Chandradivakar &amp; Shyam</li> <li>○ <b>Module 11:</b> Naveen, Rajashekar &amp; Sowmya Ranjan</li> <li>○ <b>Module12 :</b> Shivaram &amp; Mahipal</li> </ul> </li> </ul>
<b>Key Learning Points</b>	Interactive participatory pair work (dyad) Our essential agreements to be followed Adult Learning Principles

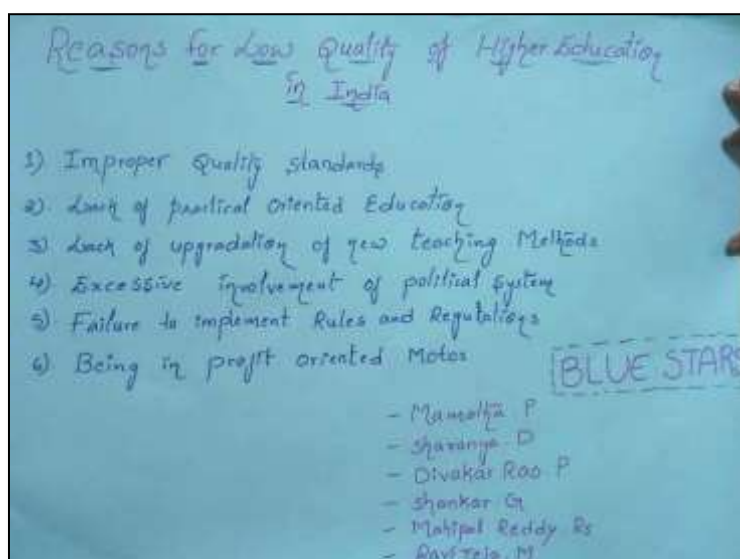
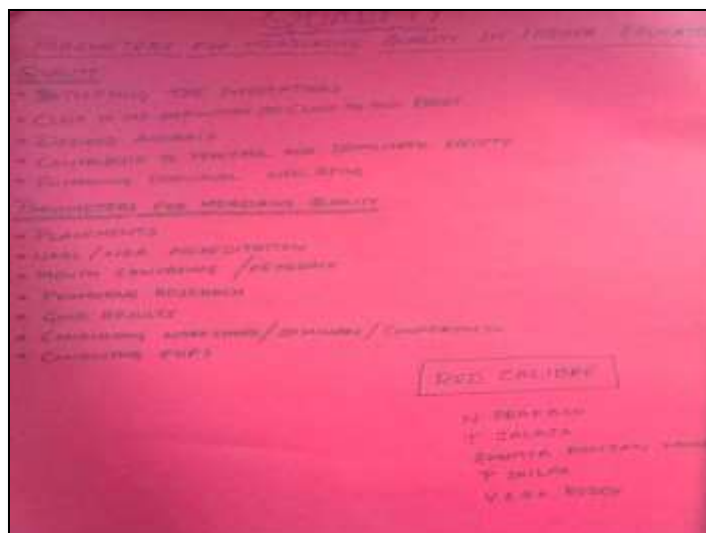


Session topic	<b>Quality Enhancement and Sustenance in Higher Education</b>
Session Sub Topics	<ul style="list-style-type: none"> <li>• Quality &amp; Its Measurement</li> <li>• Assessment and Accreditation</li> <li>• University Grants Commission</li> <li>• External Quality Assurance Agencies</li> </ul>
Session Facilitated by	Mr. V. JAGADISHWAR
Session Timing	2:30 PM to 5:00 PM
Transaction Methodology	<p>Group Activity - The participants were formed into 5 teams of 6 each</p> <p>Group 1 – <b>Red Calibre</b> – Parameters for measuring quality in higher education</p> <p>Group 2 – <b>Blue Star</b> – Reasons for low quality of higher education in India</p> <p>Group 3 – <b>Green Champs</b> – Role of stockholders in higher education in India.</p> <p>Group 4 – <b>Sir CV Raman</b> – Suggested measures to improve in quality in higher education</p> <p>Group 5 - <b>Blossom</b> – Accreditation for enhancing quality in higher education institutes</p>
Key Learning Points	<ul style="list-style-type: none"> <li>• Assessment and the process of accreditation</li> <li>• The concept of quality enhancement in higher education will help them to perform better when it required.</li> </ul>
Learners' Response	<p>Group 1–<b>Red Calibre</b> - They said quality enhancement in higher education is essentially a planned process of change that leads to continuous improvement in the effectiveness of the learning.</p> <p>Group 2 – <b>Blue Star</b> – They liked the activity all team members are involved were this and they listed the points on reasons for low quality of higher education in India.</p> <p>Group 3 – <b>Green Champs</b> – The overall aim of this activity to get more knowledge about quality enhancement.</p> <p>Group 4 – <b>Sir CV Raman</b> – They enjoyed the session, interaction and exchange of information is always useful</p> <p>Group 5 - <b>Blossom</b> – They enjoyed the team work and this was an extremely informative.</p>

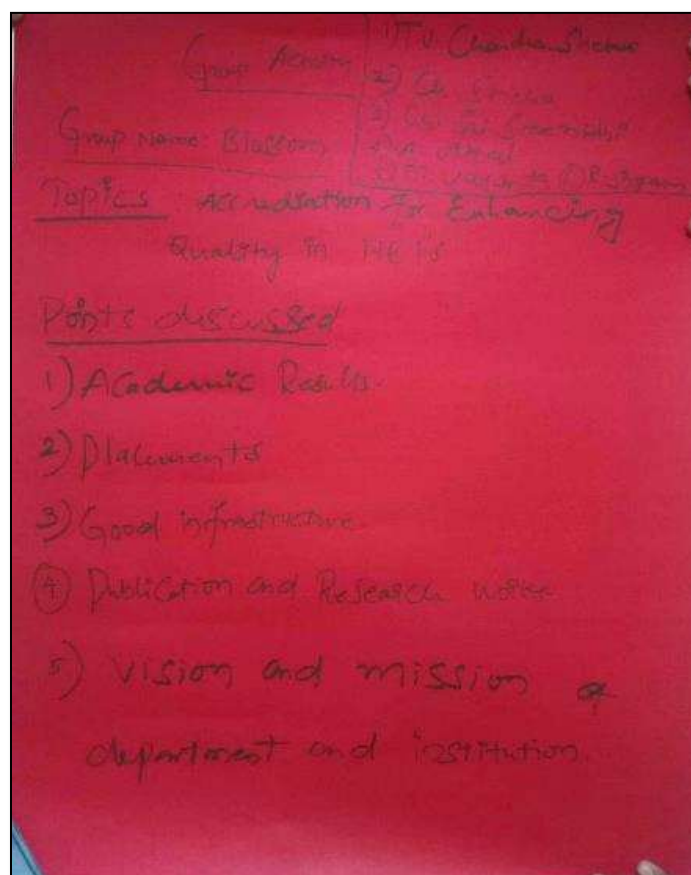
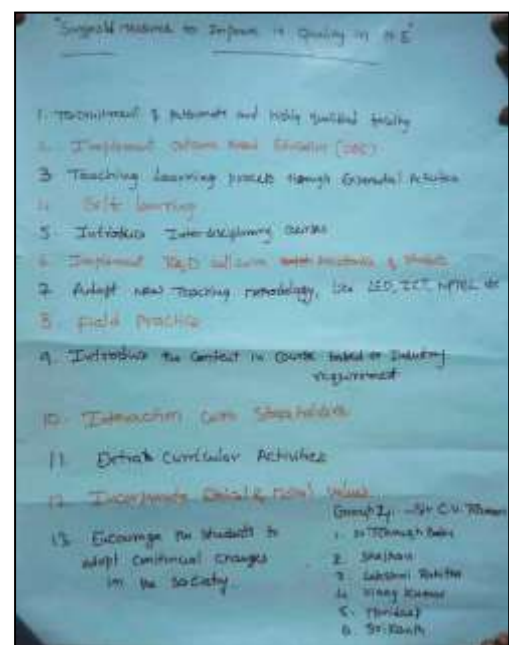
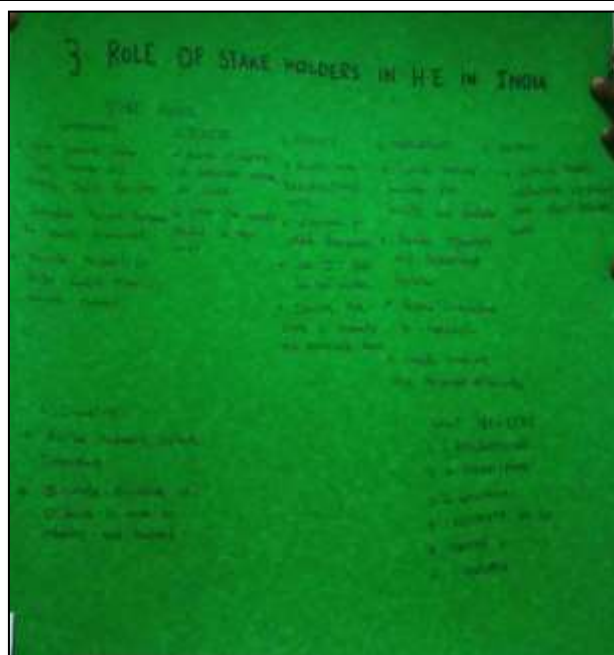


<b>Learners' Feedback</b>	<ul style="list-style-type: none"> <li>The Participants understood the process of accreditation and methods to improve quality in higher education.</li> <li>They were thankful for the session.</li> </ul>
<b>Application of Learning</b>	<ul style="list-style-type: none"> <li>The Participants look forward to applying the techniques they have learned in this session into practice</li> <li>They will implement these when their organization applies for accreditation</li> </ul>
<b>Examples shared</b>	The facilitator suggested to make a visit to Khan Academy
<b>Ideas for similar activities</b>	The participants shared that they could apply these techniques at their organization
<b>Session Reported By</b>	CH. Sai Sreenidhi

### Pictures











<b>Session topic</b>	<b>Concept of Adult Learning</b>
<b>Session Sub Topics</b>	<ul style="list-style-type: none"> <li>• Assumption</li> <li>• Implication</li> <li>• Assessment of Learning</li> <li>• Trainer role in Adult Learning</li> <li>• Principles of Learning</li> <li>• Experiential Learning</li> </ul>
<b>Session Facilitated by</b>	Shri Nageshwar Rao
<b>Session Timing</b>	2:15 P.M to 4:50 P.M
<b>Transaction Methodology</b>	<p><b>Zin Obelisk Group Activity</b> was done.  Participants were divided into 2 groups.  In each group there were 6 members and 3 observers were made for each group. Facilitator distributed some cards to the participants in each group and he doesn't show what is written, but discusses.  Group1: They discussed about sentence on cards and passed information to other. 4 participants interacted more.  Group 2: They got confused with some cards, passed information and discussed. All members participated actively and shared information.</p>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Adults have their own way of learning.</li> <li>• They are self-driven and not depend on others.</li> <li>• Psychological environment between trainer and trainees.</li> <li>• Involve participants more and more in learning 'Experiential Learning'.</li> </ul>
<b>Learners' Response</b>	<ul style="list-style-type: none"> <li>• Really motivational</li> <li>• Interesting and encouraging</li> <li>• Freedom of expression importance.</li> </ul>
<b>Learners' Feedback</b>	<ul style="list-style-type: none"> <li>• Self-assessment is the best assessment.</li> <li>• Assessment must not be threatening.</li> <li>• Teaching and learning must be interactive.</li> <li>• Must share information with others.</li> </ul>
<b>Application of Learning</b>	<ul style="list-style-type: none"> <li>• By participating in various activities in class room.</li> </ul>



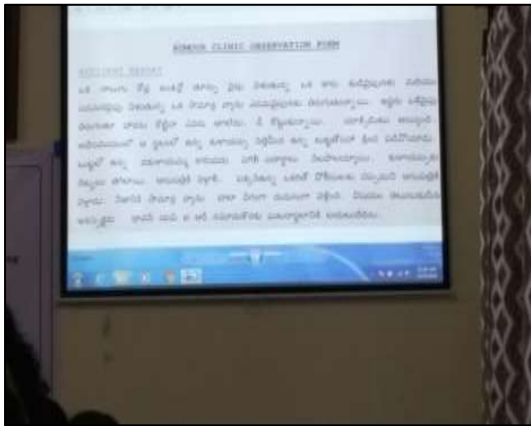
	<ul style="list-style-type: none"> <li>● Building self-confidence by participating individually.</li> <li>● Self-evaluating.</li> <li>● Practicing several times leads to perfection.</li> </ul>
<b>Examples shared</b>	The facilitator gave a good example of “Bear and her baby.” One day a bear climbed up a mountain. Baby bear followed her mother and the baby was also habituated to accompany his mother. After a period of time mother bear wanted her baby to be independent and confident. The mother bear knowingly pushes her baby back. At last baby bear started climbing the mountain on his own and reached his mother.
<b>Ideas for similar activities</b>	<ul style="list-style-type: none"> <li>● Sharing of information in time.</li> <li>● Cross check whether information reached.</li> <li>● Make each individual participates practically.</li> </ul>
<b>Session Reported By</b>	G Vasantha Meghana
<b>Pictures</b> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	



<b>Session Topic</b>	<b>Aim and Objectives of Training and Education and Learning</b>
<b>Session Sub Topics</b>	<ul style="list-style-type: none"> <li>Recap of the previous day</li> <li>Group Exercises               <ul style="list-style-type: none"> <li>Rumor's Clinic</li> <li>Principle's Game</li> </ul> </li> <li>Analysing the group activity</li> <li>Drawing conclusions</li> </ul>
<b>Session Facilitated by</b>	Sri M. Nageswara Rao
<b>Session Timing</b>	10.15 AM to 1.00 PM
<b>Transaction Methodology</b>	<b>Group Exercise</b> 1.Rumour Clinic 2.Principle of game Based on the activity group members are divided into Participants, Observers, Trainers
<b>Key Learning Points</b>	In an organization everyone should have principles and good interpersonal communication
<b>Learners' Response</b>	<ul style="list-style-type: none"> <li>Every one actively participated in the group exercise and was well-organized by trainers</li> <li>Everyone is motivated by the group exercise.</li> </ul>
<b>Learners' Feedback</b>	<ul style="list-style-type: none"> <li>Participants have decided to implement in their course.</li> <li>Some of them feel the need to have a few more exercises.</li> </ul>
<b>Application of Learning</b>	<ul style="list-style-type: none"> <li>Implementing these activities in the classroom to create effective and interesting learning environment.</li> </ul>
<b>Examples shared</b>	<ul style="list-style-type: none"> <li>Improvement of self-driving skills in people working for organization.</li> <li>Be a role model</li> </ul>
<b>Ideas for similar activities</b>	<ul style="list-style-type: none"> <li>Questioning</li> </ul>
<b>Session Reported By</b>	R. Shyam Babu



## Pictures

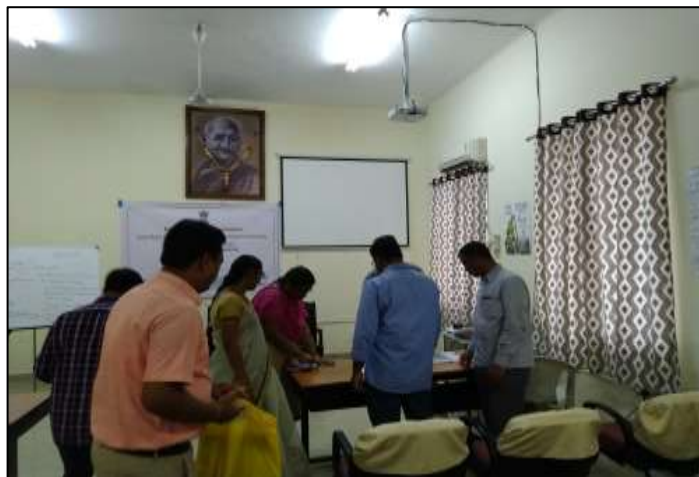
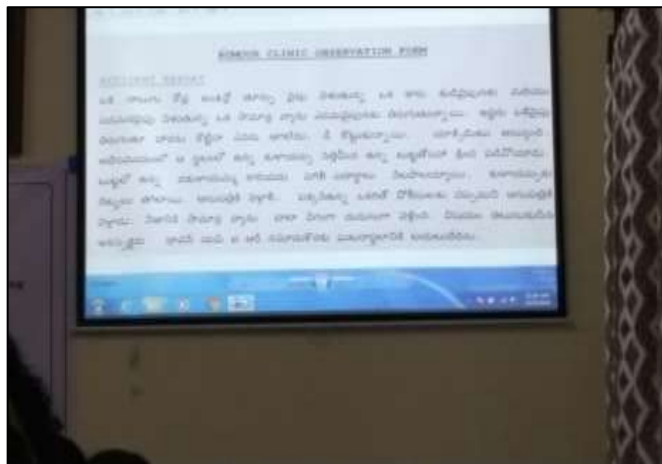




<b>Session Topic</b>	<b>AIM, Objectives of Training &amp; Education and Learning</b>
<b>Session Sub Topics</b>	<ul style="list-style-type: none"> <li>• Conduct of Group Exercise on Synergy Levels</li> <li>• Wilderness Survival</li> <li>• Analyzing group activity</li> <li>• Conclusions</li> </ul>
<b>Session Facilitated by</b>	Sri Nageswara Rao )
<b>Session Timing</b>	02:00 PM TO 05:45 PM
<b>Transaction Methodology</b>	<p>Group Exercise</p> <ul style="list-style-type: none"> <li>• Synergy Levels</li> <li>• Wilderness Survival</li> </ul> <p>Based on the activity group members were divided into Participants, Observers, Trainers</p>
<b>Key Learning Points</b>	In any organization, group analysis gives the best results when compared to individual analysis.
<b>Learners' Response</b>	<p>Every one actively participated in the group exercise which was well-organized by the facilitator.</p> <p>Everyone was motivated to participate in the group exercise.</p>
<b>Learners' Feedback</b>	<p>They have decided to implement in their courses.</p> <p>Some of them feels some more exercise</p>
<b>Application of Learning</b>	Implementing these activities in the classroom or organization creates more effective and interesting learning environment.
<b>Examples shared</b>	<ul style="list-style-type: none"> <li>• Improvement of Driving skills of organization people by giving case study method.</li> <li>• Group analysis gives better results than individual analysis</li> </ul>
<b>Ideas for similar activities</b>	Questioning
<b>Session Reported by</b>	A. Vittal



## Pictures





Session topic	Case Study Activity
Session Sub Topics	<ul style="list-style-type: none"> <li>Recap of the previous day.</li> <li>Case Study: Watchman</li> <li>Case Study : Disposal of Advertisement Bills</li> <li>Analyzing Group Exercise.</li> </ul>
Session Facilitated by	Sri M. Nageswara Rao
Session Timing	10:30 AM -1:00 PM
Transaction Methodology	<ul style="list-style-type: none"> <li>Group exercise was carried out with two case studies: “watchman” and “disposal of advertisement bills”.</li> <li>Two groups participated in the case study with two observers.</li> </ul>
Key Learning Points	<ul style="list-style-type: none"> <li>In an organization one should own responsibility and act accordingly.</li> <li>Too much delegation of power would result in aberration of correct information.</li> </ul>
Learners’ Response	Participants showed enthusiasm and actively took part in the activity.
Learners’ Feedback	Trainees felt that they could implement them in their academic activity.
Application of Learning	Apply this approach for effective learning in class room as a part of academics.
Examples shared	-
Ideas for similar activities	Principal ordering an enquiry and seeking report from HOD about the ragging case registered.
Session Reported By	T.V. Chandra Shekar

### Pictures

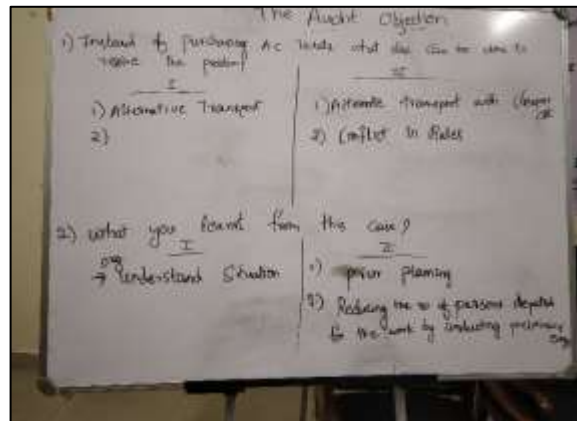




<b>Session Topic</b>	<b>Case Study Activity - The Audit Objection</b>
<b>Session Sub Topics</b>	----
<b>Session Facilitated by</b>	Sri M. Nageswara Rao
<b>Session Timing</b>	01:10 PM -1:50 PM
<b>Transaction Methodology</b>	Group exercise was carried out. The conducting team selected 2 teams each of 6 participants (comprising 5 Participants and an Observer). The participants were given 10 minutes to go through the case study and for the next 10 minutes they were asked to discuss among the team members and answer the questions given. The questions were based on a case study. While the team members were discussing, the observers were supposed to observe the learning of the activity. At the end all answers were discussed, observers also shared their experiences and concluded the activity.
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>To identify the analytical skills, decision making skills, oral communication skills, time management skills, creative skills and social skills.</li> </ul>
<b>Learners' Response</b>	Participants showed enthusiasm and actively participated in the activity.
<b>Learners' Feedback</b>	Trainees were able to identify the analytical skills, decision making skills, oral communication skills, time management skills, creative skills and social skills based on the situation. They also learnt how to de-brief the case study.
<b>Application of Learning</b>	Apply this approach for effective learning in the class room.
<b>Examples shared</b>	-
<b>Ideas for similar activities</b>	Can give a case study and discuss the questions to know the understanding of the case study and share the experiences.
<b>Session Reported By</b>	T. Jalaja



## Pictures





<b>Session Topic</b>	<b>Case Study Activity - ALLEN RUSSEL</b>
<b>Session Sub Topics</b>	----
<b>Session Facilitated by</b>	Sri M. Nageswara Rao
<b>Session Timing</b>	02:30 PM -3:25 PM
<b>Transaction Methodology</b>	Group activity – case study method was carried out. The conducting team selected 2 teams each of 5 participants (4 participants and an observer). The participants were given 10 minutes to go through the case study and for the next 10 minutes were asked to discuss among the team members and answer the questions given. The questions were based on the case study. While the team members were discussing, the observers were supposed to observe the learning of the activity. At the end both the teams' answers were discussed, observers also shared their experiences and concluded.
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Learning</li> <li>• Team work</li> <li>• Identify the skills</li> </ul>
<b>Learners' Response</b>	Participants showed good enthusiasm and actively took part in the activity and shared their learning.
<b>Learners' Feedback</b>	Trainees shared that they would implement it at the college to make the students undergo experiential learning.
<b>Application of Learning</b>	Apply this approach for effective learning in class room.
<b>Examples shared</b>	-
<b>Ideas for similar activities</b>	Can give a case study and discuss the questions to know the understanding of the case study and share the experiences.
<b>Session Reported By</b>	T. Jalaja



## Pictures





<b>Session Topic</b>	<b>Consolidation of Case Study Learning</b>
<b>Session Sub Topics</b>	<ul style="list-style-type: none"> <li>• Criteria for Selection of a Case</li> <li>• Pre-requisites for using Case study</li> <li>• Procedure for conducting Case study session</li> <li>• Process of de-briefing</li> </ul>
<b>Session Facilitated by</b>	Sri M. Nageswara Rao
<b>Session Timing</b>	3:25 PM to 4:20 PM
<b>Transaction Methodology</b>	Group activity was carried out. The learners were divided into 4 groups and each group had to discuss about one sub-topic mentioned above.
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Explain</li> <li>• Demonstrate</li> <li>• Imitate</li> <li>• Practice</li> <li>• Assess</li> </ul>
<b>Learners' Response</b>	All the Participants took part in the activity with enthusiasm and were happy to understand the importance of case study method.
<b>Learners' Feedback</b>	Trainees shared that they could implement them in their academic activity.
<b>Application of Learning</b>	Apply this approach for effective learning in class room as part of academics.
<b>Examples shared</b>	-
<b>Ideas for similar activities</b>	Would try to conduct the group activity to know the understanding of the students on the discussed topic.
<b>Session Reported By</b>	T. Jalaja



## Pictures



7th December 2018 – Holiday for Telangana State Assembly Elections



Session topic	Mentoring Skills
Session Sub Topics	<ul style="list-style-type: none"> <li>• Introduction Session</li> <li>• Introduction to “LEARNING” &amp; “TRAINING”</li> <li>• Factors affecting Performance</li> <li>• Difference between Education and Training</li> <li>• Mentoring Process</li> </ul>
Session Facilitated by	Sri Abhay Singh
Session Timing	9.45 A.M to 1.30 P.M
Transaction Methodology	<p><b>Group Exercise</b> - The participants were formed into 4 teams of 7 each and allotted the topics as mentioned below</p> <p><b>Group 1</b> – Mentoring, Benefits of Mentoring, Process used for Mentoring,</p> <p><b>Group 2</b> –Who should Participate in Mentoring, Managing the mentoring process</p> <p><b>Group 3</b> - Performance</p> <p><b>Group 4</b> - Learning, Training &amp; Development.</p>
Key Learning Points	<ol style="list-style-type: none"> <li>1. Mentoring helps to gain mentees involvement to complete plan of action for their development.</li> <li>2. Mentors help to raise mentees willingness and enthusiasm to undertake development activities.</li> <li>3. Mentees accepting feedback helps them to progress towards the achievement of their learning objectives.</li> <li>4. Mentoring process should lead to a meaningful outcome.</li> </ol>
Learners' Response	<p><b>Group 1</b> –They have learnt about importance of mentoring process, relationship between mentor and mentee.</p> <p><b>Group 2</b> –They acquired knowledge about the roles and responsibility of mentor, traits of mentor and mentee required for success of mentoring system.</p> <p><b>Group 3</b> – They discussed how the issues of management and administration should be taken in account to develop a mentoring system.</p>



	<b>Group 4</b> – They have gained knowledge about the factors affecting organizational performance which depends on the individual and collective performance.
<b>Learners' Feedback</b>	<ol style="list-style-type: none"> <li>1. Understood the purpose of mentoring process.</li> <li>2. Understood the role of a mentor.</li> <li>3. Analyzed issues and challenges associated with the introduction of mentoring.</li> <li>4. Importance of relationship between improving performance and a role of a mentor.</li> <li>5. Techniques for implementation of mentoring processes in their organization.</li> </ol>
<b>Application of Learning</b>	<ul style="list-style-type: none"> <li>• Implementation of mentoring process in their organization.</li> </ul>
<b>Examples shared</b>	Odysseus and Telemachus
<b>Ideas for similar activities</b>	-----
<b>Session Reported By</b>	P. Shilpa

### Pictures





<b>Session Topic</b>	<b>Mentoring Skill Course</b>
<b>Session Sub Topics</b>	Thoughts on Mentoring
<b>Session Facilitated by</b>	Sri Abhay Singh
<b>Session Timing</b>	2:30 P.M to 5:30 P.M
<b>Transaction Methodology</b>	The best definition of mentoring. Mentoring is defined as the process whereby mentor & mentee work together to discover & develop the mentee's latent abilities ,also abbreviated as M-mature/maturity; E-energetic/empathetic ; N-nurturing; T-trustworthy ; O-openminded ;R-resourceful/responsive
<b>Key Learning Points</b>	Achieving success through mentoring
<b>Learners' Response</b>	In a tete-a-tetes trainees were happy with the lecture given by Dr. Abhay Singh about mentoring skills and achieving satisfaction through success
<b>Learners' Feedback</b>	Very good, effective & interesting
<b>Application of Learning</b>	Orientation towards perfection in real life, inculcated by mentee's latent abilities
<b>Examples shared</b>	Both mentor & mentee will have same feeling of interest, explained with an example like in Mahabharat, Dritarashtra & Gandhari both sacrificed the visibility
<b>Ideas for similar activities</b>	-
<b>Session Reported By</b>	N Prakash
<b>Pictures</b>	



<b>Session topic</b>	<b>Mentoring Skills</b>
<b>Session Sub Topics</b>	<ol style="list-style-type: none"> <li>1. Mentor and Mentee Relationship</li> <li>2. Behavior Analysis and Exercise</li> <li>3. Listening Skills and Exercise</li> </ol>
<b>Session Facilitated by</b>	Sri Abhay Singh
<b>Session Timing</b>	09:00 AM TO 01:00 PM
<b>Transaction Methodology</b>	<b>Group Exercise</b> done (to opt ICT) <b>Role Play:</b> As a mentor, mentee, and observer.
<b>Key Learning Points</b>	What are mentoring skills, how to do mentoring, what is mentee attitude.
<b>Learners' Response</b>	<ul style="list-style-type: none"> <li>• Everyone participated in group exercise actively and was well-organized.</li> <li>• Everyone enjoyed group exercise</li> </ul>
<b>Learners' Feedback</b>	<ul style="list-style-type: none"> <li>• They have decided to identify the students who needs mentoring</li> <li>• Very good handouts are given for implementing it in college</li> <li>• Some of them feels some more exercises are needed in behavior analysis</li> </ul>
<b>Application of Learning</b>	<ul style="list-style-type: none"> <li>• Implementing these activities in their organization to create more interest in the students.</li> <li>• Motivate the students to become good citizens</li> </ul>
<b>Examples shared</b>	ICT
<b>Ideas for similar activities</b>	Questioning, exercising, analyzing behavior
<b>Session Reported By</b>	L. Gopinath
<b>Pictures</b>	



<b>Session Topic</b>	<b>Mentoring Skills</b>
<b>Session Sub topic</b>	<ul style="list-style-type: none"> <li>• Mentor and mentee relationship</li> <li>• Behavior analysis and exercise</li> <li>• Listening skills and exercise</li> </ul>
<b>Session facilitated by</b>	Sri Abhay Singh
<b>Session timing</b>	09:00 AM TO 01:00 PM
<b>Transaction Methodology</b>	<b>Group Exercise</b> (to opt for ICT ) <b>Role Play:</b> As a mentor, mentee and an observer
<b>Key learning points</b>	<ul style="list-style-type: none"> <li>• What are mentoring skills?</li> <li>• How to do mentoring?</li> <li>• What is mentee's attitude?</li> </ul>
<b>Learners' Response</b>	<ul style="list-style-type: none"> <li>• Every one actively participated in the group exercise which was well organized by the trainer</li> <li>• Everyone is enjoyed group exercise.</li> </ul>
<b>Learners' Feedback</b>	<ul style="list-style-type: none"> <li>• They have decided to identify the students who needs mentoring</li> <li>• Very good handouts are given for implementing it in college</li> <li>• Some of them feels some more exercises are needed in behavior analysis</li> </ul>
<b>Application of Learning</b>	<ul style="list-style-type: none"> <li>• Implementing these activities in their organization to create more interest in the students.</li> <li>• Motivate the students to become good citizens</li> </ul>
<b>Examples shared</b>	ICT
<b>Ideas for similar activities</b>	Questioning, exercising, analysing behaviour
<b>Session Reported by</b>	L. Gopinath



## Pictures



S



<b>Session topic</b>	<b>Facilitation Skills</b>
<b>Session Sub Topics</b>	<ol style="list-style-type: none"> <li>1. Participation Guide (Course guide)</li> <li>2. Facilitator Role Exercise</li> <li>3. Models of Feedback</li> </ol>
<b>Session Facilitated by</b>	Sri Abhay Singh
<b>Session Timing</b>	09:30 AM -01:30 PM
<b>Transaction Methodology</b>	<ol style="list-style-type: none"> <li>1. Brief introduction about DLM (Distance Learning Method), Extended Learning</li> <li>2. <b>Group Exercise</b> (Handout of Facilitator Role Exercise): Participants were divided into 4 groups and were asked to give their individual as well as group response to the handout provided to them. Feedback was drawn based on 3 statements having strong convergence and 3 statements having strong divergence.</li> <li>3. <b>Group Exercise</b> (Handout of Models of Feedback): A group comprising 9 members were asked to divide the task among themselves and present what is feedback, needs of feedback, responses to feedback, principles for giving feedback and process of receiving feedback.</li> </ol>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Oral communication skills</li> <li>• Time management skills</li> <li>• Listening skills</li> <li>• Questioning skills</li> <li>• Facilitator's monitoring skills</li> </ul>
<b>Learners' Response</b>	Participants showed good enthusiasm and actively participated in the activity.
<b>Learners' Feedback</b>	Learners or the trainees enjoyed the group work and at the same time thankful to the speaker. They also learnt many vital skills and key points addressed in the session.
<b>Application of Learning</b>	Apply this method to help the team members in the organization to find solutions and to achieve the desired outcomes. It can be used in coaching, counselling, training, meditation, mentoring, project management and for group events as well.



<b>Examples shared</b>	Warren Buffet and Bill Gates along with few inspiring videos.
<b>Ideas for similar activities</b>	Make each member participate in the activity.
<b>Session Reported By</b>	Soumyaranjan Mohapatra


### Pictures





<b>Session Topic</b>	<b>Facilitation Skills</b>
<b>Session Sub Topics</b>	<ul style="list-style-type: none"> <li>• Interview skills</li> <li>• Tools and Techniques for Facilitation</li> </ul>
<b>Session Facilitated by</b>	Shri Abhay Singh
<b>Session Timing</b>	02.15PM TO 05.15PM
<b>Transaction Methodology</b>	<p><b>Group Exercise :</b> Participants were divided into 3 groups for interviewing skills</p> <ul style="list-style-type: none"> <li>• Group -1 WAYS of Questioning</li> <li>• Group -2 Feedback</li> <li>• Group -3 Listening Skills</li> </ul> <p>Participants were then formed into pairs for the next exercise</p> <ul style="list-style-type: none"> <li>• Pair -1 Presentation on Iceberg</li> <li>• Pair -2 Over Transactional analysis</li> <li>• Pair -3 Behavior analysis</li> <li>• Pair -4 Force field Analysis</li> <li>• Pair -5 Conflict Management &amp; Resolution</li> <li>• Pair -6 Personal SWOT analysis</li> <li>• Pair- 7 Consensus seeking &amp; Decision Making</li> <li>• Pair -8 Johari Window</li> <li>• Pair -9 Switching</li> <li>• Pair -10 De Bunco</li> <li>• Pair- 11 Starting &amp; Closing</li> <li>• Pair -12 Brainstorming</li> </ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Questioning types</li> <li>• Rapport Building</li> <li>• Interviewing Skills</li> <li>• Listening Skills</li> <li>• Tools and Techniques for Facilitation</li> </ul>
<b>Learners' Response</b>	<ul style="list-style-type: none"> <li>• Group 1 : - They shared that the overall aim of this activity was to get more knowledge about Facilitation (Group 9 &amp;12)</li> <li>• Group 2: - They liked the activity and involved very well</li> <li>• Group 3: - They said behavior analysis is a must in sessions like this.</li> </ul>



	<ul style="list-style-type: none"> <li>• Group 4: - They enjoyed the session and concluded that exchange of information is always useful (Group -7)</li> <li>• Group 5 : - They said conflict management &amp; resolution leads to fruitful results in activities or in achieving objectives</li> <li>• Group 6: - The overall aim of this activity is to give information about personal SWOT analysis</li> <li>• Group 8: - They enjoyed the session interaction and liked the activity and helped to identify key aspects of their behavior.</li> <li>• Group10: - These activities give more information making facilitation suitable.</li> <li>• Group11: - By this activity they came to know about critical phases within any facilitation event.</li> </ul>
<b>Learners' Feedback</b>	They were thankful for session and participants were motivated to improve interpersonal skills.
<b>Application of Learning</b>	The participants understood the tools and techniques of facilitation skills discussed in this session.
<b>Examples shared</b>	-
<b>Ideas for similar activities</b>	Facilitation skills can be acquired/improved by practicing these activities.
<b>Session Reported By</b>	D. Mani Deep
<b>Pictures</b> 	







<b>Session Topic</b>	<b>Facilitation Skills</b>
<b>Session Sub Topics</b>	Phases of Facilitation
<b>Session Facilitated by</b>	Sri Abhay Singh
<b>Session Timing</b>	09:50 AM to 01.30PM
<b>Transaction Methodology</b>	<p>Group Exercise: from previous session was continued</p> <p>One of the members initiated the role of a facilitator and rest of them participated in a Group Exercise.</p> <p>12 pairs were formed. One member was asked to brief about their topic.</p> <p>Pair topics were:</p> <p>Pair 1: Presentation on Iceberg  Pair 2: Transactional Analysis  Pair 3: Behavior Analysis  Pair 4: Force Field Analysis  Pair 5: Conflict Management and Resolution  Pair 6: SWOT Analysis  Pair 7: Consensus seeking &amp; Decision making  Pair 8: Johari Window  Pair 9: Switching  Pair 10: De Bunco  Pair 11: Starting and Closing  Pair 12: Brain Storming</p> <p>All the group members were asked to speak about their Partner's Strengths and Weaknesses.</p>
<b>Key Learning Points</b>	<p>Difference between Parent, Child and Adult transaction. How to respond to an Adult.</p> <p>Asking effective questions which enable deep thinking.</p>
<b>Learners' Response</b>	Quite positive and discussion oriented
<b>Learners' Feedback</b>	Facilitations skills are very important for teachers. They will implement in their respective colleges.
<b>Application of Learning</b>	Ice breaking can be used in the introduction class.



<b>Examples shared</b>	Two movies are given as an example: 1) Ek Ruka Hua Faisla; 2) 12 Angry Men
<b>Ideas for similar activities</b>	<ul style="list-style-type: none"> <li>• Ask effective questions.</li> <li>• Group activities can be done to discuss topics for better understanding.</li> </ul>
<b>Session Reported By</b>	G. Gowthami

### Pictures





<b>Session topic</b>	<b>Facilitation</b>
<b>Session Sub Topics</b>	Phases of Facilitation
<b>Session Facilitated by</b>	Sri Abhay Singh
<b>Session Timing</b>	1.30 PM to 5.30 PM
<b>Transaction Methodology</b>	<p><b>Role play:</b></p> <p>The idea was to demonstrate how Facilitation within a group helps in arriving at the consensus seeking and decision making.</p> <p>Simulated the Department of Rural Development (DRD) and its Organizational hierarchy. DRD has District Administrative Offices (DAO), under whom 6 Senior Administrative Officers (SAO) are working. Each SAO has under him 6 Project Officers, who are working in the administration of various Rural Development Schemes.</p> <p>A New Secretary was appointed in DRD and he planned to bring in a “New way of Working” in the organization. One of the methods of this new way of working involved the Introduction of Information Technology in their offices to improve their performance. The secretary entrusted the DAOs to talk to their respective SAOs and bring in these changes. The SAOs were in turn given the responsibility by the DAOs to convince their Project Officers of this new idea of introduction of IT.</p> <ol style="list-style-type: none"> <li>1. The participants were divided into four groups</li> <li>2. Group1 had one participant acting as one of the SAO and under him were 6 more participants working as Project Officers. All the Participants were given their Role profile and asked to behave as per the role profile given to them.</li> </ol> <p>In this activity, the participant acting as SAO had to facilitate the meeting with other participants acting as POs and get a consensus from them about the introduction of IT.</p> <ol style="list-style-type: none"> <li>3. Group 2 had one of the participants acting as DAO and six more participants as SAO</li> </ol>



	<p>reporting to him. DAO was asked to negotiate a meeting with the SAO and ensure that all SAO help in implementing IT in their work environment.</p> <p>The Remaining Participants of the workshop were made as observers and asked to comment on the participants' behavior as they were enacting the roles assigned to them.</p>
<b>Key Learning Points</b>	<p><b>Phases of Facilitation</b></p> <ol style="list-style-type: none"> <li>1. Preparation</li> <li>2. Working with the group</li> <li>3. Getting started and climate setting</li> <li>4. Monitoring the group dynamics</li> <li>5. Helping the group move forward productively</li> <li>6. Follow up and Review</li> </ol>
<b>Learners' Response</b>	<p>All the group members participated well in the role play and role played as per the profile given to them. They observed that they were able to simulate a real time work environment. They understood how important it was to take into confidence all the stake holders in an organization whenever a change is to be implemented in the organization.</p>
<b>Learners' Feedback</b>	<p>Participants expressed that using Role play can be an effective tool for demonstrating a concept. They were grateful that they could experience a real time situation by enacting their roles.</p>
<b>Application of Learning</b>	<p>The participants will use the concept of Role Play model and create a similar experiential learning plan in their Institutes.</p>
<b>Examples shared</b>	-
<b>Ideas for similar activities</b>	<p>Participants shared that they could apply this learning for many activities in their colleges</p>
<b>Session Reported By</b>	G. Rajashekhar, Vasavi College of Engineering
<b>Vote of Thanks</b>	<p>As the day was the last day of Sri Abhay Singh's sessions, the workshop concluded with a brief thanking event by all the participants. All participants expressed their learning point from the 4 days Abhay Singh sir was conducting the sessions.</p> <p>They felt that Sri Abhay Singh illustration of</p>



concepts using storytelling and various fables were very influencing. They felt that they would also like to use the method. The Chairman of MGNCRE Dr. W. G Prasanna Kumar recollected his training days with Sri Abhay Singh and how they worked hard in those times to get trained as Master Trainers. He thanked Sri Abhay Singh for taking out time from his busy schedule for training the participants.

## Pictures





<b>Session topic</b>	<b>Leadership</b>
<b>Session Sub Topics</b>	<ul style="list-style-type: none"> <li>• Recap previous sessions</li> <li>• Definition of Leadership</li> <li>• Difference between Leader and Manager</li> <li>• Leadership as a a) Process and b) Product</li> <li>• Components of Leadership</li> <li>• Reflection as a Leader</li> </ul>
<b>Session Facilitated by</b>	Ms. Padma J, MGNCRE
<b>Session Timing</b>	09.30AM - 01.30 PM
<b>Transaction Methodology</b>	<p>Five teams were formed with 5-6 members in each team.</p> <ul style="list-style-type: none"> <li>• Definition of Leadership</li> <li>• Difference between Leader and Manager</li> <li>• Components of Leadership</li> </ul> <p>Teams:</p> <ul style="list-style-type: none"> <li>• Team 1- Zoreman</li> <li>• Team 2 – Hexa</li> <li>• Team 3- Ice cream</li> <li>• Team 4-Thunderbolt</li> <li>• Team 5 - Mastery</li> </ul> <p><b>Questionnaire (Reflection Activity)</b></p>
<b>Key Learning Points</b>	<p>Experiential Learning</p> <p>Team Roles and Working in Teams</p>
<b>Learners' Response</b>	All learners participated actively in sharing their first leader and the qualities they liked in them.
<b>Learners' Feedback</b>	Learners felt that experiential learning will impart students with team work and active listening skills
<b>Application of Learning</b>	The participants can use experiential learning technique in their teaching
<b>Examples shared</b>	Many Examples were shared and discussed by all the participants
<b>Ideas for similar activities</b>	Participants felt that they could apply this learning technique in their colleges
<b>Session Reported By</b>	P.Divakar Rao



## Pictures





<b>Session Topic</b>	<b>Strategic Leadership and Transformational Leadership</b> <b>PPT presentation on Module 1 : University structure and Functioning by Srinidhi, Mamatha and Chaitanya.</b>
<b>Session Sub Topics</b>	<ol style="list-style-type: none"> <li>1. Strategic and Transformational Leadership</li> <li>2. Specific Leadership Styles</li> <li>3. Bureaucratic Leadership</li> <li>4. Charismatic Leadership</li> <li>5. Servant Leadership</li> <li>6. Transactional Leadership</li> </ol>
<b>Session Facilitated by</b>	Ms. Padma J, MGNCRE
<b>Session Timing</b>	02.15 PM - 05.30 PM
<b>Transaction Methodology</b>	<ul style="list-style-type: none"> <li>• <b>Group Exercise:</b> Definition and Difference of Strategic Leadership, Transformational Leadership</li> <li>• <b>Group Exercise</b> (Handout of Strategic Leadership and Transformational Leadership): participants were divided into six groups and were asked to give their individual as well as group response to the handout provided to them. Feedback was drawn based on the difference between strategic leadership and transformational leadership</li> <li>• <b>Group Exercise:</b> Participants were divided into six groups and were asked to give their individual as well as group response to the questions provided to them.</li> </ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Communication skills</li> <li>• Time management skills</li> <li>• Leadership skills</li> </ul>
<b>Learners' Response</b>	Participants showed good enthusiasm and actively participated in the activity
<b>Learners' Feedback</b>	Learners or trainees enjoyed the group work and at the same time thankful to the Facilitator
<b>Application of Learning</b>	Apply it to help the students in the classroom to make them as a leaders



<b>Examples shared</b>	Role model of individual primary teacher and consider as leaders
<b>Ideas for similar activities</b>	Make each members participate in the activity
<b>Session Reported By</b>	N. Ramesh Babu

### Pictures





<b>Session Topic</b>	<b>Roles and Responsibilities of a Faculty/Academician in Higher Education</b>
<b>Session Sub Topics</b>	.
<b>Session Facilitated by</b>	Dr. W.G.Prasanna Kumar, Chairperson, MGNCRE
<b>Session Timing</b>	10:00 AM -1:00 PM
<b>Transaction Methodology</b>	Lecture and Group Exercise on application of teaching –learning techniques learned so far for transacting the academic syllabus.
<b>Key Learning Points</b>	Integrity is must for smooth functioning of an organization. Program decision would include intelligence activity, design activity, choice of activity. Peer review activity could help improve better delivery of academic curriculum.
<b>Learners' Response</b>	Participants showed good enthusiasm and actively took part in the activity.
<b>Learners' Feedback</b>	Trainees shared that they could take systematic approach to implement the techniques learned so far for implementing experiential learning.
<b>Application of Learning</b>	Application of experiential learning techniques for imparting academic syllabus.
<b>Examples shared</b>	Quality product would speak for itself such as TOYOTA vehicle.
<b>Ideas for similar activities</b>	-
<b>Session Reported By</b>	T.V. Chandra Shekar



## Pictures





<b>Session Topic</b>	<b>How to Write a Project Proposal</b>
<b>Session Sub Topics</b>	Different projects and funding
<b>Session Facilitated by</b>	Dr M V S S Giridhar
<b>Session Timing</b>	02.30 PM to 05.15 PM
<b>Transaction Methodology</b>	Lecturing and presentation
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Identify the problem and write a project proposal</li> <li>• How to write a proposal with a logical framework.?</li> <li>• What are the different funding agencies for a research?</li> <li>• How to get a best research proposal?</li> </ul>
<b>Learners' Response</b>	<ul style="list-style-type: none"> <li>• Some participants were asked about their projects and they explained the concerned research</li> <li>• Few participants shared the funding agencies related to different projects</li> <li>• Different problems and research areas for which we can prepare proposals.</li> </ul>
<b>Learners' Feedback</b>	<ul style="list-style-type: none"> <li>• All participants were actively involved discussion</li> <li>• They also asked for the different funding agencies.</li> <li>• They got the knowledge about the easy funding agencies.</li> </ul>
<b>Application of Learning</b>	To write best project proposal
<b>Examples shared</b>	<ul style="list-style-type: none"> <li>• Earth watch</li> <li>• Patent office in Chennai</li> </ul>
<b>Ideas for similar activities</b>	Do this kind activities for lectures also in college
<b>Session Reported By</b>	AP Chaitanya Sri Mouli



## Pictures





<b>Session Topic</b>	Assessment and Evaluation
<b>Session Sub Topics</b>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Measurement</li> <li>• Assessment</li> <li>• Evaluation</li> </ul>
<b>Session Facilitated by</b>	Dr. Padmanabaiah
<b>Session Timing</b>	09.30 A.M to 01.30 P.M
<b>Transaction Methodology</b>	PPT and Lecturing was given on Assessment and Evaluation tools.
<b>Key Learning Points</b>	<ol style="list-style-type: none"> <li>1. Evaluation is a value of judgment on the basis of measurement &amp; assessment of a particular character</li> <li>2. Factors effecting environment are parents, personal intelligence, environmental, interest. There are 2 types of evaluation like, formative evaluation, summative evaluation.</li> </ol>
<b>Learners' Response</b>	Participants showed great enthusiasm to use these tools at their college.
<b>Learners' Feedback</b>	They showed keen interest to implement the above mentioned tools at their colleges.
<b>Application of Learning</b>	Participants can use these tools at their colleges instead of conventional assessment and evaluation of students
<b>Examples shared</b>	<ul style="list-style-type: none"> <li>• Characters of a best teacher by A.P.Rayan "The Schooling"</li> </ul>
<b>Ideas for similar activities</b>	-
<b>Session Reported By</b>	N Naveen



## Pictures



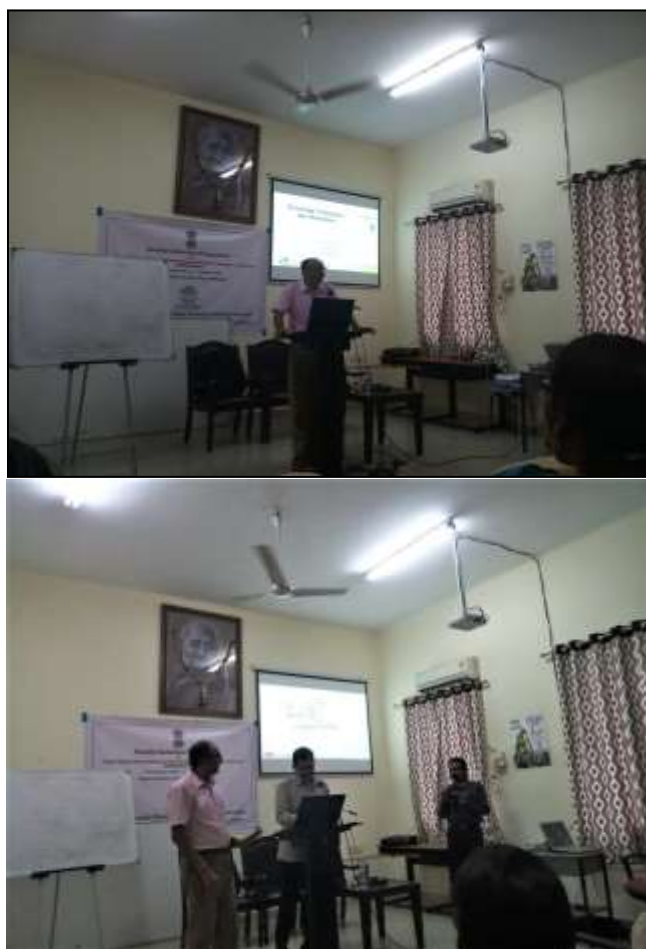


<b>Session Topic</b>	<b>Technology in New Education – New Dimensions</b>
<b>Session Sub Topics</b>	<ol style="list-style-type: none"> <li>1. Teachers in Digital Age</li> <li>2. IT Applications in Higher Education</li> <li>3. ET* Package for Digital Teaching</li> <li>4. E-Learning</li> <li>5. Advantages of E-Learning in education</li> <li>6. E-Classroom</li> <li>7. E-Teaching</li> </ol>
<b>Session Facilitated by</b>	Mr. G.R.K Murthy, Scientist, NAARM, Hyderabad
<b>Session Timing</b>	02.15 P.M to 04.55 P.M
<b>Transaction Methodology</b>	<p>Presentation with the support of Slides</p> <p>Demonstration on working of a well-crafted whiteboard, a pedagogy tool and presentation maker, a tool which converts desktop into interactive white board and cam studio, a recording tool to record a session.</p>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Transition of teacher to a knowledge facilitator from a knowledge provider.</li> <li>• E-Learning is learning which improves the quality of education by utilizing electronic technologies to access educational curriculum outside of a traditional classroom.</li> <li>• E-classroom has the potential to improve educational productivity by accelerating the rate of learning, taking advantage of learning time outside of school hours, reducing the cost of instructional materials, and utilizing teacher's time.</li> <li>• E-Teaching involves computational systems that communicate and cooperate with learners at many levels. These systems might use the World Wide Web or CD/DVD-ROM and asynchronous learning environments to provide lectures outside the classroom.</li> </ul>
<b>Learners' Response</b>	Participants showed great enthusiasm to use these tools at their college.



<b>Learners' Feedback</b>	<ol style="list-style-type: none"> <li>1. Participants understood the importance of E-learning, E-teaching, and E-classroom in the digital age.</li> <li>2. They appreciated the demonstration of pedagogy tools, content capturing software, and content editing tools.</li> <li>3. They showed keen interest to implement the above mentioned tools at their colleges.</li> </ol>
<b>Application of Learning</b>	Participants can use these tools at their colleges instead of conventional classroom teaching
<b>Examples shared</b>	<ul style="list-style-type: none"> <li>• Robot 2.0</li> <li>• Principle of Archimedes</li> <li>• NPTEL</li> <li>• SWAYAM</li> <li>• Jarasandha- Warrior of Mahabharata period</li> </ul>
<b>Ideas for similar activities</b>	Participants felt that they could apply pedagogy tools, content capturing software, and content editing tools, content management software as their part of teaching in their colleges.
<b>Session Reported By</b>	D Lakshmi Rohitha

#### Pictures









Session Topic	Concept of Teaching Methods and Skills
Session Sub Topics	<ol style="list-style-type: none"> <li>1. Values of education</li> <li>2. Levels of learning</li> <li>3. Teaching skills</li> <li>4. Teaching Methods</li> </ol>
Session Facilitated by	Dr. Padmanabaiah
Session Timing	09.45 P.M to 12.45 PM
Transaction Methodology	<ul style="list-style-type: none"> <li>• Teaching competences</li> <li>• Teaching approaches/strategies</li> <li>• Teaching styles</li> </ul>
Key Learning Points	<ul style="list-style-type: none"> <li>• Effective use of white board and markers.</li> <li>• Way of delivering lectures by attracting students into study.</li> <li>• Exposing ideas to others.</li> <li>• Body language.</li> <li>• Micro level training.</li> <li>• Types of competences.</li> <li>• Commitments to students, profession, society, and values.</li> <li>• Silence is a powerful tool to be used during any disturbances in classroom.</li> </ul>
Learners' Response	<ul style="list-style-type: none"> <li>• Really motivating.</li> <li>• Commitment during lecturing.</li> <li>• Derive satisfaction in teaching.</li> <li>• Brings social change.</li> <li>• Freedom to speak and respond.</li> </ul>
Learners' Feedback	<ul style="list-style-type: none"> <li>• Relevant to human life.</li> <li>• Skills of learning is developed.</li> <li>• Way to deliver lecture is learnt.</li> </ul>
Application of Learning	<ul style="list-style-type: none"> <li>• Creative teaching and spontaneous teaching</li> <li>• Bound to become efficient teacher.</li> <li>• Learners thinking ability is increased.</li> <li>• Students taken to site visit.</li> </ul>
Examples shared	<p>Be proud to be best teacher and freedom to interact with others.</p> <p>Invention of petrol by Ramar Pillai</p>
Ideas for similar activities	Implement these learning skills during lecture



	process.
<b>Session Reported By</b>	Dr. A. Rajarajeswari
<b>Pictures</b> <div data-bbox="450 322 1133 1832">  </div>	



<b>Session Topic</b>	<b>Digital Teaching Tools Demonstration at NAARM</b>
<b>Session Sub Topics</b>	<ol style="list-style-type: none"> <li>1. Introduction about NAARM</li> <li>2. Tools and Techniques of Digital Learning</li> <li>3. Demonstration on E-Learning</li> </ol>
<b>Session Facilitated by</b>	Dr G.R.K Murthy
<b>Session Timing</b>	02.30 PM to 05.00 PM
<b>Transaction Methodology</b>	<ul style="list-style-type: none"> <li>• Explanation of E learning tools by Demonstration and lecturing using E-Whiteboard.</li> </ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Different types of tools E-Learning</li> <li>• How to give lecture on E-Screen</li> <li>• What are content editing and content management tools on E learning</li> </ul>
<b>Learners' Response</b>	<ul style="list-style-type: none"> <li>• Mr. Divakar Rao explained the Centre of Gravity lecture on E screen using E tools</li> <li>• Ms. Jalaja explained the FINITE automation lecture on E screen using E tools</li> <li>• Ms. Sharanya explained the BEE lecture on E screen using E tools</li> <li>• Some of the E tools of content editing were demonstrated</li> <li>• Learners have learnt about importance of E learning</li> <li>• They gained the skills of E learning and how to use it.</li> <li>• They discussed about the content management tools.</li> </ul>
<b>Learners' Feedback</b>	<ul style="list-style-type: none"> <li>• Participants are actively participated in E learning demo</li> <li>• They enjoyed the individual lecturing on E screen</li> <li>• Everyone was thankful to the facilitator.</li> </ul>
<b>Application of Learning</b>	The IT tools of E learning can be easily applied in their lecturing
<b>Examples shared</b>	<ul style="list-style-type: none"> <li>• MOOCS videos</li> <li>• NPTEL courses</li> <li>• Different NAARM videos</li> </ul>



<b>Ideas for similar activities</b>	Using the E tools giving the lecturing and make them more effecting.
<b>Session Reported By</b>	M. Ravi Teja

### Pictures



16 December 2018 – Sunday - Holiday



<b>Session Topic</b>	<b>Academic Leadership</b>
<b>Session Sub Topics</b>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Boss and Leader</li> <li>• Many Faces of the Teacher Educator</li> <li>• Teacher versus Leader in Teaching</li> <li>• Types of Leadership</li> </ul>
<b>Session Facilitated by</b>	Dr. Aravinda Babu .P; (Retd) Sr.Vice President; Wockhardt Ltd; Mumbai
<b>Session Timing</b>	10:00 AM to 02:00 PM
<b>Transaction Methodology</b>	<ul style="list-style-type: none"> <li>• PowerPoint Presentations</li> <li>• Discussions</li> <li>• Group Activities</li> <li>• White Board and Marker</li> </ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• If your actions inspire others to dream more, learn more, do more and become more, You are a Leader</li> <li>• Leadership is from front, behind and sides of the scenes. The situation decides the kind of leadership required</li> <li>• Boss tells/ commands you what to do whereas Leader does not tell what to do, he shows you how it's done</li> <li>• Growth path needs leadership skills</li> <li>• One does not need to canvass their Leadership qualities, they reflect.</li> <li>• Leadership should have Humanity</li> </ul>
<b>Learners' Response</b>	Participants expressed great interest to know about Academic Leadership skills
<b>Learners' Feedback</b>	<ul style="list-style-type: none"> <li>• Participants understood that teacher is a leader who leads the students</li> <li>• Participants gained knowledge about the various qualities every teacher should have</li> </ul>
<b>Application of Learning</b>	Participants will try to implement the qualities of teacher educator in themselves to be a good academician



<b>Examples shared</b>	<ul style="list-style-type: none"> <li>• India-Pakistan War 1971</li> <li>• Biju Veticad</li> <li>• His personal life examples</li> </ul>
<b>Ideas for similar activities</b>	To be an effective teacher, participants will perform similar activity with their students
<b>Session Reported By</b>	Dr. Shahjahan

### Pictures





<b>Session Topic</b>	<b>Academic Leadership (Contd)</b>
<b>Session Sub Topics</b>	Qualities of a Leader
<b>Session Facilitated by</b>	Dr. Aravinda Babu .P; (Retd) Sr.Vice President; Wockhardt Ltd; Mumbai
<b>Session Timing</b>	2:00 pm to 5:30 pm
<b>Transaction Methodology</b>	<ul style="list-style-type: none"> <li>• <b>Group Activity</b> - The participants were formed into 4 teams of 6 each</li> <li>• <b>Description of activity:</b> Each team was asked to elect a Leader and discuss about the Qualities of a good Leader. All 5 teams participated actively.</li> </ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• <b>Definition of a Leader:</b> If your actions inspire others to dream more, learn more, do more and become more, then you are a leader.</li> <li>• <b><u>Academic leadership and qualities</u></b></li> <li>• Some qualities are- <ul style="list-style-type: none"> <li>○ Dream, Plan, Strategize and Lead, Credibility, Curiosity, Capability, Collegiality, Character, and Confidence</li> </ul> </li> <li>• Types of teacher groups <ul style="list-style-type: none"> <li>○ Self-discipline</li> <li>○ Passionate</li> <li>○ Motivating</li> <li>○ Friendly</li> <li>○ Caring</li> <li>○ Encouraging</li> <li>○ Role models</li> </ul> </li> <li>• Types of leaderships <ul style="list-style-type: none"> <li>○ Autocratic</li> <li>○ Democratic</li> <li>○ Strategic</li> <li>○ Transformational</li> <li>○ Cross cultural</li> <li>○ Facilitative</li> <li>○ Laissez-faire</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ Transactional</li> <li>○ Coaching</li> <li>○ Charismatic</li> <li>○ Visionary</li> <li>● <b>Hierarchical Leadership Style</b>- Emphasis in a top down approach with formal authority</li> <li>● <b>Strategic Leadership</b> - based on long term planning and it involves establishing and maintaining systems allocating resources, communicating vision.</li> <li>● <b>Facilitative Style Strategies</b> - use in Transformational style but more democratic and as well as interactive.</li> </ul>
<b>Learners' Response</b>	<ul style="list-style-type: none"> <li>● 5 teams participated actively and they shared their views during the activity like.</li> <li>● Principal should be <ul style="list-style-type: none"> <li>○ have administrative skills</li> <li>○ have knowledge of Accreditation, Academics</li> <li>○ Able to accept other ideas</li> <li>○ Visionary and adaptive</li> <li>○ Good time management</li> <li>○ Excellent listener</li> <li>○ Must exhibit leadership qualities</li> </ul> </li> </ul>
<b>Learners' Feedback</b>	Understand the role of a Leader and how the faculty can be a Leader.
<b>Application of Learning</b>	Learners can implement leadership qualities in our college as a Leader (Faculty, Head of Department, and Principal).
<b>Examples shared</b>	-----
<b>Ideas for similar activities</b>	Can ask students to identify leadership qualities among the fellow students
<b>Session Reported By</b>	Mamatha P



## Pictures





<b>Session Topic</b>	<b>Leadership Skills</b>
<b>Session Sub Topics</b>	<ol style="list-style-type: none"> <li>1. Qualities of a Principal.</li> <li>2. Seven habits of successful Chairpersons</li> <li>3. Five qualities needed for academic leadership.</li> </ol>
<b>Session Facilitated by</b>	Dr. Aravinda Babu .P; (Retd) Sr.Vice President; Wockhardt Ltd; Mumbai
<b>Session Timing</b>	09:45 AM to 01:30 PM
<b>Transaction Methodology</b>	Interactive discussion cum lecture
<b>Key Learning Points</b>	<p>Some key leadership guidelines and Qualities of a Principal</p> <ol style="list-style-type: none"> <li>1) Decision making</li> <li>2) Visionary</li> <li>3) Good in meeting time lines</li> <li>4) Identify right person for right work place</li> <li>5) Accessible and Honest</li> <li>6) Communication skills</li> <li>7) Adaptive &amp; challenging</li> <li>8) Ethical &amp; Principles</li> </ol> <p>Dynamic personality should</p> <ol style="list-style-type: none"> <li>1) Initiative</li> <li>2) Wider knowledge</li> <li>3) Good motivator</li> <li>4) Good planner</li> <li>5) Adaptable</li> </ol>
<b>Learners' Response</b>	<p>Understanding and appreciating teaching, research and public service</p> <p>Learners responded positively to the lecture given by Dr. Aravinda Babu P about Seven Habits of Successful Chairpersons.</p>
<b>Learners' Feedback</b>	Very good, effective & interesting
<b>Application of Learning</b>	Perfection oriented in real life , in any organization or multinational companies , especially in the academic institutions where we strive for creative results.
<b>Examples shared</b>	-
<b>Ideas for similar activities</b>	-
<b>Session Reported By</b>	A Vittal



## Pictures





<b>Session topic</b>	<b>Leadership Skills</b>
<b>Session Sub Topics</b>	Dean's /HOD's Leadership skills/ Academic Leadership Models
<b>Session Facilitated by</b>	Dr. Aravinda Babu .P; (Retd) Sr.Vice President; Wockhardt Ltd; Mumbai.
<b>Session Timing</b>	2:30 P.M to 5:00 P.M
<b>Transaction Methodology</b>	Some key leadership guidelines for one and one meetings were included.
<b>Key Learning Points</b>	<p>Whenever possible, plan as carefully for one-on-one meetings as you do for formal meetings. When the other person does not accept the decision make it clear, that the decision taken is final.</p> <p>Academic leadership models include</p> <ol style="list-style-type: none"> <li>1)Result-oriented leadership</li> <li>2)Creative leadership</li> <li>3)Leading for creative results</li> </ol> <p>Good leaders should:</p> <ol style="list-style-type: none"> <li>1)Organize meetings to be as task oriented as possible</li> <li>2)Foster an environment in which all voices are heard and given due consideration</li> </ol>
<b>Learners' Response</b>	In a tete-a-tete trainers shared that they were happy with the lecture given by Dr. Aravinda Babu P about Leadership Skills
<b>Learners' Feedback</b>	Very good, effective & interesting
<b>Application of Learning</b>	Perfection -oriented in real life , in any organizations or multinational companies , especially in the academic institutions where we strive for creative results.
<b>Examples shared</b>	Murphy's law states that “ things will go wrong in any given situation , if you give them a chance “ (or) more commonly whatever can go wrong , will go wrong , to overcome the above situation one can follow operational leadership and strategic leadership.
<b>Ideas for similar activities</b>	-
<b>Session Reported By</b>	N Prakash



## Pictures

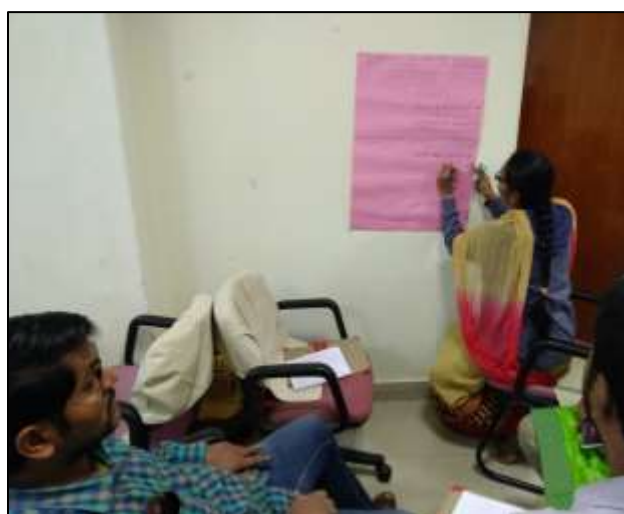




<b>Session Topic</b>	<b>Higher Education Administration and National Academic Governance</b>
<b>Session Sub Topics</b>	<ul style="list-style-type: none"> <li>• Accreditation Institutions and Universities</li> <li>• Institutes of National Importance</li> <li>• Central Universities and Deemed-to-be-Universities</li> <li>• State and Private Universities</li> </ul>
<b>Session Facilitated by</b>	Prof. V. Jagadishwar
<b>Session Timing</b>	10.00am to 1.00pm
<b>Transaction Methodology</b>	<p>Presentation and Group activity on different sub topics of higher education administration and governance.</p> <p>The participants were formed into different teams discussed and presented on the charts.</p>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Different accreditation institutions and universities,</li> <li>• Different universities structures.</li> <li>• Key policy agencies for higher education</li> <li>• Origin of education department</li> <li>• Colleges affiliation to Universities</li> </ul>
<b>Learners' Response</b>	<p>Every one actively participated in the group exercise</p> <p>All were involved in group discussion and presented their topic by using chart.</p>
<b>Learners' Feedback</b>	Participants were very happy about the topic discussed and also everyone got knowledge about universities and colleges, their accreditations and governing bodies.
<b>Application of Learning</b>	This information can be used in our organization to develop and getting more benefits from policy agencies.
<b>Examples shared</b>	<ul style="list-style-type: none"> <li>• ISB</li> <li>• RBDT</li> </ul>
<b>Ideas for similar activities</b>	Facilitation of group activity about university structure
<b>Session Reported By</b>	M.Ravi Teja



## Pictures





<b>Session Topic</b>	<b>Strategic Planning and Management</b>
<b>Session Sub Topics</b>	<ul style="list-style-type: none"> <li>• Vision</li> <li>• Mission</li> <li>• Goals and objectives</li> <li>• SWOT analysis</li> </ul>
<b>Session Facilitated by</b>	P. Aravinda Ba Dr. Aravinda Babu .P; (Retd) Sr.Vice President; Wockhardt Ltd; Mumbai
<b>Session Timing</b>	1.00 P.M to 4.50 P.M
<b>Transaction Methodology</b>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• How to write a personal mission statement</li> <li>• Writing your own obituary</li> <li>• Difference between vision and strategy</li> <li>• SWOT tool application</li> </ul>
<b>Learners' Response</b>	<ul style="list-style-type: none"> <li>• Every one wrote their personal mission statement</li> <li>• Participants are got the knowledge about vision and mission and objectives and goals</li> </ul>
<b>Learners' Feedback</b>	Very nice
<b>Application of Learning</b>	-----
<b>Examples shared</b>	<ul style="list-style-type: none"> <li>• BMW car</li> <li>• Toyota car</li> </ul>
<b>Ideas for similar activities</b>	-----
<b>Session Reported By</b>	R Shyam Babu



## Pictures





<b>Session Topic</b>	<b>Higher Education Administration and National Academic Governance</b>
<b>Session Sub Topics</b>	<ul style="list-style-type: none"> <li>• AICTE Development Schemes</li> <li>• UGC Guidelines 2018</li> <li>• Faculty Development Programme for Colleges in the Twelfth plan(2012-2017)</li> <li>• UGC Guidelines for Minor and Major Research Projects</li> <li>• Other Funding Agencies for research, travel grant and organizing seminars, workshops in colleges.</li> <li>• Role of Teachers as Career Enablers</li> </ul>
<b>Session Facilitated by</b>	Prof. V. Jagadishwar
<b>Session Timing</b>	10:00A.M to 1:00P.M
<b>Transaction Methodology</b>	<p>PPT</p> <ul style="list-style-type: none"> <li>• Learners were given a description about various development schemes provided by AICTE for students, staff, institutions and research.</li> <li>• They were also given an explanation about guidelines provided by UGC to do minor/major research projects and national/international funding agencies which provides funds to do research, to organize seminars, workshops in colleges.</li> <li>• They were also given a description about careers in different areas of studies.</li> </ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Pragati Scholarship</li> <li>• M.Tech projects as Internships</li> <li>• Unnat Bharat Abhiyan</li> <li>• Award of teacher fellowship for doing M.Phil/PhD</li> <li>• Participation of Teachers in Academic conferences in India.</li> <li>• Short term visit of young faculty members to reputed institutions.</li> <li>• Careers in Foreign Languages, Media, Banking, Journalism, social work, NGO work.</li> </ul>
<b>Learners' Response</b>	Participants showed great enthusiasm to know

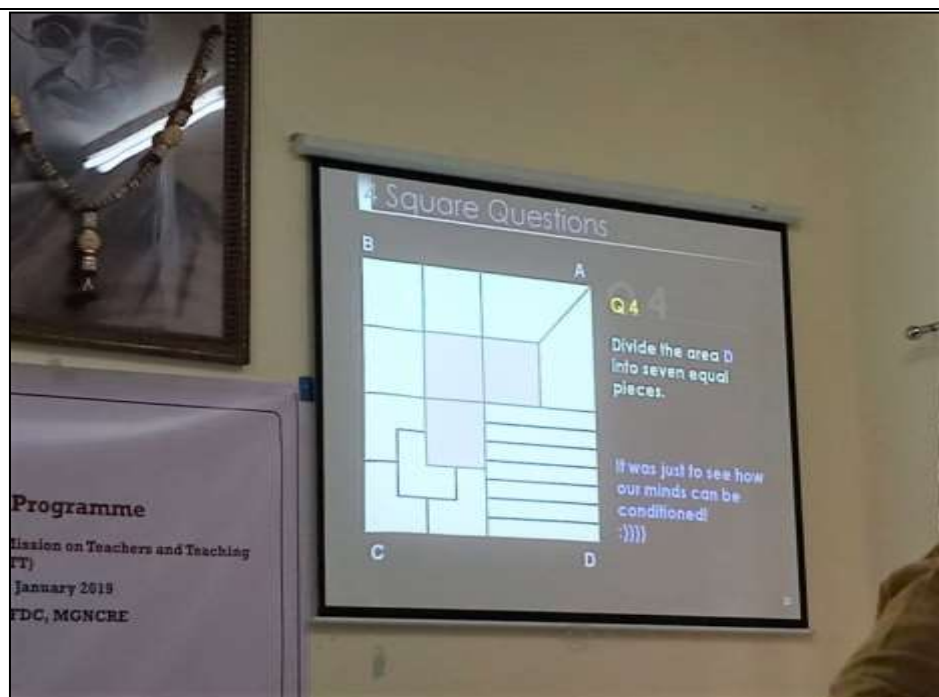


	about the different development schemes for students, teachers and institutions and various funding agencies to support their research and careers in different areas to encourage their students.
<b>Learners' Feedback</b>	<ul style="list-style-type: none"> <li>• Participants gained knowledge about various funding agencies which provide funds for research.</li> <li>• Participants gained knowledge about careers in different courses/programmes.</li> </ul>
<b>Application of Learning</b>	<ul style="list-style-type: none"> <li>• Participants can use this information at their organizations to encourage the students towards research, and to pursue careers in different courses/programmes.</li> <li>• This information can also be used by participants to start their research and for the technical growth of their organizations.</li> </ul>
<b>Examples shared</b>	<ul style="list-style-type: none"> <li>• Prof K.Nageshwar Rao</li> <li>• Square Questions</li> <li>• Jawahar Knowledge Center</li> </ul>
<b>Ideas for similar activities</b>	Participants felt that they would like to share this information with the management, teachers, and students of their organization.
<b>Session Reported By</b>	D Lakshmi Rohitha

#### Pictures









<b>Session Topic</b>	<b>Pedagogic Techniques and Teaching &amp; Learning Methods</b>
<b>Session Sub Topics</b>	<ul style="list-style-type: none"> <li>• Understanding teaching and learning</li> <li>• Teaching approaches and methods</li> <li>• Conventional &amp; non-conventional methods of teaching</li> <li>• How to improve teaching</li> <li>• Criteria for effective teaching</li> </ul>
<b>Session Facilitated by</b>	Shri Upender Reddy
<b>Session Timing</b>	10.00 AM to 01:30 PM
<b>Transaction Methodology</b>	Presented a PowerPoint presentation and interacted with students.
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Communication skills</li> <li>• Time Management skills</li> <li>• Leadership skills</li> </ul>
<b>Learners' Response</b>	Participants showed good enthusiasm and actively participated in the activity
<b>Learners' Feedback</b>	Learners or trainees enjoyed the group work and at the same time were thankful to the Facilitator
<b>Application of Learning</b>	Apply it to help the students in the class room to make them as active learners.
<b>Examples shared</b>	Brain storming, concept mapping
<b>Ideas for similar activities</b>	Make each member participate in the activity
<b>Session Reported By</b>	M. Mounica



## Pictures





Session Topic	Pedagogic Techniques in Teaching and Learning
Session Sub Topics	<ul style="list-style-type: none"> <li>• Domains of Learning</li> <li>• Different Types of Behaviours in Class Room</li> <li>• Paradigm Shift in Teaching</li> <li>• Bloom's Taxonomy</li> <li>• Differences in Adult Learning and Child Learning</li> <li>• Skills of Micro Teaching</li> <li>• Attitudes of Students</li> <li>• Teaching Methods</li> <li>• Different Learning Theories</li> <li>• Qualities of a Good Teacher</li> </ul>
Session Facilitated by	Dr. T. Sumalini Faculty, Department of Education and Educational Technology University of Hyderabad
Session Timing	1.30 PM to 5.00 PM
Transaction Methodology	<p>Mostly Lecture with Discussion.            It was an interactive session.            The session started with the facilitator giving a questionnaire testing the effectiveness of the different participants of the Program as Teacher.            The questionnaire tested the level of Teacher Effectiveness of the Participants based on six important Categories</p> <ol style="list-style-type: none"> <li>1. Subject Matter Knowledge</li> <li>2. Curriculum and Pedagogical Content Knowledge</li> <li>3. Teaching Strategies and Communication Skills</li> <li>4. Assessment and Evaluation</li> <li>5. Attitude and Values</li> <li>6. Professional Skills</li> </ol> <p>Based on the questionnaire the participants were asked to evaluate their level of Teacher Effectiveness.            This activity formed a good starting point for the topic of the session.</p>
Key Learning Points	<ol style="list-style-type: none"> <li>1. It is important for the teachers to realize that they are catering a heterogeneous group of</li> </ol>



	<p>students.</p> <ol style="list-style-type: none"> <li>2. The aim of teaching should be to bring some behavioural change in the students.</li> <li>3. The aim of teaching should be to address the three important domains of learning <ol style="list-style-type: none"> <li>a. Cognitive Domain (Head)</li> <li>b. Affective Domain (Heart)</li> <li>c. Psychomotor Domain (Hands)</li> </ol> </li> </ol> <p>When the teacher addresses these three domains real learning happens.</p> <ol style="list-style-type: none"> <li>4. We can have good classroom management if we understand the three important behaviours in the class <ol style="list-style-type: none"> <li>a. <b>On-Task behaviour</b>– Proper planning by the teacher ensures this behaviour in the class.</li> <li>b. <b>Off-Task behaviour</b>- Lack of proper planning results in this kind of behaviour.</li> <li>c. <b>Disruptive Behaviour</b> – Teachers should always try to curb this kind of behaviour in the class.</li> </ol> </li> <li>5. There is a paradigm shift that is happening in the Teaching process. We are in a transition from Transactional Method of teaching, which is the classical method, to a Transformational Method of Teaching which is the more modern approach.</li> <li>6. Bloom's Taxonomy Levels in three Domains <ol style="list-style-type: none"> <li><b>I. Cognitive Domain</b> <ol style="list-style-type: none"> <li>a. Knowledge</li> <li>b. Understand</li> <li>c. Application</li> <li>d. Analysis</li> <li>e. Evaluate</li> <li>f. Creative</li> </ol> </li> <li><b>II. Affective Domain</b> <ol style="list-style-type: none"> <li>a. Receive</li> <li>b. Respond</li> <li>c. Value</li> <li>d. Organize</li> <li>e. Characterize</li> </ol> </li> <li><b>III. Psychomotor Domain</b> <ol style="list-style-type: none"> <li>a. Imitate</li> <li>b. Manipulate</li> </ol> </li> </ol> </li> </ol>
--	--



	<ul style="list-style-type: none"> <li>c. Precision</li> <li>d. Articulate</li> <li>e. Naturalization</li> </ul>
	<p>7. Differences in Adult Learning and Child Learning</p> <ul style="list-style-type: none"> <li>a. Adults study while children learn</li> <li>b. Adults plan a strategy for a problem, while children expect solutions.</li> <li>c. We can only facilitate the adults whereas we have to teach children.</li> <li>d. We can act as mentors to adults while we have to be informative to children.</li> <li>e. We are developing skills in adults while we are testing children through exams.</li> <li>f. We expect Adults to perform, while we expect children to just have knowledge.</li> </ul>
	<p>8. Skills of Micro-Teaching</p> <ul style="list-style-type: none"> <li>a. Skill of Introduction</li> <li>b. Skill of Explaining</li> <li>c. Skill of Stimulus variation</li> <li>d. Skill of Questioning</li> <li>e. Skill of Reinforcement</li> <li>f. Skill of Illustration</li> <li>g. Skill of Black Board Writing</li> <li>h. Skill of Class Room Management</li> <li>i. Skill of Achieving Closure.</li> </ul>
	<p>9. Four Important Attitudes of learners</p> <ul style="list-style-type: none"> <li>a. Revenge</li> <li>b. Power Seeking</li> <li>c. Isolation</li> <li>d. Attention Seeking</li> </ul>
	<p>10. Various Teaching Methods</p> <ul style="list-style-type: none"> <li>a. Lecture</li> <li>b. Lecture Discussion</li> <li>c. Seminar</li> <li>d. Panel Discussion</li> <li>e. Group Discussion</li> <li>f. Role Play</li> <li>g. Flipped Class Room</li> <li>h. Talking point sessions</li> <li>i. Workshops</li> <li>j. Conferences</li> <li>k. Project Method</li> <li>l. Collaborative Learning</li> </ul>



	<ul style="list-style-type: none"> <li>m. Demonstration</li> </ul> <p>11. Four Learning Theories</p> <ul style="list-style-type: none"> <li>a. Classical Theory</li> <li>b. Behaviorist Theory</li> <li>c. Cognitivist Theory</li> <li>d. Constructivist Theory</li> </ul> <p>12. Qualities of a Good Teacher</p> <ul style="list-style-type: none"> <li>a. Accuracy</li> <li>b. Alertness</li> <li>c. Courtesy</li> <li>d. Empathy</li> <li>e. Flexibility</li> <li>f. Friendliness</li> <li>g. Honesty</li> <li>h. Initiative</li> <li>i. Kindness</li> <li>j. Loyalty</li> <li>k. Patience</li> <li>l. Responsibility</li> <li>m. Stability</li> <li>n. Tactfulness</li> <li>o. Tolerance</li> </ul>
<b>Learners' Response</b>	All the group members participated well in the Lecture cum Discussion.
<b>Learners' Feedback</b>	Participants felt the session went well and they gained good insights into the pedagogic aspects of teaching and learning.
<b>Application of Learning</b>	The participants will use the knowledge gained from the session in their regular practice as teachers.
<b>Examples shared</b>	The story of a Master and its dog suffering from fever was used to bring home the point that teacher should always go to the level of students and make him learn things.
<b>Ideas for similar activities</b>	Participants shared that they could apply this learning for many activities in their colleges
<b>Session Reported By</b>	G. Rajashekhar, Assistant Professor, Vasavi College of Engineering



## Pictures





<b>Session Topic</b>	<b>Constructive Methodology</b>
<b>Session Sub Topics</b>	Types of pedagogy, constructive methodology, inclusive approaches of teaching and learning
<b>Session Facilitated by</b>	Shri Upendra Reddy
<b>Session Timing</b>	9.30AM -1:30 PM
<b>Transaction Methodology</b>	Presented a PowerPoint presentation and interacted with students.
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• Critical Pedagogy</li> <li>• Pedagogy of Hope</li> <li>• Pedagogy of Inclusive</li> <li>• Pedagogy of Language</li> <li>• Pedagogy of Science</li> <li>• Pedagogy of Maths</li> <li>• Pedagogy of Social Science</li> <li>• Pedagogy vs Social Sciences</li> </ul>
<b>Learners' Response</b>	Participants showed good enthusiasm and actively participated in the discussion.
<b>Learners' Feedback</b>	Trainees were able to identify the inclusive approaches of teaching and learning
<b>Application of Learning</b>	Apply this approach for effective learning in class room.
<b>Examples shared</b>	-
<b>Ideas for similar activities</b>	Can give a case study and discuss the questions to know the understanding of the case study and share the experiences.
<b>Session Reported By</b>	V. Vijaya Kumar



## Pictures



23 Dec 18 – Sunday - Holiday



Session Topic	Micro Teaching Recording of Transaction
Session Sub Topics	<ul style="list-style-type: none"> <li>Module 4: Pedagogic Techniques and Teaching and Learning Methods.</li> <li>Module 3: Curriculum Design and Content Development</li> <li>Module 8: ICT in Effective Teaching Learning and Evaluation</li> <li>Module 11: Personal and Emotional Development, Counseling and Mentoring</li> <li>Module 10: University Governance and Administration</li> </ul>
Session Facilitated by	Smt V. Anasuya Smt Vani Jagadishwari Shri J.P Sastry
Session Timing	09:45 AM -1:45 PM
Transaction Methodology	Power Point Presentation Lecture using Black board/White board and Chalk/Marker Discussions
Key Learning Points	<ul style="list-style-type: none"> <li>To use the Micro Teaching techniques</li> <li>Pedagogic Techniques and Teaching and Learning Methods</li> <li>Curriculum Design and Content Development</li> <li>ICT in Effective Teaching Learning and Evaluation</li> <li>Personal and Emotional Development, Counseling and Mentoring</li> <li>University Governance and Administration</li> </ul>
Learners' Response	Participants showed good enthusiasm and actively participated in Micro Teaching.
Learners' Feedback	<ul style="list-style-type: none"> <li>Trainees were able to identify the oral communication skills, Time management skills based on the situation.</li> <li>They were eagerly looking forward to the Micro Teaching Analysis which is scheduled on 26th Dec 2018.</li> </ul>
Application of Learning	Improve the Teaching Techniques (Micro Teaching) for effective Teaching/learning in class room.



<b>Examples shared</b>	-----
<b>Ideas for similar activities</b>	-----
<b>Session Reported By</b>	T. Jalaja
<b>Pictures</b>	

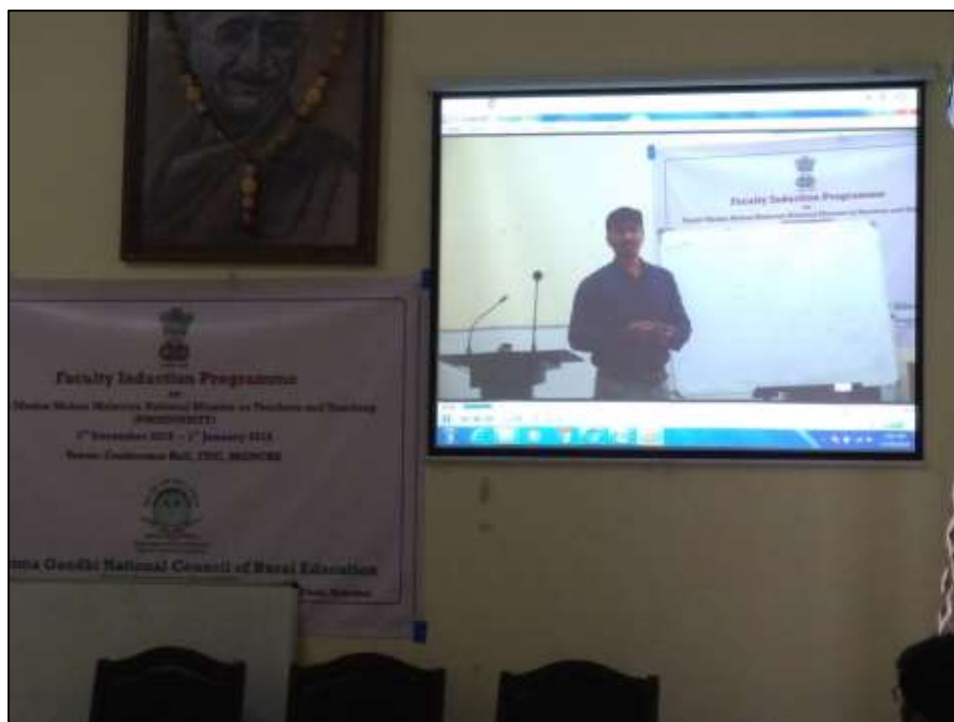
**25<sup>th</sup> December 2018 – Christmas – Holiday**



<b>Session Topic</b>	<b>Module 5: Microteaching Analysis and Training</b>
<b>Session Sub Topics</b>	-
<b>Session Facilitated by</b>	Dr. Padmanabaiah (Retd. Prof.)
<b>Session Timing</b>	02:30 PM -4:30 PM
<b>Transaction Methodology</b>	<ul style="list-style-type: none"> <li>• Brief introduction about what is microteaching</li> <li>• All the group members were asked to share their views after watching their own individual videos.</li> <li>• All members actively participated in micro-teaching and listed out what they understood. Few also contributed their own suggestions to the speaker (participant).</li> <li>• Finally Dr. Padmanabaiah sir gave his valuable comments and suggestions.</li> </ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Oral communication skills</li> <li>• Listening skills</li> <li>• Questioning skills</li> </ul>
<b>Learners' Response</b>	Participants showed good enthusiasm and actively participated in the activity.
<b>Learners' Feedback</b>	<ul style="list-style-type: none"> <li>• Participants learned from others how to they can further improve their teaching skills.</li> <li>• The activity was motivating and inspiring.</li> <li>• All participants learned many practical skills.</li> </ul>
<b>Application of Learning</b>	It can be used in classroom teaching, coaching, mentoring, counselling etc.
<b>Examples shared</b>	-----
<b>Ideas for similar activities</b>	Make each members participate in the activity. Learn listening skills and be interactive.
<b>Session Reported By</b>	Soumyaranjan Mohapatra



## Pictures

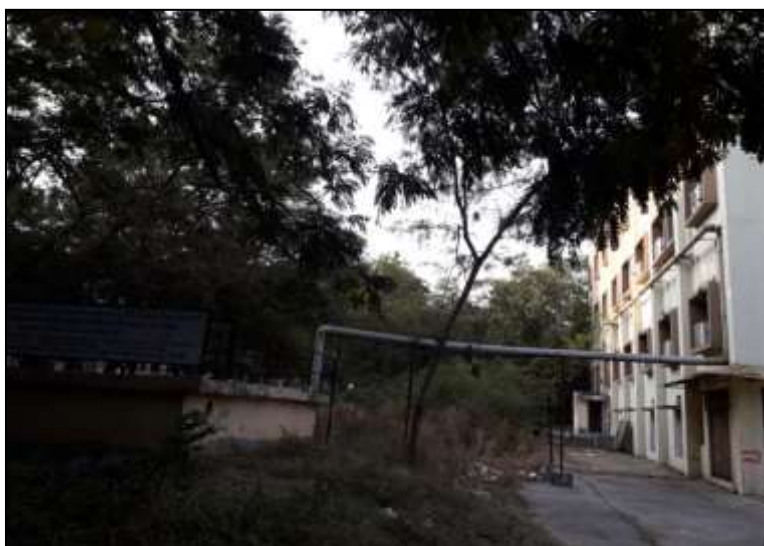




<b>Session Topic</b>	<b>Water Resources : Field Trip to JNTUH</b>
<b>Session Sub Topics</b>	<ol style="list-style-type: none"> <li>1. Rain Water.</li> <li>2. Storage of Rain Water.</li> <li>3. Harvesting Pit.</li> <li>4 .Four layer mechanism of harvesting.</li> <li>5. Water Footprint calculator.</li> </ol>
<b>Session Facilitated by</b>	Dr. P. Giridhar, Associate Professor, JNTUH
<b>Session Timing</b>	2:30 PM to 4:50 PM
<b>Transaction Methodology</b>	Interactive Method, Discussion ,PPT
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Signification of water in human life.</li> <li>• Different resources of storing water.</li> <li>• Harvesting Pit is help in recharging ground Level water.</li> </ul>
<b>Learner's Response</b>	<ul style="list-style-type: none"> <li>• Really motivational.</li> <li>• All participants involved in discussion actively.</li> </ul>
<b>Learner' Feedback</b>	<ul style="list-style-type: none"> <li>• Interesting and encouraging.</li> <li>• Must share information with others.</li> </ul>
<b>Application of learning</b>	<ul style="list-style-type: none"> <li>• How to the Store Rain Water in houses.</li> <li>• Rain water can be used for drinking.</li> <li>• Rain Water can be stored by constructing sump , reused and harvesting pit.</li> </ul>
<b>Examples Shared</b>	Sir showed construction of stored Rain Water and Harvesting Pit in JNTUH campus.
<b>Ideas for similar activities</b>	<ul style="list-style-type: none"> <li>• Signification of water in human life.</li> <li>• For the next generation to survive, everyone has to save the water.</li> </ul>
<b>Session Reported By</b>	G Vasantha Meghana



## Pictures



30 Dec 2018 – Sunday – Holiday



**VALEDICTORY SESSION****31-Dec-2018**

The Valedictory session was conducted and participants were awarded the certificates

**LIST OF PARTICIPANTS**

<to be inserted>