



SANSKRITHI SCHOOL OF BUSINESS

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Beedupalli Road, Prasanthigram, Puttaparthi, Sri Sathya Sai District – 515 134.

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REPORT ON “ TWO DAY WORKSHOP ON OUTCOMES BASED EDUCATION, IQAC INITIATIVE” AND “BLOOMS TAXONOMY-A PEDAGOGY FOR OBE AN IQAC INITIATIVE”

Title of the Seminar: “IQAC initiative and Blooms Taxonomy”

Date of Event: 18-05-2023 to 19-5-2023 **Time Event:** 10:00AM to 5:00 PM

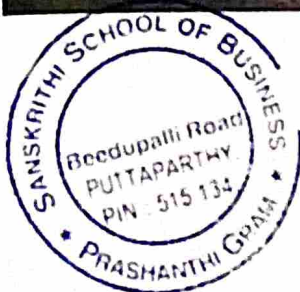
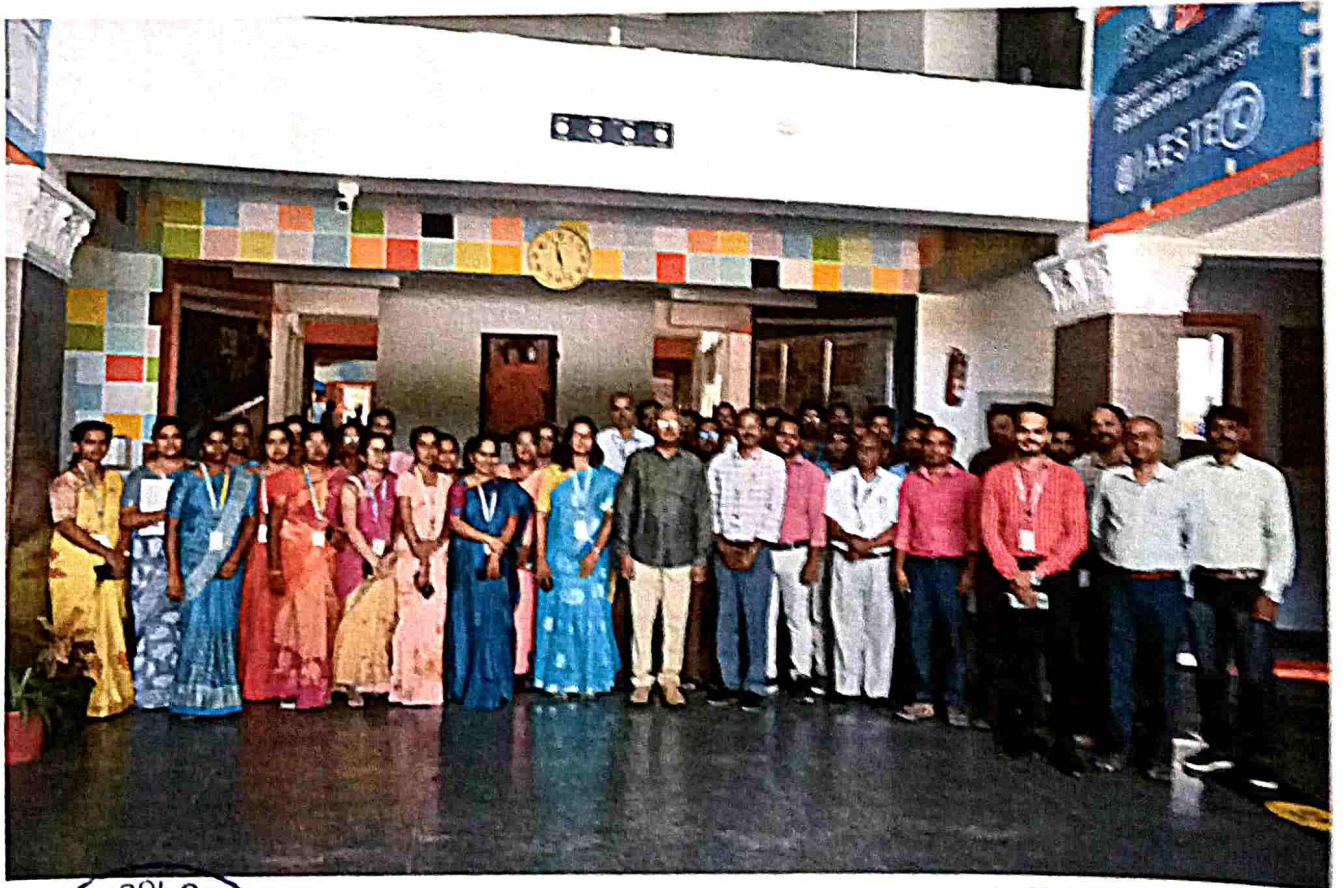
Venue: shanti Hall

Mode: Offline

Resource person: Dr. T.V. Suresh Kumar

Coordinator: K.A Nilofer

Number of Participants: FACULTY FROM SANSKRITHI GROUP OF INSTITUTION



Dr. Balakrishna

PRINCIPAL

Sanskriti School of Business,
Beedupalli Road, Prasanthigram,
PUTTAPARTHI - 515134,
Ananthapuramu (Dt.) A.P.



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Beedupalli Road, Prasanthigram, Puttaparthi, Sri Sathya Sai District - 515 134.

Name of the Resource Person :

Dr. T.V. suresh kumar

Profile : Dr T V Suresh Kumar

Mobile: +91- 95354 46140 • **Email:** tvsureshkumar1964@gmail.com

Address: #38, Muniswamappa Layout, Thindlu, Bangalore-560097, Karnataka

SENIOR ACADEMICIAN AND RESEARCH PROFESSIONAL

Over 3 decades of rich experience in delivering optimal results in high-growth environments in Teaching and Research

EXECUTIVE SUMMARY

* Seasoned, competent and highly organized individual, committed to professional development and acquisition of continual knowledge. Key competencies in structuring and implementing innovative teaching/ research methodologies to generate undivided commitment & dedication among the students/ staff

o High level of initiative in curriculum related as well as extra-curricular areas, developing student-centered, congenial learning techniques to in still enthusiasm in students with emphasis on value education to foster their development to their utmost potential

o Diligent and resourceful professional with excellent analytical and communication skills and active participant of seminars, workshops, and staff meetings. Gifted with remarkably clear, attractive, and well-controlled voice; good timing, excellent pronunciation, and good command over English/Hindi required necessarily to teach.

o Deft at preparing academic calendar, member secretary Academic council, conducting Academic Council Meetings, data gathering, processing and formatting according to Governing Body requirements, headed various Institute committees, Statutory bodies like UGC, AICTE, CoA, MHRD communication, NAAC procedures, NBA procedures, Ranking procedures and Data processing.

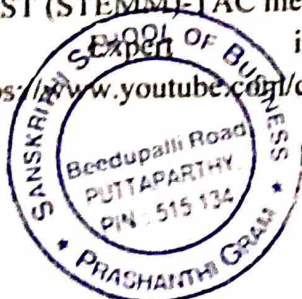
o Adept at analyzing and storing relevant documents for these communications and played a key role in MoUs with National Universities/ International organizations/ Labs and other assignments as and when assigned by the Management

o Expertise at working as Subject Consultant for preparing Standard Operating Policy Document in NAAC, Bangalore.

o Accreditation Advisor- to several Institutions

o DST (STEMM)-TAC member

o Expert in OBE (You tube link:
<https://www.youtube.com/channel/UCEa1Pfb6d0pHVTHg-rQkn-Q>)



Dr. Balakrishna

PRINCIPAL

Sanskriti School of Business,
Beedupalli Road, Prasanthigram,
PUTTAPARTHI - 515 134,
Ananthapuramu (D.T.A.P.)



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o Skilled at carrying out funded projects from DST, CASSA, DRDL, DRDO and UGC and consultancy projects from 711 Group of Companies, M S Ramaiah Memorial Hospital and M S Ramaiah Dental College and Hospital.

Total No. of Publications in Journals/ Conferences 127

Aug 2012– Dec 2018 with M S Ramaiah Institute of Technology (MSRIT), Bangalore as Registrar (Academic)/ Aug 2006 – Dec 2018 as HoD (Department of Computer Applications)/ Jan 1999- Jul 2006 as Reader

Accountabilities

- o Prepared academic calendar and worked as the member secretary Academic council.
- o Conducted Academic Council Meetings, data gathering, processing and formatting according to Governing Body requirements, headed various Institute committees, Statutory bodies like UGC, AICTE, CoA, MHRD communication, NAAC procedures, NBA procedures, Ranking procedures and Data processing.
- o Analyzed and stored relevant documents for these for these communications and played a key role in MoUs with National Universities/ International organizations/ Labs and other assignments as and when assigned by the Management.
- o Establishing file structure for all administrative units as per statutory bodies requirements.
- o Maintaining records of University (year wise) to comply with the statutory bodies along with making scholarships record (National, State).
- o Interacting for foreign students' admission at o EDCIL, Govt of India. SoPs for gardening, maintenance, exams, research, placements, HR (ongoing)

Jan 2019 – Jun 2019 with NAAC Bengaluru

- o Key role in Data Verification and Validation Unit(DVV)
- o Key role in developing Open University manual
- o Key role in developing Dual University manual
- o Key role in developing SoP NAAC manual
- o Member in 'OpenUniversity' Manual
- o Participated in NEP2020-NAAC role discussions

PREVIOUS ASSIGNMENTS

Sri Vidyanikethan Engineering College, Tirupathi, Andhra Pradesh

Lecturer 1998-1999

NBKR Institute of Technology, Vidya Nagar, Andhra Pradesh



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PRINCIPAL

Sanskriti School of Business,
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Lecturer 1995-1998

V R College, Nellore Andhra Pradesh

Lecturer 1992-1995

BOOKS PUBLISHED

o Dr. T V Suresh Kumar et al: "Programming with R", CENGAGE, 2017

o Dr. T V Suresh Kumar, Dr. B Eswara Reddy, Jagadish S Kallimani: "Concepts on Data Mining", Elsevier-Sanguine, 2012.

o Dr. TV Suresh Kumar, Dr. B Eswara Reddy, Raghavan P: "Programming with Java", Pearson – Sanguine, 2011.

ADMINISTRATION PROFILE

o Registrar (Academic)

o Head of the Department for Computer Applications

o Institution Level:

o Chairman, Awards & Rewards Committee

o Convener, Administrative Restructuring Committee, MSRIT

o Internal auditor for ISO

o Activities of Center for Advanced Training and Continuing Education (Member)

o Activities of Center for Research and Industrial Consultancy (Member)

o TEQIP programs (Member)

o Library Committee (Chairman)

o University Level:

o Co-opted member, CSE Board, BoS, VTU

o Participated in every syllabus revision meeting of VTU

o Was a member of VTU Board of Examination (MCA)

o Other Institutions

o Member of Technical Advisory Committee on Science, Technology, Engineering, Mathematics, Medicine (STEMM)

– India Initiative (Bharat Vigyan Darshan) under DST

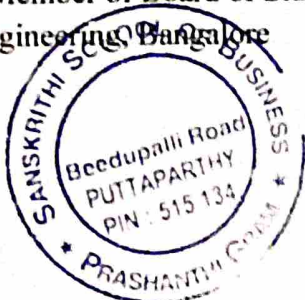
o Member of Doctoral Committee, VIT University, Vellore

o External expert in the Staff Selection Committee at various institutes like M S Ramaiah Degree College, B M S

College of Engineering, Acharya Institute of Technology, SANA PG Studies, Nellore.

o Member of Board of Examination at SIT, Tumkur (An Autonomous Institute affiliated to VTU)

o Member of Board of Studies, SSIT, Tumkur (Deemed University), New Horizon College of Engineering, Bangalore



Dr. Balakrishna

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Beedupalli Road, Prasanthigram,
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Ananthapuramu (D)



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AUTHORS TITLE OF THE PAPER JOURNAL/PROCEEDINGS DETAILS

o Formative Assessment based Course Outcomes and Instructions International Conference on Engineering, Life sciences &

Social Science, Malacca, Malaysia, 9 th -10th February 2018 by T.V. Suresh Kumar.

o Quality Circles and Formative assessment to enhance students involvement and course quality in effective understanding of E

Commerce course 8th National Conference on 'Engendering Technological Excellence in Higher Education' on January 19 and

20, 2017 by Niranjanamurthy M, T V Suresh Kumar and Ch Ram Mohan Reddy.

o A Process Model for Mapping Course Outcomes to Programme Outcomes Chen, W. et al. (Eds.) (2016). Proceedings of the

24th International Conference on Computers in Education. India: Asia-Pacific Society for Computers in Education, 2016 by

Suresh Kumar T V, Sailaja Kumar K, Madhavi K and Eswara Reddy B

PREDICTIVE ANALYTICS RELATED

Location identification for real estate investment using data analytics International Journal of Data Science and Analytics,

Springer Nature Switzerland AG 2019 <https://doi.org/10.1007/s41060-018-00170-0> by E. Sandeep Kumar, Viswanath

Talasila, Naphtali Rishe, T. V. Suresh Kumar and S. Iyengar.

o A Study on Discontinuity Pattern in Online Social Networks Data Using Regression Discontinuity Design Third International

Conference on Intelligent Information Technologies, ICIIT 2018, Chennai, India, December 11–14, 2018, Springer, Advances

in Data Science by K. Sailaja Kumar, D. Evangelin Geetha and T. V. Suresh Kumar.

o Real Estate Data Analysis using Principal Component Analysis and R International Journal of Pure and Applied Mathematics

Vol(119):15,pp:1535-1541, 2018 by K Sailaja , Kameshwari, Soundarya, Harshita R, D Evangelin Geetha and T V Suresh

Kumar.

SOFTWARE QUALITY ENGINEERING (SECURITY) RELATED

Empirical Models for the Performance of ETL Processes International Journal of Computer Applications 92(5):36-41, April 2014 by M Mrunalini, T V Suresh Kumar and K Rajanith.



Dr. Balakrishna

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Beedupalli Road, Prasanthigram,
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o Cyber Weapons – Invisible Weapons for Next Generation Warfare CSI-Communications Magazine (Computer Society of India), December 2013 by Manish Kumar, Hanumanthappa and T V Suresh Kumar.

o Multi Pattern Matching Technique on Fragmented and Out-of-Order Packet Streams for Intrusion Detection System Proceedings of IEEE – 4 th International Conference on “Computing Communication and Networking Technologies” held from July 4 th – 6 th 2013 organized by Vivekanandha College of Engineering for Women, Elayampalayam, Tiruchengode, Tamilnadu- 637 205, India by Manish Kumar, Hanumanthappa and T V Suresh Kumar.

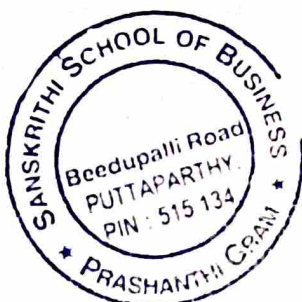
o Intrusion Detection System using Stream Data Mining and Drift Detection Method Proceedings of IEEE-4 th International Conference on “Computing Communication and Networking Technologies” held from July 4th – 6 th, 2013 organized by Vivekanandha College of Engineering for Women, Elayampalayam, Tiruchengode, Tamilnadu - 637 205, India by Manish Kumar, Hanumanthappa and T V Suresh Kumar.

Two day workshop on outcomes based Education, IQAC initiative” and “Blooms Taxonomy-a pedagogy for OBE ,an IQAC initiative

_ Prof Dr. T.V. Suresh Kumar

Topics to be covered in workshop:

1. Factual knowledge
2. Procedural knowledge
3. Metacognitive knowledge
4. cognitive domain
5. using Taxonomy table
6. understanding Pos/PSOs
7. Designing course outcomes
8. CO-PO mapping



Dr. Balakrishna

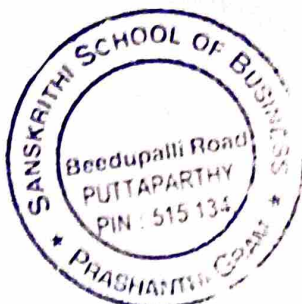
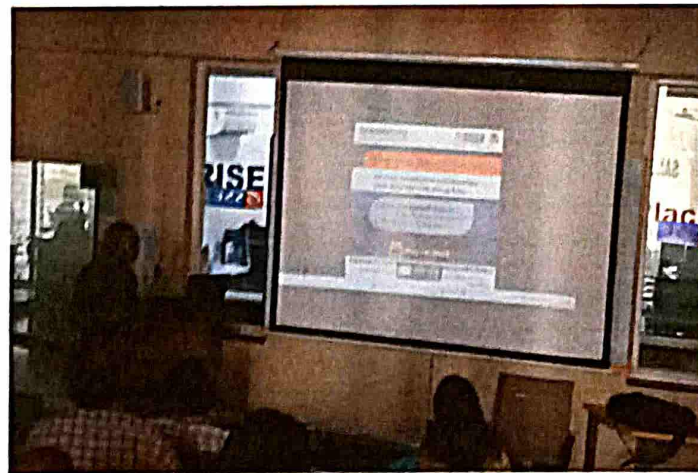
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Ananthapuramu (Dist) A.P.



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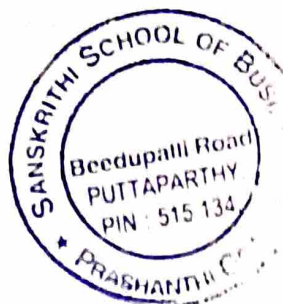
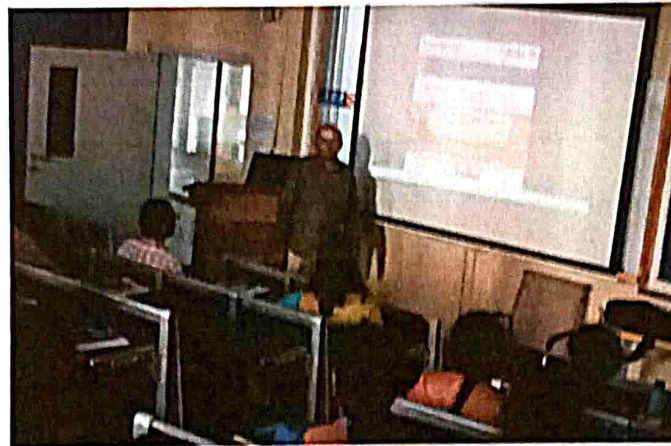
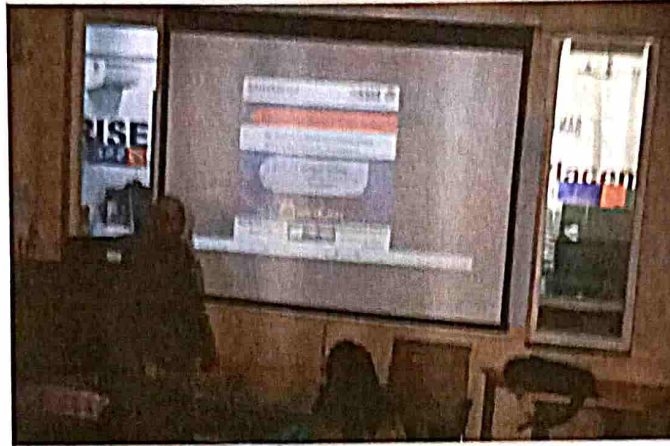
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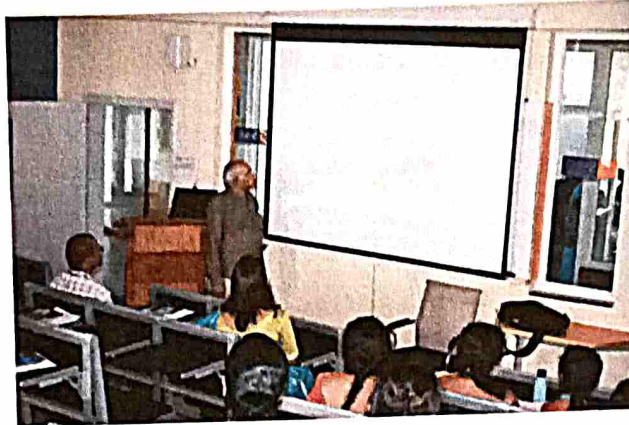
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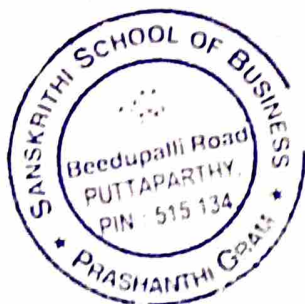
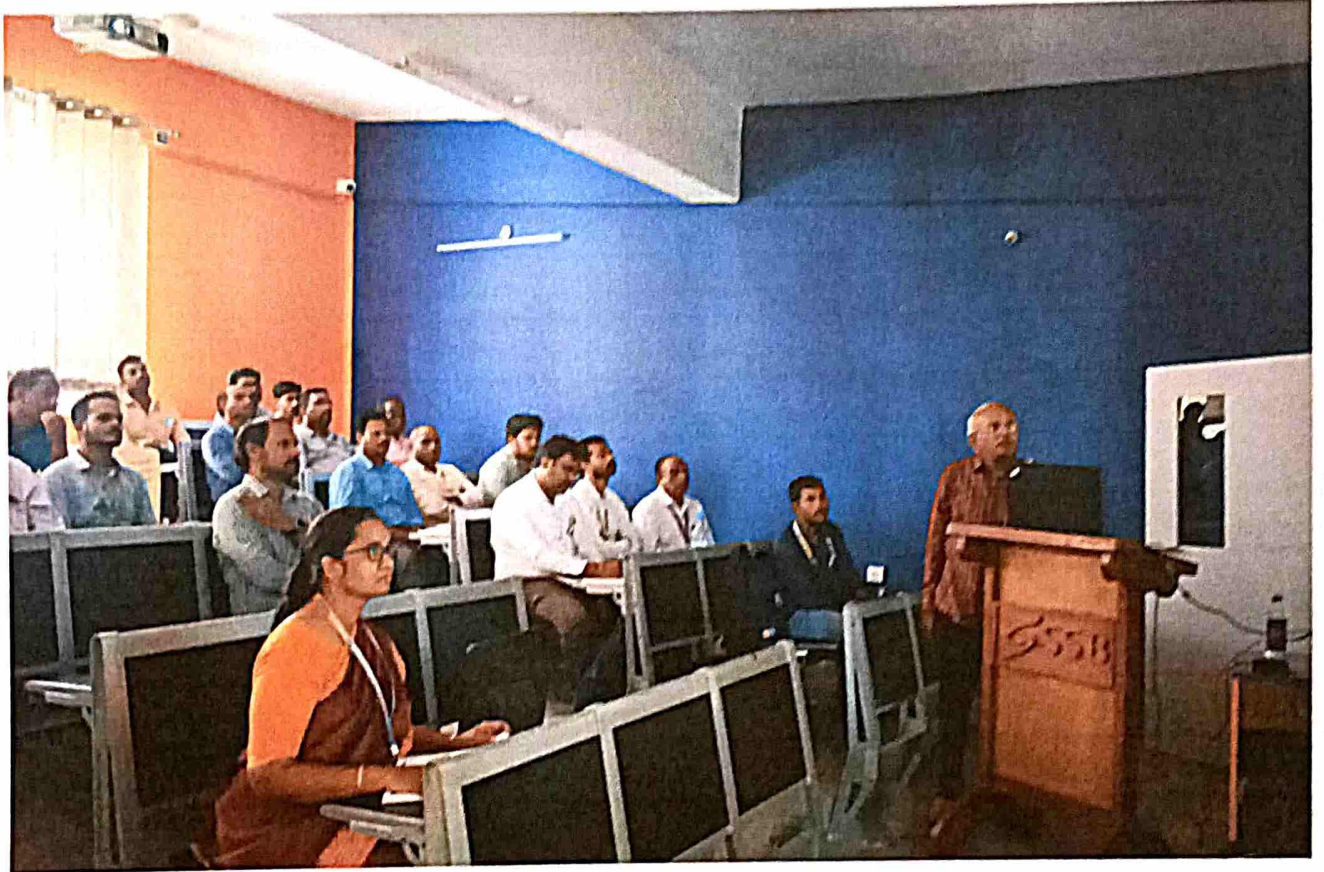
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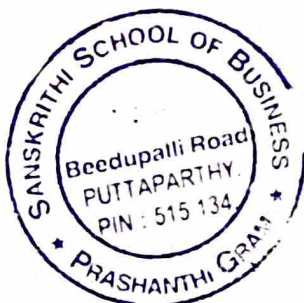
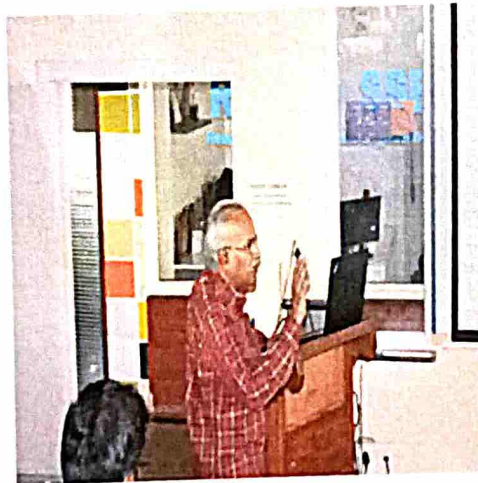
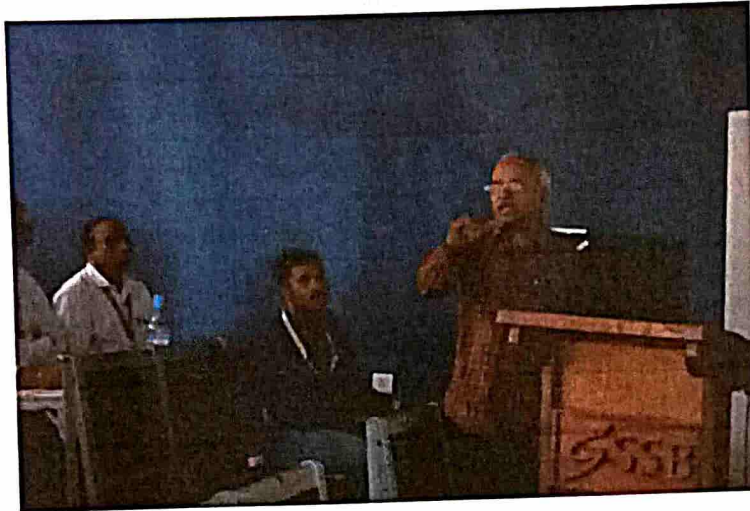
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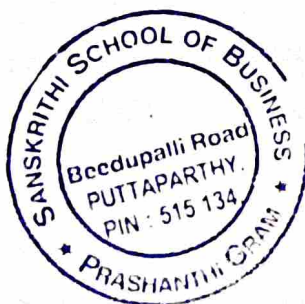
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Prof (Dr) T V Suresh Kumar

Bengaluru

Handout-1

Factual Knowledge

EXAMPLES OF KNOWLEDGE OF TERMINOLOGY

- Knowledge of the alphabet
- Knowledge of scientific terms (e.g., labels for parts of a cell, names for sub-atomic particles)
- Knowledge of the vocabulary of painting

EXAMPLES OF KNOWLEDGE OF SPECIFIC DETAILS AND ELEMENTS

- Knowledge of major facts about particular cultures and societies
- Knowledge of practical facts important to health, citizenship, and other human needs and concerns
- Knowledge of the more significant names, places, and events in the news
- Knowledge of the reputation of a given author for presenting and interpreting facts on governmental problems
- Knowledge of major products and exports of countries
- Knowledge of reliable sources of information for wise purchasing.

Q 1: List the at least 5 major elements in your course

Q 2: List at least 5 terminology used in your course

Q 3: List at least 5 reliable sources information of your course

Q 4: familiar story-content same- 4 opinions

Q 5: Important knowledge to be known in your course

Conceptual knowledge

EXAMPLES OF KNOWLEDGE OF CLASSIFICATIONS AND CATEGORIES

Classifications and categories differ from terminology and facts in that they form the connecting links between and among specific elements

Classifications and categories are largely the results of agreement and convenience, whereas knowledge of specific details stems more directly from observation, experimentation, and discovery

Dr. Balakrishna
PRINCIPAL

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Beedupalli Road, Prasanthigram, Puttaparthi - 515134, Ananthapuramu (Dt.) A.P.



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Prof (Dr) T V Suresh Kumar

Bengaluru

EXAMPLES OF KNOWLEDGE OF SUBJECT-SPECIFIC TECHNIQUES AND METHODS

- Knowledge of research methods relevant to the social sciences
- Knowledge of the techniques used by scientists in seeking solutions to problems
- Knowledge of the methods for evaluating health concepts

EXAMPLES OF KNOWLEDGE OF CRITERIA FOR DETERMINING WHEN TO USE APPROPRIATE PROCEDURES

- Knowledge of the criteria for determining which of several types of essays to write (e.g., expository, persuasive)
- Knowledge of the criteria for determining which method to use in solving algebraic equations
- Knowledge of the criteria for determining which statistical procedure to use with data collected in a particular experiment

Q 1: List at least 5 skills and algorithms in your course

Q 2: List at least 5 applications of concepts in your course

Q 3: Give an example of One technique and One Method in your course

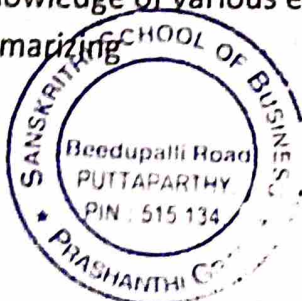
Q 4: How do you teach a technique in your course

Q 5: List major applications of your course

Metacognitive knowledge

EXAMPLES OF STRATEGIC KNOWLEDGE

- Knowledge that rehearsal of information is one way to retain the information
- Knowledge of various mnemonic strategies for memory (e.g., the use of acronyms such as Roy G Biv for the colors of the spectrum.)
- Knowledge of various elaboration strategies such as paraphrasing and summarizing



Dr. Bala K. K. K.

PRINCIPAL

Sanskriti School of Business,
Beedupalli Road, Prasanthigram,
PUTTAPARTHI - 515134,
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Prof (Dr) T V Suresh Kumar

- Knowledge of the variety of types of literature
- Knowledge of the various forms of business ownership
- Knowledge of the parts of sentences (e.g., nouns, verbs, adjectives)
- Knowledge of different kinds of psychological problems

EXAMPLES OF KNOWLEDGE OF PRINCIPLES AND GENERALIZATIONS

- Knowledge of major generalizations about particular cultures
- Knowledge of the fundamental Laws of physics
- Knowledge of the principles of chemistry that are relevant to life processes and health

EXAMPLES OF KNOWLEDGE OF THEORIES &, MODELS, AND STRUCTURES

- Knowledge of the interrelationships among chemical principles as the basis for chemical theories
- Knowledge of the overall structure of Congress (i.e., organization, functions)
- Knowledge of the basic structural organization of the local city government

Q 1: List at least 5 concepts in your course

Q 2: List at least 5 different problems in your course

Q 3: establish the relationship among bits of information in your course

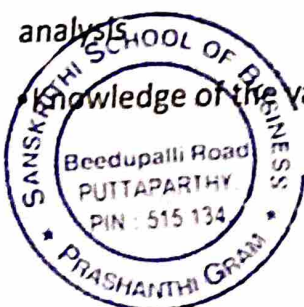
Q 4: How you classified your course syllabus

Q 5: List major generalizations in your course

Procedural knowledge

EXAMPLES OF KNOWLEDGE OF SUBJECT-SPECIFIC SKILLS AND ALGORITHMS

- Knowledge of the skills used in painting with watercolors
- Knowledge of the skills used to determine word meaning based on structural analysis
- Knowledge of the various algorithms for solving quadratic equations



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Prof (Dr) T V Suresh Kumar

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Sanskriti School of Business,
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PUTTAPARTHI - 515134,
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Bengaluru



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Prof (Dr) T V Suresh Kumar

Bengaluru

EXAMPLES OF KNOWLEDGE ABOUT COGNITIVE TASKS, INCLUDING CONTEXTUAL AND CONDITIONAL KNOWLEDGE

- Knowledge that recalls tasks (i.e., short-answer items) generally makes more demands on the individual's memory system than recognition tasks (i.e., multiple-choice items)
- Knowledge that a primary sourcebook may be more difficult to understand than a general textbook or popular book

EXAMPLES OF SELF-KNOWLEDGE

- Knowledge that one is knowledgeable in some areas but not in others
- Knowledge that one tends to rely on one type of "cognitive tool" (strategy) in certain situations
- Knowledge of one's capabilities to perform particular tasks that are accurate, not inflated (e.g., overconfident)

Q 1: List at least 5 mnemonic strategies in your course

Q 2: List at least 5 summarization strategies in your course

Q 3: Give an example of One short answer in your course

Q 4: Have your students follow Textbooks other than those prescribed of your course

Q 5: List major strengths and weaknesses of your student's learning of your course

Handout-2: Cognitive domain

The following list provides some examples of outcomes and assessments that can be used for each component of the cognitive domain. You write comparable examples throughout your session.

REMEMBERING

Remembering involves retrieving relevant knowledge from long-term memory

Recognizing:

Example outcomes: Students to recognize the correct dates of important events in Indian history

Corresponding Test Items: "True or false" / Matching/MC questions

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Corresponding Test Items: asks a student to describe the relationship as an equation involving x and y for situations in which if x is 1, then y is 0; if x is 2, then y is 3; and if x is 3, then y is 8

COMPARING

Example outcomes: to learn to compare an electrical circuit to a more familiar system

Corresponding Test Items: Ask "How is an electrical circuit like water flowing through a pipe?"

EXPLAINING

Example outcomes: To explain how basic physics laws work

Corresponding Test Items: Ask students who have studied Ohm's law to explain what happens to the rate of the current when a second battery is added to a circuit

Apply

EXECUTING

Example outcomes: To learn to compute the value of variables using scientific formulas

Corresponding Test Items: a student is given the formula $\text{Density} = \frac{\text{Mass}}{\text{Volume}}$ and must answer the question "What is the density of a material with a mass of 18 pounds and a volume of 9 cubic inches?"

IMPLEMENTING

Example outcomes: To learn to solve a variety of personal finance problems

Corresponding Test Items: To present students with a problem in which they must choose the most economical financing package for a new car

ANALYZE

DIFFERENTIATING

Example outcomes: to distinguish between relevant and irrelevant numbers in a word problem

Corresponding Test Items: item requires a student to circle the relevant numbers and cross out the irrelevant numbers in a word problem.

Dr. Balakrishnan

PRINCIPAL

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Anantapuramu (A.P.)



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Prof (Dr) T V Suresh Kumar

Bengaluru

ORGANIZING

Example outcomes: to learn to analyze research reports in terms of four sections: hypothesis, method, data, and conclusion

Corresponding Test Items: students are asked to produce an outline of a presented research report

4-3 ATTRIBUTING

Example outcomes: To learn to determine the motives for a series of actions by characters in a story

Corresponding Test Items: The task for the students having read Shakespeare's Macbeth is to ask what motive(s) Shakespeare attributed to Macbeth for the murder of King Duncan.

5 EVALUATE

5-1 CHECKING

Example outcome: To learn to determine whether a scientist's conclusion follows from the observed data

Corresponding Test Items: asks a student to read a report of a chemistry experiment and determine whether or not the conclusion follows from the results of the experiment

5-2 CRITIQUING

Example outcome: To learn to judge which of two alternative methods

Corresponding Test Items: As judging whether it is better to find all prime factors of 60 or to produce an algebraic equation to solve the problem

6 CREATE

6-1 GENERATING

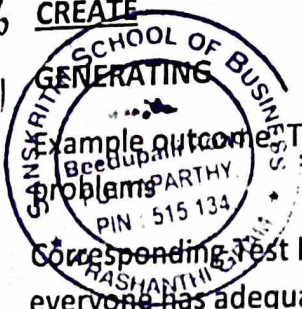
Example outcome: To learn to generate multiple useful solutions for social problems

Corresponding Test Items: Suggest as many ways as you can to assure that everyone has adequate medical insurance

6-2 PLANNING

Dr. Balakrishnan
PRINCIPAL

Sanskriti School of Business,
Beedupalli Road, Prasanthigram,
PUTTAPARTHI - 515134,
Ananthapuramu (Dt.) A.P.





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Example outcome: To be able to lay out the steps needed to solve geometry

KNOWLEDGE DIMENSION/COGNITIVE DIMENSION	1. REMEMBER Recognizing Recalling	2. UNDERSTAND Interpreting Exemplifying Classifying Summarizing Inferring Comparing Explaining	3. APPLY Executing Implementing	4. ANALYZE Differentiating Organizing Attributing	5. EVALUATE Checking Critiquing	6. CREATE Generating Planning Producing
Factual Knowledge						
Conceptual Knowledge						
Procedural Knowledge						
Meta Cognitive Knowledge						

problems

Corresponding Test Items: Asks students to devise a plan for determining the volume of a pyramid (a task not previously considered in class)

b-3

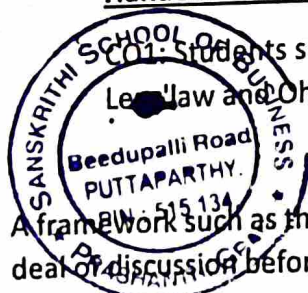
PRODUCING

Example outcome: To learn to design habitats for certain species and certain purposes

Corresponding Test Items: Asks students to design the living quarters of a space station

Although we have described the cognitive processes individually, they are likely to be used in coordination with one another to facilitate meaningful school learning

Handout –Using Taxonomy Table:



Students should learn to use laws of electricity and magnetism (e.g. Ohm's law and Ohm's law) to solve problems."

A framework such as the Taxonomy Table requires numerous illustrations and a great deal of discussion before it can be adequately understood and ultimately used in classroom settings

Dr. Balakrishnan

PRINCIPAL

Sanskriti School of Business,
Beedupalli Road, Prasanthigram,
PUTTAPARTHI - 515134,
Ananthapuramu (Dt.) A.P.



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Bengaluru

The question for the Teachers is not whether the case studies represent good or bad teaching. Rather, the question is how the Taxonomy Table can help the reader make sense of the outcomes, instructional activities, and assessments described by the teachers with the intent of improving their own teaching and the student's learning.

Learning questions:

To place this objective in the Taxonomy Table, we must examine the verb and noun phrase in relation to the categories of the table

We must relate the verb, "use," to one of the six major cognitive process categories and the noun phrase, "laws of electricity and magnetism," to one of the four types of knowledge

The verb is fairly easy: "use" is an alternative name for implement (see inside back cover), which is associated with the category **Apply**

With respect to the noun, laws are principles or generalizations, and knowledge of principles and generalizations is **Conceptual knowledge**

Answer for the learning question: We want students to learn to apply conceptual knowledge.

THE INSTRUCTION QUESTION:

if students are to implement scientific laws, they might (1) determine the type of problem they are confronting, (2) select a law that will likely solve that type of problem, and (3) use a procedure in which the law is embedded to solve the problem.

Outcome =, "Students should learn to use laws of electricity and magnetism (such as Lenz's law and Ohm's law) to solve problems."

Activity 1 = activities intended to help students classify types of problems

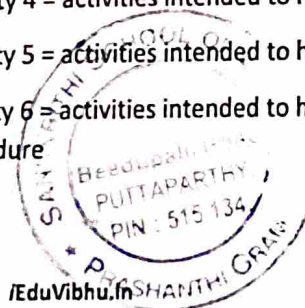
Activity 2 = activities intended to help students select appropriate laws

Activity 3 = activities intended to help students to implement proper procedures

Activity 4 = activities intended to help students recall metacognitive strategies

Activity 5 = activities intended to help students implement metacognitive strategies

Activity 6 = activities intended to help students check their implementation of the procedure



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Prof (Dr) T V Suresh Kumar

Dr. Balakrishnan
PRINCIPAL
Sanskriti School of Business,
Beedupalli Road, Prasanthigram,
Bengaluru PUTTAPARTHI - 515134,
Ananthapuramu (Dt.) A.P.



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Activity 7 = activities intended to help students critique the correctness of their solution

THE ASSESSMENT QUESTION:

For each of the ten problems, score points are given for "selecting a correct procedure."

The teacher's scoring rubric requires that students are able to classify the problem correctly (understanding conceptual knowledge, one point), select the appropriate law (analysing conceptual knowledge, one point), and select a procedure that follows from the law and is likely to solve the problem (analysing procedural knowledge, one point). Since the Teacher considers the procedure and the result to be equally important, having given three points for selecting the correct procedure for solving each problem, she gives three points for arriving at the correct solution to the problem (i.e., implementing procedural knowledge). Once again, the results of our analysis can be summarized in terms of the Taxonomy Table

THE ALIGNMENT QUESTION:

Cells that contain an outcome, one or more instructional activities, and some aspect of the assessment indicate a high degree of alignment

Q1: Consider the course you are teaching, and write a case study for TWO-course outcomes

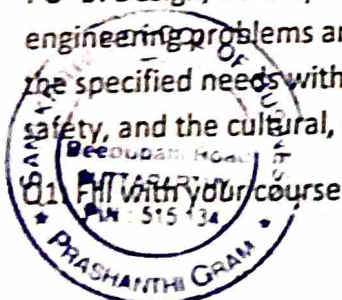
Handout – Understanding POs/PSOs

PO-1: Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems

Q1: List whether your course maps to this PO.

PO -3: Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety, and the cultural, societal, and environmental considerations

Q1: Fill with your course



Dr. Balakrishna
PRINCIPAL

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Bengaluru

Handout –Designing Course Outcomes:

S.No	Key Elements	S.No	Key Elements
1	Need Recognition	8	Feasibility
2	Problem Definition	9	Evaluation
3	Planning (strategic)	10	Selection / Decision
4	Control and Management (Tactical)	11	Implementation
5	Information Gathering	12	Communication
6	Generate Ideas	13	Documentation
7	Modelling	14	Iteration

Q1: How many slow learners, Average learners, and Advanced learners are in your course?

Q2: Have you explained to students about your course outcomes?

Q3: How you have designed course outcomes so far? Give method?

Q4: List 6-course outcomes of your course. One course outcome must be multi-disciplinary.

Handout –CO-PO Mapping:

Q1: prepare a blank CO-PO table of your course

Q2: Prepare CO1 to CO6 of your course and map to POs

Q3: Previous CO-PO mapping (Assumed vs Actual)

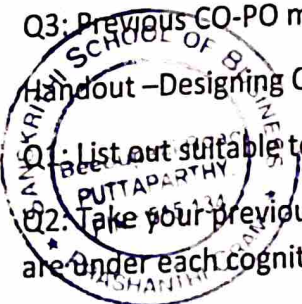
Handout –Designing Question paper:

Q1: List out suitable test item formats for each cognitive domain element

Q2: Take your previous question papers TWO and list out how many questions are under each cognitive domain element.

Q3: Design question paper, with 25% analyze and evaluate learning levels

Q4: Design a Question paper with



Dr. Balakrishna

PRINCIPAL

Sanskriti School of Business,
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Bengaluru

Remembering: 20% - 25% of the questions

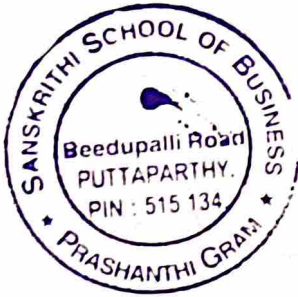
Understanding: 20% - 25% of the questions

Applying: 15% - 20% of the questions

Analyzing: 15% - 20% of the questions

Evaluating: 10% - 15% of the questions

Creating: 5% - 10% of the questions



Dr. Balakrishna
PRINCIPAL
Sanskrithi School of Business,
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PUTTAPARTHI - 515134,
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SANSKRITHI SCHOOL OF BUSINESS, PUTTAPARTHI - 515134

19-05-2023

Two Day Workshop on
" Outcomes Based Education, an IQAC initiative" and " Blooms Taxonomy-a pedagogy for
OBE,an IQAC initiative"

Attendance for Session : AN

SL.No	Name of the Participant	Department	Signature
1	Dr. M BALA KOTESWARI	M.B.A	
2	Dr. VENKATESAN.T	M.B.A	
3	Dr. A SRINIVASAN	M.B.A	
4	Dr. D RAJESH BABU	M.B.A	
5	Mrs.E. PRASHANTHI	M.B.A	
6	Mr. V RANGANATHAM	M.B.A	
7	Mr. P LINGAMIAH	M.B.A	
8	Ms. D PRANAVASREE	M.B.A	
9	Mrs K A NILOFER	M.B.A	
10	Mr. C RAMSHESH	M.B.A	
11	Mrs. G PRIYANKA	M.B.A	
12	Mrs. G HARIPRIYA	M.B.A	

13. Mr. Yaseen

14. Ms. S. Khulega.

15. Ms. Sai Krishnam Naidu.

16. Mr. S. Chand Basha.

17. Sai Kumar



MBA

S. Chandra

DR. Balakrishna

PRINCIPAL

Sanskriti School of Business,
Beedupalli Road, Prasanthigram,
PUTTAPARTHI - 515134,
Ananthapuramu (Dt.) A.P.



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18-05-2023

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Attendance for Session : AN

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8	Ms. D PRANAVASREE	M.B.A	
9	Mr. C RAMSHESH	M.B.A	
10	Mrs. G PRIYANKA	M.B.A	
11	Mrs. G HARIPRIYA	M.B.A	

Mr. Yaseen

M.B.A.

Ms. S. Ichudiga

M.B.A

Mrs. Sai Krishnam Naidu

M.B.A

Mr. S. Chand Basha

M.B.A

Mrs. K.A. Nilofar

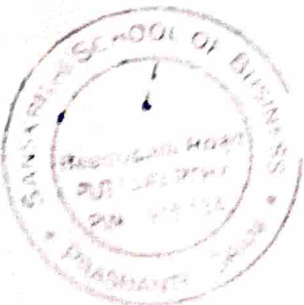
M.B.A

Mr. S. Sai Kumar

M.B.A.

DR. PRINCIPAL..

Sanskriti School of Business,
Beedupalli Road, Prasanthigram,
PUTTAPARTHI - 515134,
Ananthapuramu (Dt.) A.P.





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Date: 18-05-2023
Session: AN

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Registration

SL.No	Name of the Participant	Department	Mobile Number	E mail Id	Signature
1	Dr. M BALA KOTESWARI	M.B.A	9100974516	principal@sanskritibschool.com	
2	Dr. VENKATESAN.T	M.B.A	9894297331	venkatesan@sanskritibschool.com	
3	Dr. A SRINIVASAN	M.B.A	9486012551	srinivasan@sanskritibschool.com	
4	Dr. D RAJESH BABU	M.B.A	9059674162	rajeshbabu@sanskritibschool.com	
5	Mrs.E. PRASHANTHI	M.B.A	8186041091	hod@sanskritibschool.com	
6	Mr. V RANGANATHAM	M.B.A	9620143417	ranganatham@sanskritibschool.com	
7	Mr. P LINGAMIAH	M.B.A	9866387396	examsection@sanskritibschool.com	
8	Ms. D PRANAVASREE	M.B.A	9100874543	pranavasree@sanskritibschool.com	
9	Mr. C RAMSHESH	M.B.A	9885514181	sairamshesh@gmail.com	
10	Mrs. G PRIYANKA	M.B.A	93472 22852	priyanka.g@gmail.com	
11	Mrs. G HARIPRIYA	M.B.A	9618902689	ps9104471@gmail.com	

Mr. Yaseen
Ms. S. Khudaja
Sairamshesh Naidu.
S. Chaudhary
K.A. Nilesh
S. Sai Kumar

MBA
MBA

7799014393
6281792782

chandraya@sanskritibschool.com
Anil Kumar @Sanskritibschool.com

S. Chaudhary

Dr. Balakrishna
PRINCIPAL

Sanskriti School of Business,
Beedupalli Road, Prasanthigram,
PUTTAPARTHI - 515134,
Ananthapuramu (Dt.) A.P.

