



A report on  
**Faculty Development Programme on  
Teaching Methodology and Microsoft Azure**

Supported by  
**Commonwealth Educational Media Centre for Asia, New Delhi**

Implemented by  
**Andhra Pradesh Information Technology Academy, Vijayawada**

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## **ACKNOWLEDGEMENT**

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The great undertaking of CEMCA is supposed to significantly affect the subjective improvement of the Professors, Lecturers, HODs & Trainers of All the Engineering Universities of AP with the different procedures of Teaching Techniques and Microsoft Azure with the Latest & Traditional, Easy for Good, bad & Mediocre members viewpoint of both substance & strategy.

It was an honor for us to get the amazing chance to contribute altogether to this worth driven and influential situated mission of CEMCA.

### **1. BACKGROUND**

IT is perhaps the quickest creating area over the most recent couple of many years. PCs (in all shapes and sizes) and the Internet have obtained a vital job in many areas of our regular day-to-day existence. Similarly, training isn't possible any longer without a solid presence of education approaches. Resources have needed to adjust helping procedures all through educational program conveyance to play out the double assignment of giving formal, subject-based training and of empowering understudies' self-awareness in a more extensive social and social setting.

On one hand, formal schooling includes grasping ideas and cycles. It targets gaining information and abilities to have the option to apply what has been realized inside each branch of knowledge and across subjects. Then again, students need to figure out how to depict, examine, decipher, have a basic view, and apply their obtained information

and abilities innovatively and initially in a wide scope of social, logical, and social settings.

Since the universe of the cloud is changing so quickly, a significant objective is to give involved insight to the workforce to furnish understudies with the essential information and key abilities on one hand, and, then again, to engage them to become free and independent students as well. In this sense, staff ought to procure a scope of abilities that will permit them to keep learning and educating with a better Teaching-Learning Process.

## **2. MOTIVATION**

Organizations are seizing on Azure as the key empowering agent to finish their advanced change, and the COVID pandemic has additionally sped up this order. Azure is turning into a top C-suite plan thing as organizations are changing from a piece-supper way to deal with a more comprehensive start to finish advanced change with cloud at its center. The victors of tomorrow will be the ones that explore this change quickly, settle on the ideal decisions and draw in the proper accomplices to increase their capacities.

Microsoft Azure is one of the quickest developing endeavor cloud stages and assists experts with running safer occasions in the cloud. This course can be taken by outright amateurs incorporating competitors with non-specialized foundations, for example, those associated with selling or buying cloud-based arrangements and administrations, or who have some contribution with cloud-based arrangements and administrations, as well as the need might arise to approve their central level information around cloud administrations and Azure.

## **3. INTRODUCTION**

The present age of the 21st Century is the time of data and innovation (IT). Each part of life is connected with science and innovation. An immense progression of data is arising in all fields all through the world. As of late, the innovation business has seen a significant shift — for the most part toward cloud registering. Characterized as an online figuring model, cloud registering permits clients to right away impart data to different

gadgets and PCs. A portion of the top cloud registering stages that are broadly utilized incorporate Microsoft Azure and AWS.

Azure is a cloud processing stage that was presented by Microsoft in 2010 and is one of the most famous cloud-based stages that organizations are utilizing overall to alter the way they convey their items and administrations to clients. The Azure cloud stage created by Microsoft is a distinct advantage for some organizations who are totally or somewhat moving their foundation to a safer and more versatile cloud climate.

In such a manner, Microsoft Azure has positively made ready for people and endeavor groups to get acquainted with the subtleties of cloud stages with a different job-based Microsoft Azure confirmations,

Perceiving that "Azure will assume a significant part from now on", the AICTE suggests preparing for the workforce in cloud use and joining. To meet this basic need, Commonwealth Educational Media Centre for Asia (CEMCA) coordinated a workforce improvement program on "Microsoft Azure" in the organization with APITA for staff in the province of Andhra Pradesh.

#### **4. LEARNING OBJECTIVE**

The course itself is structured around four modules covering topics ranging from basic concepts around Teaching Methodologies and Azure, all the way to understanding Microsoft Azure Solution capabilities and general scope for the introduction. Upon completion of the training program, the faculty will be able to:

5. Explain the principles of ANDRAGOGY viz. Adult Learning
6. Enlighten learners regarding the features of the facilitation process
7. Explain to learners the features of Facilitation that demarcate it from the Mixed traditional lecture method
8. Illustrate the importance of Examples, Data, and History with Facilitation of Storytelling (Panchatantra), in online & Offline learning/ Teaching
9. Explain different psychosocial interventions with 'Panchatantra' that are deployed in facilitation
10. Make the learners illuminated with the beneficial aspects of different learning models, Remembering techniques, Corollaries, etc.
11. Discuss different learning methods that are highly effective in online & Offline / Physical learning

Identify practical exercises for fostering practice- teaching, with a goal-oriented approach.

### **Microsoft Azure**

12. Create, configure, scale, and deploy the App Service platform
13. Develop Azure compute solutions
14. Understand Azure Database Services and Azure Storage Account
15. Understand Azure Cosmos DB
16. Identify and troubleshoot the applications
17. Implement Azure security, and n-tier architecture
18. Develop and deploy Azure functions and Logic App
19. Identity and Access Management with Azure AD
20. Connect to and consume Azure services and third-party services
21. Interpret Monitoring, troubleshooting, and optimizing Azure solutions
22. Apply Azure Cognitive Services

### **23. DATE & TIME**

| <b>SL NO.</b> | <b>COURSE</b>          | <b>DATE</b>                      | <b>TIME</b>                 | <b>PARTICIPANTS</b>                                  | <b>COUNT</b> |
|---------------|------------------------|----------------------------------|-----------------------------|--|--------------|
| 1             | Teaching Methodologies | 09-May-2022<br>to<br>10-May-2022 | 09:30 A.M<br>to<br>5:00 P.M | Higher Education<br>Faculties from<br>Andhra Pradesh | 57           |
| 2             | Microsoft Azure        | 11-May-2022<br>to<br>13-May-2022 | 09:30 A.M<br>to<br>5:00 P.M |  |              |

### **24. PARTICIPANTS**

Total of 57 higher education faculties (29 male and 28 female) of which 10 Professors, 10 Associate Professors, and 37 Assistant Professors from 10 colleges attended the workshop conducted between 09th to 13th May 2022 in Anantapuramu, Andhra Pradesh.

A Detailed List of Participants for both the workshops is attached in Annexure – A

### **25. TRAINING ANDRAGOGY**

The Training was conducted on the college lab premises. The methodology used was a live demonstration of Teaching Methodologies and Azure applications followed by hands-on practice by participants using the assignment questions provided by the resource

person. The organizing team shared a WhatsApp group to interact, share information, answer queries, and submit feedback.

| SL NO. | Event                                 | Time                  | Platform        |
|--------|---------------------------------------|-----------------------|-----------------|
| 1      | Demonstration Sessions (Every day)    | 09:30 A.M to 5:00 P.M | Classroom-based |
| 2      | Interaction with queries and feedback | 5:00 P.M to 8:00 P.M  | WhatsApp        |



Introduction to FDP by CEMCA (FDP: Anantapur)

## 26. COURSE CONTENT & STRUCTURE

| Day | Title                           | Session Objective  | Teaching Andragogy   |
|-----|---------------------------------|--|--|
| 1   | Teaching Methodology Principles | <ul style="list-style-type: none"> <li>Principles of ANDRAGOGY</li> <li>Beneficial Features of Facilitation</li> <li>Learning Models that are relevant to</li> </ul> | <ol style="list-style-type: none"> <li>Dialogue-driven interaction</li> <li>Role Play &amp; JAM</li> </ol> |

|   |   |  |  |
|---|---|--|--|
|   |   | <p>classroom learning</p> <ul style="list-style-type: none"> <li>● From the baselines of Bloom’s Taxonomy to ARCS</li> </ul>   | <ol style="list-style-type: none"> <li>3. Case Study, Compare &amp; Contrast</li> <li>4. Group Discussion</li> <li>5. Motivational Stories</li> <li>6. Motivational Interview</li> <li>7. Constructive Feedback</li> <li>8. Statistics, Data &amp; History</li> <li>9. Appreciative Inquiry &amp; Assessment</li> <li>10. Problem-solving through Design thinking</li> </ol> |
| 2 | Innovation Methodology and Tool                   | <ul style="list-style-type: none"> <li>● The world’s oldest Innovation Methodology of teaching “Panchatantra” to EdgarDale’s Model.</li> <li>● Tools &amp; Methods for fostering participative &amp; inductive learning</li> <li>● Relevance of psychosocial interventions in the class, to ensure the psychological engagement of learners</li> <li>● The Need for LST as a part of the regular curriculum.</li> </ul>  |  |
| 3 | Cloud and Azure Fundamentals , Azure App Services | <ul style="list-style-type: none"> <li>● Cloud Fundamentals</li> <li>● Cloud Service Models</li> <li>● Cloud Deployment Models</li> <li>● Cloud Providers</li> <li>● Azure Introduction</li> <li>● Why Azure?</li> <li>● Azure Services Overview</li> <li>● Azure Resource Manager</li> <li>● Azure Web App <ul style="list-style-type: none"> <li>○ Creation</li> <li>○ Code Deployment <ul style="list-style-type: none"> <li>■ FTP, GitHub, IDE</li> </ul> </li> <li>○ Swapping</li> <li>○ Configuration settings</li> <li>○ Scaling</li> <li>○ Custom Domain</li> <li>○ SSL</li> </ul> </li> </ul> | <ol style="list-style-type: none"> <li>1. Demonstrated Azure services</li> <li>2. Hands-on demonstration</li> <li>3. Assignment for self-practice</li> </ol>   |
| 4 | Azure Integration Services, Azure Data Services   | <ul style="list-style-type: none"> <li>● Azure Logic App</li> <li>● Azure Functions</li> <li>● Azure MySQL</li> <li>● Azure Service BUS</li> <li>● Azure Redis Cache</li> </ul>  |  |
| 5 | Azure Networking, Compute, and IAM                | <ul style="list-style-type: none"> <li>● Azure Vnet, Subnet classification</li> <li>● Network Security Group</li> <li>● Azure Virtual Machine</li> <li>● Availability Set</li> <li>● Site-to-Site</li> <li>● Point-to-Site</li> <li>● Implemented n-tier architecture</li> <li>● Azure Active directory</li> </ul>   |  |



## 27. WORKSHOP PROCEEDINGS

### Day - 1: Teaching Methodologies: 09-May-2022

#### Inaugural Session

The Training Programme began with the inaugural session. The inaugural session was graced by Sri PalleVenkata Krishna Kishore, Chairman, Sri K. Sreekanth Reddy, Management Representative, Dr. Bandi Ramesh Babu, Principal, Dr. Y. Santosh Kumar Reddy, Dean, Dr. K. Bhargavi, Convener & HOD (I/C), Department of CSE, PVKK Institute of Technology, Anantapuramu and Dr. Dinakar Reddy. S, Corporate Master Trainer & Facilitator. Sri P.V. Krishna Kishore in his inaugural address highlighted the importance of FDP for Teaching Methodologies and made a note about the importance of Azure.



### Day - 1: Teaching Methodologies: 09-May-2022

After the ICE BREAKING sessions, the main subject was the Individualized Instruction Model by **Keller Plan**, Success Approximation Model By **Dr. Michael Allen** The split was up with **Edgar Dale's Model**-Giving Following Opportunity To Participants For 90% Retention.

The good example and the singular encounters were the critical introductions with the Concept of Cognitive Load By **John Sweller** and the Elaboration Model By **Charles Reigeluth**. Investigation Of Learning Style (By Peterhoney and Allen Mumford). The live cooperation and narrating made the completion of Day one in a cheerful mood.

- Principles of ANDRAGOGY
- Beneficial Features of Facilitation
- Learning Models that are relevant to classroom learning
- From the baselines of Bloom’s Taxonomy to ARCS



| LEARNING MODELS EXPLAINED                | MAIN THEME   | OUTPUT OF EXPLANATION  |
|--|--|--|
| BENJAMIN BLOOM’s COGNITIVE TAXONOMY      | <p>This theory deals with the six levels of a learner’s cognition and understanding of a specific subject.</p> <p>The Facilitator affirmed that the level is very much subjected specific.</p> <p>A Learner/student who is in the higher level in one subject may be in the lowermost level of another subject</p>     | <p>The learners achieved conceptual clarity regarding the different Cognitive Levels of individuals in different subjects</p>  |
| ROBERT GAGNE’s Nine Steps of Instruction | <p>This model indicates that there are <i>nine types</i> of educational instructions arranged in a logical sequence.</p> <p>If an Educator follows the nine instructions in the structured logical sequence, then the learners will achieve the desired learning goal and transfer their learned inputs to others.</p> | <p>The learners got apprised regarding the logical sequence of activities that are to be executed by a Trainer /Facilitator in a Learning Session for facilitating the learners in ensuring retention of the learned content and</p> |

|  |  |  |
|--|--|--|
|  |  | developing within them the ability to transfer the learned content to others   |
| EDGAR DALE'S Model of retention of learning inputs | The model suggests that different types of academic activities lead to different levels of retention of learned inputs   | The learners got apprised regarding the percentage of retention of learned inputs by the learners under the influence of various sorts of Teaching Activities  |
| CHARLES REIGELUTH'S Elaboration Model              | The model suggests that an Educator must present the learning materials in a sequential pattern viz. from the simplest level to the most complex level   | The learners understood the significance of arranging and presenting the learning content through logical sequences  |
| JOHN SWELLER'S Cognitive Load Model                | <p>This model suggests that to ensure the retention of learning inputs in participants' long-term memory, the learning content should be delivered in a fragmented pattern, part by part.</p> <p>If a large volume of content is foisted upon the learners then the cognitive load will get enhanced to a large extent.</p> <p>Therefore, the learned inputs will not be retained in long-term memory.</p> | The learners understood the significance of presenting a large volume of content in a fragmented pattern instead of continually imposing a huge volume of content upon the learners.                   |
| JOHN KELLER'S ARCS MODEL                           | <p>This model reflects the linear sequence of four activities that are to be followed by educators to</p> <ul style="list-style-type: none"> <li>● Draw the attention of the participants</li> <li>● Establish relevance of the learning materials to the prior knowledge or the occupational life of the</li> </ul>   | The learners understood how to draw the attention of the participants, present relevant inputs to them, build up their confidence, the participants and satisfy the participants in learning sessions. |

|   |   |  |
|---|---|--|
|   | <p>participants</p> <ul style="list-style-type: none"> <li>• Build up the confidence of the learners</li> <li>• Satisfying the learners by the achieved learning outcome</li> </ul>   |  |
| JEROME BRUNER'S Discovery Model                   | This model suggests that the Probing Inquiry from the Educator facilitates the participants to introspect and unleash their latent creativity and analytical competencies.  | The learners to understand the significance of Inquiry-Based Instructions for the discovery of the hidden creative flair, insight, intuition as well as the analytical power of the participants, embedded within themselves |
| HOWARD BURROWS' Problem-Based Learning Model      | This model suggests that if the participants are provided with problems to solve rather than contents to memorize, then the creative and analytical competencies of the learners will get enhanced and unleashed.   | The learners understood how problem-solving exercises can enhance the critical thinking as well as creative thinking competency of the participants  |
| MAY & DOOB's Collaborative Learning Model         | This learning model indicates that cooperation and collaboration among a group of learners can lead to the achievement of learning outcomes   | The learners comprehended how the exchange of views, group discussion, task distribution, and the convergence of thoughts can play extremely significant roles in the learning process.                                      |
| MICHAEL ALLEN's Success Approximation Model (SAM) | <p>This model encourages participants centric learning. Here, primarily the prototype of the learning material and finally the prepared instructional material are evaluated by the participants.</p> <p>If the participants suggest any changes, then to ensure the ease of learning for the</p> | The learners perceived the significance of the customization /re-engineering of the prototype of learning materials as well as the final learning material based on the feedback of  |

|  |   |   |
|--|---|---|
|  | <p>participants, the changes are engineered accordingly both at the prototype as well as at the final material.</p>   | <p>the participants</p> <p>The learners understood the significance of Student-Centric Instructional Design.</p>  |
| <p>KELLER PLAN's Individualized Instructional Model</p>  | <p>This model is mainly concerned with the heterogeneity of the learners.</p> <p>Since each learner differs from other learners in the learning capacity, style pace, and approach, hence the instructional material should be designed based on the unique capacity, need style standard, and pace of each learner.</p> <p>Within an allotted time frame each learner learns individually in his/her way</p>   | <p>The learners deciphered the importance of designing learning materials and determining the methodology of facilitating the participants based on the intellectual standard, learning style, and the learning pace of each student.</p>   |
| <p>The Oldest Innovation of Teaching Methodology</p> <p><b>“Panchatantra”</b></p> <p>By - Vishnu Sharma.</p> | <p>This model is mainly concerned with the weak &amp; mediocre / Average participants.</p> <p>First time in the history of “Gurukulas”, this is introduced on the special request by the then King for his three sons.</p> <p>Panchatantra means Five Treatises/ chapters. Given learning capacity, style, pace, and approach, hence the instructional materials are all the stories about Animals, Birds &amp; Plants/ Nature.</p> <p>This method of teaching gives not only the knowledge to the students but also a new experience with each &amp; every week student the guru faces every time.</p> | <p>The participants/ Shishyas for the imaginative thinking and stored in the permanent memories. Within an allotted time frame each learner learns individually in his perception like the Guru's Version.</p> <p>This will be the best example of the “ Experience makes Man Perfect “</p> |



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The teacher who gives you information is called **ADHYAPAK**

The one who imparts knowledge & information is called **UPADHYAYA**

The one who imparts skills is called **ACHARYA**

The one who can give a deep insight into a subject is called **PANDIT**

The one who has a visionary view on a subject & teaches you to think in that matter is called **DHRISTA**

The one who can awaken the wisdom in you, leading you from darkness to light, is called **GURU**



**ROLE PLAY:**

**Topic: PROBING**

**DESCRIPTION**

The teacher first explained the ARCS Model of John Keller vividly. Then he asked a student to narrate the ARCS Model and its significance

While explaining the ARCS MODEL, the student stopped narration at a specific point. The teacher perceived that there is either memory –gap or thought process disruption within the cognitive framework of the student

The teacher initiates a Probing technique. He at first appreciated the previous performance of the student to boost the morale of the student. Then he floats gentle probing questions. The questions were asked not to check the knowledge of the student. The questions were framed strategically to facilitate the student in retrieving the link or getting some clue so that he can complete the remaining part of the narration.

Example: The student was not able to narrate the confidence (C) and satisfaction (S) components of the ARCS Model.

Here the Probing questions of the Facilitator were

- ❖ Do you think that it is the responsibility of the teacher to build up the confidence of the participants?
- ❖ Do you believe that confidence can improve the performance of the participants?
- ❖ Is the ARCS Model of John Keller an appropriate mechanism for building up the confidence of the participants?
- ❖ According to the ARCS model, at which stage it is necessary to build up the confidence of the participants? Do you feel that it is practically applicable?

These types of questions gave clues to the student and he/she could complete narrating the ARCS Model

Edger Dales's model was the other interesting topic for the Faculty to know the real statistics numbers & percentages to get the facelift of what they intend to get.

Students remember

10% of what they read

20% of what they hear

30% of what they see

50% of what they see and hear

70% of what they write and say

90% of what they do in a practical situation

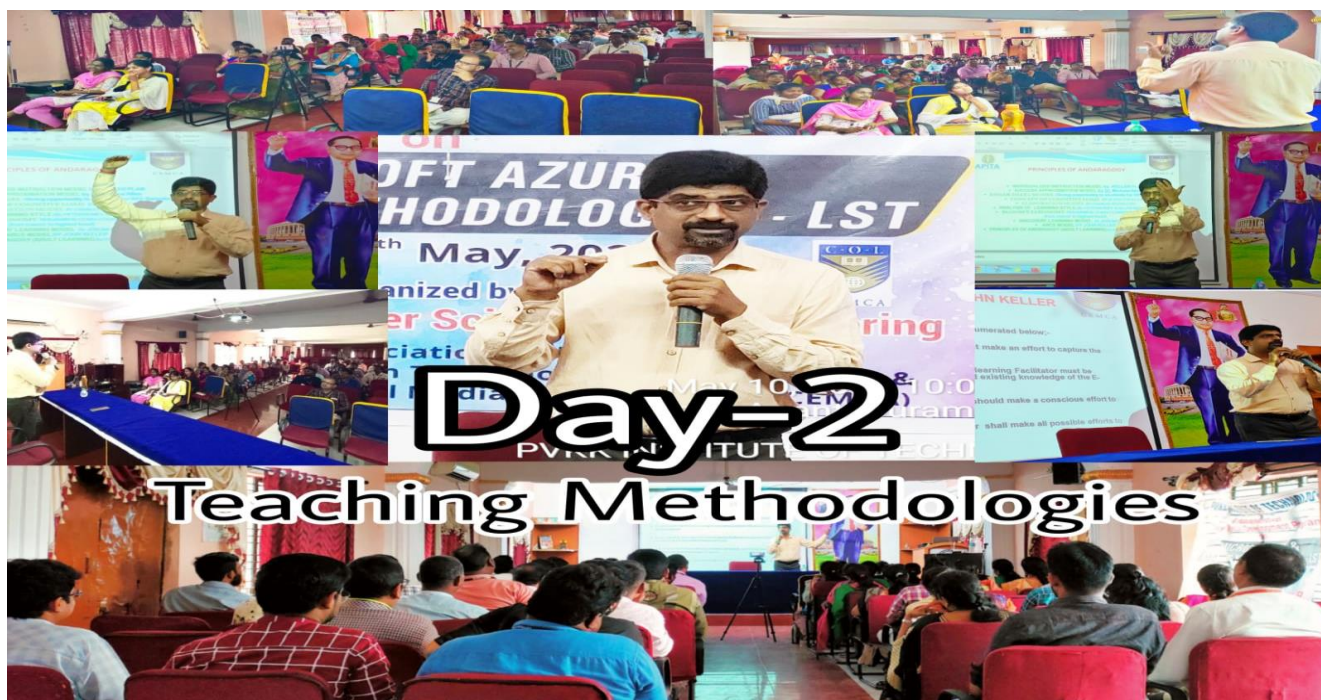


## REFLECTION OF THE PARTICIPANTS IN THE WORKSHOP

| NAME OF THE PARTICIPANTS | CONTEMPLATIVE REFLECTIONS   |
|--------------------------|---|
| Dr. K Ramesh Rao         | He stated that his 25 years of experience with 2 generations of these teaching methodologies were thought in his lectures when he was a student and this generation might have scored better in present academics. His struggle in his student life to understand was too hard come out of his rural background.        |
| Mr. Lakshmi Nath Reddy   | He has appreciated giving local stories & knowing a little bit of the history with Paraphrasing and opined that it gives a lot of confidence to the participants when they find that their teacher is narrating their concept in a more sophisticated language. It boosts the morale of the participants                |
| Dr.Y.Shelton Peter       | She stated that if a guru like us can change the management methods and facilitates the participants in solving various academic problems relevant to the curriculum as well as the emotional problems pestering the participants, then a conducive relationship gets crystallized between the teacher and the student. |
| Dr.A.Aravindha           | She stated that today itself she downloaded all the stories to give her daughter, this methodology of Panchatantra must be implemented from the   |



|                         |  |
|-------------------------|--|
|                         | lower, upper primary, and the University levels, so that there will be no low mediocre in any level of learners.   |
| Mrs.RubiyaAlam          | She stated that ARCS Model is very useful in motivating the participants, Lifting their confidence level, and ultimately steering them towards a tangible learning outcome   |
| Dr.Santhosh Kumar Reddy | He said Storytelling is the best way to make any student be very near to the heart of us. He is happier in recollecting and knowing the new stories of Panchatantra. We can help them technically & morally.   |
| Dr. Sachin              | He has shared a story of a village student whose ability to solve analytical problems got gradually increased due to story motivation and physical reward in the form of chocolate   |
| Mrs. V.V Gayathri       | She proudly accepted the techniques of convincing & conveying that those young participants are not only useful to us in the college, but it is also very useful in the family too. The work profession Balance session in the class was a real-life changer for us. |



# Day-2

## Teaching Methodologies

## Day - 2: Teaching Methodologies: 10-May-2022

Bloom's Taxonomy and Benjamin Bloom's Cognitive Taxonomy (from lowest to highest level) with the Diagram is the most essential topic in Teaching Methodologies. **Jerome Bruner's** Discovery Learning approach comes next. With **John Keller's** comparisons and sessions on the **ARCS** model.

After the tea break, **Dr. Malcolm Knowles** will present the concepts of andragogy (adult learning), including interaction and photo ops with all of the trainers. Since the sessions will be the new launch of our "**PANCHATHANTRA**," as opposed to all of the preceding, where the stories carried the most intriguing and effective discussions in every participant.

To Edgardale's model, the world's oldest and first revolutionary way of teaching "**PANCHATHANTRA**"

Tools and methods for promoting participatory and inductive learning, the importance of psychosocial interventions in the classroom, and assuring learners' psychological engagement

The value of **LST** was grasped by the participants as a requirement as part of the regular curriculum. Working independently, they used examples, memories, shortcuts, and hints to learn all ideas. A flash of current events was also helpful. Every individual's feedback and testimonials made all of the participants more informative with varied perspectives.

1. Dialogue-driven interaction
2. Role Play & JAM
3. Case Study, Compare & Contrast
4. Group Discussion
5. Motivational Stories
6. Motivational Interview
7. Constructive Feedback
8. Statistics, Data & History
9. Appreciative Inquiry
10. Assessment

Problem-solving through Design thinking



| TOPIC/<br>LEARNING<br>INPUTS | THEME  | EFFECT  |
|------------------------------|--|---|
| ANDRAGOGY                    | <p>The Facilitator explained the four principles of ANDRAGOGY.</p> <ul style="list-style-type: none"> <li>● Adult learning is more oriented toward problem-solving than content-centric</li> <li>● Adults tend to learn from practical experiences</li> <li>● Adults prefer topics that are relevant to their professional life and personal life</li> <li>● Adults should be involved in the planning and implementation of their instruction.</li> </ul>   | <p>The learners achieved conceptual clarity regarding the principles of ANDRAGOGY.</p> <p>Many of them endorsed the views of Experiential Learning &amp; Learning through Problem Solving</p> <p>Many of the learners affirmed that for ensuring success in live classes, Online Learning &amp; Blended Learning, it is necessary to engineer a paradigm shift from PEDAGOGY to ANDRAGOGY</p>                 |
| FACILITATION                 | <p>The Facilitator explained the features of Facilitation with major emphasis on the following topics:</p> <ul style="list-style-type: none"> <li>● It is characterized by continual dialogue between participants and facilitator</li> <li>● It facilitates the learners to introspect and unleash their hidden potential</li> <li>● It motivates the learners to ensure their active and spontaneous participation in the learning process.</li> <li>● It facilitates the learners to interact with each other and achieve the learning goal in a</li> </ul> | <p>The learners could understand the role of Facilitation in fostering</p> <ul style="list-style-type: none"> <li>● Collaborative Learning</li> <li>● Experiential Learning</li> <li>● Problem-Solving Based learning</li> <li>● Inquiry-based learning</li> <li>● Discovery Learning</li> </ul> <p>The learners endorsed the instrumental role of Facilitation in online learning &amp; blended learning</p> |

|                        |  |   |
|------------------------|--|---|
|                        | <p>collaborative pattern</p> <ul style="list-style-type: none"> <li>● It facilitates the learners to incur experiences from the learning process and to learn from the incurred experiences</li> </ul>   |   |
| ACHIEVEMENT MOTIVATION | <p>The Facilitator explained the instrumental role of Achievement Motivation in satisfying the learning goals of an individual.</p> <p>He also highlighted the tools and techniques for triggering Achievement Motivation among the participants</p>   | <p>The learners developed a clear understanding of the role of Achievement Motivation while facilitating participants</p> <p>The learners appreciated the tools and techniques for triggering Achievement Motivation within the learners</p> <p>Some of the senior learners got motivated by the Facilitator and shared some tools administered by them for enhancing the Achievement Motivation of the participants</p>  |
| POSITIVE REINFORCEMENT | <p>The Facilitator explained Positive Reinforcement by giving several examples, Live Stories &amp; Mythology.</p> <p>He enlightened the learners regarding the fact that when the desired behaviour of a Learner/student gets appreciated/acknowledged/ rewarded by an Educator then the frequency of the desired behavior gets increased.</p> <p>The appreciation or reward from the Educator acts as the stimulus of Positive Reinforcement which in turn encourages the repetition of the desired behaviour</p> | <p>The learners achieved conceptual clarity regarding the behavioural dynamics of Positive Reinforcement.</p> <p>Many of them opined that appreciation and reward are the instrumental factors in engineering behavioural modification in a positive direction</p> <p>Some senior leaders furnished their occupational experiences and indicated how they had reinforced the positive behaviour of their subordinates through Rewards or financial incentives</p> |
| BEHAVIOURAL MODELLING  | <p>The Facilitator gave practical examples &amp; Local Stories and</p>   | <p>The learners appreciated the concept of behavioural</p>  |

|   |  |   |
|---|--|---|
|   | <p>demonstrated the concept.</p> <p>He/she made the learners enlightened with the fact that if a Facilitator appreciates or delivers rewards to a Learner/student for an appreciable behavior, then the other participants try to replicate the outcome-oriented behavior of the successful Learners/participants.</p> <p>The rewarded student becomes a role model for other participants. They start modeling the behavior of the rewarded participants, with the intent of being rewarded.</p>  | <p>modelling.</p> <p>Some senior learners opined that behavioural modelling becomes successful, only when the other participants are also motivated to achieve the rewards and appreciation.</p> <p>According to them if the other participants are not motivated to receive the reward that has been given to the successful student, then they will not replicate the outcome-oriented desired behavior of the successful student.</p>  |
| <p><b>ACTIVE LISTENING &amp; PARAPHRASING</b></p> | <p>A Facilitator always encourages the Learners to narrate their feedback, views, and opinions regarding the learned content</p> <p>During the narration delivered by a Learner/student, the Facilitator listens to it with full concentration</p> <p>After the completion of the narration of the Learners/student, the Facilitator repeats the essence of the narration of the student but in a more polished, refined, and sophisticated language. He also prunes the irrelevant part of the Learners/participants' narration, replenishes the gaps, and adds value to it. This is termed PARAPHRASING</p> <p>Thus, after the completion of PARAPHRASING, the participants can understand which of the topics he/she missed out on and what were the erroneous points. The Learners learn from the paraphrased statements. The Learners also feel confident, when they find that the Facilitator is</p> | <p>The learners opined that Active Listening &amp; Paraphrasing are immensely significant tools in Facilitation.</p> <p>Some of the senior learners affirmed that apart from replenishing conceptual gaps and communication gaps, Paraphrasing plays an instrumental role in building up congenial relationships and emotive solidarity between the Participants and the Educators.</p> <p>Some learners stated that when the Facilitator paraphrases the essence of the narration of the participants then they understand that the Educator/Facilitator must have listened to their narration actively. This in turn boosts the morale of the learners.</p> |

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|                | repeating the essence of his narration or idea before others remove the irrelevant parts.   |   |
| <b>PROBING</b> | <p>While narrating the learners may stop narrating suddenly, due to certain gaps in the thought process or emotional distractions</p> <p>At this stage, the Facilitator asks probing questions to identify the cognitive and emotive challenges of the Learners.</p> <p>Probing questions facilitate the learners to introspect, execute critical thinking, replenish the gaps in thought process, recollect memories, leverage recent memories, etc.</p> | <p>The learners highly appreciated Probing and stated that Probing is an essential part of facilitation.</p> <p>Some of the senior learners opined that Probing could play an instrumental role in</p> <ul style="list-style-type: none"> <li>● Appreciative Inquiry</li> <li>● Paraphrasing</li> <li>● Problem-Based Learning</li> <li>● Discovery Learning</li> </ul> |

|                             |   |   |
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| <b>VISIONING</b>            | The Facilitator asks the Learners to illustrate their vision  | <p>The learners opined that <b>VISIONING</b> is an instrumental intervention that fosters and develops the ability to imagine and crystallize the intuitive power of a Learner.</p> <p>Some learners affirmed that Visioning builds up aspiration within participants and motivates them to achieve aspired goals</p> |
| <b>APPRECIATIVE INQUIRY</b> | It is a strength-focused intervention that aims at identifying the core strength and competence prevailing within the Learners. The Facilitator | The learners achieved conceptual clarity regarding the mechanism of Appreciative Inquiry  |

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|                 | <p>utilizes this intervention, especially for the participants who are not aware of their core competence.</p> <p>In this intervention, the Facilitator asks encouraging questions with aim of tracing out the achievements of the Learners in the recent past. Once the student reveals his achievement, the Facilitator can ascertain the causative strength factors, embedded within the Learners that have fuelled the recent achievement</p>  | <p>They stated that this strength-focused intervention will be very useful for them in their occupational arena, for identifying the hidden potential of their Learners</p>   |
| DESIGN THINKING | <p>Design Thinking is a purely human-centered, creative approach to solving multifarious problems of the target audience</p> <p>In this business world, it facilitates the process of designing the prototype of beneficial products and services that can satisfy the need and solve the problems of the customers</p> <p>In the educational arena, it facilitates the process of designing effective instructional materials for satisfying the needs and mitigating the problems of the Learners/ participants.</p> <p>Design Thinking is an entirely student-focused or customer-focused approach to solving the problems of participants and customers.</p> | <p>The learners acquired competency in Design Thinking, by solving a Problem based on the principles of Design Thinking</p> <p>The learners opined that Design Thinking has played an instrumental role in unveiling their creative and analytical competency.</p> <p>Some of the learners affirmed that Design Thinking will significantly help the participants of Technical &amp; Vocational Education &amp; Training, in the future, to be empathetic to their target customers and to generate customer-friendly products and services that will solve the problems of the customer.</p> |

### RESULT CHAIN:



| <b>OUTPUT</b>   | <b>OUTCOME</b>  | <b>IMPACT</b>   |
|---|---|---|
| The learners have got apprised about the participatory training methods and psychosocial interventions that are deployed by a Facilitator to ensure engagement, enlightenment, and empowerment of the learners/ Faculty | <p>It is expected that the learners will be able to conduct effective Facilitation in the online platform.</p> <p>It is also expected that the Facilitators and the learners will be capable enough to draw the attention of their participants, reinforce their concentration, enhance their motivation and ensure their psychological engagement in the learning sessions</p> | <p>It is expected that a greater number of youth can be accommodated in the classes /online training programs</p> <p>It is expected that the youth from remote rural areas will also get the opportunity of learning various skills from their regular classes &amp; interaction sessions too.</p> <p>It is expected that the participants will get deeply engaged in the online &amp; offline training programs aimed at skill acquisition &amp; Practical / Lab.</p> <p>It is expected a large number of trained skilled professionals will emerge and contribute significantly towards the industrial growth and economic development of our Society &amp; Nation Development.</p> |

### **CRITICAL SUCCESS FACTORS (CSF)**

|   |  |
|---|--|
| Participation of the Learners/Faculty   | The Facilitator encouraged the active participation of the learners / Faculty  |
| Interaction among the Learners /Faculty | <p>A conscious effort was made by the Facilitator to ensure group discussion (GD), and dialogue-driven interaction among the Listeners/Colleagues /Participants.</p> <p>In some cases, a complex theme was explained by one learner to others</p> <p>In some cases, the learners/Faculty were allowed to share their real experiences with others in the form of stories</p> |
| ROLE PLAY for demonstration and         | Role Plays were administered to demonstrate and explain complex thematic issues.   |



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| explication                                    |   |
| Linguistic Interpretation                      | Some of the learners/ Faculty were more comfortable deciphering English Language Stories. For them, I translated the learning inputs into the Telugu Language (Local Stories)   |
| Participatory Evaluation of Learning Materials | The facilitator asked the learners to evaluate each of the learning inputs, in terms of effectiveness from the participants / Youngsters / Modern perspective<br><br>Thus, there was a conscious effort on behalf of the Facilitator to ensure the engagement, enlightenment, and empowerment of the learners |



### Day - 3: Microsoft Azure: 11-May-2022

#### Technical Session

The first session covered cloud foundations, such as traditional computer limits, an introduction to the cloud, cloud service models, and cloud deployment methods. The following were presented at the session:

- Traditional computing and its limitations were explained to the participants.
- The participants learned about cloud computing and its benefits.
- Basic knowledge of cloud service models and differentiators
- Cloud deployment models and providers were discussed.
- Current cloud trends and cloud provider market share were highlighted.

- The attendees' questions about cloud concepts were answered.

|    |                         |  |
|----|-------------------------|--|
| 01 | Traditional Computing   | <ul style="list-style-type: none"> <li>● Overview</li> <li>● Limitations</li> </ul>  |
| 02 | Cloud Computing         | <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Features</li> </ul>   |
| 03 | Cloud Service Models    | <ul style="list-style-type: none"> <li>● Infrastructure as a Service (IaaS)</li> <li>● Platform as a Service (PaaS)</li> <li>● Software as a Service (SaaS)</li> </ul> |
| 04 | Cloud Deployment Models | <ul style="list-style-type: none"> <li>● Private</li> <li>● Public</li> <li>● Hybrid</li> </ul>  |
| 05 | Cloud Providers         | <ul style="list-style-type: none"> <li>● List of providers</li> <li>● Market trends</li> </ul>   |

The afternoon session began with an overview of Azure, followed by an overview of ARM, an overview of services, and finally an overview of Azure App Services. The following were presented at the session:

- Discussed Azure overview, history, and significance of Azure in the market
- Demonstrated how to create Azure free trial
- Discussed the list of services offered by Azure
- Performed hands-on practice of Azure WebApp on the following:
  - Creation of Azure web app
  - Code deployments (FTP, GitHub, IDE)
  - Deployment slots
  - Configuration
  - Custom Domain
  - Auto Scaling (Scale-up and Scale-out)
  - Monitoring using Application Insights
- The participants have clarified their doubts related to Azure fundamentals



## Azure Web App

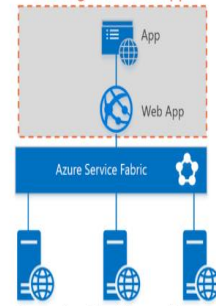


### Traditional Webhosting



Server + OS + Webserver (IIS)

### Hosting with Web Apps



Server + Azure OS + Webserver (IIS)

## Day - 4: Microsoft Azure: 12-May-2022

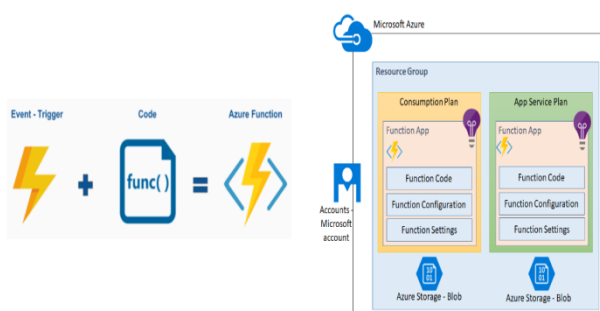
### Technical Session

The morning session began with an overview of Azure App Services, such as Azure Functions and Logic App. The following were presented at the session:

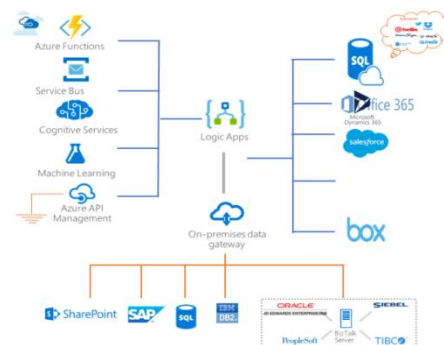
- The participants learned about serverless architecture.
- The participants learned about Azure capabilities and features.
- Performed hands-on practice of Azure Functions on the following:
  - Creation, Deployment, Triggers using JavaScript
- Participants gained knowledge about Azure Logic App and its features
- Performed hands-on practice of Azure Logic App on the following:
  - Creation, Deployment, and Triggers Connectors, and testing of a workflow
- The participants have clarified their doubts related to Azure serverless concepts



## Azure Functions

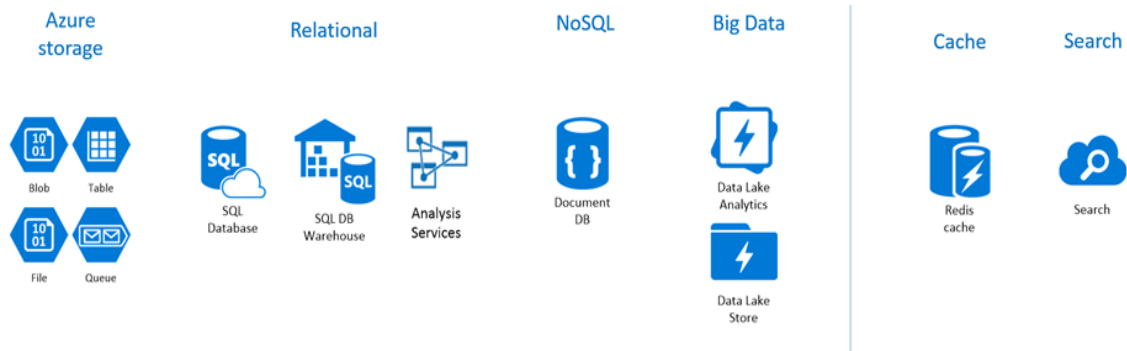


## Azure Logic App



The Azure Data Services, which comprise Azure MySQL, Storage Account, Service Bus, and Redis Cache, was the focus of the afternoon session. The following were presented at the session:

- Participants learned about numerous databases and types of databases.
- Structured, unstructured, and important differentiators were discussed.
- The following topics were discussed and practiced using Azure SQL:
  - Creation of Azure SQL Server and database
  - Created tables and performed CRUD operations using C#
  - Discussed TDE encryption of Azure SQL
  - Implemented Azure SQL firewall security
  - Discussed Azure SQL auditing and backup
- Discussed and performed hands-on practice of Azure Storage on the following:
  - Creation of Azure Storage Account and discussed replication options
  - Created Blobs, Tables, File, Queue, and performed CRUD operations using C#
  - Discussed TDE encryption of Azure Storage
  - Implemented Azure Storage key rotations
- Discussed and performed hands-on practice of Azure Redis Cache on the following:
  - Creation of Azure Redis Cache
  - Discussed TDE encryption of Azure Redis Cache
  - Performed CURD operations on cache database using C#
  - Discussed business scenarios of implementing cache databases
  - Implemented key rotations
- The participants have clarified their doubts related to Azure database and storage services



## Day - 5: Microsoft Azure: 13-May-2022

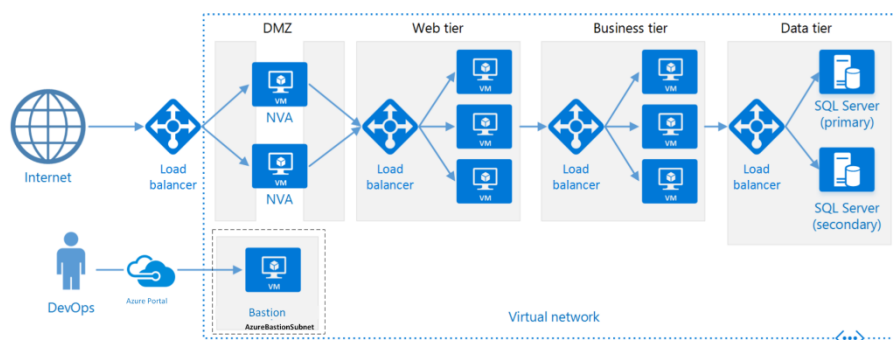
### Technical Session

The morning session began with an overview of Azure Networking Services, including Azure VNet, Subnet, NSG, Virtual Machines, Availability Sets, Load Balancers, and VPN kinds (Point to Site, Site to Site, VNet peering). The following were presented at the session:

- Participants learned about networking, IP addresses, and their several sorts.
- Azure networking and security services were discussed.
- The following topics were discussed and practiced using Azure networking:
  - Creation of Azure VNet and subnet classification
  - Created Network security group and assigned to subnets
  - Added Inbound and Outbound rules to NSG



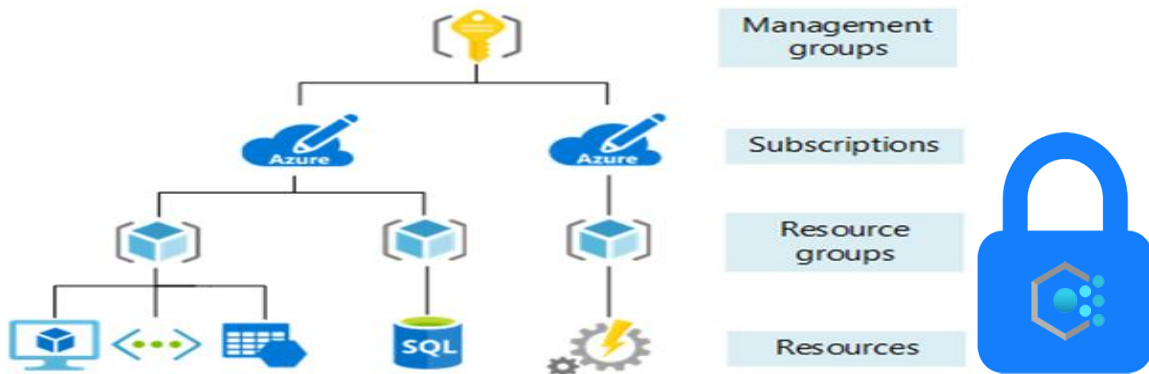
- Discussed Virtual Machines, Availability Set and deployed them
- Tested port communication between the virtual machines in different subnets
- Added Azure VM's to Availability Set
- Discussed Load balancer and its routing strategies
- Discussed various VPN types and implemented VNet Peering
- Implemented n-tier architecture of business applications
- The attendees got answers to their questions about Azure Networking, Availability, and Security services.



The Azure Governance session in the afternoon began with Azure Active Directory, Resource Locks, IAM, Azure Policy, and Azure Monitor. The following were presented at the session:

- The participants learned about Azure Governance services.
- We talked about Azure Resource Locks and did some practice.
- Azure Policy, Blueprints, and hands-on practice were discussed.
- The following topics were discussed and practiced using Azure Active Directory:
  - Creation of Users and Groups
  - Discussed the directory structure
  - Discussed Service Principal and implemented SSO
  - Enabled Multi-Factor Authentication (MFA)
  - Implemented company branding and Custom Domain
  - Enabled Self Password Reset for user accounts
- Discussed and performed hands-on practice of Azure IAM on the following:
  - Discussed Role-Based Access Control (RBAC) and custom roles in Azure

- Assigned roles to users and service principals in Azure AD
- Tested role operations and restrictions of IAM
- The participants have clarified their doubts related to Azure Governance Services





**Closing Ceremony**

**Vote of thanks**

**Feedbacks**

**Inputs & latest technological updates**

**Felicitation**



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\*\*\*\*\* **Thanking you all** \*\*\*\*\*