



# AŚVATTHA

## The TLC Newsletter

“Nurturing Lifelong Learning”

Volume 2 | Issue 2 | April 2014

We are delighted to present the Fifth Edition of Aśvattha, the bi-monthly TLC Newsletter!

This edition includes reporting of TLC events in the last 2 months, especially a new initiative of TLC in the form of a 90 Minute Interactive Series on Teaching Learning Practices every Wednesday between 4.15-5.45 pm in TLC. This edition also brings to you some insightful articles on TLP and finally, announcements for future programs offered by TLC. We hope that you can contribute with your articles/suggestions for the upcoming editions. Thank you.

### EVENTS - TLC 90-MINUTE INTERACTIVE SESSION SERIES

#### **“Learning 'Learning”**

Dr. Rajeev Sukumaran,  
Senior Project Consultant, TLC  
26 February 2014

This interactive session introduced the concept of “learning’ from a fundamental point of view and its varied forms related to “context” of learning, with special reference to teaching-learning process in engineering and science subjects. After looking at how learning happens in the brain, the related topics of learning improvement and maximization, verification of the occurrence of learning, and retention of learnt content, were discussed. Finally some proven models/theories of learning and methods of learning were introduced ([read more](#))

#### **“Learning in**

**Large Class Room”**  
Dr. Edamana Prasad &  
Dr. Rajeev Sukumaran  
5 March 2014

This interactive session introduced the pros and cons in large classroom learning. Literature reports regarding teaching-learning process in large classrooms were presented. Typical issues related to large classroom learning and some Tips for managing the learning in IIT M were identified and discussed.

#### **“Learning theories: What works in a class room?”**

Dr. Rajeev Sukumaran  
12 March 2014

The debates that have occurred through the ages reoccur about the purposes of education and about how to encourage learning. The challenges of teaching to improve learning in a class room may be viewed as the creation of bridges between the knowledge embodied in the subject matter, on the one hand, and the minds and motives of students, on the other hand. This interactive session was designed to bridge the contested territory between theory and practices that work in a classroom, where both perspectives are needed but neither can suffice.

#### **“Concept Based Learning Development Forum”**

Dr. Ranganathan Vijayaraghavan  
CEO, eSpectrum Consulting  
19 March 2014

Concept Based Learning has theoretical underpinning in constructivism. This facilitates transfer of knowledge through active and collaborative learning. It is a learner-centered process, using a set of defined concepts and helps construct new knowledge within a given situation. Concepts are structured with critical attributes to assist for selection and categorization. They are also meant to be easily recalled, transferred and integrated into a specific situation. In this interactive session, demonstration of “Concept Based Learning Development” and the merits and setbacks were also discussed.

#### **“Is Chemistry Relevant in Engineering Education? If Yes, how to make it interesting? If Not, why not?”**

Prof. Dr S Sankararaman, (Chy)  
26 March 2014

The interactive session provided a platform to share thoughts on the following aspects of teaching/learning:

(a) Do engineering students think that chemistry is relevant in engineering education?

(b) What are the different ways to motivate engineering students to learn basic science such as chemistry?

(c) How to assess their basic understanding in a meaningful way?

#### **“Student Centered Learning”**

Dr. Rajeev Sukumaran  
2 April 2014

Student-centred learning is a method of learning or teaching that puts the learner at the centre. Each student may require different ways of learning, researching and analyzing the information available. Student Centered Learning puts students at the heart of the learning process, it is only proper recognition of this diversity that empowers students to realise their full potential; engaging with their teachers and embarking on the learning process in the manner that will be most beneficial to them. In this interactive session, this approach was discussed in the context of IITM students.

## EVENTS - TLC 90-MINUTE INTERACTIVE SESSION SERIES

### "Role of Instructional Design on Teaching-Learning"

Dr Rajeev Sukumaran on 9 April 2014

Instructional design is a system of developing well-structured instructional materials for learning; using objectives, related teaching learning strategies, systematic feedback, and evaluation. Awareness of instructional design principles can help one to: (a) Apply the appropriate pedagogical technique for the specific learning environment whether classroom, online, or blended. (b) Assist in developing learning objectives and determining how to align those objectives with appropriate assessment strategies to measure the desired learning outcomes. (c) Relate effective ways of motivating and engaging students in activities designed for learning. (d) Increase student collaboration through the use of effective communication tools and group activities. (e) Become familiar with some of the technology tools currently available for improved learning (f) Select the technique that is most suitable for the type of learning and course delivery. (g) Adapt instructional materials created for one format to another such as translating classroom instruction to online learning. (h) Design and create multimedia or other supplements to support learning. This interactive session addressed the above mentioned points.

## FEATURED ARTICLE

### Ethics and Freedom

Prof. M.S.Ananth

Visiting Professor, IISc & Former Director  
(IITM)



A discussion on a topic like this is fraught with difficulties that are illustrated by a blog and an anecdote. Ron Brown's (retired Professor of Physics, UC) blog says: "When my son was about five, we were walking along the cliffs overlooking the ocean.. [\(read more\)](#)

### Chalk and Talk or Powerpoint Presentation?

Prof. S. Sankararaman (Chy)



As a teacher I am often faced with the dilemma as to whether I should use the traditional chalk and talk (C&T) method or the modern Powerpoint (PPT) projection for presenting my lectures. [\(read more\)](#)

### The Distribution of Relevant Abilities

Prof. G. K. Suraishkumar (BT)



Remember the day when we first met the Department Head in the Institute - most likely, the day we joined? Did it include pleasantries, welcome, formalities. [\(read more\)](#)

## UPCOMING TLC ACTIVITIES

April 2014

Inter-IIT Meet

June 2014

FDP SAHGE 2014 "Self-Awareness and Higher Goals in Education [\(click for Brochure\)](#)

TLC Multipurpose hall is available for conducting interactive sessions. Interested faculty may contact Chairman, CCE for further details.

For suggestions/feedback, please mail to [iitmtlc@gmail.com](mailto:iitmtlc@gmail.com). We would be happy to feature your articles, suggestions, ideas related to the Teaching Learning Process. Looking forward to your support! Please visit [www.cce.iitm.ac.in](http://www.cce.iitm.ac.in) for interesting reads on TLP under our Faculty Reachout Initiative.

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