LESSON DESIGN

From Lesson Plan to Lesson Design

By

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A DIVISION OF MS EDUCATION ACADEMY™

MS RESEARCH FOUNDATION

Where Ideas Take Shape

THE PARENTING HANDBOOK - A GUIDE FOR CONSCIOUS PARENTS

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INTRODUCTION

If the student is not learning, then why are we teaching? This is the question to be reflected on by all the educators. Though we have been talking about paradigm shifts in the education system, working towards understanding the needs of the students, multiple intelligences etc, it has been observed that traditional teaching practices are prevalent in the majority of educational scenarios where the teacher delivers the content and the student is expected to deliver the same in the examination. We are not catering to the needs or learning styles either during explanation or during assessments. This forms the basis for the creation of lesson designs wherein the focus is shifted from the teacher's teaching to the student's learning. Lesson design is a complete package for the learners which gives them an enjoyable learning experience .It gives a personal learning space to the students and makes learning flexible, not rigid.

Pandemic has changed our perception about every aspect. It is not an exception in the field of education. The shift from real teaching to virtual teaching has not taken an overnight leap. There was a dire need to change the scenario in educational institutions from *teacher centred* to *student centric*, *dependence* to *interdependence, pedagogy* to *heutagogy*. Hence, from **LESSON PLAN** to **LESSON DESIGN**.

CONTENT

STRATEGIES
OF
TEACHING

HEUTAGOGY- INTERDEPENDENT LEARNING

Introduction: Pedagogy is the science of teaching which is purely teacher- dependent, Androgogy is the science of teaching which leads to independent learning and Heutagogy is the science of self - determined learning which makes the teacher and the student interdependent.

Heutagogy is a learner-centered educational theory founded on the key principles of learner agency, self-efficacy, capability, and metacognition and reflection. Combined with today's technologies, the theory provides a framework for designing and developing learner centered environments that have the potential to equip learners with the necessary skills for a lifetime of learning.
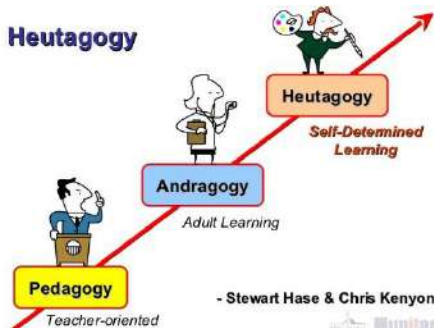
The three theories or strategies or sciences of teaching to different standards of pupil which emerged in surpassing one after the other, i.e., Pedagogy, Andragogy and Heutagogy.
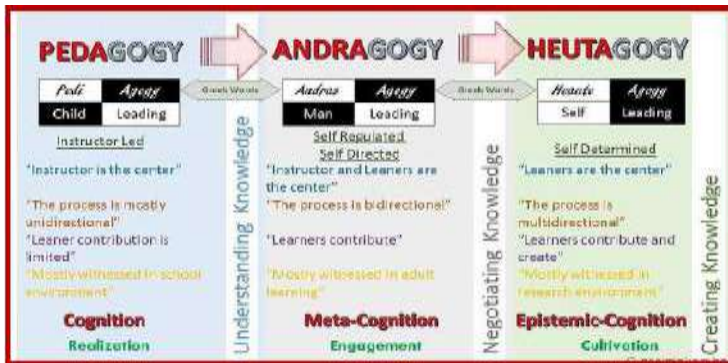
Pedagogy: Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groups of students to improve their learning outcomes. Some teaching strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities. Pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments and recognition of difference, should be implemented across all key learning, and subject areas. Pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school.

Andragogy: Andragogy is defined as the art and science of helping adults learn. Few of its features are:
1. Adults desire and enact a tendency toward self-directedness as they mature
2. Adults' experiences are a rich resource for learning. They learn more effectively through experimental activities such as problem solving etc.,
3. Adults are aware of specific learning needs generated by real life

4. Adults are competency-based learners who wish to apply knowledge to immediate circumstances
5. A climate of mutual respect is most important for learning: trust, support, and caring are essential components. Learning is pleasant and this should be emphasized

Principles of Andragogy
1. Autonomous and self- directed
2. Life experiences and knowledge
3. Goal- oriented
4. Relevancy- oriented
5. Practical
6. Respect

Heutagogy: Simply stated, heutagogy is the study of self-determined learning and was first described by Hase and Kenyon (2001) as: an attempt to challenge some ideas about teaching and learning that still prevail in teacher centred learning. Heutagogy looks to the future in which knowing how to learn will be a fundamental skill given the pace of innovation and the changing structure of communities and workplaces.
It is thirty years since Knowles introduced us to the concept of andragogy as a new way of approaching adult education. Much in the world has changed since that time, and we all know that the rate of change seems to increase every year.

Heutagogy is appropriate to the needs of learners in the workplace in the twenty-first century, particularly in the development of individual capability.

Characteristic Features of Heutagogy

Learner-centeredness is at the heart of heutagogy, and learner agency is a major component of the theory. When engaging in heutagogic practice, the learner takes center stage, as she or he determines the learning path, defining learning objectives and outcomes, as well as how that learning will be assessed. The learning path is non-linear, thus allowing the learner to explore all relevant and available paths to learning; as part of this transition, the role of the instructor becomes that of a guide and a mentor in the learning process. This learner agency is a foundational premise of heutagogy, one that contributes and feeds into other principles of the theory, for example, learner self-efficacy and capability. Once the learner becomes an active agent of his or her learning, he or she begins to develop self-efficacy, which then has the impact of promoting cognitive development and positive self-perception, and reinforcing the learner's sense of accomplishment and ability while learning (Bandura, 1993). In

addition, by embracing personal autonomy, the learner is placed in a position of making decisions about how and what she or he learns, driven by intrinsic motivation (Deci & Ryan, 2002). As the learner more deeply engages with the learning process, she or he undertakes a process of reflection, not only about what has been learned and how it has been learned (double-loop learning and metacognition) – but also how the new knowledge impacts his or her values and beliefs (Argyris & Schön, 1978; Schön, 1983).

Resources for Learning: In Pedagogy, the learner has few resources - the teacher devises transmission techniques to store knowledge in the learner's head. In Andragogy, learners use their own and other's experiences. In Heutagogy, Teacher provides some resources but the learner divides the path by negotiating the learning.

Reasons for Learning: In Pedagogy, learns   to advance to next stage. In Andragogy, adults learn when they experience a need to know or to perform more effectively. Learning is not necessarily planned or linear; In Heutagogy, learning is not necessarily based on need but on the identification of the potential of learners to learn in novel situations.

Focus of learning: In Pedagogy, learning is subject centred, focussed on prescribed curriculum and planned sequences according to the logic of the subject matter. In Andragogy, adult learning is task or problem centred. In Heutagogy, learners can go beyond problem solving by enabling pre-activity. Learners use their own and others' experiencees and internal processes such as - reflection environmental scanning, experience and interaction with other, and pre-active as well as problem solving behaviours.

Motivation: In Pedagogy, motivation comes from external sources - usually parents, teachers and a sense of competetion. In Andragogy, motivation stems from internal sources - the increased self-esteem, Confidence and recognition that comes from successful performance. In Heutagogy, self-efficacy, knowing how to learn, creativity and ability to

use these qualities in novel as well as familiar situations and working with others will be the thing that takes place.

Role of the teacher: In Pedagogy, the learner designs the learning process, imposes material, and is assumed to know the best. In Andragogy, the learner will be the enabler or facilitator, besides the climate of collaboration, respect and openness ripes. In Heutagogy, develops the learner's capability, who know how to learn, who are highly active, who have a high degree of self-efficacy, apply competencies in novel as well as familiar situations, and work well with others.

PAH Continuum Comparison

Pedagogy (Teacher-directed)	Andragogy (Self-directed)	Heutagogy (Self-determined)
Some single-loop learning	Stronger emphasis on single-loop learning	Single and double-loop learning
Knowledge transfer and acquisition	Competency development	Capability development
Linear design of courses/curriculum and instructor-directed learning approach	Linear design of courses/curriculum with learner-directed learning approach (e.g., organizing his/her learning)	Non-linear design and learner-determined learning approach
Instructor-directed	Instructor-learner directed	Learner-determined
Getting students to learn (content)	Getting students to learn (content)	Getting students to understand how they learn (process)

BLENDED TEACHING

BLENDED LEARNING- MIXED MODE INSTRUCTIONS
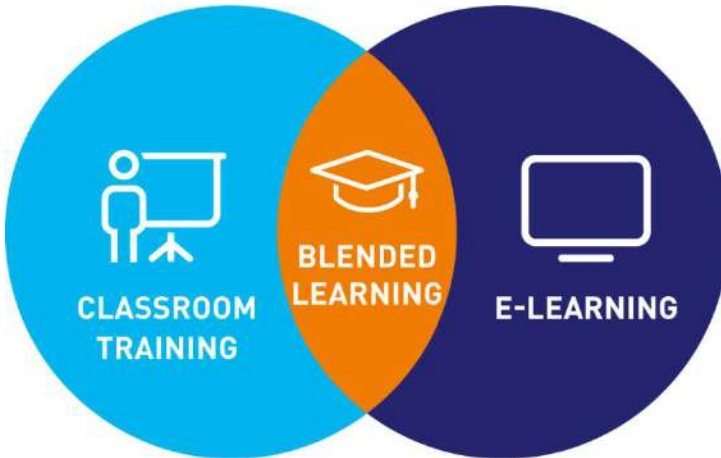
Blended learning combines the best of two training environments—traditional face-to-face classroom training and high-tech eLearning. By covering all the bases, you can engage all types of learners—those who learn better in a structured environment that includes face-to-face interaction with an instructor, and independent types who learn better with semi-autonomous, computer-based training.

While the classroom offers an opportunity for role-playing with immediate face-to-face feedback, online learning offers personalized, self-paced learning with eLearning/mLearning components that lend themselves to interactive media such as skill-building, games, videos, tutorials, quizzes and social media components, all accessible from the learner's home page in the Learning Management System (LMS)—and accessible from the learner's smartphone or tablet.

Read on to learn more about the benefits of blended learning, blended learning models, blended learning best practices, and real-life blended learning examples.

Why Blended Learning?

In the past decade, teachers at higher and lower educational institutions have organically adopted blended learning as a meaningful learning tool in and out of the classroom. Luckily, corporate learning is catching up. The success of blended learning is due to five main benefits:

1. Accounting for Everyone

Blended learning takes every type of learner into account, whether they prefer the familiar traditional classroom, would rather learn online, or try a mixture of both. Without the limitations of a classroom or all-online course, blended learning utilizes a variety of methodologies so the content can be customized to the learner and optimized for the subject matter. While not all face-to-face training is easily translated to digital content, it's possible to re-engineer existing content for online delivery in a way that complements the existing training.

2. Learning Trends and Feedback

Blended learning uses online and offline technologies in tandem, allowing instructors to quickly adopt the latest learning trends and modalities into the curriculum. Instructors can also use built-in reporting features in most LMS software programs for deeper, data driven insights into student progress and success.

For learners, blended learning also offers the unique opportunity to discuss, model, and practice their new skills in a safe space, so they're not just watching or hearing—they're doing. By applying the new knowledge shortly after they've left the physical or virtual classroom, learners retain what they've learned.

3. Lower Costs

In-class training may seem like a cheaper option when compared to eLearning development, but consider the true cost of face-to-face sessions: Time away from work, paying instructors, and flying in remote employees can eat up a significant amount of the L&D budget. A blended eLearning approach cuts down on travel costs and can be used again and again, which reduces instructor time as well.

4. Fun and Engagement

Blended learning is an interactive experience in every sense of the word. Learners reinforce the offline lessons by practicing online through a variety of different content media, each geared to suit a certain learning style. Learners can choose which type of content they want to interact with, practice what they learn, and communicate with instructors and other learners any time and on any device. The community experience keeps learners engaged and informs teachers about their progress and areas needing more attention.

5. Reach and Personalization

Global organizations face the challenges of making learning universal, no matter the branch location. Language interpretation and travel can also be concerns, both of which are easily addressed by blended eLearning that brings training to all employees, whether they work in another country or from home.

Diverse reach also means diverse individuals. If all learners have different levels of understanding and expertise, then why force them into the same training program? Blended eLearning creates a buffet-style approach to training, allowing learners to lead and choose how and when they interact with the material. Being able to test out of a familiar topic or listening to

the same podcast a few times means each learner gets the training *they* need (and want).

Blended Learning Models

When teaching a diverse group, it's almost impossible to tailor the learning experience to suit every learner—or is it? A blended learning model can help to personalize the subject matter for time considerations, learning techniques and even personal preferences, but implementing a blended learning model it requires big changes.

Some of these blended learning methods:

- **Face-to-Face** : Traditional instructor-led learning sessions supplemented with technology to allow learners to control their own learning pace. Benefits are role-play, mentoring, hands-on practice, and feedback.
- **Rotation** : Students go from one learning activity to another learning activity, either in a structured learning session directed by a teacher, or online in a self-directed manner. Examples include learning stations, labs, and the flipped classroom where learners practice the lesson before attending the face-to-face training.
- **Flex:** Flex learning is a term that can be used interchangeably with personalized learning. By accessing means of integration of learning in a Learning Management System (LMS.), the students control their learning path, choosing what they to learn. The instructor is usually present in a mentoring capacity, to answer questions.
- **Gamification:** One of the most effective ways to motivate learners is by letting them play! By using game play elements such as points or levels, learners feel a little competition and are more motivated to experience the material on their own time.
- **Online Lab:** This blended learning model is entirely digital, with little or no instructor interaction, and takes place either before, during or after a training. Learners can access content on mobile phones (mLearning), laptops or tablets. This modality engages and solidifies learning.
- **Self-Blend:** Self-blended learning is supplemental content— either in the form of webinars, white papers, industry blogs, or video tutorials—that help self-motivated learners delve deeper into a subject. A robust LMS can combine diverse content sources under one system to encourage curiosity and growth.
- **Online Driver:** This blended learning model is entirely self-directed and takes place in a digital environment. Learners can engage with an instructor through chat, email or message board. It provides a flexible schedule and personalized learning, but lacks the face-to-face interaction of other types of blended

learning. An LMS is the best way to encourage users to direct their own learning while still monitoring their process as they enjoy media and eventually, engage in classroom discussion. You can choose from existing learning management systems or opt to have an LMS developed specifically for your purposes.

Lesson design is an effective tool towards blended learning' which enables the student to select activities of his/her choice /creates opportunities to enable students to think critically/explore communication and/collaborative skills and creativity.

COLLABORATIVE LEADERSHIP FRAMEWORK

Collaborative Leadership Framework
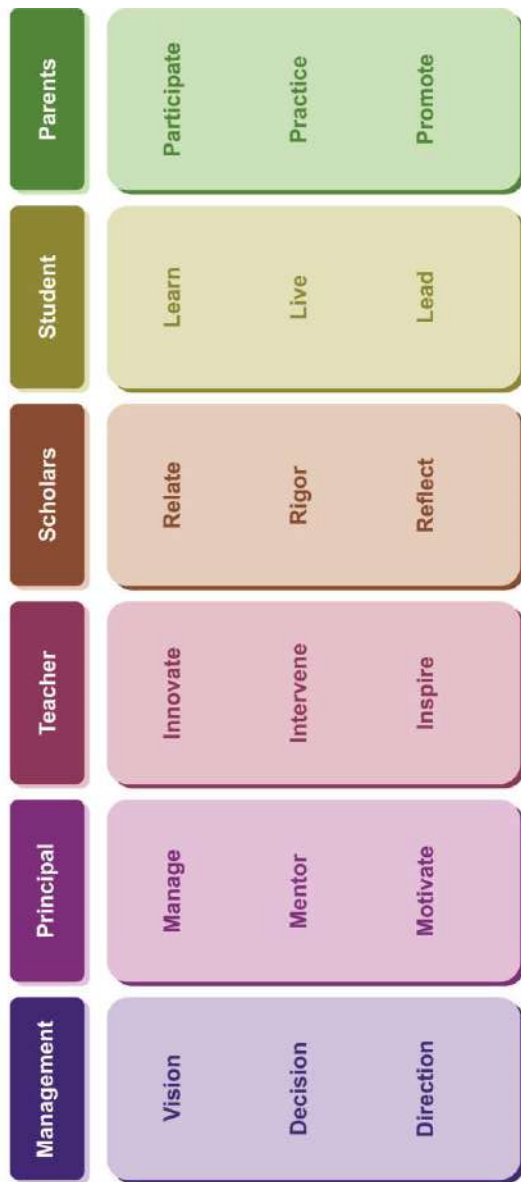
Only Leaders can make leaders,

And the best of the leaders are those who set an example for others to take the lead. If we want our children to LEARN, LIVE and LEAD, we first need to create leaders at all levels. Therefore, a Collaborative Leadership Framework is needed wherein all the stakeholders work in sync and complement each other.

- Management
- Principals
- Teachers of Facilitators
- Scholars or counsellars
- Parents and
- Students

The roles and responsibilities of each stakesholder should be clearly defined in such a way that each stakeholder is aware of the expectations and how their actions influence the systems and individuals to contribute towards the bottom line of PURPOSEFUL EDUCATION.

The interwoven three-step task list corresponds to the three stages of student development.

COLLABORATIVE LEADERSHIP FRAMEWORK

Management	Principal	Teacher	Scholars	Student	Parents
Vision	Manage	Innovate	Relate	Learn	Participate
Decision	Mentor	Intervene	Rigor	Live	Practice
Direction	Motivate	Inspire	Reflect	Lead	Promote

LESSON DESIGN

As educators we have to work for the betterment of school systems and practices, to ensure quality education and make our students assets, contributors and global citizens. We need to focus on the existing field problems, come up with progressive ideas which lead to productive solutions.

'Education is creating experiences for learners which are conducive to learning'.

Today's students are digital learners, using technological tools is very easy for them. Why not use this and blend into our Teaching Learning Process. Lesson designing ensures active engagement of students with different learning styles .It creates interest in the students. It makes them prepared for the class prior to the actual concept. Readiness to learn is an important prerequisite for the TLP but then it is often neglected. Lesson designs have many activities which cater to the prior preparation of the students so that they are ready with a knowledge base to build on related to the topic.

Some of the videos/reading materials given for reflection in the designs will help the students learn from home which is actually the concept of flipped learning.

Student engagement at home is an important aspect which needs our focus as educators. Even when we get started with the offline mode, Lesson designs will still add to the active learning of the students.

Lesson designs have been made keeping into view the touchstone of the learning process i.e. Bloom's taxonomy which insists on Pre Class/Class/Post class activities.
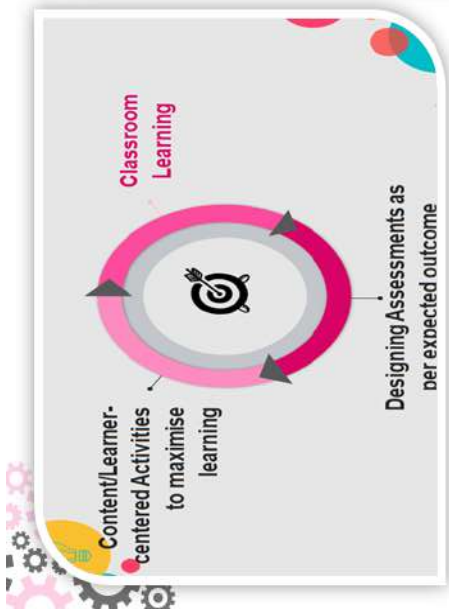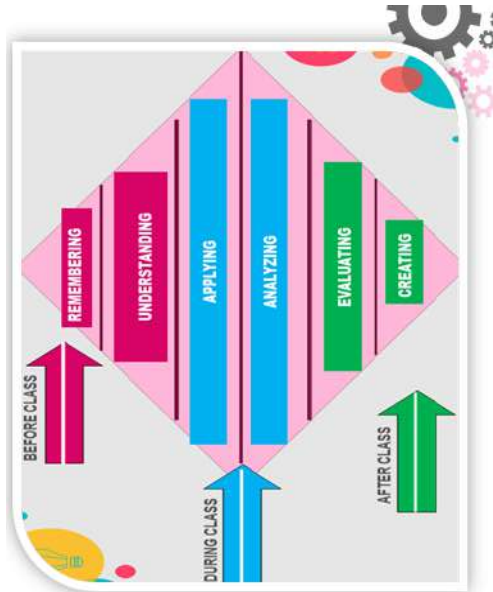
Lessons are designed for the students to improve their performance, to upgrade their skills, to integrate technology into the education process, to make the lessons self-explanatory and give a complete joyful learning experience. After thorough brainstorming and revisions lesson design format has shaped up with three segments followed by the parent corner.

PREPARATION
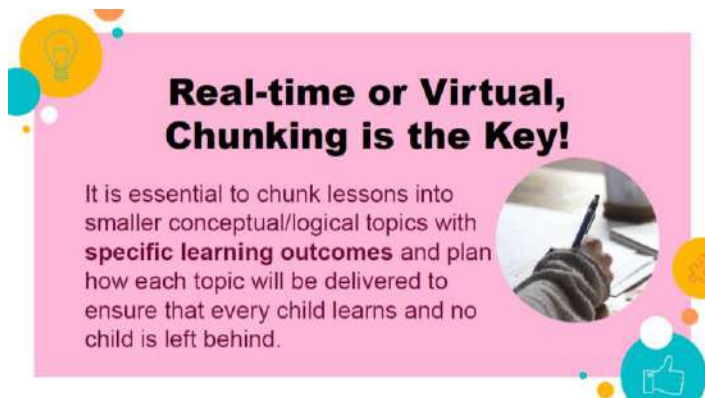(prepares the child before the class)

PRE ACTIVITY
Different skill based activities to be explored by the child as per his/ her interest

PRE ASSESSMENT
To guage child's previous knowledge by simple questions

CONSOLIDATION
(evaluating the concepts)

ASSIGNMENT
Given as homework/ project

POST ASSESSMENT
10 marks paper test

CLASSROOM LEARNING
(thoroughly maps with the 5E concept and covers our textbook content)

1. Engage: Greeting followed by riddle tongue twister, etc.
2. Explore: Discussion and sharing the insight of pre activity and pre assessment done
3. Explain: Content explanation
4. Elaborate: Lesson for life – Values are embedded
5. Evaluate: Check points
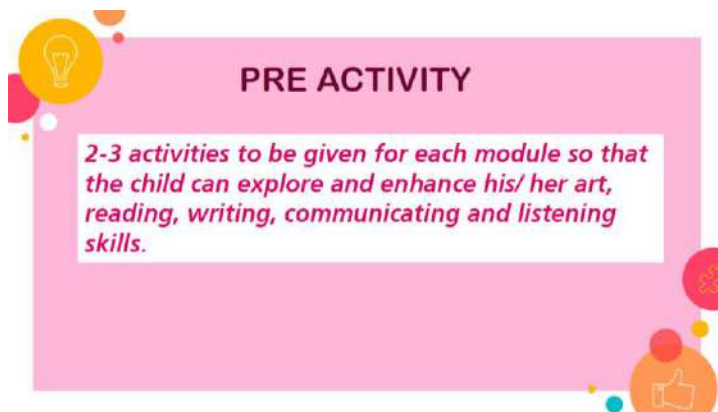
The first step in the process of lesson designing.

Real-time or Virtual, Chunking is the Key!

It is essential to chunk lessons into smaller conceptual/logical topics with **specific learning outcomes** and plan how each topic will be delivered to ensure that every child learns and no child is left behind.
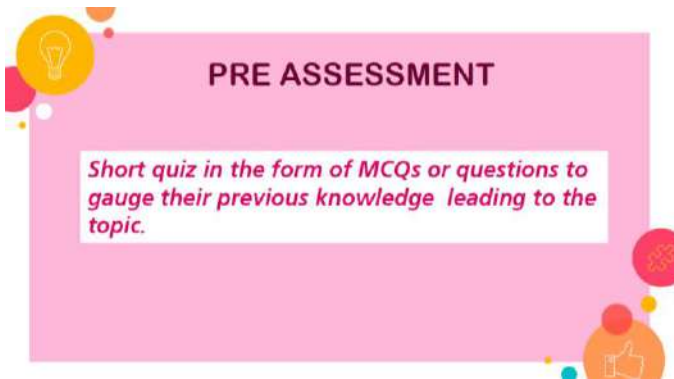
Preparation - Before the class

Pre activities and Pre Assessments are designed to help the student build a knowledge base required for the concept to be taught and at the same time gauge the entry level of the student.

PRE ACTIVITY

2-3 activities to be given for each module so that the child can explore and enhance his/ her art, reading, writing, communicating and listening skills.

PRE ASSESSMENT

Short quiz in the form of MCQs or questions to gauge their previous knowledge leading to the topic.

Pre activities have a choice. Students can select one based on their area of interest. We have paid attention to the art aspect also, for example: draw and depict your idea, read and reflect/Hear to the audio and answer the questions etc. These activities have to be given two days before we start with the concept.

Surveys also have been included in some subjects so that students get to know and document the opinion of others. Wide range of activities have been designed to make the students ready for the topic and at the same time choose from the pool.

Pre Assessments also have been designed in a way that triggers curiosity. Student should not take it as a burden.

Classroom Learning- During the class

5E instructional model is followed in the class.

5-E Framework - Constructivist Approach

Engage
- Informal conversation
- Intention/ Importance

Explore
- Spark the Curiosity
- Connect to Real life

Explain
- 4 C's/Learning Experiences
- Innovative Learning Methodologies
- Prophetic Teaching Methods

Elaborate
- Think Pair Share/Values
- Tarbiyat

Evaluate
- Self, Peer & Formative Assessment
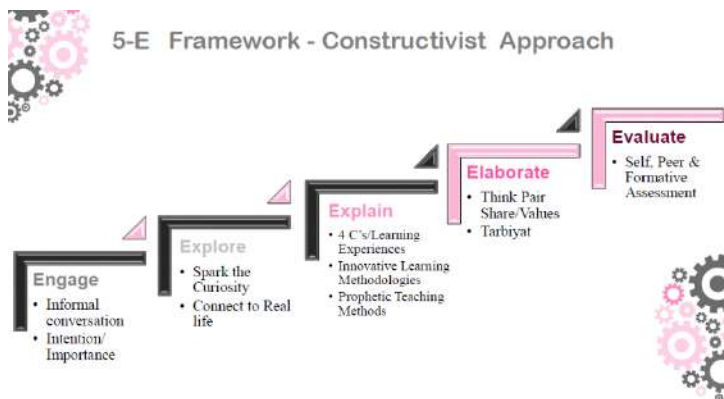
Before starting the class, the teacher has to actually greet the students in a creatively different way. (online/offline)

This sets the pace for the class and brings them up to a common level of readiness to learn. Engage techniques and addressing the students with positive adjectives are introduced through lesson designs for active involvement of students. This is followed by sharing any informal stories/make them do physical exercise/brain gym exercises.

Positive Adjectives for the students-
List of the adjectives A-Z
https://drive.google.com/file/d/1IPkFCfniy5k-sPm3AY3QxdGBCHnuaq23/view?usp=sharing

Sample- Adjectives used for the students-
https://drive.google.com/file/d/1LMXEC_oBGyDbbkWsLiHYZ6xf_j3OVvEs/view?usp=sharing

Have a word or discussion regarding completion of Pre activities and Pre assessments.

Teacher covers the actual content, topic, lesson in the form of videos or ppt (online mode) or using any innovative teaching practices (offline).

Teachers have designed their own videos or selected topic relevant age specific videos and material to be given as reflection or to be taught respectively.

Every subject has included segments like keywords and vocabulary in order to improve the language skills of students.

PRESENTATION (PPT)

Includes the VBS textbook pictures, vocabulary, keywords, notes, topic- related video links. 5E framework is followed in the classroom learning.
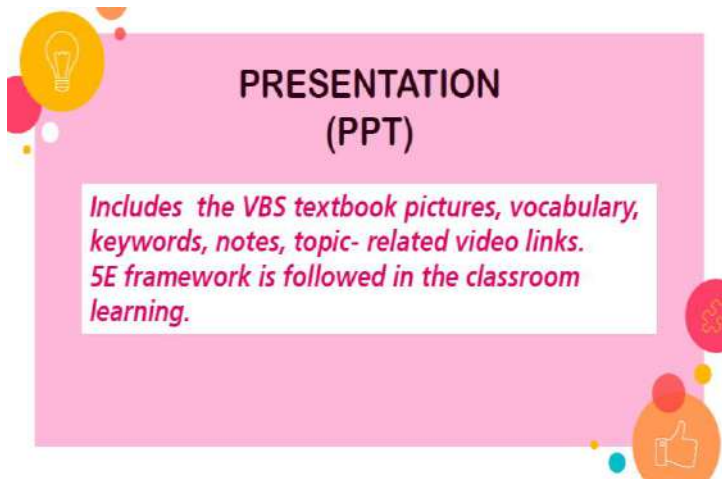
Check points based on houses are added after the explanation of a topic to check the students understanding of it.

CHECK POINT:

CHALLENGERS:	INSPIRERS:	MOTIVATORS:	LEADERS:
1) What is the composition of air?	1) How many layers are present in the atmosphere?	1) What is atmosphere?	1) How atmosphere help us?

Lesson for life is an important classroom learning segment which is included for value inculcation. Every concept offers a lesson which has to be learnt by the students, help them to live by values and lead by example.

LESSON FOR LIFE

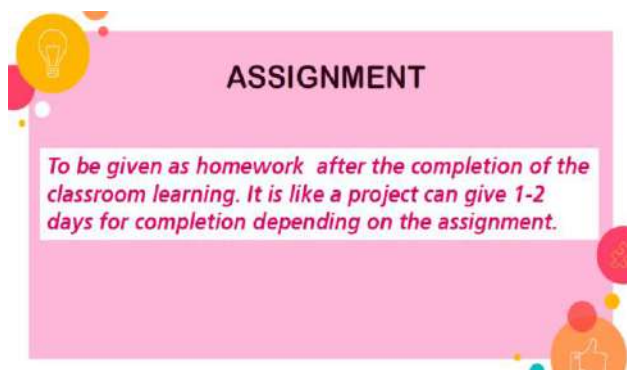*Is the lesson learnt from the particular module which the child could hold on throughout his / her life and relate to or implement in his / her everyday life.*

Consolidation- After the class

When the teacher keeps completing a segment of the lesson, she has to assess the level of understanding by posing questions. Questions can be posed by dividing the students into groups so that students can

brainstorm and share different learning. This process has to continue till the end of the lesson.
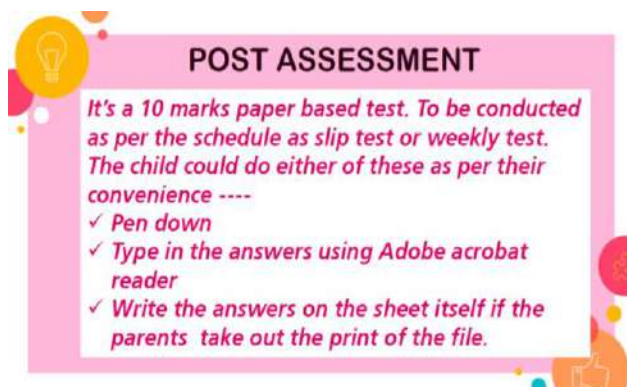
Assignments are given after completion of lesson in the form of worksheets, summarizing the concepts in the form of graphic organizers like mind maps, flowcharts etc. Submission of assignment has to be within a couple of days.

ASSIGNMENT

To be given as homework after the completion of the classroom learning. It is like a project can give 1-2 days for completion depending on the assignment.

Assessments are conducted after completion of each lesson within a week's time. Assessments also have been designed in a way that creates genuine testing of outcomes, replication of concepts.

POST ASSESSMENT

It's a 10 marks paper based test. To be conducted as per the schedule as slip test or weekly test. The child could do either of these as per their convenience ----
✓ Pen down
✓ Type in the answers using Adobe acrobat reader
✓ Write the answers on the sheet itself if the parents take out the print of the file.

From Process to Implementation:

Subject wise designers have been selected with the help of CADD, Our planning team which takes care of uniform implementation of all the schedules, designs and systems.

They have been trained thoroughly with the thought process behind the lesson design and the format in which it has to be carried out.

Weekly meetings to track the implementation of lesson designs were conducted.

Designers would submit the lesson designs on Friday which would undergo review by two different teams i.e. Resource persons and Subject expert then it would be sent to the branches.

Saturday meetings were conducted particularly to check the status of completion, challenges and teacher appreciation.
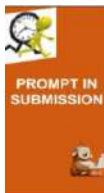

AGENDA

1 Work review and ideation

2 Target setting for next week and plan of action/ coordination/ collaboration

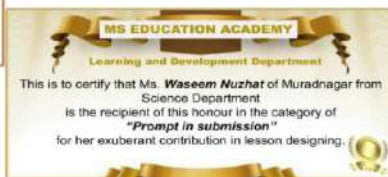3 Acknowledgement and appreciation

4 Challenges and problem resolution

✔ **Lesson Designers appreciation through certificates and sharing it with their respective principals**

STRIVING FOR EXCELLENCE

Teachers who constantly strive for excellent, error free work with added creativity. They are always ready to take up the responsibility and fulfill it with exhaustive commitment. Their passion towards teaching is often reflected in their work.

MS EDUCATION ACADEMY

Learning and Development Department

This is to certify that Ms. *Bushra Anjum* of Muradnagar from English Department is the recipient of this honour in the category of *"Striving for excellence"* for her exuberant contribution in lesson designing.

PROMPT IN SUBMISSION

Teachers who never miss the deadlines of submission. This promptness finds its base in the organized delegation of work added with persistent and systematic efforts.

MS EDUCATION ACADEMY

Learning and Development Department

This is to certify that Ms. *Waseem Nuzhat* of Muradnagar from Science Department is the recipient of this honour in the category of *"Prompt in submission"* for her exuberant contribution in lesson designing.

RESILIENT WARRIOR

Teachers who voluntarily take up the task despite underlying challenges owing to resources/time/engagements or any other underlying cause and prove their mettle by completing the task successfully. Their strong will and dedication helps them to get back on the task and keep going.

MS EDUCATION ACADEMY

Learning and Development Department

This is to certify that Mr. *Syed Riyaz* of Madanapet from Telugu Department is the recipient of this honour in the category of *"Resilient warrior"* for her exuberant contribution in lesson designing.
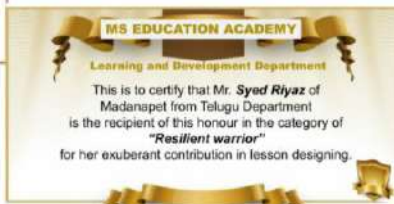
Ideation process was initiated to brainstorm and get creative ideas to be incorporated into the forthcoming lesson designs.
Appreciation certificates have been shared with the Principals.

Reflection:

It has been observed that there has been a gradual increase in the implementation of the lesson designs in the classes owing to the attendance.

Parents have found the activities engaging and interesting. As we have provided different options of submission which are parent friendly .For example taking print outs was difficult for some parents then we made it possible for the students to answer in their respective notebooks. Teachers circulated the assignments/question and answers in respective WhatsApp groups.

STUDENTS' PARTICIPATION
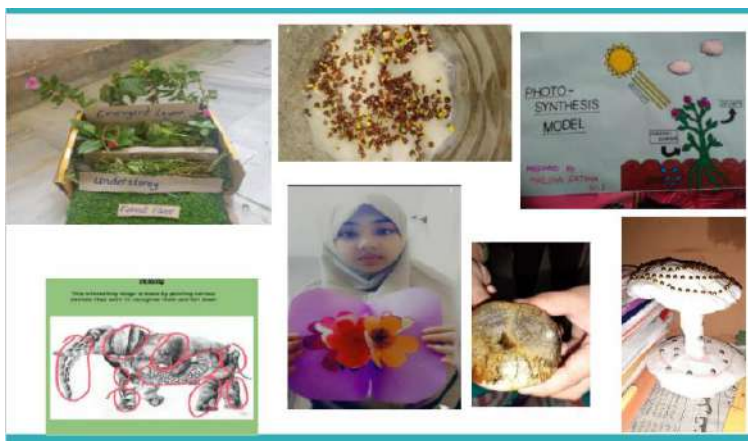
Teachers have realized that Lesson Design gives complete learning experience to the child whereas the actual content from the textbook is just a part of the whole. Learning can happen far beyond the actual content. It can be a fun filled voyage of exploration and complete application of the 4Cs. It has triggered the creativity quotient of the teachers and they have explored the interests of their students. It has opened up the channels of multidisciplinary and interdisciplinary

approaches for the teachers. Hands on learning and Project Based learning have found a place in the lesson designs.
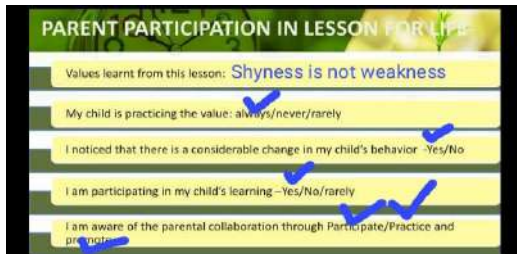
All the subjects and languages have been benefited immensely in general, but then Social Studies and Urdu lesson designs have taken up the concepts to a completely new level.

Students for whose engaged involvement was the whole and sole intention behind the process, completely enjoyed the lesson designs. Greeting segment has really motivated them, sharing of answers/conducting quizzes and seminars based on the house system has created a great impact on student's learning which can be gauged through the attendance records.

Students were actually waiting for the activities but many times, though there was a choice, they had done all the three activities which were given. This shows the level of interest which was generated.

The performance of students increased. Students understand the concepts in a real sense. Students learn to understand, not to replicate.

Parents were actually appreciating the whole concept of lesson designing. In fact, their engagement with their children also increased because of segments like opinion sharing/survey polls etc. Lesson designs kept the students productively engaged, this was a great sigh of relief for the parents. Parents were given a short survey to track the implementation of values by their ward.

PARENT PARTICIPATION IN LESSON FOR LIFE

Values learnt from this lesson: Shyness is not weakness

My child is practicing the value: always/never/rarely ✓

I noticed that there is a considerable change in my child's behavior – Yes/No ✓

I am participating in my child's learning – Yes/No/rarely ✓

I am aware of the parental collaboration through Participate/Practice and promote ✓

My child is practicing the values always.   Yes, I noticed behavioural change in my child.   Yes, I am participating in her learning.
I am aware of parental collaboration through participating.

Jazakallah mam

LESSON FOR LIFE

Ls.11 - Sources Of History

The more disciplined you become, the easier life gets.

Monuments are Glimpse of our past

Mistakes are stepping stone of learning

PARENT PARTICIPATION IN LESSON FOR LIFE

Values learnt from this lesson: Stories in the past is history, timelines are used to understand time of an event.

My child is practicing the value: always

I noticed that there is a considerable change in my child's behavior -Yes

I am participating in my child's learning –Yes

I am aware of the parental collaboration through Participate/Practice and promote -Yes

Text editor   Edit picture   Fill Form   Annotation

Principals also found that the designs were quite engaging and the students were completely active during the class. They were eagerly waiting for the activities and assignments.

Students' rewards have been completely mapped with the lesson design keeping in view key performance parameters. It is based on the point system that would be allotted to the students individually and house wise.

Students' Rewards & Appreciation

Diligent Writer

Creative Champ

Prompt in Submission

Enthusiastic Student

Active Listener

Disciplined

Keen Learner

Excellent Work
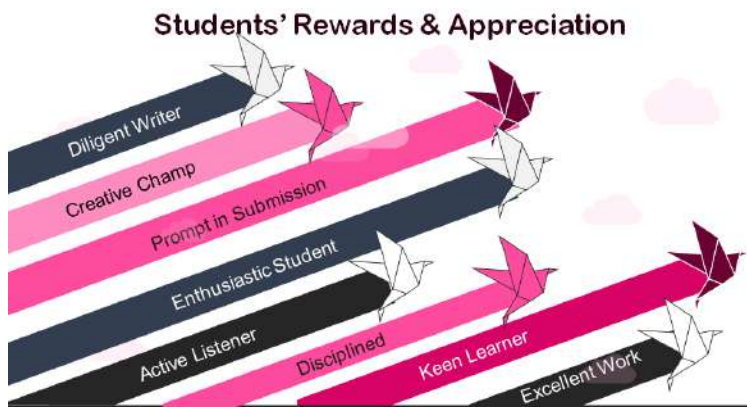
Conclusion:

- After the effective implementation of the lesson designs by the dedicated school team, the results that came into the forefront were really incredible.
- It opened up a portal to blended learning.
- Designs can be used both in online and offline modes. The videos and online content shared to the student as done in flipped learning and classroom time was utilized in a better way to interact and intervene with students.
- Lesson designs have helped to create a shift from teaching to learning and from Teacher to Learner. It has proven to be a step towards a student centric approach.
- To summarize ,Lesson designing has been very effective tool and it was successful in:
- Giving deeper clarity to the concepts as the lessons were conceptually chunked.
- Engaging the student productively.
- Catering to the different needs of the learners.
- Inculcating 4Cs-Creativity, Critical thinking, Collaboration and Communication.
- Inculcating values not only moral values but related to any subject Math/Civic sense/health and hygiene, etc.
- Making the task easy for teachers and opening up many resources to be added to the theme of the content which would help in students' understanding.
- Basically, Lesson designs have taken the learning process to be creative, productive and engaging.

Key Terms:
1. **Andragogy:** the teaching of adults
2. **Behaviorism**: learning epistemology where knowledge is gained through stimulus and response
3. **Cognitivism**: learning epistemology where facilitating learning is dependent on the understanding of the human mind
4. **Constructivism**: learning epistemology where knowledge is created through interaction between their experiences and ideas (or content)
5. **Epistemology**: a theory of knowledge
6. **Heutagogy:** self-determined learning
7. **Holistic Learning:** encompassing all aspects of the learning experience; not just knowledge, but true learning and critical thinking
8. **Pedagogy:** the teaching of children
9. **Self-determined Learning:** self-regulated and self-directed learning; internal motivation to learn
10. **Self-directed Learning:** taking action and responsibility for one's own learning

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