

Terna Public Charitable Trust

Terna Engineering College

The ARCS Model of Motivation: Fostering a Culture of Inspired Engineering Education at Terna

In today's dynamic landscape of engineering education, sustaining student motivation is essential for unlocking academic potential and nurturing future innovators. At Terna Engineering College, we recognize that engaged learning is not merely a pedagogical ideal, but a strategic necessity. Under the visionary leadership of Principal, Dr. Deven Shah, our institution is embracing a research-backed instructional approach to drive student engagement—the ARCS Model of Motivation, developed by educational psychologist Dr. John Keller.



ARCS orientation conducted by Dr. V. B. Gaikwad to the HoDs and DQAC members

The ARCS model emphasizes four critical components that collectively enhance learner motivation: Attention, Relevance, Confidence, and Satisfaction. By embedding these elements into our teaching methodologies, we are shaping an academic environment where students feel inspired, supported, and empowered to thrive.

Attention: To spark curiosity and sustain interest, our faculty begins sessions with thought-provoking questions, real-world problems, and interactive learning tools such as quizzes and simulations. These strategies are designed to draw students into the learning process from the outset.



ARCS model orientation by Prof M. B. Limkar Sir by to Electronics Department faculties

Relevance: Learning becomes more meaningful when students can connect academic concepts to their personal goals and professional aspirations. At Terna, we achieve this by integrating case studies from industry, engaging our alumni network, and aligning coursework with contemporary engineering challenges.



ARCS model orientation for B. Design students by HoD, Dr. Sachin Kamble

Confidence: We aim to build students' self-efficacy by providing structured learning experiences, clear assessment rubrics, and opportunities for iterative design and experimentation. Mistakes are embraced as learning opportunities, and success is viewed as a process of growth and persistence.

Satisfaction: Motivation is reinforced through both intrinsic and extrinsic rewards. Timely, constructive feedback, public recognition of exemplary work, and the introduction of digital badges for skill mastery all contribute to a sense of achievement and progress.

By institutionalizing the ARCS framework, Terna Engineering College is transitioning from intuitive teaching practices to a deliberate culture of motivated, student-centered learning. Our faculty are evolving into instructional leaders who not only convey technical knowledge but also inspire and mentor. As Dr. Shah aptly observes, "The best educators have always done this instinctively. At Terna Engineering College, we are building a system to ensure every student benefits from it."

Through the integration of Attention, Relevance, Confidence, and Satisfaction, we are cultivating a generation of engineers who are not only technically proficient but also confident, driven, and prepared to lead in a rapidly changing world. This commitment to engaged learning represents more than a teaching strategy—it reflects our vision for the future of engineering education.

Dr. V. B. Gaikwad,

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