



**Y.V.N.R. GOVERNMENT DEGREE COLLEGE**

(NAAC GRADE "B+" CGPA : 2.61)

AFFILIATED TO KRISHNA UNIVERSITY

KAIKALURU - 521 333, KRISHNA DIST. A.P.



Organized By  
**DEPARTMENTS of PHYSICS, CHEMISTRY & IQAC**

In Association with  
**International Multidisciplinary Research  
Foundation, Vijayawada**

**5 Day Faculty Empowerment  
Programme on**

**Hybrid and Blended Learning  
*in* Higher Education**

**Dates : 21-25 February, 2022**

**Time: 3pm to 5pm (Daily)**



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Chief Patron  
**Dr. POLA BHASKAR IAS,**  
Comissioner Collegiate Education, Vijayawada

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**Sri D. UDAY PRAKASH,** M.Sc., M.Ed., Vice-Principal

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**Dr K A Emmanuel** SG Lecturer in Chemistry  
**Dr P Paul Divakar** SG Lecturer in Physics

**Registration Fee : 100/-**

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### ABOUT THE COLLEGE

Y.V.N.R Government Degree College, Kaikaluru is a public funded educational institution. This college, popularly known as GDC Kaikaluru, is located in the area Kolleru Lake. The college has a unique logo with the citation "Knowledge is Power". The logo depicts the Rising Sun, Kolleru Lake, Kolleru fisher man and Kolleru birds.

The college was established in the year 1982. In the 2017, 2nd Cycle NAAC Accreditation a "B+" grade with 2.61 CGPA in Government Degree Colleges. Achieving this grade involves the hard work of lecturers and students under the leadership of the then principal. Now the college has been preparing for the third cycle of NAAC accreditation under the able administration of Dr B Raghunatha Reddy, Principal of the college.

Most importantly, due to the efforts of the college governing body CPDC, with the help of donors and financial assistance for the infrastructure and RUSA 2.0 grant. Rs.2 crores was sanctioned because of B grade in the 2nd cycle. Class rooms and labs are already under construction. The college computer lab is modernized with these funds. It is the result of the efforts of our CPDC.

### Message from Commissioner

Dear Students, parents and executives of the companies, I welcome one and all to Y.V.N.R.Govt.Degree College is a highly progressive and enterprising College pledged to providing quality education with great emphasis on traditional values with academic excellence. The college administration and the teaching faculty is committed to guide the students to accomplish their best possible faculties for an overall development alongwith co-curricular and extracurricular activities. The students must understand the value of becoming embodiment of discipline and behaviour and conduct themselves to make this institution a model peaceful learning centre. I assure you of my maximum possible attention at all times. I wish all the students joining this college good luck and a promising career. I congratulate all the students, who have achieved excellent and outstanding performance in the academic work during the previous academic years. I expect and wish all the students to improve further in achieving greater performance in their future semesters.

YVNR is a mother tree of education, where every aspirant who has thirst of knowledge is bestowed with shade of enlightenment.



**Dr. Pola Bhaskar**  
Commissioner of  
Collegiate Education, AP

**"Education is not preparation for life,  
Education is life itself"**



### Y.V.N.R.GOVERNMENT DEGREE COLLEGE

Kaikaluru - 521333, Krishna Dist, A.P,  
Affiliated to Krishna University  
NAAC Grade "B" CGPA:2.61



Organized By  
**DEPARTMENTS OF PHYSICS, CHEMISTRY & IQAC**

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**International Multidisciplinary Research  
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**5 Day Faculty Empowerment  
Programme on**

**Hybrid and Blended Learning  
in Higher Education**

**Dates : 21-25 February, 2022  
Time: 3pm to 5pm (Daily)**



### Inaugural Session



**Dr R David Kumar**  
Joint Director of Collegiate  
Education, Vijayawada, AP



**Dr Ch Krishna**  
RJD of Collegiate Education,  
Rajamahendravaram, AP



**Dr. B.Raghunatha  
Reddy**  
Principal

### Valedictory Session



**Prof. Dr. K B Chandrasekhar**  
Vice-Chancellor  
Krishna University, Machilipatnam



**Prof T. Ashok**  
Registrar  
Nannaya University,  
Rajamahendravaram



**Dr M B S V Prasad**  
Secretary  
Sir C R Reddy Educational Institutions,  
Eluru, A.P

### Resource Persons



**Prof. Dr. Ratnakar D Bala**  
Director IMRF



**Prof. Samuel Johnson K**  
VIT-AP School of Business



**Dr. V Raja**  
Assistant Professor  
Department of Mathematics  
VIT-AP UNIVERSITY

**Y.V.N.R. GOVERNMENT DEGREE COLLEGE, KAIKALURU**



*Invitation*



**5 DAY FACULTY EMPOWERMENT PROGRAMME ON  
HYBRID AND BLENDED LEARNING IN HIGHER EDUCATION**

*You are cordially inviting you  
to the Virtual Inaugural Function  
at 3.00 pm on 21<sup>st</sup> February, 2022*

Chief Patrons :

Dr. **POLA BHASKAR** IAS,  
Comissioner Collegiate Education, Vijayawada

Chief Guest :

Dr. **R. DAVID KUMAR**  
Joint Director, Colligate Education, Vijayawada, A.P.

Guests of Honour :

Dr. **Ch. KRISHNA**, RJD, CCE,  
Rajamahendravaram

Patron :

Sri **D. UDAY PRAKASH**, M.Sc., M.Ed.,  
Vice-Principal

\*

**Dr. B. Raghunatha Reddy**

M.Com., B.Ed., MPhil., PhD., Principal  
*will preside over the function*

**Departments of Physics, Chemistry  
& IQAC Coordinator**

Y.V.N.R. GOVERNMENT DEGREE COLLEGE, KAIKALURU, KRISHNA DIST., A.P.

**Y.V.N.R. GOVERNMENT DEGREE COLLEGE, KAIKALURU**



*Invitation*



**5 DAY FACULTY EMPOWERMENT PROGRAMME ON  
HYBRID AND BLENDED LEARNING IN HIGHER EDUCATION**

*You are cordially invited to  
the Virtual Valedictory Function  
at 5.00 pm on 25<sup>th</sup> February, 2022*

Chief Patron :

Dr. **POLA BHASKAR** IAS,  
Comissioner Collegiate Education, Vijayawada

Chief Guest :

Prof. Dr. **K.B. CHANDRA SEKHAR**  
Vice Chancellor, Krishna University, Machilipatnam

Guests of Honour :

Dr. **M.B.S.V. PRASAD**, M.S. (Ortho)  
Secretary, Sir C.R.Reddy Edu. Institutions, Eluru

Prof. Dr. **T. ASHOK**  
Registrar, Adikavi Nannayya University

Patron :

Sri **D. UDAY PRAKASH**, M.Sc., M.Ed.,  
Vice-Principal

\*

**Dr. B. Raghunatha Reddy**

M.Com., B.Ed., MPhil., PhD., Principal  
*will preside over the function*

**Departments of Physics, Chemistry  
& IQAC Coordinator**

Y.V.N.R. GOVERNMENT DEGREE COLLEGE, KAIKALURU, KRISHNA DIST., A.P.





**GOVERNMENT DEGREE COLLEGE, KAIKALURU**  
**Kaikaluru (Mandal) Krishna Dist., Andhra Pradesh, 521333**

**5 day Faculty Empowerment Programme on Hybrid and  
 Blended Learning in Higher Education**

**21 -25February 2022**

Day	Time (IST)	Topic	Remarks
Day 1 - 21 February 2022 - Monday	2.45- 2.55 PM	Welcoming the guests	Dr. K. A. Emmanuel
	2.55-3.00	Prayer and lighting the Lamp	
	3.00-3. 05	Principal opening marks	Dr. B. Raghunatha Reddy
	3.05-3. 10	Greetings by R.J.D	Dr. Ch. Krishna
	3.10- 3.15	Introducing the chief guest	Dr. K. Pankaj Kumar
	3.15- 3.25	Inaugural address by the chief guest	Dr. R. David Kumar
	3.25- 3.30	Introducing the speaker 1	Sri. A. Aseervadam
	3.30 - 4.45 PM	Talk 1 –	Prof. Samuel Johnson. K Assistant Director Centre for Teaching and Learning – VIT - AP University
	4. 45- 5.00	Closing Remarks and End of Day 1	
Day 2 – 22 February 2022 - Tuesday	3.00 - 3.10	Introducing the speaker 2	Sri. K. Ramesh
	3.10- 4.50	Talk 2	Dr. Anupama Deputy Director – Student Welfare – VIT-AP University.
	4.50 - 5.00	Questions & End of Day 2.	

Day	Time (IST)	Topic	Remarks
Day 3 – <b>23 February 2022 Wednesday</b>	3.00 -3.10 PM	Introducing the speaker 3	Sri. G. Raviteja
	3.10- 4.50 PM	Talk 3	<b>Dr. V.Raja</b> – Assistant Professor – VIT AP University
	4.50 - 5.00	Questions & End of Day 3.	
Day 4 – <b>24 February 2022 Thursday</b>	3.00 -3.10 PM	Introducing the speaker 4	<b>Dr. R. Jalababu</b>
	3.10- 4.50PM	Talk 4	<b>Dr. ChandreieMukherjee</b> -Indian Institute of Management - IIM, Vizag
	4.50 - 5.00	Questions & End of Day .4	
Day 5 – <b>25 February 2022 - Friday</b>	3.00 -3.10 PM	<b>Introduction of Speaker - 5</b>	<b>Miss D. Lavanya</b>
	3:10 - 4:30 PM	<b>Session Day 5 -</b>	<b>Prof. D. Ratnakar Bala</b> IMRF Vijayawada
	4:30 - 5:30 pm	Valedictory Function	
	4.30- 4.35	Welcoming the guests	<b>Dr. P. Paul Divakar</b>
	4.35- 4.40	Opening remarks by the principal	<b>Dr. B. Raghunatha Reddy</b>
	4.40- 4.45	Greetings by Secretary, Sir.C.R.Reddy Educational Institutions Eluru.	<b>Dr. M. B. S V. Prasad</b>
	4.45- 4.50	Greetings by Registrar, AKNUR, Rajamahendravaram	<b>Prof. T. Ashok</b>
	4.50- 4.55	Introducing the chief guest	<b>Dr. V. Sandhya</b>
	4.55- 5.10	Valedictory address by Chief guest (V.C)	<b>Prof. K. B. Chandrasekhara Rao</b>
	5.10- 5.20	Feedback by the participants	
	5.20-5.30	Vote of thanks	<b>Dr. R . Jalababu</b>

\*\*\*

## PREFACE

With the loss in classroom contact hours due to class suspensions brought about by political issues, pandemic fear and natural calamities, online learning is now an indispensable tool. Technology has also provided opportunities for learners to interact with peers, teachers, and learning content. The term “mixed learning” refers to the use of traditional instructional methods in the classroom and the use of online learning for the same students, who study the same subject on the same course, termed “mixed programs.” Blended learning has been studied more than a decade ago, which included its definition, advantages and challenges, ways to implementing blended learning, blended learning in higher education, so on and so forth. This marked a significant change in the teaching-learning process, from the traditional chalk talk approach to technology-based instruction. As defined by many researchers, blended learning involves the combination of face-to-face and online instructions. Blended learning plays a very important role in meeting the demands of improved learning in a growing technology age.

On the other hand, the success of blended learning does not solely depend on student characteristics but also on its design features and learning outcomes. Vaughan (2007) defined blended learning as the blending of traditional teaching approaches with different educational technologies in creating flexible and learner-centered learning environments. The combination of traditional learning and online materials in blended learning varies depending on the content, students’ needs, and instructor’s preference.

As the title of the FTP deals with the faculty empowerment programme on Hybrid and Blended Learning in Higher Education, it is an interdisciplinary programme which is required for the present pandemic conditions.

We acknowledge the over whelming response (300 participants) received from the faculty and students of different colleges. Further we are grateful and express our sincere gratitude to all the participants especially the internationally renowned resource persons

We are also grateful to the commissioner Dr. Pola Bhaskar IAS, the Joint Director Dr. R. David Kumarswamy, Commissionerate of Colligate Education Vijayawada, the Regional Joint Director, Rajamahendravaram Dr. Ch. Krishna, Principal Dr. B. Raghunatha Reddy, Vice Principal Sri .D. Uday Prakash for their magnanimous support and co-operation towards conduct of the five day faculty empowerment programme on Hybrid and Blended Learning in Higher Education.

**Dr. K.A. EMMANUEL**  
Webinar Co-ordinator  
Dept. of Chemistry

**Dr. P. PAUL DIVAKAR**  
Webinar Co-ordinator  
Dept. of Physics



## ACKNOWLEDGEMENTS

The Five day Faculty Training Programme (FTP) on "Faculty empowerment programme on Hybrid and Blended Learning in Higher Education." Has been made possible with the support of many technical experts, individuals and organizations both in manpower and finance. This support is gratefully acknowledged.

We are very much grateful to our Chief Patron Dr.PolaBhaskar, Commissioner, Collegiate Education, Vijayawada for his constant encouragement given to us in organizing this type of academic activity for the welfare and development of the college.

We owe a deep sense of gratitude to Dr. R.David Kumaraswamy , Joint Director, Commissionerate College Education, Vijayawada, for his constant Support, valuable guidance in organizing the FTP in most efficient manner. We are very thankful to Dr.Ch. Krishna, Regional JointDirector, Rajamahendravaram for his precious cooperation in FTP.

Our sincere and special thanks go to Dr.B. Raghunatha Reddy, Principal Y.V.N.R Government Degree College, Kaikaluru, Krishna district for his encouragement, co-operation and meticulous guidance at every stage in organizing and planning the FTP and bringing out this book. Our deep sense of gratitude to Sri.D. UdayaPrakash,Vice-Principal Y.V.N.R Government Degree College, Kaikaluru for his encouragement, in conducting the FTP successfully.

We express our sincere thanks to Dr.S.D.V. Satyanarayana Physical Director of Y.V.N.R Government Degree College, Kaikaluru for his constant support and having taken every responsibility for completing this task through various stages.

We also express our gratitude to Sri.K. Ramesh HOD. Department of Chemistry, Sri.N.Srinivasa Rao HOD Department of Physics for their timely help in organizing the FTP in a successful manner.

We also express our deep sense of gratitude to Dr R.Jala Babu IQAC Co-ordinator and Sri.A. Aseervadam Department of Physics for their support in conducting the FTP in a successful manner.

Our sincere thanks to Ms. Dr. D. Lavanya, HOD, Department of Economics, Dr. V. Sandhya, HOD, Department of Zoology, Sri. G. Raviteja, Lecturer, Department of Zoology who acted as Rapporteurs of various technical sessions of the FTP.

We owe special thanks to Sri. E. Ashok, Office Incharge and his staff for their constant support throughout the FTP. We are very much grateful to my colleagues in the Departments of Chemistry, Physics and also Organizing Committee members' teaching and non-teaching members individually, for their continuous support in making this event successful.

Finally, we thank all the people by names who were directly and indirectly involved in organizing the FTP, though we have not mentioned their names due to paucity of space.

We thank one and all.

**Dr. K.A. EMMANUEL**

Webinar Co-ordinator  
Dept. of Chemistry

**Dr. P. PAUL DIVAKAR**

Webinar Co-ordinator  
Dept. of Physics



**Government of Andhra Pradesh  
Higher Education Department**



**Dr Pola Bhaskar IAS**  
Comissioner Collegiate Education,  
Vijayawada



*Greetings*

I am pleased to know that the Department of Physics, Chemistry and IQAC of YVNR Government Degree College, Kaikaluru is organizing a Five-Day Faculty Empowerment Programme on Hybrid and Blended Learning in Higher Education during 21<sup>st</sup> to 25<sup>th</sup> February 2022.

The topic for the programme chosen is Hybrid and Blended Learning in Higher Education which is very important for the faculty, as Blended learning is a curriculum approach that offers students teacher-supervised and independent learning opportunities. These opportunities are personalized to a student's unique needs to give them time to explore their needs and interests. Moreover the faculty has to raise the quality of teaching in the modern technical advancement scenario.

I congratulate the organizers of the National Webinar for bringing eminent Professors, Scientists, Researchers and academicians to a common platform. I am sure that this programme would turn out to be successful and deliberations will beuseful which would provide many insights on the topic chosen.

I believe this National Webinar on Faculty Empowerment Programme will be a landmark in the history YVNR Government Degree College, Kaikaluru.

With the best wishes

**Dr Pola Bhaskar IAS**



**Government of Andhra Pradesh  
Higher Education Department**



**Dr R. David Kumar Swamy**

*Joint Director, Colligate Education,  
Vijayawada, A.P.*



***Greetings***

I am happy to note that the Department of Physics, Chemistry and IQAC of YVNR Government Degree College, Kaikaluru is organizing a Five - Day Faculty Training Programme (online) on Hybrid and Blended Learning in Higher Education.

These types of Faculty Training Programmes are very useful for the young faculty and also student young minds. So starting a dialogue and drawing greater attention are a good start. I hope this FTP is one such type., while blended learning focuses on a set ratio and combination of offline and online instruction, hybrid learning seeks to find a flexible balance of online and offline that promotes the best experience, even down to individual students.

I hope the deliberations at the webinar will be of great importance and use to help and create general awareness among the students. I congratulate the organisers and the Principal of the college for conducting the webinar.

**Dr R. David Kumar Swamy**





**Government of Andhra Pradesh  
Higher Education Department**



**Dr. Ch. Krishna** RJD, CCE,  
Rajamahendravaram



*Greetings*

I consider it a great privilege to note that the the Department of Physics and Chemistry and IQAC of YVNR Government Degree College, Kaikaluru is organizing a Five-Day Faculty Empowerment Programme this year.

Given the unique opportunities that hybrid can offer, approach planning thoughtfully. Faculty need to be familiar with not only the strengths of online and face-to-face teaching in their rights but also how they can feed into each other over the longer-term. Online environments provide vital spaces for students and instructors to exchange resources and ideas. As you start to think about and develop your hybrid/blended or online course, keep in mind that some of your face-to-face classroom material may transition easily to an online learning environment, and you may need to rework others. So the initiation taken up by the college is appreciable.

I believe that it as a memorable and successful event in the history of YVNR GDC, Kaikaluru.

With the best wishes

**Dr. Ch. Krishna**



**Government of Andhra Pradesh**  
**Krishna University**



**Prof. Dr. K B Chandra Sekhar**

*Vice Chancellor,  
Krishna University, Machilipatnam*



***Greetings***

I am very much delighted to know that the Department of Physics and Chemistry of YVNR Government Degree College, Kaikaluru is organizing a Five-Day National Webinar on Hybrid and Blended Learning in Higher Education.

For one who is in the field of teaching, whether one using a blended or hybrid curriculum, student-cantered learning can give your students flexibility while focusing on the concepts they need the most help. If they are not meeting in person, you can provide students opportunities, such as online discussions, to collaborate. The knowledge of this type of methodology provides good training specially to the new faculty and enables them to do better teaching. It helps him to develop disciplined thinking or a 'bent of mind' to observe the field objectively

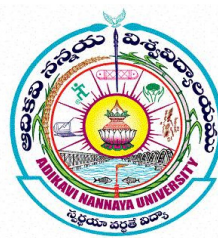
I hope the talks at the webinar will be helpful and create general awareness. I congratulate the organisers and the Principal of the college for conducting the webinar.

With the Best Regards

**Prof K B Chandra Sekhar**



**Government of Andhra Pradesh**  
**Adikavi Nannaya University**



**Prof. T. Ashok**

*Registrar,  
Adikavi Nannaya University  
Rajamahendravaram*



***Greetings***

I am very much delighted to know that the Department of Physics and Chemistry and IQAC of YVNR Government Degree College, Kaikaluru is organizing a Five-Day Faculty Empowerment Programme on Hybrid and Blended Learning in Higher Education during 21<sup>st</sup> to 25<sup>th</sup> February 2022.

Blended learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings.

I hope the talks at the webinar will be helpful and create general awareness. I congratulate the organisers for conducting the webinar for empowering the faculty.

With the Best Regards

**Prof. T. Ashok**





**Government of Andhra Pradesh**  
**Y.V.N.R. Govt. Degree College**  
**Kaikaluru, Krishna Dist.**



**Dr. B. Raghunatha Reddy**  
*Principal*  
*YVNR Government Degree College*  
*Kaikaluru*



***Greetings***

I consider it a great privilege to note that the Department of Physics and Chemistry and IQAC of YVNR Government Degree College, Kaikaluru is organizing a Five-Day Faculty Empowerment Programme from 21<sup>st</sup> to 25<sup>th</sup> February 2022.

Technology may better facilitate some types of learning and class time can be shortened or used for activities that better lend themselves to face-to-face interaction. An integrated course model accommodates a broader range of learning styles by offering flexibility, more options for learning, and integration of learning activities that lead to more in-depth knowledge.

I hope that this programme will be useful for the faculty not only in AP but also other parts of India. I congratulate the organisers.

I wish a grand success.

***Dr. B. Raghunatha Reddy***

## REPORT

### ***Proceedings of the Five-day Faculty Training Programme on "Faculty empowerment programme on Hybrid and Blended Learning in Higher Education".***

#### INTRODUCTION

The benefits and challenges of blended learning in higher education from the perspective of students, faculty, and administration that have had direct experience with this form of course delivery. Students indicate that a blended learning model provides them with greater time flexibility and improved learning outcomes but that initially they encounter issues around time management, taking greater responsibility for their own learning, and using sophisticated technologies. Faculty suggest that blended courses create enhanced opportunities for teacher-student interaction, increased student engagement in learning, added flexibility in the teaching and learning environment, and opportunities for continuous improvement. They state that the challenges faced in developing such a course include a lack of time, support and resources for course redesign, acquiring new teaching and technology skills, plus the risks associated with delivering a course in a blended format. From an administrative perspective, blended learning presents the opportunity to enhance an institution's reputation, expand access to an institution's educational offerings, and reduce operating costs. The challenges consist of aligning blended learning with institutional goals and priorities, resistance to organizational change and lack of organizational structure and experience with collaboration and partnerships.

Digital portfolios emerge, therefore, as pedagogical technological tools that have been fostering academic and teacher discourse and have been welcomed with enthusiasm at the higher education level, configuring b-learning environments. Indeed, it has been recognized that these blended environments have provided students with opportunities to experience interactive processes that induce new possibilities of communication, time, and teaching and learning experiences that go beyond the walls of the classroom and that have contributed to motivation and improvement of students' learning. In these b-learning environments, assessment practices also gain greater importance and meaning, requiring continuous feedback by the teacher in the development of teaching-learning processes and committed and active involvement by the students.

This FTP aims to bring together leading academic scientists, researchers and researchscholars to exchange and share their experiences.

## **INAUGURAL SESSION**

Dr. R. David Kumar, Joint Director, Commissionerate of Collegiate Education has delivered the Inaugural address. In his inaugural address he explained that the topic for the programme chosen is Hybrid and Blended Learning in Higher Education which is very important for the faculty, as Blended learning is a curriculum approach that offers students teacher-supervised and independent learning opportunities. These opportunities are personalized to a student's unique needs to give them time to explore their needs and interests. Moreover, the faculty has to raise the quality of teaching in the modern technical advancement scenario.

### **First Technical session: (21st February 2022)**

The session was chaired by Dr. K.A. Emmanuel, SG Lecturer in Chemistry. Prof. Samuel Johnson, VIT Amaravathi, spoke on Pedagogy, Andragogy & Heutagogy Open tools for online Learning. Design and arts education seeks to generate graduates who can think creatively and become active participants of the community of practitioners associated with their chosen field of design. Supporting creativity involves a range of activities and pedagogical approaches. Creativity thrives in an atmosphere that is supportive, dynamic, and receptive to new ideas and activities. The learning environment has to encourage interactions between learners in which: action and reflection are carefully counter-balanced; open-ended periods of play and 'blue-sky' thinking alternate with goal-oriented problem-solving; stimulating inputs and staff interventions are interwoven with periods in which learners develop ideas and constructs at their own pace; critical thinking and robust debate co-exist with a supportive 'space' in which risk-taking, imaginative exploration and productive failure are accepted as positive processes of learning and, the development of meanings and interpretations is inseparable from material processes and production.

### **Second Technical session: (22nd February 2022)**

This session was chaired by Dr. P. Paul Divakar, SG.Lecturer in Physics. Dr Anupama, Deputy Director- Student Welfare-VIT, A.P clearly explained the importance of online teaching like google class rooms and LMS learning.

Google Class room is the low-key most versatile online teaching tool available. This Learning Management System (LMS) is part of G Suite, which means teachers can use Google apps to create lessons, quizzes and documents all inside Google Class room. To use the Google Class room app, you'll need a G Suite for Education account. Many



schools and teachers transitioned to this LMS when schools were closed due to the pandemic.

For anyone using Google products regularly, Google Class room is easy to tackle. Inside the app, educators offer the content for the lessons, quizzes, assessments, and tests. They can also communicate with the students and parents via message boards or email.

### **Third Technical session: ( 23<sup>rd</sup> February 2022)**

This session was chaired by Dr .R. Jala Babu, Lecturer in Chemistry and IQAC Co-ordinator. Dr V. Raja, Assistant Professor VIT-A.P. spoke on Online Courses & Multiple Instructional Strategies. In that he explained about the multiple instructional methods. Traditionally, in a teacher-centered classroom, instructors control the environment to control how information is dispersed and shared. In an online course, with instant access to vast resources of data and information, students are no longer dependent on the faculty for knowledge. Learning is becoming more collaborative, contextual and active. Educators must identify their objectives, design their curriculum, and then consider how the online environment serves the instructional objectives/activities of that curriculum. This requires changes in pedagogy.

With learning-centered instruction, instructors take on the role of facilitating and sharing information while guiding students toward solutions. Teachers as well as learners must take on new roles in the teaching-learning relationship, and faculty must be willing to release control of learning to the students. Online learning environments also require a range of interactive methodologies. Instructors find that when adapting courses to online models, they pay more attention to the instructional design of their courses. As a result, the quality, quantity, and patterns of communication students practice during learning improve.

### **Fourth Technical session :(24th February 2022)**

This session was chaired by Dr. V. Sandhya,HOD, Department of Zoology. Dr. Chandreje Mukherjee, Professor IIM, Visakhapatnam spoke on the topic Epistemology and Methods of Teaching Online Effectively. In this topic she explained very clearly that the underlying principles that guide effective teaching in an age when everyone, and in particular the students we are teaching, are using technology. A framework and a set of guidelines will be suggested for making decisions about your teaching, while understanding that every subject is different, and every teacher and instructor has something unique and special to bring to their teaching. It's about you helping your students to develop the knowledge

and skills they will need in a digital age: not so much digital skills, but the thinking and knowledge that will bring them success.

### **Fifth Technical session: (25th February 2022)**

The session was chaired by Dr. K.A. Emmanuel, SG Lecturer in Chemistry. Prof. Ratnakar D. Bala, Managing Director, IMRF, Vijayawada spoke on Building Digital Footprint in Teaching and Learning Online skills development for Placements. Your digital footprint is anything that is about you or put out by you online,” says media and personal branding consultant Brian Harrington. That includes social media, your own website, articles about you or written by you. It spans all time and doesn’t just include what’s found at the top of the page—it can be information that is both easy and hard to find, he explains. Take note that your digital footprint isn’t *just* things you actively put online like photos or Facebook status updates—it’s your information that is being scraped from more passive online activities as well.

Your digital footprint is often used to obtain personal info about you, such as demographics, religion, political affiliations or interests. Information could be gathered using cookies, which are small files websites store on your computer after your first visit to track user activity. Your digital footprint is also used by employers—both current and prospective. It is especially important to care for your digital foot print if you’re job hunting, as Googling is now a central part of the hiring process.

### **Valedictory Session: (25th February 2022)**

Dr. B. Raghunatha Reddy, Principal, Y.V.N.R. Government degree College, Kaikaluru, Krishna District presided over the function. Sri. D. Uday Praksh VicePrincipal, Dr R. Jala babu, Dr. S.D.V Satyanarayana were present and spoke on Faculty empowerment programme on Hybrid and Blended Learning in Higher Education. Professor K.B. Chandrasekhara Rao, Vice chancellor, Krishna University, Machilipatnam delivered the Valedictory address. In his Valedictory address he explained the benefits and challenges of blended learning in higher education from the perspective of students, faculty, and administration that have had direct experience with this form of course delivery. Dr.M.B.S.V Prasad M.S.(Ortho) Secretary, Sir.C.R.Reddy Educational Institutions, Eluru appreciated the Principal and the staff of Y.V.N.R.Government Degree College, Kaikaluru for arranging FTP On highly required topic for the present situation. Prof. T.Ashok Registrar also attended and greeted the staff for their wonderful involvement in conducting the FTP. Dr.K.A.Emmanuel Co-Ordinator of the FTP presented a brief report on the FTP .The FTP concluded with the vote of thanks Proposed by Dr. R. Jala babu IQAC Co-Ordinator.



# Inaugural Session



## PRINCIPAL'S MESSAGE

Distinguished Delegates, participants, and partakers!

Good afternoon and Greetings to one and all.

These times demand, building relationships between the learner and the teacher, the community, the living space. There is a need to find associations and connections within these spaces to everyday activities and everyday things. Society is in need of new values, new ways of doing things, a new story which moves from the I to the we, to be able to see the world as one and see the interconnectedness of everything. In education it begins with building relations to undertake a journey of co-learning between the teacher and the taught within the local context. So a teacher Quality is therefore an all-encompassing pre-requisite for a student's journey from aspiration to achievement. This can be achieved when the faculty continuously refresh themselves with the current trends of teaching.

The main parameter governing educational progress is teacher quality. Even with the best of infrastructure, an HEI can become a joyful learning environment only if it has the soft skills of quality teachers- those who are sensitive to the varied socio-economic backgrounds of the students, their aspirations, specific needs, who allow and encourage the process of self-development, creation of a thinking and constructive mind. In addition, the concern for quality in teacher education institutions, has led to some initiatives and a group of experts is developing a framework for accreditation of the teacher education institutions.

Therefore it is quite appropriate time and the topic chosen for the faculty development programme. The primary function of institutions of higher education is to facilitate learning. However, the use of the innovative methods of teaching- learning requires training and expertise on the part of the teacher. The major focus of this Faculty Development Programme is on upgrading the teaching style by being innovative in the classroom and to help the participants build upon their teaching skills I congratulate the Organising team for arranging the FDP for exchange of knowledge.

I hope the faculty who participated will be enriched with the program and will feel that more such programs be organized on regular basis which will enhance their teachings skills and they would try to inculcate them into their class room teaching.

A journey of a teacher has to be innovative.

A journey from aspiration to achievement.

A journey through the chosen pathway of individual constructed cycle of accountability and conscience.

Thank you all.



## INAUGURAL ADDRESS

### **Dr R. David Kumar Swamy**

*Joint Director, Colligate Education,  
Vijayawada, A.P.*



Higher education has been transformed by technology to better meet students' unique learning needs and styles. These innovations have changed how and where students study, from learning management systems (LMS) to adaptive learning software and video conferencing. For more than a decade, many colleges and universities have successfully integrated distance learning and educational technology into their curricula. More than a third of college and university students took at least one online course in 2018, indicating a steady move away from conventional classrooms.

Hybrid and blended learning models are important for higher education institutions to sustain enrolment and enable students to continue learning safely during periods of crisis or instability, such as the recent global pandemic. According to a survey conducted by the Institute of International Education (IIE), almost nine out of ten higher education institutions used a blended learning model in the fall of 2020. So, it is important to recognize the concepts of hybrid and blended learning and be prepared to adopt and refine these frameworks to achieve learning outcomes as reopening guidelines for higher education institutions continue to develop. Hybrid learning is when conventional face-to-face teaching is combined with offline or distance learning approaches, like experiential learning and remote course delivery. The aim is to use the right combination of learning strategies to efficiently teach content while still meeting students' learning needs. Blended learning combines offline and online learning. Blended learning, unlike hybrid learning, uses online teaching to supplement rather than replace conventional face-to-face instruction. In blended learning, students engage online to complete assignments, ask questions, connect with other students, and remotely communicate with their teachers.

While hybrid and blended learning are often used interchangeably, there is a distinction between the two. Blended learning focuses primarily on combining distance learning with standard teaching, while hybrid learning focuses on using any available learning methodology to better teach the material, whether online or offline. Another distinction is that blended learning emphasizes an equal mix of distance learning and conventional instruction, while hybrid learning emphasizes online or non-traditional instruction.

## INAUGURAL TALK

**Dr. Ch. Krishna**  
**R.J.D. of Collegiate Education**  
**Rajamahendravaram**



Dear colleagues of higher education system

Over the last year, learning institutions worldwide have seen massive changes. The pandemic has resulted in a shift in the way educators teach, and while some changes may be temporary, others could be here to stay. Although the concept of blended learning has been around for a while, its use (and limitations) has been very much in focus.

As outlined in our open step on education design in higher education, blended learning uses various combinations of traditional face-to-face learning experiences with online and mobile technologies. The aim is that each element enhances the other. In recent years, the consensus seems to be that blended learning is the combination of face-to-face and technology-based learning.

In higher education, particularly, the implementation of blended learning seems to be common practice. A report from 2016 identified blended learning as one of the most significant trends in education change. Blended learning doesn't necessarily follow a particular pedagogical approach. It can occur simultaneously with in-person learning (synchronous) or apart from it (asynchronous).

Concept that is closely linked to ideas of blended and hybrid learning is that of a flipped classroom, essentially it describes a learning structure where in-class exercises follow a pre-recorded lecture or other materials. As such, we can consider a flipped classroom as a type of blended learning.

The structure is 'flipped' because learning that is traditionally covered in the classroom is instead covered in the student's own time. So, ahead of class time, learners may watch videos, access online resources, or complete formative assessments.

## **The benefits of blended learning**

It allows educators to link online and in-class activities, allowing them to draw upon the strengths of each.

A variety of different mediums and resources can be utilised for learning, such as videos, presentations, podcasts, and industry material.

Resources can be created or recorded once and used multiple times and across various classes.

Students can move at their own pace. Those who are familiar with the subject matter can work through online material faster, while those who are less confident can pause and re-watch the tricky parts.

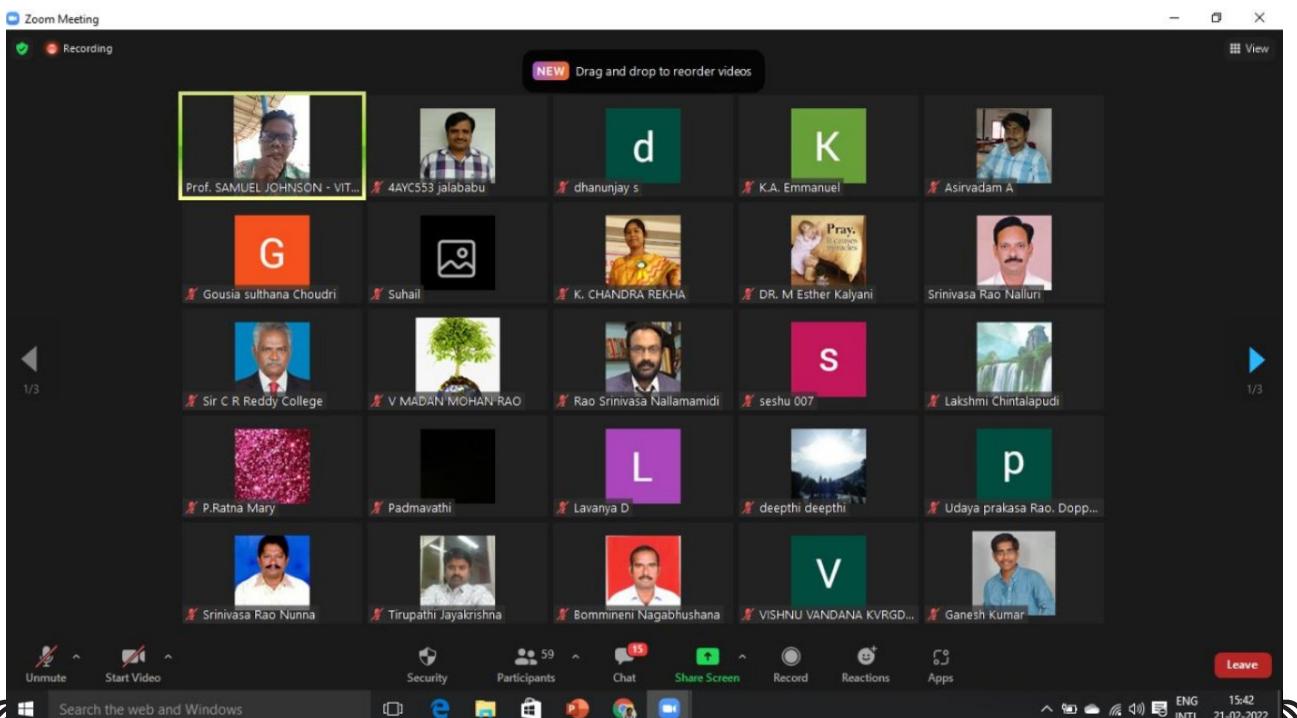
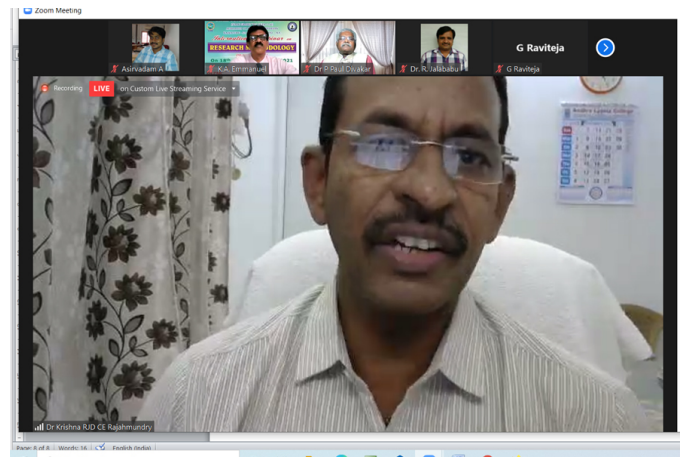
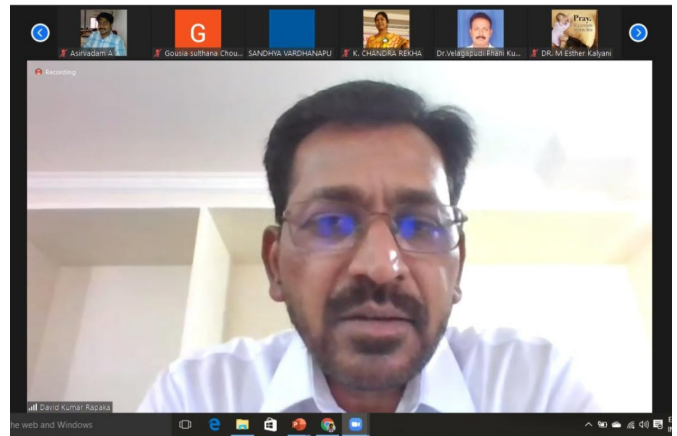
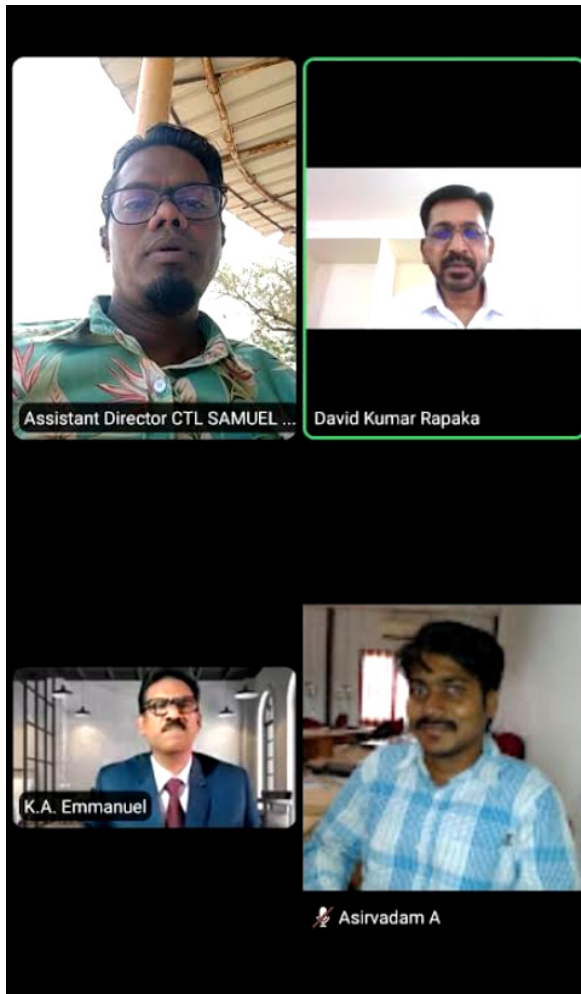
Material is available at all times. Whatever time a student works best at, they can log on and access the classes, lectures, and other materials when they're going to learn best.

Students can prepare before class. When looking at blended learning for practical work, students can explore key themes and topics through online learning ahead of face-to-face demonstrations. This allows them some familiarity with the material, meaning more time can be spent on interesting and engaging activities. It may improve retention. It can help with independent learning. This can help to prepare them for further education, as well as the workplace. It introduces new technologies. Blended learning gives scope for learners to experience new software and hardware. Discovering how to use such technology can prepare them for future endeavours. Set goals and track progress. Many blended learning tools allow teachers and trainers to track the performance of their students. This can give educators a better insight into which methods are most effective.

It's easy to see why blended learning has become popular over recent years. The approach of combining online and remote activities with face-to-face learning can help both students and teachers. However, it's important to remember that not everyone will benefit from this type of learning, and it doesn't necessarily reflect the needs of all learners.

I hope the deliberations throw light on some of the cutting edge issues related to blended and hybrid learning.

## INAUGURAL PHOTOS





DAY -1 (21-02-2022)

## INVITED TALK – 1

**Prof. Samuel Johnson.K**

Assistant Director

Centre for Teaching and Learning

VIT-AP University



## PEDGOGY, AND RAGOGY & HEUTAGOGY OPEN TOOLS FOR ONLINE LEARNING

### Abstract

Design and arts education seeks to generate graduates who can think creatively and become active participants of the community of practitioners associated with their chosen field of design. Supporting creativity involves a range of activities and pedagogical approaches. Creativity thrives in an atmosphere that is supportive, dynamic, and receptive to new ideas and activities. The learning environment has to encourage interactions between learners in which: action and reflection are carefully counter-balanced; open-ended periods of play and 'blue-sky' thinking alternate with goal-oriented problem-solving; stimulating inputs and staff interventions are interwoven with periods in which learners develop ideas and constructs at their own pace; critical thinking and robust debate co-exist with a supportive 'space' in which risk-taking, imaginative exploration and productive failure are accepted as positive processes of learning and, the development of meanings and interpretations is inseparable from material processes and production.

Thus the creative professions, including the many fields of design, typically require a holistic approach to education focusing upon the learner becoming part of a professional community, involving the dimensions of knowledge, performance and 'learning to become'

Both learners and teachers invariably default to using new technologies within the scope of their prior experiences. This results in what Herrington and Herrington refer to as the phenomena of one step forward for technology, but two steps back for pedagogy. Despite the significant potential of mobile technologies to be used as powerful learning tools in higher education, their current use appears to be predominantly within a didactic, teacher-centred paradigm, rather than a more constructivist environment. It can be argued that the current use of mobile devices in higher education (essentially content delivery) is pedagogically regressive. Their adoption is following a typical pattern where educators revert to old pedagogies as they come to terms with the capabilities of new technologies. (Herrington & Herrington, 2007) Thus we find that students and teachers generally adopt new technologies by firstly reproducing activities that they already achieve using technologies they are comfortable with. For example Power point presentations are imported to an iPad or iPhone. However, by creating a mobile social media framework for creative pedagogies we can design and integrate the types of activities and pedagogies that support creativity and move beyond substitution towards redefinition, and move from teacher-directed pedagogy towards student-directed heutagogy.



DAY -2 (22-02-2022)

## INVITED TALK – 2

### **Dr. Anupama**

Deputy Director  
Student Welfare  
VIT-AP University.



### **ABSTRACT**

The current COVID-19 crisis has obliged most education systems to adopt alternatives to face-to-face teaching and learning. Many education systems moved activities online, to allow instruction to continue despite school closures.

Considering the alternative of no schooling, online schooling has been an important tool to sustain skills development during school closures. That being said, there are still concerns that online learning may have been a sub-optimal substitute for face-to-face instruction, especially so in the absence of universal access to infrastructure (hardware and software) and lack of adequate preparation among teachers and students for the unique demands that online teaching learning pose.

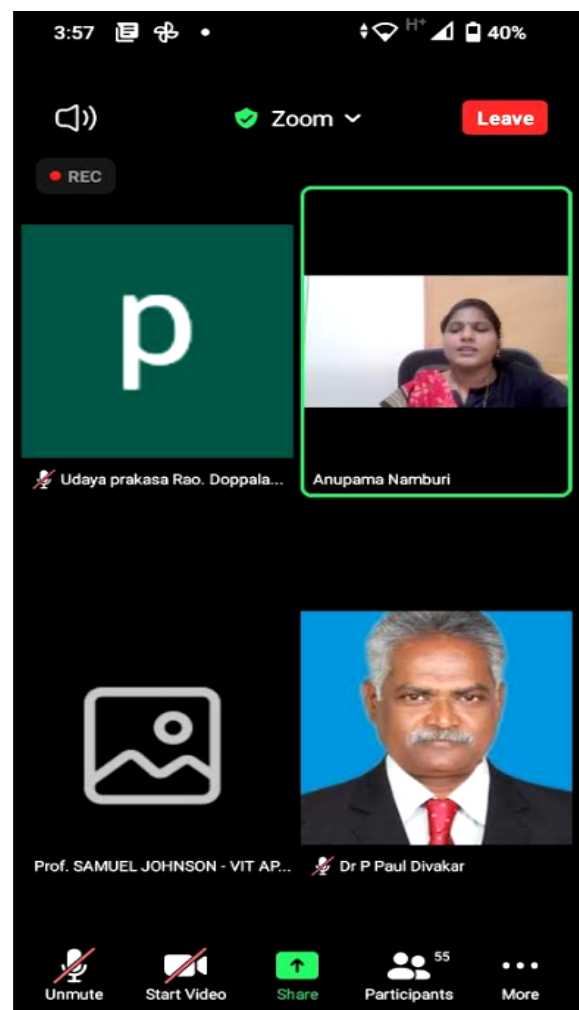
Education systems should aim to strengthen engagement between schools and parents in order to improve information and guidance to parents on effective practices for supporting their children's learning. At the same time, teachers need support to incorporate technology effectively into their teaching practices and methods and help students overcome some of the difficulties that are associated with this form of learning environment. Supporting teachers' training about the use of digital resources for pedagogical practice and promoting teaching practices adapted to this context is key to ensure that ICT is leveraged effectively.

Google Classroom is the low-key most versatile online teaching tool available.

This Learning Management System (LMS) is part of G Suite, which means teachers can use Google apps to create lessons, quizzes and documents all inside Google Classroom.

To use the Google Class room app, you'll need a G Suite for Education account. Many schools and teachers transitioned to this LMS when schools were closed due to the pandemic.

For anyone using Google products regularly, Google Classroom is easy to tackle. Inside the app, educators offer the content for the lessons, quizzes, assessments, and tests. They can also communicate with the students and parents via message boards or email.



DAY -3 (23-02-2022)

### INVITED TALK – 3

#### **Dr. V. Raja**

Assistant Professor  
Dept. of Mathematics  
VIT AP University



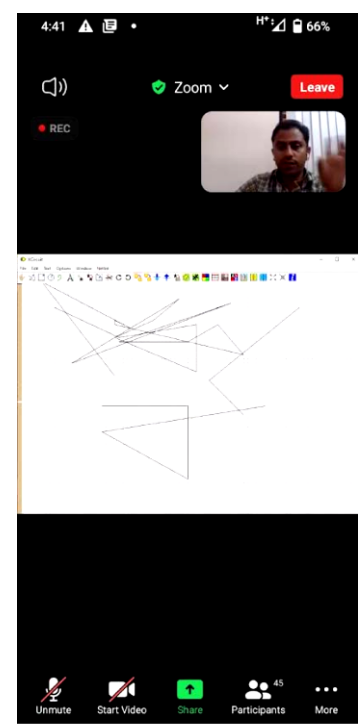
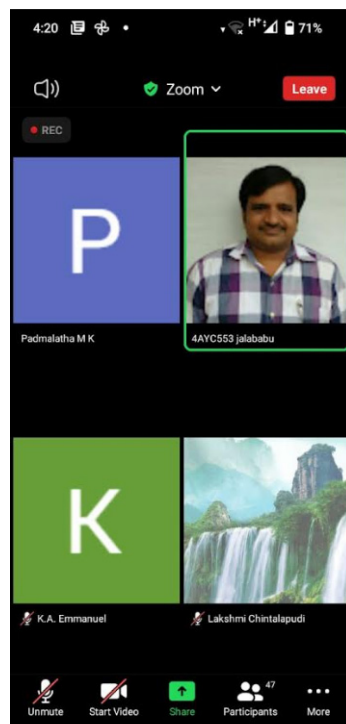
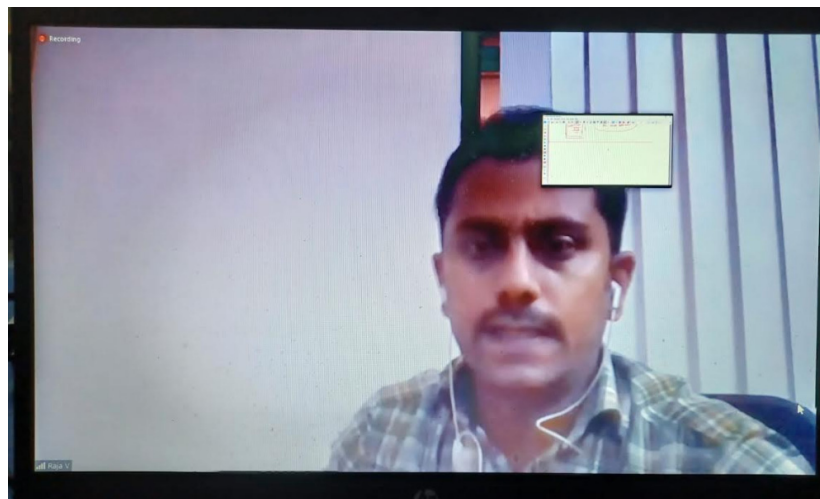
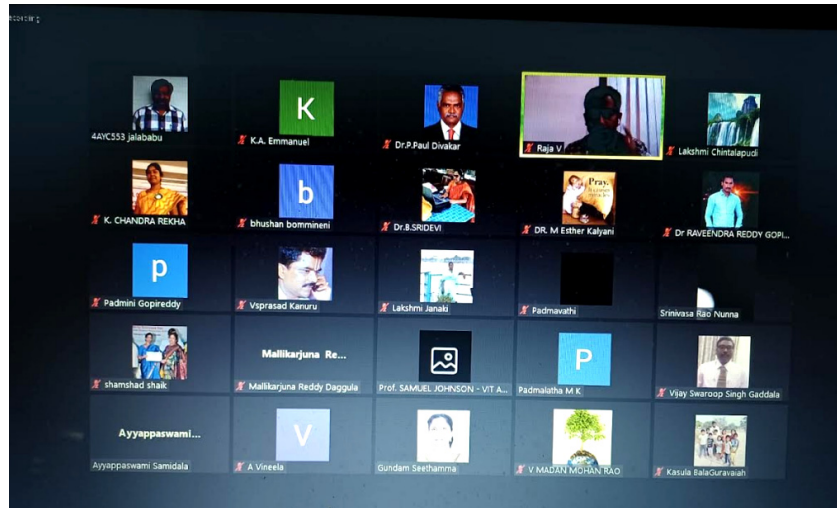
## **ONLINE COURSES & MULTIPLE INSTRUCTIONAL STRATEGIES**

### **Abstract**

Traditionally, in a teacher-centered classroom, instructors control the environment to control how information is dispersed and shared. In an online course, with instant access to vast resources of data and information, students are no longer dependent on the faculty for knowledge. Learning is becoming more collaborative, contextual and active. Educators must identify their objectives, design their curriculum, and then consider how the online environment serves the instructional objectives/activities of that curriculum. This requires changes in pedagogy.

With learning-centered instruction, instructors take on the role of facilitating and sharing information while guiding students toward solutions. Teachers as well as learners must take on new roles in the teaching-learning relationship, and faculty must be willing to release control of learning to the students. Online learning environments also require a range of interactive methodologies. Instructors find that when adapting courses to online models, they pay more attention to the instructional design of their courses. As a result, the quality, quantity, and patterns of communication students practice during learning improve.

Of the many instructional strategies available for use in the online learning environment, most were not been developed specifically for online instruction. Educators should choose strategies that accomplish particular educational objectives. From this perspective, instructional strategies are tools available to educators for designing and facilitating & learning.



**DAY -4 (24-02-2022)**

**INVITED TALK – 4**

**Dr. Chandreie Mukherjee**

Indian Institute of Management

IIM Visakhapatnam



## **EPISTEMOLOGY AND METHODS OF TEACHING ONLINE EFFECTIVELY**

### **Abstract:**

The talk would touch upon the underlying principles that guide effective teaching in an age when everyone, and in particular the students we are teaching, are using technology. A frame work and a set of guidelines will be suggested for making decisions about your teaching, while understanding that every subject is different, and every teacher and instructor has something unique and special to bring to their teaching. It's about you helping your students to develop the knowledge and skills they will need in a digital age: not so much digital skills, but the thinking and knowledge that will bring them success.





## UGC reforms: Ed-tech firms can tie up with universities to develop e-courses

SOURAV ROY BARMAN  
NEW DELHI, FEBRUARY 21

ED-TECH companies will soon be allowed to "collaborate" with higher education institutes offering online undergraduate and postgraduate degrees to help develop course content and carry out evaluation of students under a set of sweeping reforms planned by the University Grants Commission (UGC).

UGC chairperson M Jagadeesh Kumar told The Indian Express on Monday that the proposed amendments are aimed at encouraging greater flexibility for colleges and universities and harnessing the technological tools available with the fast-growing ed-tech sector.

Through amendments in the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020, universities and colleges offering online UG and PG programmes will be allowed to collaborate with ed-tech platforms towards



UGC chairperson M Jagadeesh Kumar

Kumar said the regulator also plans to allow top-rated autonomous colleges to offer online degrees from the 2022-23 academic session. Autonomous colleges that have been among the top 100 rank holders in NIRF (National Institute Ranking Framework) twice in the last three cycles or have NAAC grading of minimum 3.20 will be covered under the relaxations. Currently, only universities and their constituent colleges that fulfill these criteria are allowed to offer online degrees. At present, 59 universities offer 120 UG, 29 PG and two PG diploma degrees online, of which 15 per cent are science courses, 50 per cent related to business administration, and 35 per cent to humanities.

## Digital University can solve issue of limited seats in higher education: PM

EXPRESS NEWS SERVICE  
NEW DELHI, FEBRUARY 21

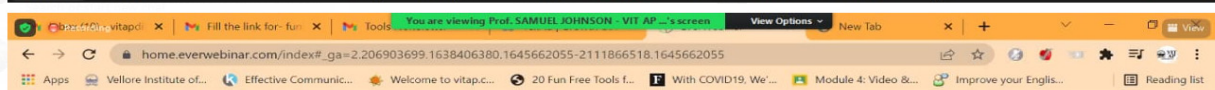
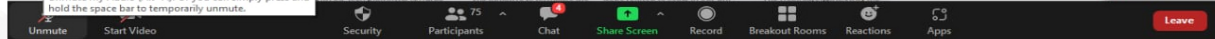
PRIME MINISTER Narendra Modi on Monday said that the proposed Digital University can potentially solve the issue of limited seats in higher education institutes, and prepare students to meet the demands of the present as well as the future.

"When we were connecting our villages through optical fibers, trying to keep the cost of data affordable, improving infrastructure related to connectivity, some people used to raise questions about the need for such initiatives. But during the pandemic, everyone realised the importance of our efforts. The Digital University can entirely solve the issue related to seats in our uni-



PM Narendra Modi addresses a webinar.

proposals related to the education sector. Finance Minister Nirmala Sitharaman had announced the formation of a digital university while presenting the Union Budget 2022-23 earlier this month. So far, the proposal has not been given a concrete shape, but the minister had said the university will work with the other central universities in the country to provide the required infrastructure and training. The webinar organised by the



DAY -5 (25-02-2022)

## INVITED TALK – 5

### **Prof. D. Ratnakar Bala**

Director

IMRF - Vijayawada



**Prof. Dr. Ratnakar D Bala**  
Director IMRF

## **BUILDING DIGITAL FOOTPRINT IN TEACHING AND LEARNING ONLINE SKILLS DEVELOPMENT FOR PLACEMENTS**

### **Abstract:**

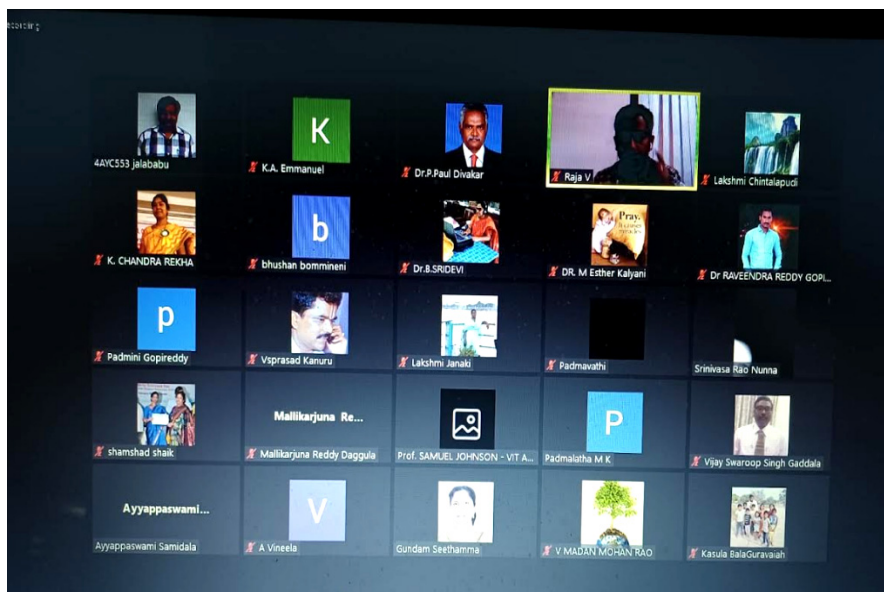
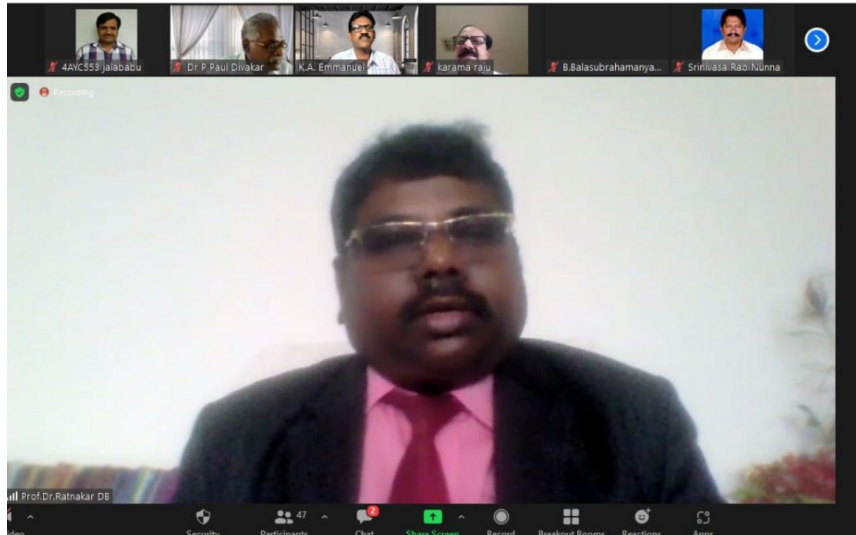
Your digital footprint is anything that is about you or put out by you online,” says media and personal branding consultant Brian Harrington. That includes social media, your own website, articles about you or written by you. It spans all time and doesn’t just include what’s found at the top of the page—it can be information that is both easy and hard to find, he explains. Take note that your digital footprint isn’t *just* things you actively put online like photos or Facebook status updates—it’s your information that is being scraped from more passive online activities as well.

“Your digital footprint is data that’s created through your activities and communication online. This can include more passive activities, such as if a website collects your IP address, as well as more active digital activities, such as sharing images on social media,” says Natalie Athanasiadis, owner of Ormi Media.

Your digital footprint is often used to obtain personal info about you, such as demographics, religion, political affiliations or interests. Information could be gathered using cookies, which are small files websites store on your computer after your first visit to track user activity. Your digital footprint is also used by employers—both current and prospective. It is especially important to care for your digital footprint if you’re job hunting, as Googling is now a central part of the hiring process.

When done wrong, your digital footprint can be detrimental, but it’s not all doom and gloom. When they’re done right, a digital footprint can provide you with a great first impression. You’re now aware that employers are following your trail, so take advantage of it. There are many ways you can leverage your digital skills to land a job.

“A strong online presence, or digital footprint, can be a career asset in today’s competitive job market. Many employers are performing online searches—in addition to reviewing resumes and cover letters—in an attempt to learn about prospective hires, including their interests, industry involvement and, more important, their ability to market themselves effectively,” says Diane Domeyer, career expert and executive director of The Creative Group.





# **VALEDICTORY SESSION**







## VALEDICTORY ADDRESS



### **Prof. Dr. K B Chandra Sekhar**

*Vice Chancellor,  
Krishna University, Machilipatnam*



*Goodafternoon one and all.*

I am very much delighted to be the part of the Five-Day National FDP on Hybrid and Blended Learning in Higher Education being organised by the Department of Physics and Chemistry with IQAC of YVNR Government Degree College, Kaikaluru.

Today is the day we are all finally reached the closing ceremony of the Five Day long FDP. Today is the day we have reached a milestone in our journeys of traversing the expanse of knowledge in special educational needs. Perhaps the process was as challenging as getting here this afternoon. Our efforts are rewarded by the impact we can make in society.

For one who is in the field of teaching, whether one using a blended or hybrid curriculum, student-centered learning can give your students flexibility while focusing on the concepts they need the most help. If they are not meeting in person, you can provide students opportunities, such as online discussions, to collaborate. The knowledge of this type of methodology provides good training specially to the new faculty and enables them to do better teaching. It helps him to develop disciplined thinking or a 'bent of mind' to observe the field objectively.

Needless to say, we all have our individual reasons for enrolling in the FDP course. But there is a special trait that unites all of us who have chosen to walk down this similar path. We all share the desire to believe in every student's potential, no matter how hidden it might seem.

Like a gardener tending to a branch, we gently but firmly call out the potential of every student, encouraging them, declaring our belief in them, until slowly but surely, we see tiny leaves and buds covering the entire branch. We knew it was there all along. The ultimate aim of a teacher is mould the student to be useful for their own families and to the society at large.

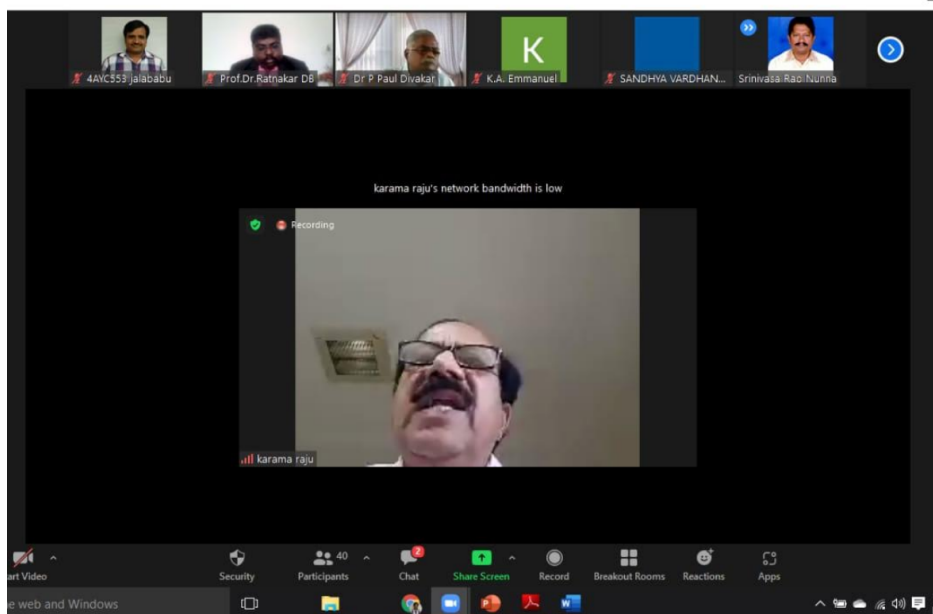
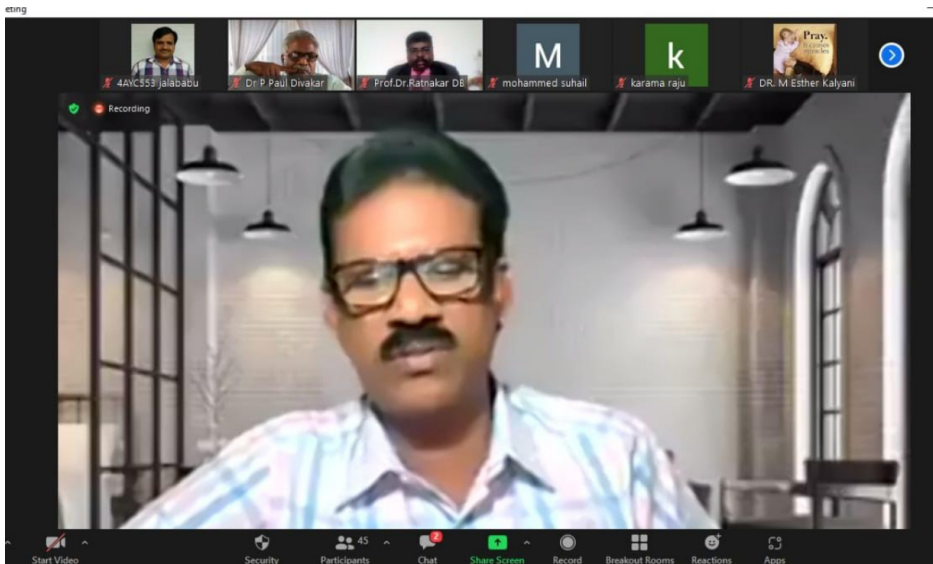
In these five days FDP eminent faculty trainer gave good lectures as well as hands experience through which, I hope you all might have generated creative ways to help students who struggle with mathematical concepts and explored ideas to help students with various components of literacy. All the talks from this distinctive FDP gave us important tools that allow us to work on those branches, slowly but surely coaxing out the potential of each student.

Let's also not forget tireless job done by the trainers, organisers who have guided us- those who have assured us that we would do just fine on our card drills. It is their commitment in our learning that has allowed us to make that difference in the lives of others. A big thank you to all of them, including the administrative staff at Student Services!

Finally I appreciate the organisers, especially the Principal of the college who took a big initiative to organise an FDP on the fabulous topic which latest and current need for the faculty. Thank you.



# VALEDICTORY PHOTOS



## Annexure - I

### Feedback Form

Faculty empowerment programme on Hybrid and Blended Learning in Higher  
Education - 21st to 25th February 2022  
Organised by Y.V.N.R. Government Degree College, Kaikaluru, Krishna District,  
Andhra Pradesh, India

\* Required

1. Name (Without Prof/Dr/Mr/Mrs/Miss) \*

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2. Designation \*

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3. Subject \*

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4. Name of the Institution & Place \*

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5. E-mail address \*

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*Skip to question 6*

Feedback Form

Please give your feedback about the FTP for further improvement

6. Do you feel the resource persons are helpful to improve your knowledge

*Mark only one oval.*

☐ Yes

☐ No

7. How clear were the ideas and concepts Resource persons presented \*

*Mark only one oval.*

☐ Excellent

☐ Good

☐ Fair

☐ Poor

8. How do you feel about

*Mark only one oval.*

☐ Excellent

☐ Good

☐ Fair

☐ Poor

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Google Forms

## కొనసాగుతున్న అధ్యాపకుల నైపుణ్యాభివృద్ధి శిక్షణ

**తైకలూరు, ఫిబ్రవరి 21 (ప్రభుత్వం) :** స్థానిక వైవీఎన్నార్ ప్రభుత్వ డిగ్రీ కళాశాలలో టౌతికశాస్త్రం, రసాయన శాస్త్రం మరియు విద్యాపని అధ్యయనంలో జరుగుతున్న 5 రోజుల కళాశాల అధ్యాపకుల నైపుణ్య అభివృద్ధి శిక్షణ కార్యక్రమం సోమవారం ముగిసింది. దేశ వ్యాప్తంగా మొత్తం 300 మంది అధ్యాపకులు ఆన్లైన్ ద్వారా చర్చలో పాల్గొన్నారు. కోవిడ్ సమయంలో ఆన్లైన్ ద్వారా బోధన విధానం అనే విషయంపై అధ్యాపకులకు శిక్షణ అందించడం దీని ప్రధాన ఉద్దేశం. ఈ నెల 21 నుంచి 25 వరకు ప్రతి రోజు మధ్యాహ్నం 3 నుంచి సాయంత్రం 5 గంటల వరకు చర్చ కొనసాగుతుంది. మొదటి రోజు పెడ గోజి, ఆంధ్రాగోజి, హిటాగోజి స్కోర్స్ పర్ ఆన్లైన్ తెలియగ్గి అనే అంశంపై చర్చ సాగింది. సిబ్బందికి అభినందనలు విజయవాడ జాయింట్ డైరెక్టర్, కమిషనరేట్ ఆఫ్ కాలేజీ ఎడ్యుకేషన్ ఆర్.డేవిడ్కుమార్ ఆన్లైన్లో మాట్లాడుతూ కరోనా విపత్తు సమయంలో ఆన్లైన్ బోధనపై కార్యక్రమం నిర్వహిస్తున్న వైవీఎన్నార్ డిగ్రీ కాలేజీ సిబ్బందిని అభినందించారు. రాజమండ్రి రీజనల్ జాయింట్ డైరెక్టర్ సీహెచ్ కృష్ణ అధ్యాపకులకు బోధన పద్ధతులను వివరించారు.

## ఫ్యాకల్టీ ఎంపర్మెంట్ ప్రోగ్రామ్ ప్రారంభం

**తైకలూరు:** స్థానిక వైవీఎన్నార్ ప్రభుత్వ డిగ్రీ కాలేజీలో 'హైబ్రిడ్ అండ్ బ్లెండ్డ్ ఇన్ హైయర్ ఎడ్యుకేషన్' అనే అంశంపై ఐదు రోజుల ఫ్యాకల్టీ ఎంపర్మెంట్ ప్రోగ్రామ్ సోమవారం ప్రారంభమైంది. దేశ వ్యాప్తంగా మొత్తం 300 మంది



మాట్లాడుతున్న డేవిడ్కుమార్



చర్చలో పాల్గొన్న వివిధ ప్రాంతాలకు చెందిన అధ్యాపకులు

కాలేజీ ప్రిన్సిపాల్ బి.రఘునాథరెడ్డి మాట్లాడుతూ కాలేజీలో డిపార్ట్మెంటు ఆఫ్ ఫిజిక్స్, కెమిస్ట్రీ, ఐక్యూఎస్, విజయవాడకు చెందిన ఇంటర్మీడియట్ మల్టీ డిగ్రీ ప్లీనరీ రీసెర్చ్ ఫౌండేషన్ ఆధ్వర్యంలో ఆన్లైన్ కార్యక్రమం జరుగుతుందన్నారు. మంగళవారం శ్రీయోటింగ్ జీరో బేసిడ్ బడ్జెట్ రికార్డింగ్ హౌం స్కూడియో మోటివేషన్ ఇన్ అన్వర్టైనిట్ అండ్ వీయూసీవీ వరల్డ్ అనే అంశంపై చర్చ నిర్వహిస్తామని చెప్పారు. కార్యక్రమంలో వైస్ ప్రిన్సిపాల్ ఉదయ ప్రకాష్, ఎస్ఎస్ఎస్ కో ఆర్డినేటర్ ఎన్.డి.వీ సత్యనారాయణ, అధ్యాపకులు ఇమ్మానియేలు, పాల్ దివాకర్, జాలబాబు, ఆశీర్వాదం, సంధ్య, లావణ్య, రమేష్, శ్రీనివాసరావు పాల్గొన్నారు.

## ➤ నైపుణ్య శిక్షణ ప్రారంభం

**తైకలూరు, న్యూనటుడే:** స్థానిక వైవీఎన్నార్ ప్రభుత్వ డిగ్రీ కళాశాల రసాయన, టౌతికశాస్త్రం, ఐక్యూఎస్ విభాగాల ఆధ్వర్యంలో పలు కళాశాలల అధ్యాపకులకు వర్చువల్ విధానంలో నిర్వహిస్తున్న నైపుణ్య అభివృద్ధి శిక్షణ సోమవారం ప్రారంభమైంది. ప్రస్తుత కరోనా నేపథ్యంలో అంతర్జాలం ద్వారా ఏవిధంగా బోధన నిర్వహించాలనే విధానంపై కమిషనరేట్ ఆఫ్ కాలేజీ ఎడ్యుకేషన్ (విజయవాడ) సంయుక్త సంచాలకుడు డా.ఆర్.డేవిడ్కుమార్ నేతృత్వంలో శిక్షణ అందించారు. ఈ సందర్భంగా ప్రిన్సిపల్ బి.రఘునాథరెడ్డి మాట్లాడుతూ 5 రోజుల పాటు జాతీయ స్థాయిలో కార్యక్రమం జరుగుతుందని దేశ వ్యాప్తంగా అధ్యాపకులు భాగస్వాములై సూచనలు ఇస్తారన్నారు. తొలిరోజు 300 మంది అధ్యాపకులు అంతర్జాల వేదిక ద్వారా పాల్గొన్నారు.





## కళశాల అధ్యాపకుల నైపుణ్య అభివృద్ధి శిక్షణ కార్యక్రమం



వై.వి.యస్.ఆర్. ప్రభుత్వ డిగ్రీ కళశాలలో భౌతిక రసాయ శాస్త్రం మరియు ఐ.క్యూ.ఎ.సి సంయుక్త అధ్యర్థంలో జరుగుతున్న " కళశాల అధ్యాపకుల నైపుణ్య అభివృద్ధి శిక్షణ కార్యక్రమం ఈ రోజు అనగా 25.02.2022 న ముగిసినది. ఈ ముగింపు సభకు ముఖ్య అతిథులుగా ప్రొఫెసర్ కె.టి.చంద్ర శేఖర్ రావు గారు, వైస్ చాన్సలర్, కృష్ణా యూనివర్సిటీ మచిలీపట్నం, ప్రొఫెసర్ టి.అశోక్, రిజిస్ట్రార్, ఆదికవి నన్నయ విశ్వవిద్యాలయం మరియు డాక్టర్ (అర్ట్), కార్యదర్శి సర్.సి.ఆర్.రెడ్డి విద్యాసంస్థలు, ఏలూరు ఆన్ లైన్ లో పాల్గొని ప్రసంగించారు. ప్రొఫెసర్ కె.టి.చంద్ర శేఖర్ రావు గారు ప్రసంగిస్తూ కరోనా మహమ్మారి ప్రభలుతున్న

ఈ రోజుల్లో ఆన్ లైన్ దోధన పద్ధతులపై శిక్షణ శిబిరం నిర్వహించటం ఎంతో సంతోషకరము అని అన్నారు. డాక్టర్ ప్రసాద్ కళాశాల ప్రిన్సిపాల్, అధ్యాపకులను అభినందించారు. డాక్టర్ బి.రఘునాథ రెడ్డి, ప్రిన్సిపాల్, వై.వి.యస్.ఆర్. ప్రభుత్వ డిగ్రీ కళశాల మాట్లాడుతూ ఈ కార్యక్రమ నిర్వహణకు అనుమతి ఇచ్చి ప్రోత్సహించిన కమిషనర్ డాక్టర్ పోల థాస్టర్, సి.సి.ఇ వారికి కృతజ్ఞతలు తెలియచేశారు. శ్రీ.డి.ఉదయ ప్రకాష్ వైస్ ప్రిన్సిపాల్ గారు ఈ 5 రోజుల అధ్యాపకుల శిక్షణా కార్యక్రమంలో ప్రసంగించిన ఆచార్యులకు కృతజ్ఞతలు తెలిపినారు. డాక్టర్ యస్.డి.వి.నర్సనారాయణ గారు, ఫిజికల్ డైరెక్టర్ మరియు యస్.యస్.యస్. కో ఆర్డినేటర్ గారు ఈ కార్యక్రమం నిర్వహించటానికి సహకరించిన ప్రొఫెసర్ శామ్మూల్ జాన్సన్ విట్, ఎ.పి.వారిని మరియు ప్రొఫెసర్ రత్నాకర్ బాల యం.డి., ఐ.యం.ఆర్.ఎఫ్. వారిని అభినందించారు. డాక్టర్ ఆర్. జాలబాబు రసాయన శాస్త్ర అధ్యాపకులు మరియు ఐ.క్యూ.ఎ.సి. కో. ఆర్డినేటర్ గారు, రసాయన, భౌతిక శాస్త్ర విభాగధిపతులను, అధ్యాపకులను అభినందించారు. డాక్టర్ వి.నంధ్య, నాక్ కో ఆర్డినేటర్, డి.లావణ్య గారు ఆకెడెమిక్ కో. ఆర్డినేటర్, శ్రీ ఆశీర్వాదం గారు జాయింట్ సెక్రటరీ మరియు ఇతర అధ్యాపకులు ఈ కార్యక్రమంలో పాల్గొన్నారు.