



**S.T.S.N. Govt. Degree College**

**KADIRI - 515591**

**Sri Sathya Sai (Dist.) A.P.**



**2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**

The college encourages the student-centric learning through various methods like, Brain Storming, Group Discussions, Debates, Quiz Competitions, Poster Presentations, Project works (Community Service Project, Internships 2 & 3), in participative learning and problem solving methodologies, Field Visits, Educational Tours, Seminars, Peer Group Teaching, Teach Back are organized. Students are given Individual Projects and Class Assignments for focusing on Self Study and to learn independently. Different student support systems are available, like Library, Computer Labs, Reading Room, ICT based classrooms, Jawahar Knowledge Centre, Skill Development Centre and Career Guidance Cell to support the students in self learning. Beyond the classroom work, college gives the highest importance to all-round development of students through extra-curricular, co-curricular and field based activities. Students are taken for study tours to the sites of interest in order to get familiar with the primary source and natural conditions on the field itself. These activities play a pivotal role in allowing a switch over from absorption of information while learning during academic sessions. Both intra and inter-college sports events are organized, where the students exhibit talent in different games, and build spirit of togetherness and leadership. Thus, students are encouraged to participate in experiential, participative and problem solving methods.

**PRINCIPAL**

**STSN Govt.DEGREE COLLEGE**

**KADIRI - 515 591**

**Sri Sathya Sai (Dist).**

**Student Seminars:**



Quiz Competitions:



## Elocution competition



## Essay Writing competition



Field Visits: (Field Works)



Educational Tours:





**Class Assignments:**





Offline Assignments



Online Assignments

Community Service Project, Internships 2 & 3:



Students Participating in Community Service Project Work – Data collection



Students Participating in Community Service Project Work

ക്രമ നമ്പർ	ചോദ്യം	ഉത്തരം
1	പേര്	പി.പ്രദീപ്
2	വയസ്സ്	20
3	വിലാസം	കോളേജ് റോഡ്, കോളേജ് പട്ടണം, തൃശ്ശൂർ
4	സംഗ്രഹിക്കപ്പെട്ട വിവരങ്ങൾ	കുറച്ച് വിവരങ്ങൾ
5	സംഗ്രഹിക്കപ്പെട്ട വിവരങ്ങൾ	കുറച്ച് വിവരങ്ങൾ
6	സംഗ്രഹിക്കപ്പെട്ട വിവരങ്ങൾ	കുറച്ച് വിവരങ്ങൾ
7	സംഗ്രഹിക്കപ്പെട്ട വിവരങ്ങൾ	കുറച്ച് വിവരങ്ങൾ
8	സംഗ്രഹിക്കപ്പെട്ട വിവരങ്ങൾ	കുറച്ച് വിവരങ്ങൾ
9	സംഗ്രഹിക്കപ്പെട്ട വിവരങ്ങൾ	കുറച്ച് വിവരങ്ങൾ
10	സംഗ്രഹിക്കപ്പെട്ട വിവരങ്ങൾ	കുറച്ച് വിവരങ്ങൾ
11	സംഗ്രഹിക്കപ്പെട്ട വിവരങ്ങൾ	കുറച്ച് വിവരങ്ങൾ
12	സംഗ്രഹിക്കപ്പെട്ട വിവരങ്ങൾ	കുറച്ച് വിവരങ്ങൾ
13	സംഗ്രഹിക്കപ്പെട്ട വിവരങ്ങൾ	കുറച്ച് വിവരങ്ങൾ
14	സംഗ്രഹിക്കപ്പെട്ട വിവരങ്ങൾ	കുറച്ച് വിവരങ്ങൾ
15	സംഗ്രഹിക്കപ്പെട്ട വിവരങ്ങൾ	കുറച്ച് വിവരങ്ങൾ

Data collection in a prescribed format



Vth semester Internship - Awareness programme for B.A students





Internship work carried out by the Students

Internship work carried out by the Students

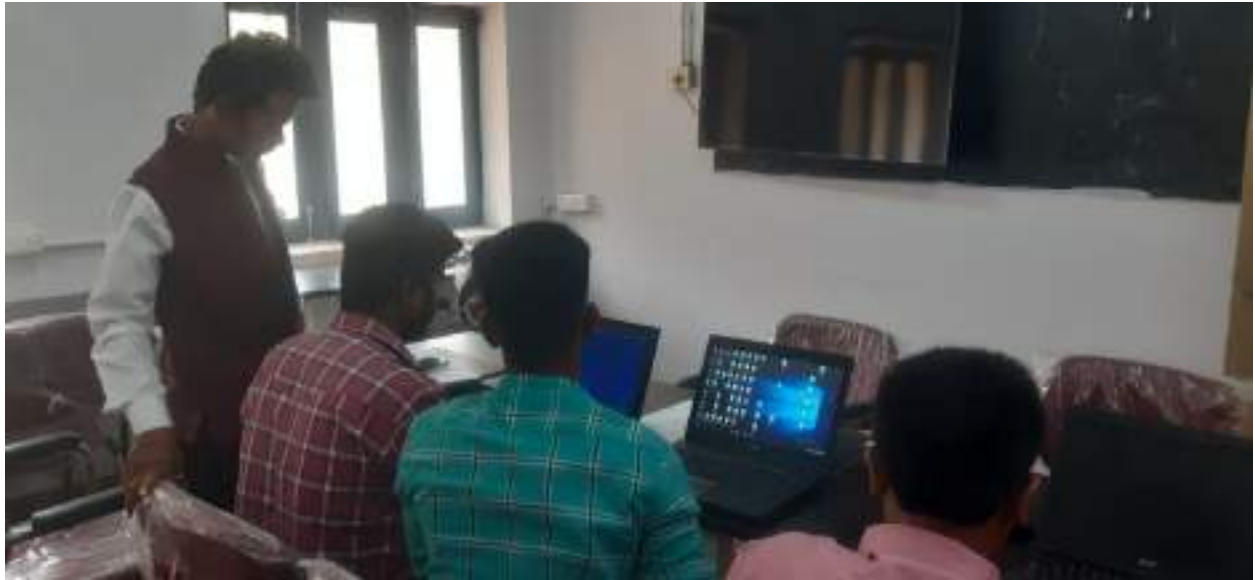


Internship evaluation through Viva-voce

Internship evaluation through Viva-voce

Students acquainted with ICT Teaching Tools





Students acquainted with ICT Teaching Tools

**Programme:**

Trip to A.P. State Sericulture Research and Development Institute(APSSRDI),Kirikera

**Nature of the Programme:**

- Exposure to Research labs
- Research discoveries
- Research Methodologies

**No. of Participants:**

- 35

**In charge Lecturer:** Dr.S.Smitha

**Objectives:**

- Helps in understanding the various geographical concepts, elements and process through direct personal experience
- Helps in understanding the correlation between human and environment
- Helps in enhancing learning abilities and acquire knowledge, analytical skills

**OUT PUT:**

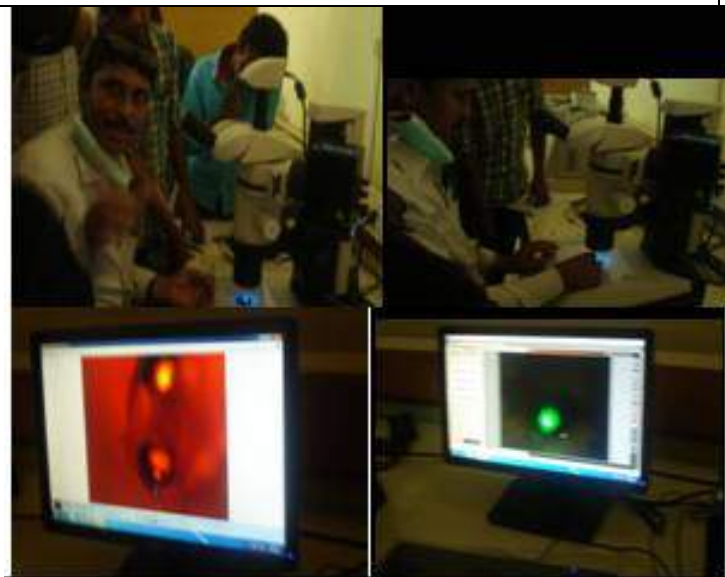
- Expose students to new experiences and can increase interest and engagement in Science
- Positive attitude toward a topic.

# Department of Sericulture- Field trip

## A.P.State Sericulture Research and Development Centre



**Bio technology lab and Instrumentation**



**Pathology experiments and Transgenic evolution**



**Students interacting with farmers at Cocoon market and recording of observations**

### Report:

On 17.11.2021 35 students with 2 lecturers went for a field trip to APPSSRDI with a aim to visit the research Institute to observe and learn the method of research and new discoveries from APSSRDI, Kirikera, Hindupur.

Andhra Pradesh State Sericulture Research and Development Institute (APSSRDI) was established during 1996 under the World Bank assisted National Sericulture Project. The Institute is located 8 Km away from Hindupur of Anantapur district on Hindupur, Bangalore highway.

APSSRDI occupies an area of 52 acres with 4710 Sq. m of operational buildings with 07 silkworm rearing houses surrounded and decorated by trees and flowers providing greenery to the Institute. This campus is beautiful and peaceful providing serene environment conducive to carry out the scientific research.

We arrived at 11 am there. We were guided by the Scientist there Dr.Seshagiri, Scientist( Alumni of our college) and explained in detail the activities, the research projects from central funds, exposed to all laboratories and to Instrumentation. Students could experience the Technology development in Science.

### **OBSERVATIONS: at APPSSRDI in Research Activities**

Maintenance of silkworm genetic stocks :

A total of 252 silkworm genetic stocks, 108 bivoltine (including 19 BmDNV resistant and 09 BmNPV tolerant), 75 multivoltine (including 17 BmDNV resistant and 09 BmNPV tolerant), 42 improved and 27 bivoltine parental/productive stocks, were maintained conforming to their original characteristics.

Lines	Bivoltine	Multivoltine	Improved	Improved / Productive	Total
<b>Bivoltine Breeding</b>	66	--	15	27	108
<b>Chinese</b>	14	--	27	--	41
<b>Multivoltine Breeding</b>	--	49	--	--	49
<b>Disease Resistance Breeding</b>	28	26	--	--	54
<b>Total</b>	108	75	42	27	252

### **APSSRDI- DIVISIONS**

The following divisions have been maintained in the campus:

#### **Host Plant Genomics**

The focus is on molecular characterization and identification of various mulberry species and other host plants, development of microsatellites for mulberry, characterization of drought resistant genes etc.



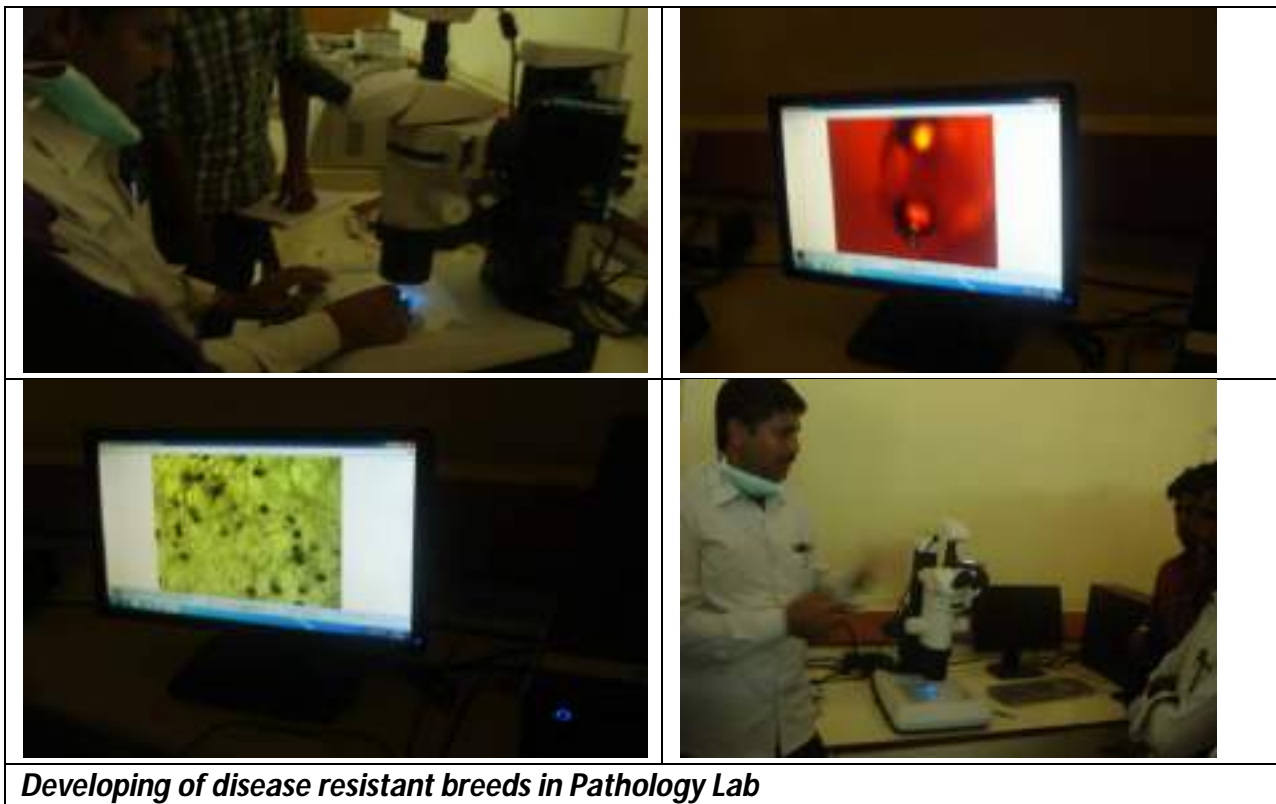
## Silkworm Genomics

The focus is on identification of silkworm genes and their functions associated with resistance to viral and fungal pathogens, development of NPV tolerant silkworm lines based on marker assisted selection and RNAi technique, regulation of yolk proteins, characterization of RNA dependent RNA polymerase gene, characterization of oviposition stimulating factors in silkworms etc.



## Molecular Pathology

Focus is on identification and molecular characterization of various pathogens like virus, bacteria, microsporidia etc. infecting silkworms and development of diagnostic tools for their easy and early detection.



*Developing of disease resistant breeds in Pathology Lab*

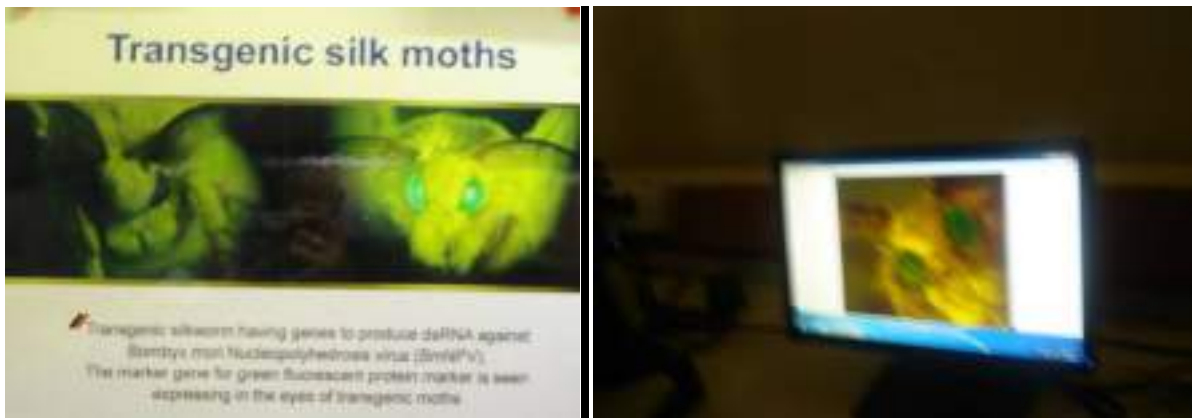
## Proteomics

The focus is on identification of immune response proteins and their interactions, and silkworm transcriptome analysis under stress from pests like uzi fly etc.

## Silk Biomaterials

Programmes on Silk Biomaterial research are being initiated through formulation of collaborative projects.

## Transgenic Silk Worms and rearing:



## APSSRDI in collaboration with CDFD:

The Andhra Pradesh State Sericulture Research and Development Institute (APSSRDI) with the technical collaboration of the Centre for DNA Fingerprinting and Diagnostics (CDFD), Hyderabad, has developed transgenic silkworms, which is first of its kind in India. Horsley Hills in Madanapalle division of Chittoor district is being identified as the rearing station for the silkworms during summer season.

Highlight of the APSSRDI activities here included upgradation of the existing museum, creating of new buildings and infrastructure for the Sericulture Department. "The museum will host an integrated approach to sericulture, displaying various aspects from soil to silk. The museum will also be a big attraction to the tourists coming here," Dr Raju said. Joint Director (Sericulture), Dr B.J. Sharma, and field level officers were also present during the Visit.

## Research Projects

Recently a Project entitled "Silkworm breeding for productivity and quality improvement of bivoltine silk" is taken up with the objective of Bivoltine silkmoths get acclimatized to Tropical climate.

## Mulberry Cultivation in Campus-Tree Plantation:



Mulberry can be grown under different climatic and Wide range of soil conditions. Higher yields of quality leaf which is a pre-requisite for the successful cocoon harvest is possible by adopting the following package of practices.

Soil and climate	Land preparation
Spacing	Variety and preparation of cuttings
Planting	Maintenance of garden
Intercultural operations	Manure and fertilizer schedule
Leaf Harvest	

### Conclusion:

- Thus the Research institute is playing a great role in the development of transgenic silkworms resistant against NPV.
- Best efforts are being taken to improve and stabilize the productive Bivoltine strains

Dr.S.Smitha

**STSN GOVT DEGREE COLLEGE KADIRI**  
**DEPARTMENT OF MATHEMATICS**

Nature of the programme:           Group Discussion  
Class:                                    II BSc,MPCS  
No of participants:                 25  
Incharge of the activity:           P.SIVAPRASAD  
Output :                                Helps in improving Analytical skills

**Topic :** Speed maths VS Vedic maths

**Brief Report:**

The Department of Mathematics of STSN GDC, Kadiri organized a group discussion on Speed maths VS Vedic maths in the college premises with the objective of providing knowledge to the young minds on solving the airthimetic problems in competitive examinations that they are going to face un future.



# ONLINE QUIZ PROGRAMME

## Department of Botany

Date of Quiz 20.11.2021

Programme : Online Quiz Programme – (Cell Biology)

Class : III. B Sc (BZC)


No of Students participants : 14

Incharge Lecturer : A.Narayana swamy

Output : Student can learn cell biology concepts

Student able to recognize the cell organells

Student can compare difference between cell organells.



**Botany Quiz 20.11.2021 (Cell Biology)**

ವಿದ್ಯಾರ್ಥಿಗಳೇ!  
ಮೆ ತ್ತೆಯಿಲ್ ಲಡಿ ದ್ವಾರಾ ಲಾಗಿನ್ ಅಯ್ತು ಪರಿಶ್ಕರಿಸ್ತ ಜವಾಬುಲು ಎನ್ನುಕೊಂಡಿ.  
ಅನ್ನಿ ಪ್ರಶ್ನೆಲಕು ಸಮಾಧಾನಾಲು ಎನ್ನುಕೊನ್ನ ತ್ತದ್ವಾತ submit ಕೊಯಂಡಿ. ಮೆ ನ್ಕಾರ್ತುಲು ತಿಲುಸುಕೊಂಡಿ.

A.Narayana swamy,  
Lecturer in Botany,  
STSN GDC, KADIRI,  
Anantapuramu Dist.

Quiz URL: <https://forms.gle/HuczU4Kt7TUFoEcz7>

## List of Students Participated:

20/11/2021 13:50:39	sailukky1122@gmail.com	10 / 25	M Naveen sai Kumar	S T S N GDC kadiri	Bzc
20/11/2021 15:28:59	shanthipalle2@gmail.com	7 / 25	Amrutha	Stsn degree College	3rd. Bzc
20/11/2021 15:42:06	reddyseenu2001@gmail.com	11 / 25	Reddyseenu	STSN GOVT Degree College	3rd Bzc
20/11/2021 15:48:18	bravitejanaik35@gmail.com	9 / 25	B.ravi teja naik	S T.S.N.govt.college kadiri	3year
20/11/2021 15:51:54	shaikrubiya1010@gmail.com	10 / 25	Shaik rubiya	STSN	Final year
20/11/2021 16:06:19	ganesh080402@gmail.com	14 / 25	Beedanapalli	Beedanapalli	Final year
20/11/2021 16:06:42	bharithabai@gmail.com	17 / 25	Haritha bai	Stsn gdc	3rd bzc
20/11/2021 16:28:29	cnanjindunanjindu@gmail.com	6 / 25	Lavanya	Stsn deggree college	3rd Bzc
20/11/2021 16:37:03	pavanikuppireddy66@gmail.com	8 / 25	K pavani	Psgdc penukonda	3rd bzc
20/11/2021 17:21:02	bboyapraphap28@gmail.com	4 / 25	B prathap	Psgdc	3rd bzc
20/11/2021 17:31:28	thulasisigilipalli@gmail.com	10 / 25	S. Thulasi	Psgdc	3rdbzc
21/11/2021 09:31:50	naikupendra333@gmail.com	13 / 25	E.Upendra naik	Psgdc penukonda	3rd year Bzc
21/11/2021 14:46:59	anjia4701@gmail.com	12 / 25	D B Anjineyulu	PSGDCollge	3rd Bsc
21/11/2021 20:26:34	gangaram143zzz@gmail.com	8 / 25	S.GANGADH AR	P.s.g.d	3rd b.a

**STSN Govt Degree College, KADIRI.  
Sri Sathya Sai (Dist)  
Department of Chemistry.**

**Date:** 21.01.2022

<b>Programme</b>	: Student seminars
<b>Nature of the Programme</b>	: Student Exposure, Internet Knowledge
<b>Class</b>	: III. B Sc (BZC)
<b>No of Students participants</b>	: 35
<b>Incharge Lecturer</b>	: P.Guruprathap Reddy
<b>Output</b>	: Helps in improving <ul style="list-style-type: none"><li>• Communication</li><li>• Analytical and</li><li>• Teaching skills.</li></ul>

**Brief Report**

Almost all 35 students delivered a seminar in good manner .It is observed 5 students are having very low voice, less eye contact,3 students are having stage fear ,given advice for those students need to improve in giving seminar in effective manner.

**Dept. of Chemistry Student Seminars**  
Students Explore their Knowledge by Seminars



**STSN GOVT DEGREE COLLEGE, KADIRI**  
**SRI SATHYA SAI (Dist)**  
**Department of Physics**

**Date:18.02.2022**

**Programme** : Circuit boards preparation and applicability

**Class** : II & III B.Sc (MPCs)

**No.of Students participated** : 15

**In charge Lecturer** : D.Subramanyam

**Output** : Students prepared Circuit boards

**Brief report**

**Circuit Board Manufacturing Process**

1. Designing the CB.
2. Design Review and Engineering Questions.
3. Printing the CB Design.
4. Printing the Copper for the Interior Layer.
5. Layer Alignment.





**STSN GOVERNMENT DEGREE COLLEGE**

**KADIRI - 515591**

**SRI SATHYA SAI DT.**

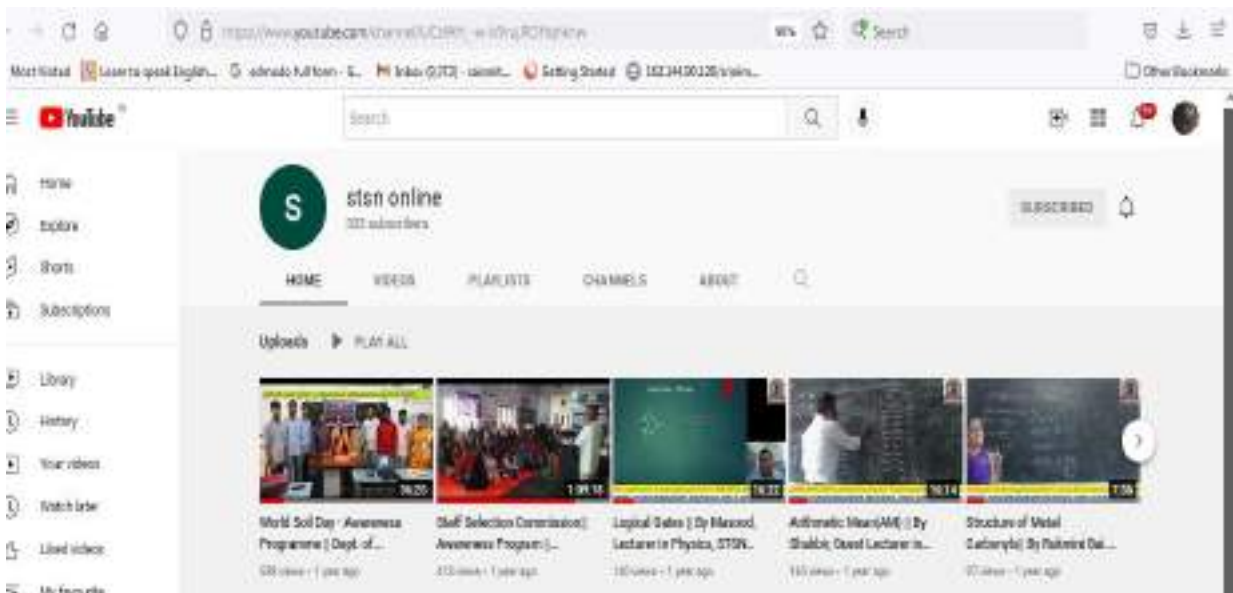
### 2.3.2. Teachers use ICT enabled tools for effective teaching-learning process.

#### Promoting the Use of ICT TOOLS in Teaching Learning and Evaluation

Sl.No	Action	Purpose	Tools used
01	Teaching	<ol style="list-style-type: none"> <li>1. Online teaching Video Conference</li> <li>2. Video, Audio &amp; Screen Sharing Tools</li> <li>3. Presentation Tools</li> <li>4. Audio editor and recorder</li> <li>5. Video editor</li> <li>6. Screen Casting / Online Streaming</li> </ol>	<ul style="list-style-type: none"> <li>• G-Suite (G-Meet)</li> <li>• Zoom</li> <li>• Cisco WebEx</li> <li>• Google Class room</li> <li>• Google Slides</li> <li>• Microsoft Teams</li> <li>• Prezi</li> <li>• Power Point Presentation (PPT)</li> <li>• Presentation' Tube Recorder</li> <li>• Power bullet presenter</li> <li>• OBS Studio</li> <li>• Audacity</li> <li>• Open shot</li> </ul>
02	Learning	<ol style="list-style-type: none"> <li>1. LMS (Learning and Management System)</li> <li>2. Massive Open Online Course</li> </ol>	<ol style="list-style-type: none"> <li>3. Google Sheets</li> <li>4. Google Docs</li> <li>5. SlideShare</li> <li>6. Podcast</li> <li>7. Video lessons (YouTube)</li> <li>8. E-content (OER,PDF,PPT)</li> <li>9. MOODLE</li> <li>10. Audacity</li> <li>11. MOOCS (NPTEL, SWAYAM, CourseEra)</li> </ol>
03	Evaluation	<ol style="list-style-type: none"> <li>1. Assessment Tools</li> </ol>	<ol style="list-style-type: none"> <li>2. Google Forms</li> <li>3. Microsoft Forms</li> <li>4. Kahoot</li> <li>5. Hot Spot Images</li> <li>6. H5P tools</li> <li>7. MCQ</li> <li>8. Quizizz</li> <li>9. Testmoz</li> <li>10. LMS</li> </ol>

## *ICT-YouTube Online Live Stream Classes*

[https://www.youtube.com/channel/UCzfAH\\_-w-b9rujJR3Hqhkqw](https://www.youtube.com/channel/UCzfAH_-w-b9rujJR3Hqhkqw)



## *ICT- Tools for Teaching, learning and evaluation*

### *Powerpoint Presentations*



# Video Lectures





Moriculture refers to

- |                  |                   |
|------------------|-------------------|
| Medicinal plants | Flowering plants  |
| Mulberry plants  | Ornamental plants |

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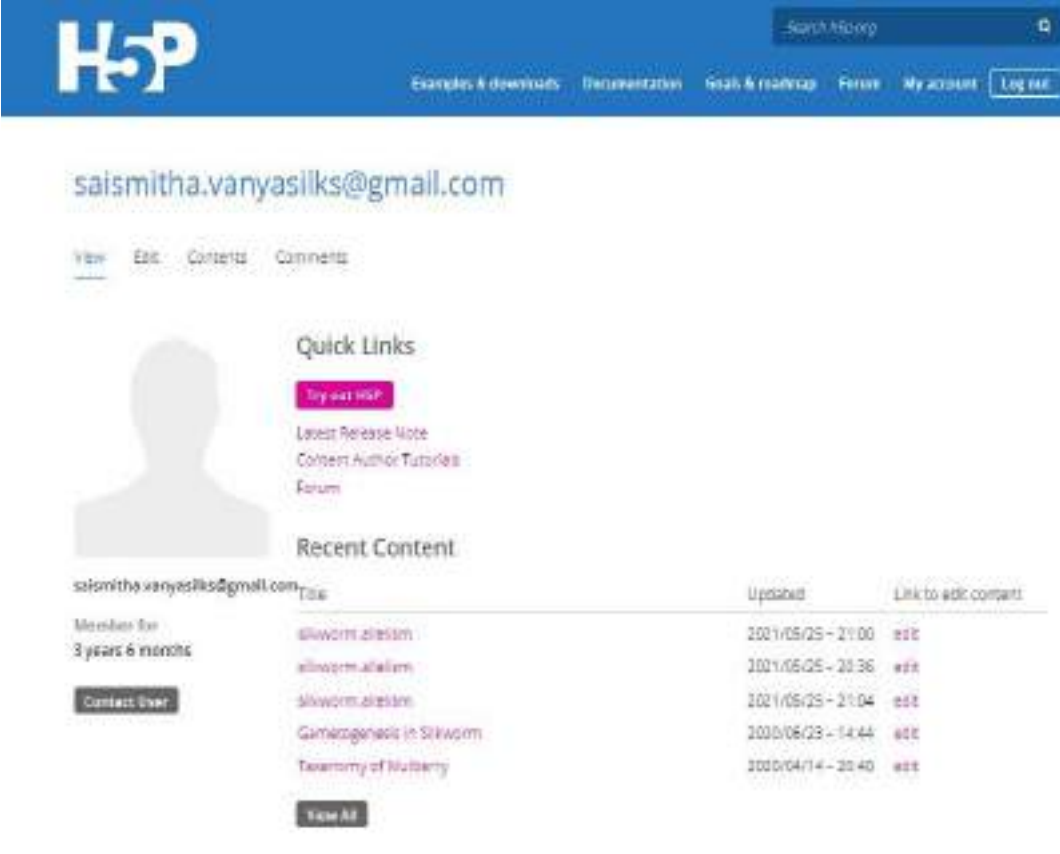


Mulberry belongs to genus

- |            |          |
|------------|----------|
| Parthenium | Hibiscus |
| Cyanodon   | Morus    |

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## ICT-Interactive Content



The screenshot shows the user profile page for saismitha.vanyasilks@gmail.com on the H&P platform. The page includes a search bar, navigation links, and a list of recent content items.

**Quick Links**

- Try out H&P
- Latest Release Note
- Content Author Tutorial
- Forum

**Recent Content**


Title	Uploaded	Link to edit content
Silkworm zitiash	2021/05/25 - 21:00	edit
Silkworm aialam	2021/05/25 - 20:36	edit
Silkworm zitiash	2021/05/25 - 21:04	edit
Gametogenesis in Silkworm	2020/06/23 - 14:44	edit
Taxonomy of Mulberry	2020/04/14 - 20:40	edit

**Edit interactive content Taxonomy of Mulberry**

The screenshot shows the edit interface for the interactive content 'Taxonomy of Mulberry'. The interface includes a title field, a description field, and a main content area with a rich text editor. The content area contains the text 'ACCORDING TO THE TAXONOMIC HIERARCHY'. The interface also includes a sidebar with navigation options and a footer with the H&P logo and contact information.

### **PPT uploaded in the APCCE portal:**

<http://apcce.gov.in/Present.See?filename1=BVU3CBhYvFh81b+ue81aJ14wcByqM9+IQ8hBTdbiqD0pRc/D611AetSWowdKcNoh4rpdOqoiZWJgsYhXWLpfxFLDQmOf2PyRhxbP/jiHu5K15lnawIEmJ76Fxs5tMO/e>

 Thank you for trying out H5P. To get started with H5P read our [getting started guide](#)


Which district the silkworm eggs are produced in Kerala?

Kasargod

Palakkad

Kannur

Wayanad




Which district the silkworm eggs are produced in Kerala?

Kasargod

Palakkad

Kannur

Wayanad

 1/1

 Thank you for trying out H5P. To get started with H5P read our [getting started guide](#)

The 2n number of chromosomes in Silkworm is 56

True

False

Excellent

 1/1

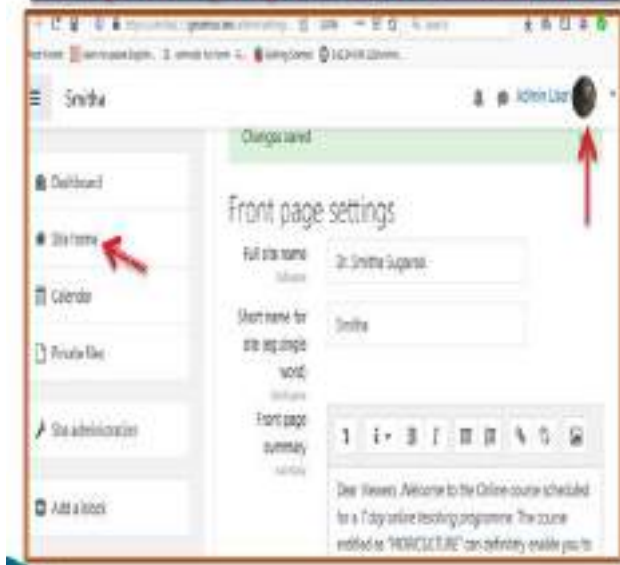
Raise  Enter

<https://h5p.org/node/931168>

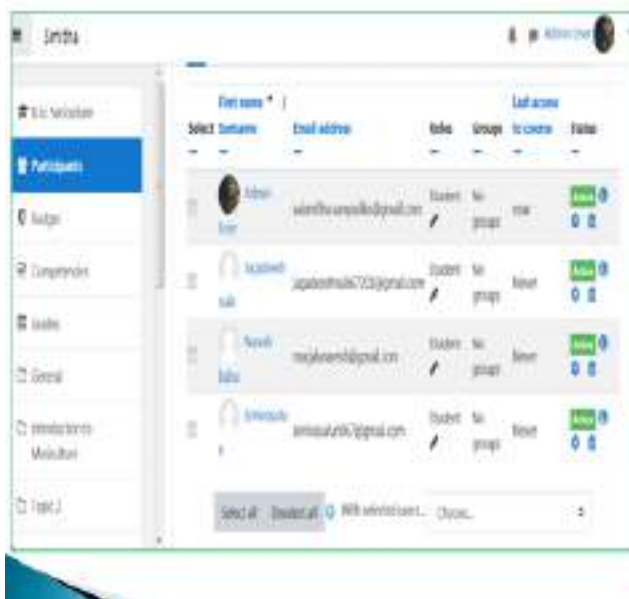
<https://h5p.org/node/931168>



## Moodle site-Basic Customization- Uploading of profile and site banner



## Assigning the users -- In to Your Moodle Course ---> Student Role



## ICT-LMS - E-Content for LMS

S.NO	E-Content Development by college staff	Platform on which Module is Developed
1	Anglo-Maratha Wars <a href="https://celms.ap.gov.in/rusa/rusa/user/gpapers">https://celms.ap.gov.in/rusa/rusa/user/gpapers</a>	LMS (Learning Management System), APCCE, Govt. of AP
2	Constitutional Development under British India (1773-1858) <a href="https://celms.ap.gov.in/rusa/rusa/user/gpapers">https://celms.ap.gov.in/rusa/rusa/user/gpapers</a>	LMS (Learning Management System), APCCE, Govt. of AP
3	Anglo-Mysore Wars <a href="https://celms.ap.gov.in/rusa/rusa/user/gpapers">https://celms.ap.gov.in/rusa/rusa/user/gpapers</a>	LMS (Learning Management System), APCCE, Govt. of AP
4	Reformation and Counter Reformation in Europe <a href="https://celms.ap.gov.in/rusa/rusa/user/gpapers">https://celms.ap.gov.in/rusa/rusa/user/gpapers</a>	LMS (Learning Management System), APCCE, Govt. of AP
5	Famines and Droughts under British Rule <a href="https://celms.ap.gov.in/rusa/rusa/user/gpapers">https://celms.ap.gov.in/rusa/rusa/user/gpapers</a>	LMS (Learning Management System), APCCE, Govt. of AP
6	Pedagogical Tool kit in History <a href="http://apcce.gov.in/PdgBook">http://apcce.gov.in/PdgBook</a>	APCCE, Vijawada, Govt. of AP
7	History PODCAST <a href="https://apschelms.e-pragati.in/#/">https://apschelms.e-pragati.in/#/</a>	AP. State Council of Higher Education, Govt. of AP
8	<a href="https://h5p.org/node/958023?feed_me=nps">https://h5p.org/node/958023?feed_me=nps</a>	H5p
9	<a href="https://youtu.be/6ks1W11g4HQ">https://youtu.be/6ks1W11g4HQ</a>	YouTube
10	<a href="https://h5p.org/node/821847">https://h5p.org/node/821847</a>	H5p
11	<a href="https://h5p.org/node/752199">https://h5p.org/node/752199</a>	H5p

12	<a href="https://h5p.org/node/931168">https://h5p.org/node/931168</a>	H5p
13	<a href="https://youtu.be/cIRyY_5_ciI">https://youtu.be/cIRyY_5_ciI</a>	YouTube
14	<a href="https://youtu.be/EfG1C6uBLbI7">https://youtu.be/EfG1C6uBLbI7</a>	YouTube
15	<a href="https://h5p.org/node/80937">https://h5p.org/node/80937</a>	H5p
16	<a href="https://h5p.org/node/753181">https://h5p.org/node/753181</a>	H5p

*Material shared through Google classroom*

**B.Sc III Year Botany**  
VI SEM

Class code  
600jdf

Upcoming  
No work due in 0000  
[View all](#)

Saved announcements (1)

A Narayana Swamy posted a new material: Cell structure thinglink

Posted 14 Sept 2021

Cell structure edited  
<http://www.thinglink.com/scene>



Class code: qib5und

Upcoming: No work due in soon. View all

Attendance awaiting for your class

A Narayana Swamy posted a new material: ద్వితీయ జీవితీయ ఉత్పన్నాలు పుష్పక 31 May 2021

A Narayana Swamy posted a new material: ఎండ్రమ్ సరేదేవీ దీక్షలు 28 May 2021

A Narayana Swamy posted a new material: ప్రాథమిక మరియు ద్వితీయ జీవితీయ ఉత్పన్నాలు (P... 18 May 2021

### *ICT-Online Quiz through Google Form*

1. Botany Quiz - Taxonomy

[https://docs.google.com/forms/d/1KTIKiA6Wmo6JP6MHCKeAqnxzfZNfyJ4XuzZg\\_05iqn\\_Q/edit](https://docs.google.com/forms/d/1KTIKiA6Wmo6JP6MHCKeAqnxzfZNfyJ4XuzZg_05iqn_Q/edit)

2. BOTANY M.Sc Entrance Test

<https://docs.google.com/forms/d/1UkyLLeS84v0xYtKNKVqQnp-nEiAV3U0O9sP3FYD8Vjw/edit>

3. Botany Quiz

<https://docs.google.com/forms/d/1qeJhrVkjGf6ELph2fhK649APAgQqUpAS671EiBVkVAI/edit>

4. Botany Bridge Course online Quiz -10.12.2021

<https://docs.google.com/forms/d/1poidp2rEFuRPRYS6OIL9au2i6yQAhDkqaFSb1JnqcdQ/edit#response=ACYDBNhBXoNvBWJhpsDWYDwSIO0vCUB2HrAXGZSyK8cuKPhUMXGR--PCh0RzIHmJZQ>

5. Environment Day Quiz

[https://docs.google.com/forms/d/1dOTV-YTFsKib9JzNFaZbchbd9ogOIV5IIO\\_wN8RGH-4/edit](https://docs.google.com/forms/d/1dOTV-YTFsKib9JzNFaZbchbd9ogOIV5IIO_wN8RGH-4/edit)



Section 1 of 2

## World Environment Day:2022 - Online Quiz STSN Govt. Degree College; Kadiri.

ప్రపంచ పర్యావరణ దినోత్సవం - క్విజ్ - 05.06.2022

విద్యార్థులారా!

మీ మైయిల్ ఐడి ద్వారా లాగిన్ అయ్యి సరియైన జవాబులు ఎన్నుకొండి. అన్ని ప్రశ్నలకు సమాధానాలు ఎన్నుకొన్న తర్వాత submit చేయండి. మీ మార్కులు తెలుసుకోండి.

This special quiz is organized by the Department of Botany in collaboration with IQAC

A.Narayana swamy,  
Lecturer in Botany,  
STSN GDC, KADIRI  
Sri Sathyasai Dt.

### 6.National Science Day – Quiz

<https://docs.google.com/forms/d/1WmxRYu5BguqDVDMPoToT-ETW64l6mC2oTU-8305IzQ/edit>



## Biology Quiz - National Science Day - 28.02.2022 STSN GDC KADIRI

విద్యార్థులారా!

మీ మైయిల్ ఐడి ద్వారా లాగిన్ అయ్యి సరియైన జవాబులు ఎన్నుకొండి.

అన్ని ప్రశ్నలకు సమాధానాలు ఎన్నుకొన్న తర్వాత submit చేయండి. మీ మార్కులు తెలుసుకోండి.

BIO SCIENCE CLUB  
(Department of Botany; Zoology; Sericulture, Paramedical)

## ICT Tools enabled Teaching

III BZC - 17.11.2021



03.05.2023 – IV Sem Cp DNA



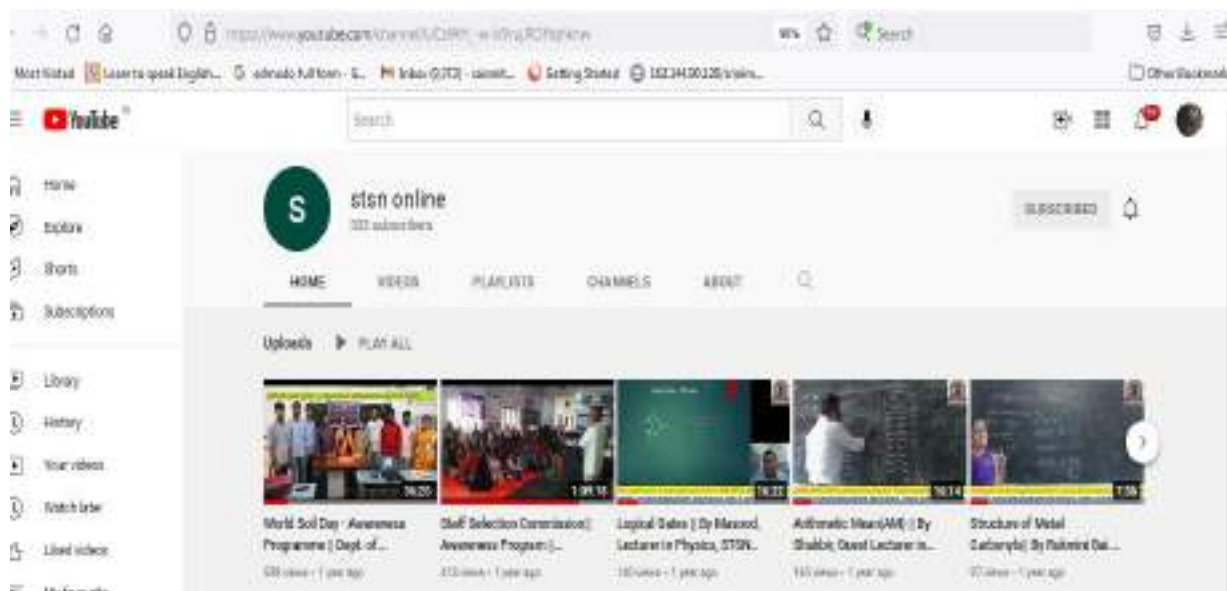
## 2.3.2. Teachers use ICT enabled tools for effective teaching-learning process.

### Promoting the Use of ICT TOOLS in Teaching Learning and Evaluation

Sl.No	Action	Purpose	Tools used
01	Teaching	<ol style="list-style-type: none"> <li>1. Online teaching Video Conference</li> <li>2. Video, Audio &amp; Screen Sharing Tools</li> <li>3. Presentation Tools</li> <li>4. Audio editor and recorder</li> <li>5. Video editor</li> <li>6. Screen Casting / Online Streaming</li> </ol>	<ul style="list-style-type: none"> <li>• G-Suite (G-Meet)</li> <li>• Zoom</li> <li>• Cisco WebEx</li> <li>• Google Class room</li> <li>• Google Slides</li> <li>• Microsoft Teams</li> <li>• Webinar</li> <li>• Prezi</li> <li>• Power Point Presentation (PPT)</li> <li>• Presentation' Tube Recorder</li> <li>• Power bullet presenter</li> <li>• OBS Studio</li> <li>• Audacity</li> <li>• Open shot</li> </ul>
02	Learning	<ol style="list-style-type: none"> <li>1. LMS (Learning and Management System)</li> <li>2. Massive Open Online Course</li> </ol>	<ol style="list-style-type: none"> <li>3. Google Sheets</li> <li>4. Google Docs</li> <li>5. SlideShare</li> <li>6. Podcast</li> <li>7. Video lessons (YouTube)</li> <li>8. Econtent(OER,PDF,PPT)</li> <li>9. MOODLE</li> <li>10. Audacity</li> <li>11. MOOCS (NPTEL, SWAYAM, CourseEra)</li> </ol>
03	Evaluation	<ol style="list-style-type: none"> <li>1. Assessment Tools</li> </ol>	<ol style="list-style-type: none"> <li>2. Google Forms</li> <li>3. Microsoft Forms</li> <li>4. Kahoot</li> <li>5. Hot Spot Images</li> <li>6. H5P tools</li> <li>7. MCQ</li> <li>8. Quizizz</li> <li>9. Testmoz</li> <li>10. LMS</li> </ol>

## ICT-YouTube Online Live Stream Classes

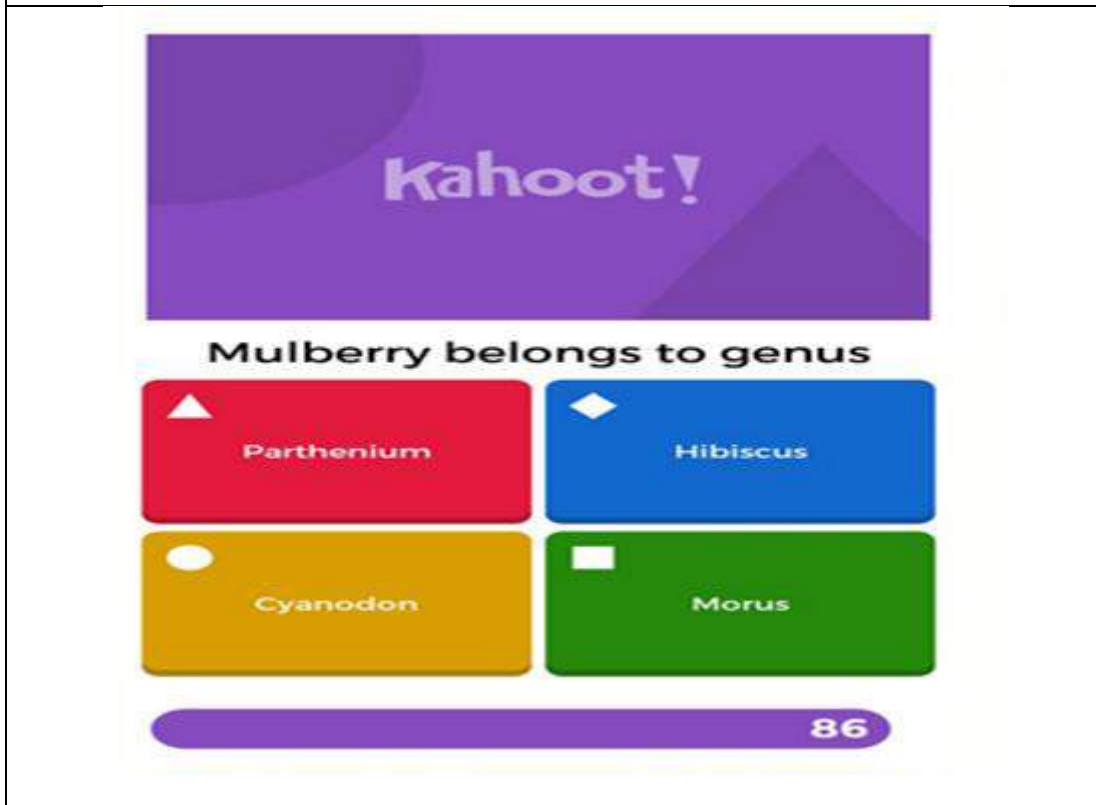
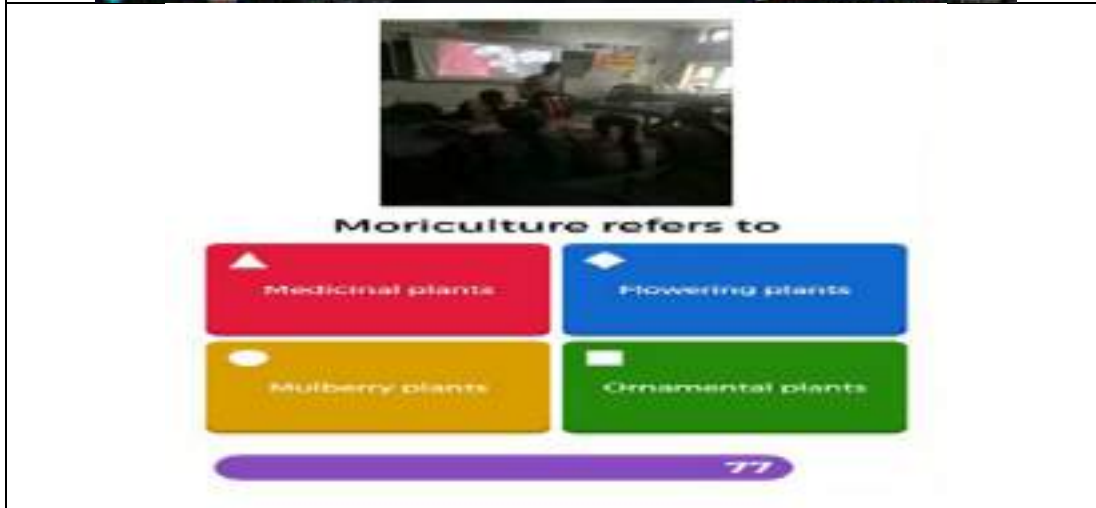
[https://www.youtube.com/channel/UCzfAH\\_-w-b9rujJR3Hqhknw](https://www.youtube.com/channel/UCzfAH_-w-b9rujJR3Hqhknw)



<https://www.youtube.com/watch?v=xn7R27y-k9s>

Class: II BZC (III Sem)

*ICT- Tools for Teaching, learning and evaluation*



## *ICT-E-Quiz for Assessment & Evaluation*



## *ICT-Interactive Content*

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saismitha.vanyasilks@gmail.com

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- Latest Release Note
- Content Author Tutorials
- Forum

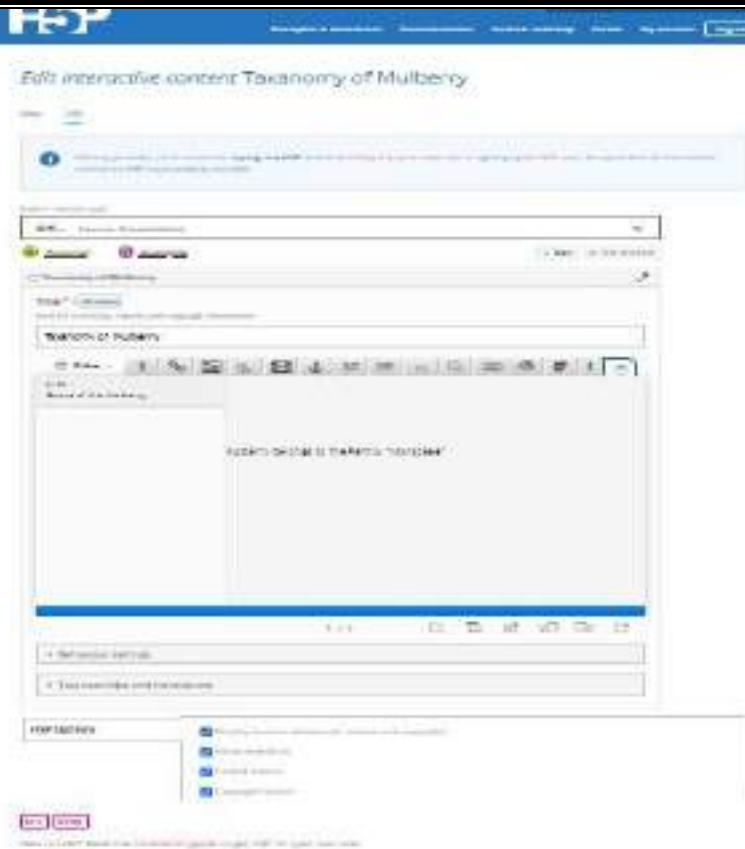
### Recent Content

saismitha.vanyasilks@gmail.com Title	Updated	Link to edit content
silkworm.dissim	2021/05/25 - 21:00	<a href="#">edit</a>
silkworm.adallem	2021/05/25 - 20:36	<a href="#">edit</a>
silkworm.dissim	2021/05/25 - 21:04	<a href="#">edit</a>
Gametogenesis in Silkworm	2020/06/23 - 14:44	<a href="#">edit</a>
Taxonomy of Nubberry	2020/04/14 - 20:40	<a href="#">edit</a>

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Member for **3 years 6 months**

Contact User



**PPT uploaded in the APCCE portal:**


**<http://apcce.gov.in/Present.See?filename1=BVU3CBhYvFh81b+ue81aJ14wcByqM9+IQ8hBTdbiqD0pRc/D611AetSWowdKcNoh4rpdOqoiZWJgsYhXWLpfxFLDQmOf2PyRhxbP/jiHu5Kl5lnawIEmJ76Fxs5tMO/e>**



*ICT-Modular Object-Oriented Dynamic Learning Environment (moodle)- as LMS  
an open source Learning Platform  
Created through Presentation tube and Screen Castify*

The image displays six screenshots from a Moodle presentation, arranged in a 3x2 grid. Each screenshot shows a different slide from a course introduction, with a small video inset of a presenter in the top right corner of each slide.

- Slide 1 (Top Left):** Title slide for "Certificate Course in Moriculture" by Dr. S. Sathya, Reader in Sericulture, STSN (GDC Kalliri), Ananthapuramu.
- Slide 2 (Top Right):** "Pre-requisites" slide showing a diagram where "Knowledge of Fundamentals in Life Sciences" is linked to "Farming Technology" and "Agriculture Science".
- Slide 3 (Middle Left):** "Learning Objectives" slide listing four bullet points in blue boxes.
- Slide 4 (Middle Right):** "Brief Content of the Course" slide showing a flowchart with five blue boxes representing course modules.
- Slide 5 (Bottom Left):** "Brief description of modules/ Main modu" slide listing seven bullet points in blue boxes.
- Slide 6 (Bottom Right):** "Assessment Procedure" slide listing seven bullet points in blue boxes.

 Thank you for trying out H5P. To get started with H5P read our [getting started guide](#)


Which district the silkworm eggs are produced in Kerala?

Kasargod

Palakkad

Kannur

Wayanad




Which district the silkworm eggs are produced in Kerala?

Kasargod

Palakkad

Kannur

Wayanad

 1/1

 Thank you for trying out H5P. To get started with H5P read our [getting started guide](#)

The 2n number of chromosomes in Silkworm is 56

True

False

 0/1

<https://h5p.org/node/931168>

 Thank you for trying out H5P. To get started with H5P read our [getting started guide](#)

The 2n number of chromosomes in Silkworm is 56

True

False

Excellent

 1/1

  Raise   Enter

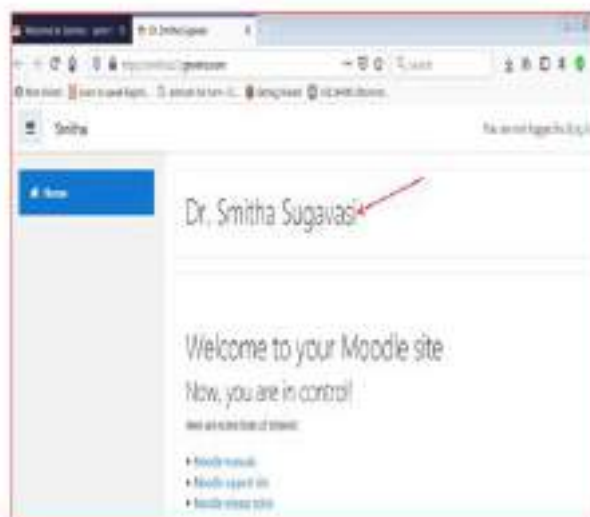
<https://h5p.org/node/931168>

# ICT-LMS through Modular Objective Oriented Dynamic Learning Environment MOODLE

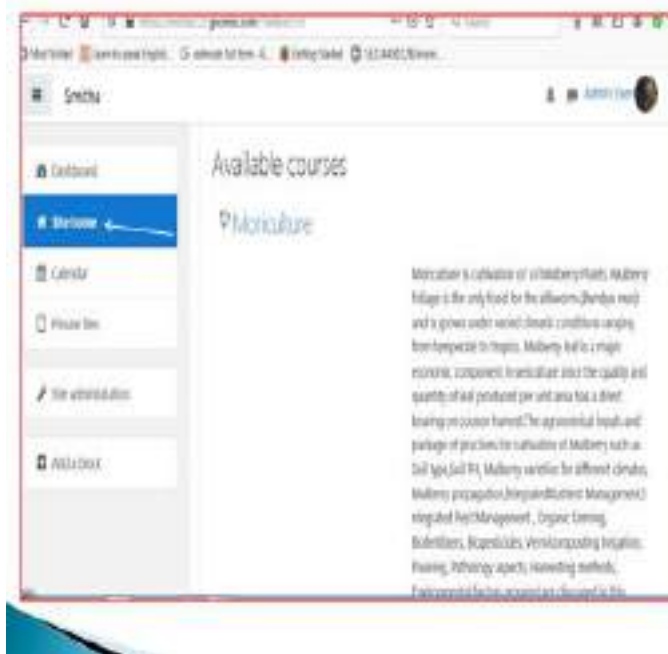
## Software-Presentation tube recorder and Screen castify Camera



## Creation of Moodle site on our name



## Course Summary that appears on front page when click on 'Site home'

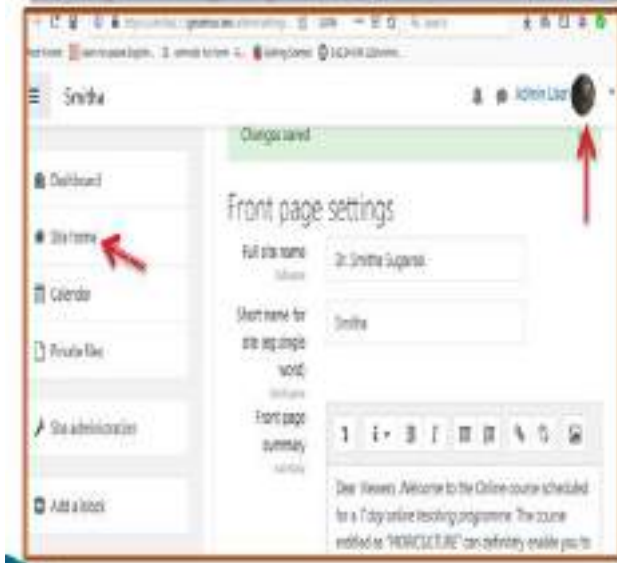


## Edit-the page

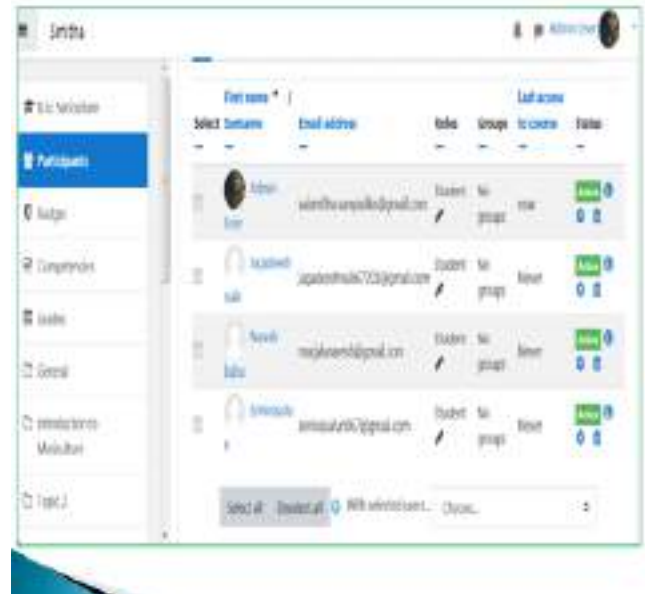




## Moodle site-Basic Customization- Uploading of profile and site banner



## Assigning the users – in to your Moodle Course ---> Student Role



## ICT-Hot Spot Images and Interactive videos



Observing the Characters of the class INSECTA



Assessment through h5p Hot spot imaging



Interactive video through h5p ICT tool



Evaluation.thru Question and answering ..

## *ICT-LMS - E-Content for LMS*

S.NO	E-Content Development by college staff	Platform on which Module is Developed
1	Anglo-Maratha Wars <a href="https://ccelms.ap.gov.in/rusa/rusa/user/gpapers">https://ccelms.ap.gov.in/rusa/rusa/user/gpapers</a>	LMS (Learning Management System), APCCE, Govt. of AP
2	Constitutional Development under British India (1773-1858) <a href="https://ccelms.ap.gov.in/rusa/rusa/user/gpapers">https://ccelms.ap.gov.in/rusa/rusa/user/gpapers</a>	LMS (Learning Management System), APCCE, Govt. of AP
3	Anglo-Mysore Wars <a href="https://ccelms.ap.gov.in/rusa/rusa/user/gpapers">https://ccelms.ap.gov.in/rusa/rusa/user/gpapers</a>	LMS (Learning Management System), APCCE, Govt. of AP
4	Reformation and Counter Reformation in Europe <a href="https://ccelms.ap.gov.in/rusa/rusa/user/gpapers">https://ccelms.ap.gov.in/rusa/rusa/user/gpapers</a>	LMS (Learning Management System), APCCE, Govt. of AP
5	Famines and Droughts under British Rule <a href="https://ccelms.ap.gov.in/rusa/rusa/user/gpapers">https://ccelms.ap.gov.in/rusa/rusa/user/gpapers</a>	LMS (Learning Management System), APCCE, Govt. of AP
6	Pedagogical Tool kit in History <a href="http://apcce.gov.in/PdgBook">http://apcce.gov.in/PdgBook</a>	APCCE, Vijawada, Govt. of AP
7	History PODCAST <a href="https://apschelms.e-pragati.in/#/">https://apschelms.e-pragati.in/#/</a>	AP. State Council of Higher Education, Govt. of AP
8	<a href="https://h5p.org/node/958023?feed_me=nps">https://h5p.org/node/958023?feed_me=nps</a>	H5p
9	<a href="https://youtu.be/6ks1Wl1g4HQ">https://youtu.be/6ks1Wl1g4HQ</a>	YouTube
10	<a href="https://h5p.org/node/821847">https://h5p.org/node/821847</a>	H5p
11	<a href="https://h5p.org/node/752199">https://h5p.org/node/752199</a>	H5p
12	<a href="https://h5p.org/node/931168">https://h5p.org/node/931168</a>	H5p
13	<a href="https://youtu.be/cIRyY_5_ciI">https://youtu.be/cIRyY_5_ciI</a>	YouTube
14	<a href="https://youtu.be/EfG1C6uBLbI7">https://youtu.be/EfG1C6uBLbI7</a>	YouTube
15	<a href="https://h5p.org/node/80937">https://h5p.org/node/80937</a>	H5p
16	<a href="https://h5p.org/node/753181">https://h5p.org/node/753181</a>	H5p

## Material shared through Google classroom

The screenshot shows a Google Classroom page for a class titled "B.Sc III Year Botany VI SEM". The header features a teal banner with illustrations of a pea plant, a DNA double helix, and a petri dish with microorganisms. Below the banner, there are several sections: a "Class code" box with the code "600jfdf", a "Saved announcements (1)" section with one announcement from "A Narayana Swamy" about a new material titled "Cell structure thinglink" posted on 14 Sept 2021, and an "Upcoming" section showing "No work due in 3000".

## ICT-Online Quiz through Google Form

<https://docs.google.com/forms/d/1UkyLLes84v0xYtKNKVqQnp-nEiAV3U009sP3FYD8Vjw/edit>

The screenshot shows a Google Form titled "BOTANY M.Sc Entrance Test-XXIII" created by "A.Narayana swamy, Lecturer in Botany, STSN GDC, Kadiri". The form includes an "Email" field with a validation message "Valid email address" and a note "This form is collecting email addresses. Change settings". Below the email field is a "Name" field with a validation message "Short-answer text". At the top of the form, there are three diagrams illustrating biological structures: a cross-section of a plant cell with labels for "Fibre", "DNA", and "Protein"; a cross-section of a virus with labels for "RNA" and "Capsid"; and a diagram of a bacteriophage with labels for "Head", "DNA", "Collar", "Sheath", "Basal plate", and "Tail fibre".

## *ICT-Slide and Tell using - ICT-SlideNTell*



Welcome smitha  
Settings (3/15)  
Feedback / Logout

Please confirm your email. [Resend Link?](#)

Create a Talking Presentation (up to 3 slides\*\*):

.pdf or .zip\* of Slides  - 1

Title - 2

Select Voice - 3

4

\* The .zip file should contain image files (.png, .jpg, .gif) and (optionally) a script.txt file. Or you can try dictation.

**Commissionerate of Collegiate Education, AP, Vijayawada**  
**Development of Unit-wise Pedagogy for Conventional Subjects under CBCS**  
**Broad Guidelines and Models**

Pedagogy is a set of diverse teaching or instructional strategies and methods used by the teacher in an educational institution to facilitate effective learning by students. Diverse methods are used because learning is dependent on multiple ways but not on any one method such as lecturing. There is no single, universal approach that suits all situations

Pedagogy is the art and science of teaching. Different strategies used in different combinations with different groupings of students will ensure learning outcomes. Some strategies for teaching certain skills and fields of knowledge are more appropriate than the others. Some approaches are better suited to certain student backgrounds, learning styles and abilities. Effective pedagogical practice promotes the wellbeing of students, teachers and the community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at college.

Although it is the privilege of the teacher to choose or design his/her own pedagogical methods it is also his/her responsibility to ensure proper learning by all students in the class. A few pedagogical methods designed and implemented in the last several decades remain time-tested and popular across the world. The effectiveness of ICT and other educational technologies as a support to pedagogy in the recent years was found to be immense.

The following are some of the pedagogical methods commonly practiced. They are given Pedagogical Strategy or method (PS) Numbers for common use in academic and teaching plans.

**I.Common Strategies:** Common pedagogical strategies suggested to be used for preparing teaching plan (preferably in circles and matrices) for each unit of subject syllabus.

Table-1:

<i>S.No</i>	<i>PS</i>	<i>Pedagogic Strategy / Method</i>	<i>Practice</i>	<i>Advantages</i>
1	<b>P<sub>1</sub></b>	<b>Lecture</b>	Continuous teaching by a teacher to a large number of students for about one hour	Useful in transmitting organised knowledge in a systematic way
2	<b>P<sub>2</sub></b>	<b>Demonstration</b>	Showing a process with the help of real, dummy or simulated material	Applied for learning a practical aspect along with skills
3	<b>P<sub>3</sub></b>	<b>Question &amp; Answer</b>	Teacher asks questions before, during or after lecture or demo	Feedback on student level of understanding. Useful in assessing teacher's own progress.
4	<b>P<sub>4</sub></b>	<b>Discussion, Debate or Collaboration</b>	Student activity after the lecture, video or other teacher activity. Small groups (Pair-learning: with two students) to large groups.	Spreads knowledge and ideas in students under group learning and consolidates basic learning. Communication skills are inculcated.
5	<b>P<sub>5</sub></b>	<b>Audio &amp; Video</b>	Play ready-made or teacher made audio / video on the topic	Brings in external expertise and better understanding through visuals or animations.
6	<b>P<sub>6</sub></b>	<b>Virtual or Online learning</b>	Students work with computer simulated models and processes. Stored or online. Learning directly through internet utilizing standard resources	Well crafted three dimensional models and processes give inside information and real time feelings. Access to vast and highly qualitative learning resources on the internet. A computer skill is inculcated.

7	<b>P<sub>7</sub></b>	<b>Assignment or Case Study</b>	Easy, medium and critical assignments include compiling of information from standard books to preparing creative solutions and models to problems	Independent learning, critical thinking, judging and creativity are promoted. Writing skills are enhanced.
8	<b>P<sub>8</sub></b>	<b>Study (Research) Project</b>	Students undertake a local problem and make research study on it towards its solution or betterment	Inculcates habit of learning by research. Trains in traits such as identifying problem, survey, collecting compiling and analyzing of information, drawing conclusions, report writing etc. Spoken and written communication skills are enhanced.
9	<b>P<sub>9</sub></b>	<b>Hands on Study</b>	Students work in a field, industry, organization or under a professional for covering especially a practical part of syllabus	Provides on real time experience to students. Gives professional training. Trained in job/work skills.
10	<b>P<sub>10</sub></b>	<b>Class Seminar</b>	Student teaches a part of the unit as a supplement to the lecturer	Student independent learning will be consolidated and inculcates such traits as comprehension, teaching skills, interaction , public speaking etc. . Communication skills are enhanced.

**II.Test:** Teaching learning every Unit shall end with a test. This can be denoted as **P<sub>T</sub>**. Test can be used not only as an assessment and measurement tool but also as an effective learning strategy. Questions shall be designed in such a way that the student needs to learn in several dimensions from test to test to answer the questions.

**III.Additional Strategies:** Fifteen more Additional Strategies are given in Table -2. These may be employed by the individual Lecturer based on the subject, unit, classroom situation etc. The teacher may mark **P<sub>x</sub>** for any of these additional strategies in the teaching plans, cycles and matrices.

**Table-2:**

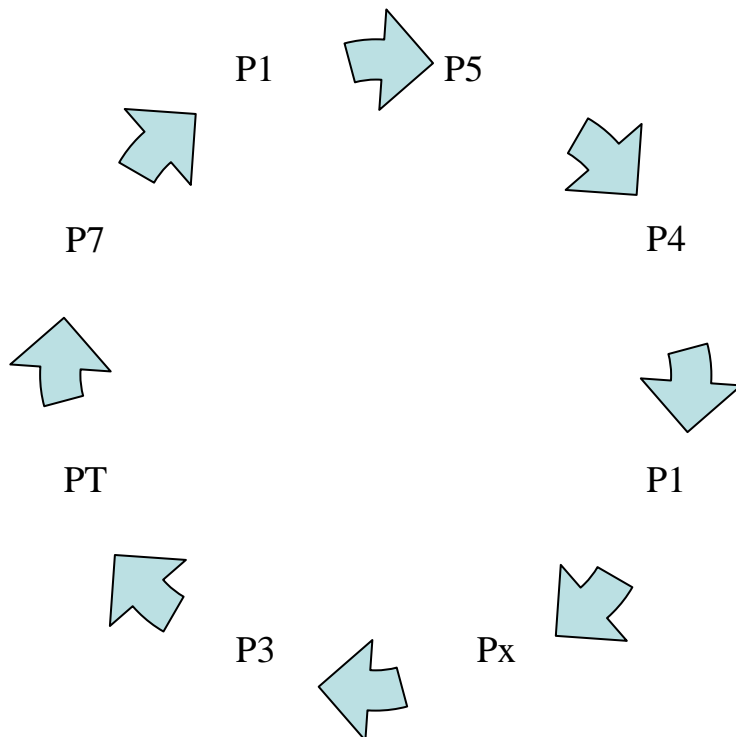
<i>S.No</i>	<i>Pedagogic Strategy / Method</i>	<i>Practice</i>	<i>Advantages</i>
1	<b>Quiz</b>	Small student teams compete to answer random questions from the quiz master	Best used for extracting precise but dispersed information
2	<b>Brainstorming</b>	A small or large group of students gather their ideas on new concepts or aspects	Useful in preparing curious background for a new item of learning. . A soft skill is inculcated.
3	<b>Role Play</b>	Students take the role of actual persons in the field and enact the process	Creates a sense of understanding leading to responsible learning. . A soft skill is inculcated.
4	<b>Modeling</b>	Students prepare models of the existing and futuristic situations, real and imaginary. Includes problem solving, physical models, maps, figures and virtual models	Useful in developing skills integrated with knowledge in practical situations. One of the best ways of problem solving. Use of ICT will enhance the outcomes.

<b>5</b>	<b>Peer review</b>	A group of students reviewing the work of other students and also that of authors	Trains in developing insights for better understanding and judging
<b>6</b>	<b>Games &amp; Puzzles</b>	Students solving subject related problems through available game models of designing their own models	Strengthens problem solving traits and invokes use of intelligence
<b>7</b>	<b>Tutorial</b>	Teacher interacting with small groups of students for reviewing the performance of both teacher and students	A good mechanism for obtaining feedback and midway corrections
<b>8</b>	<b>News paper presentation</b>	Teacher or a student presenting the day's matters related to the subject and on-going chapter resulting a discussion for a while	Relates theory to practice, especially the latest practice, a much needed regular intervention
<b>9</b>	<b>Invited lecture</b>	An expert or a faculty teaching a part of the unit in the classroom or at his/her place	Covers the in-house shortages and the students get the advantage of listening to an expert on that topic.
<b>10</b>	<b>Panel discussion</b>	Discussing a topic by a panel of teachers, experts or students.	A variety of angles and solutions emerge for a single problem broadening of the minds of students. . A soft skill is inculcated.
<b>11</b>	<b>Bulletin board</b>	Students pin the papers they worked out on curricular topics for sharing with others	Motivates students to express themselves, promotes comprehension, writing abilities and freedom of expression.
<b>12</b>	<b>Open text book study</b>	Students study, discuss or answer a test (specially designed) by openly using a standard text book in a session	Motivates a relationship between students and standard books, a life long benefit. Helps in preparing assignments.
<b>13</b>	<b>Student magazine</b>	A student magazine is periodically published with academic articles contributed by students	The art of scientifically expressing is encouraged which has both present and future value. It enhances understanding of a standard book or research paper. . A soft skill is inculcated.
<b>14</b>	<b>Report / Review writing</b>	Students write reports or reviews on case studies, projects, books or material	Promotes critical writing and reporting among students. A soft skill is inculcated.
<b>15</b>	<b>Others</b>		

#### IV. Outline Model Pedagogic Strategy Cycle:

There may be one or more Pedagogic cycles for a single unit depending on the number and nature of the topics in it.

Figure-1: Model, Fig-1: Unit- xx of Paper yyy of Subject zzz



P1: Lecture

P3: Question & Answer

P4: Discussion

P5: Video on AAA

P7: Case Study on BBB

Px: Invited lecture on CCC

PT: Test

#### V. Model Pedagogic Strategy Cycle:

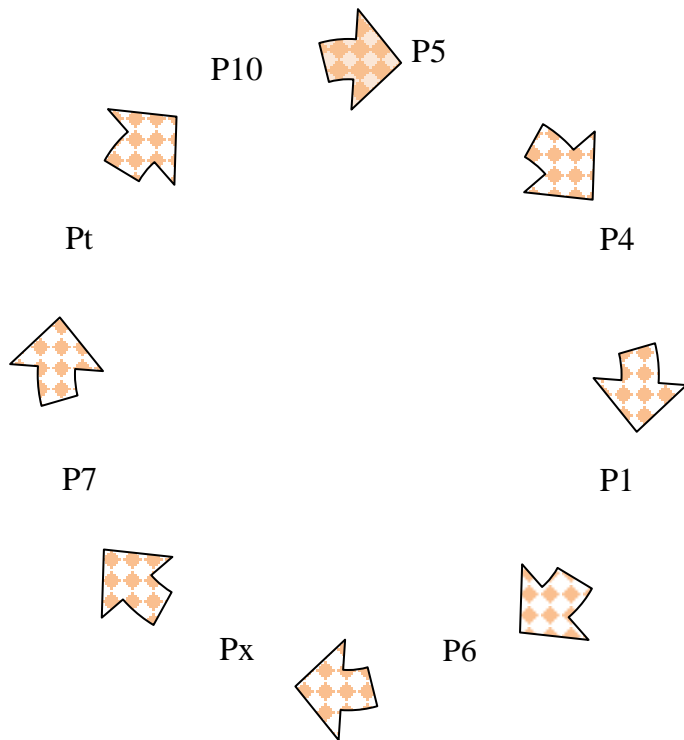
##### I BA – Sub: History (CBCS) – Paper –1: Unit-III: Maurya Kingdom

**Syllabus:** A brief survey of political conditions in Ancient India – Mahajanapadas – Rise and Expansion of Magadha – Alexander’s Invasions – Causes and its effects on India – The Maurya Empire; Origin – Chandragupta Maurya – Ashoka’s Dharma. Its nature and propagation – Mauryan Administration Society, Economy, Religion, Art and Architecture – Downfall of the Mauryan Empire.

##### **Requirements:**

1. Prior knowledge of Indian political scene before Mauryan onset
2. Awareness on the early European history
3. Ability to recognize features of maps of that time and
4. Basic knowledge of social systems of that time in India

**Table-2: Example for one model cycle of the Unit**



**P5:** Video on Alexander's invasion of India (film or documentary)

**P4:** Group Discussion on the prevailing conditions in Europe and India in 3<sup>rd</sup> Century BC

**P1:** Lectures on topics in the unit

**P6:** Animated maps and videos on Internet related to the then Europe and India

**Px:** Drawing of period-wise maps by students

**P7:** Assignments on Evolution of Kingdoms from Janapadas, Rise and decline of Magadha, Establishment of Maurya Kingdom, Ashoka, the man-1 Kalinga war, Ashoka, the man-2, Expansion of Buddhism, Impact on Indian thought and culture etc.

**P8:** Study Project: impact of Buddhism and Ashoka on Indian freedom movement constitution and society.

**Pt:** Test

**P10:** Seminars: on different subunits of the syllabus unit.

**Expected Outcomes:** the students will be able to;

1. Differentiate between janapadas and kingdoms and evolution of kingdoms in ancient India
2. Understand the fall of Greece and rise of Macedonia and Alexander
3. Describe the Alexander's campaign and its lasting impact on India in its thoughts and culture
4. Explain Ashoka's Kalinga war and its consequences on India, including non-violence and value of human life
5. Elucidate the result of expansion of Buddhism across the world
6. Recognize the changes in India's International trade
7. Identify the locations and kingdoms of that time in the maps

**Critical Outcomes:** Students shall be able to assess and explain

What would have happened if;

1. Alexander had returned from Persia
2. Kalinga war had not taken place

## VI. Preparing a Pedagogical Matrix for each paper:

A matrix of unit-wise pedagogical strategies shall be prepared for each paper for a consolidated plan. A model is shown hereunder.

S.No	Unit	Pedagogical Strategies (P <sub>1</sub> to P <sub>x</sub> )								5 Marks	5 Marks	Remarks
		1	2	3	4	5	6	7	8			
1	I	P1	P4	P7	P <sub>x</sub>	P2	P5	P1	P3			
2	II	P5	P1	P3	P1	P <sub>x</sub>	P6	Pt	P10	P10		
3	III	P1	P3	P5	P2	P <sub>x</sub>	Pt	P7	P3		Pt	
4	IV	P2	P4	P7	P <sub>x</sub>	P2	P5	Pt	P9		Pt	
5	V	P1	P3	P6	P7	P1	P <sub>x</sub>	Pt	P8	P8		

## VII. Other aspects:

1. The subject pedagogy development committee members shall examine each unit of each paper of their subject under CBCS and prepare pedagogic strategies for facilitating effective teaching and learning of the unit.
2. The pedagogic strategies can be adopted from the tables 1 & 2 above. If necessary, they may add more strategies suitable to their subject to table -2.
3. They shall prepare teaching plans for each unit and give explanation foot notes so that teachers across the state will understand the intentions of the committee members
4. A cycle of Pedagogic Strategies shall be given for each unit with relevant footnotes. A model cycle is given below.
5. A list of suggested suitable topics shall also be given for strategies like case study, assignments, models, project work, class seminar, videos and their open online sources (such as Swayam or NPTEL), websites for online learning etc.
6. It is intended to publish the subject-wise teaching plans and circulate them among colleges. Hence, the teaching plans with pedagogic strategies shall be prepared in the best possible way.

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