



A TECHNICAL REPORT ON PEDAGOGY IMPLEMENTED

ENGLISH CLASS

ENGINEERING ENGLISH

2021-22/I SEM, BRANCH: CSE A, EEE & MECH

DATE OF EXECUTION: CSE A, EEE & MECH

AY: 2021-22

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INTRODUCTION ON PEDAGOGY:

Having grammar posters in the classroom can make learning grammar fun, and provide visual information for students to help them grasp everything from parts of speech to sentence structure! They can also serve as fun projects at the end of a lesson or unit. Ideas for punctuation posters include definitions, examples, or visual representations of a term.

IMPLEMENTATION:

- This activity is implemented after teaching the theory of the topic through PPT mode and demonstrating the class in the virtual class room.
- Students are shared into a group of 2 -3 people, where students perform the experiment in the class during my presence with Posters by turning on their videos if any, the observation of the activities are noted and send as an assignment after doing the calculation.

PROOFS:

Subject: English
Topic: Grammar

Branch: I EEE ,MECH,CSE.A
Pedagogy: Poster presentation



Poster presentation in class with complete involvement of students.

OUTCOME:

Students are able to relate the theoretical concept of the topic with the Presentation by participation and understanding the topic

HE-RESOURCES/Textbooks Referred:

Links:

- *Wren And Martin -high School English Grammar Paperback – 1 January 2017 by Rao N,D,V,Prasada (Author), N.D.V. Prasada Rao (Editor)*
- *Compulsory English Paperback – 30 June 2021 by A. P. Bhardwaj (Author)*

Text books:

A textbook of English for Engineers by NP Sudharshana and C Savitha

A textbook of English grammar and Translation by Dr. R. Gaur.

ICT USAGE:

Video links have been sent to the students through whatz app to watch them at home before the day of the demonstration

Students have performed the Presentation through the posters and submitted the posters and Ppt hard copy as a proof

CONTENTS BEYOND THE SYLLABUS:

No contents were covered that are beyond the syllabus

RUBRICS :

Organization	Audience can not understand the presentation because no sequence of information.	Audience has some difficulty following presentation because student jumps around.	Student presents information in logical, interesting sequence which audience can follow.
Subject knowledge & interaction with Audience	Student does not have grasp of information, student cannot answer questions about subject.	Student is uncomfortable with information & is able to answer only very basic questions.	Student demonstrates full knowledge by answering all class questions with explanation and elaboration.
Elocution	Student mumbles & speaks too quietly for students in the back of class to hear.	Student's voice is low. Audience members have difficulty hearing presentation.	Student uses a clear voice & audience members can hear presentation.
Visual Aids	No visuals aids to enhance presentation.	One (1) visual aid to enhance presentation.	2 or more visual aids to enhance presentation.



TIME TAKEN TO COMPLETE THE ACTIVITY:

2 hrs.

SUGGESTIONS GIVEN TO SLOW LEARNER: The concept was explained again and he/she is asked to study the topic and perform the Presentation and submit the report again.

CHALLENGES:

1. Managing the students on the terrace
2. Time for finishing the activity
3. Involving all the students in participation

NO. OF STUDENTS PARTICIPATED: 60

STUDENT FEEDBACK:

1. Activity was interesting it happened with lot of learning with friends.
2. Could understand the topic well with self experience through conversation mode.
3. Could relate to the theory properly to practical.

Submitted by

HOD

Principal

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