



**A TECHNICAL REPORT ON PEDAGOGY IMPLEMENTED**

**POWR POINT PRESENTATION**

**English for Engineers**

**2021/II SEM, BRANCH: CSE-B/ECE**

**DATE OF EXECUTION: 21/12/2022**

**AY: 2021-22**

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## INTRODUCTION ON PEDAGOGY:

Power Point

## IMPLEMENTATION:

- Students are given Unit I- The Raman Effect.
- Students have been given instructions enough about PPT slides and content quality.
- The material and other resources are allowed to understand the topic and explore it more.
- The content of Presentation, presentation skills and non-verbal communication are used to evaluate individual performance.

## PROOFS:

Student Name	Score	Status	Submission Title
Ashitha Thatikonda	6.5	Draft	
Ashritha Pathipaka	7.5	Draft	
Balasubramanyam SOMA	6		
Chidananda Vendra	7	Draft	
Hai_Son	6.5	Draft	
jaswanth mannepalli	7	Draft	
Mudassir Ahmed	6.5	Draft	
Naisha Reddy	7	Draft	
Nandu Patnam	8	Draft	
ABHI ram		Turned in	Abhiram.pptx
Abhinav Pandit		Turned in	The Raman Effect.pptx
Deekshith Tinglikar		Turned in	english_01.pptx
Dinesh ram Valluri		Turned in	Dinesh's ppt
Hari Harsha		Turned in	Untitled presentation...
Hari Mudiganti		Turned in	the raman effect - M...
Jeevana Jyothi		Turned in	Presentation 1 (2).pptx
kumar yasarla		Turned in	RAMAN EFFECT PPT...
Kunala Krishna		Turned in	Raman effect.pptx
M.Tejaswini Sree 0571		Turned in	the raman effect 2.pptx
Mahesh Kumar		Turned in	Mahesh.pptx
Manoj dhruva		Turned in	manoj ppt.pptx
Matam prawalika 003		Turned in	CV RAMAN PPT.pptx
MD Saleem		Turned in	Raman effect.pptx
Mittapally Varsha		Turned in	Varsha

## OUTCOME:

Students are able to develop oral communication skills, to become fluent in thought and speech, to enable students to describe with ease the physical attributes of a person, place or an event, to enable the students with good use of tenses.

## E-RESOURCES/Textbooks Referred :

### Links:

[\(1345\) Basic Principle of Raman Spectroscopy\(B.Sc, M.Sc\) | Guru Kpo - YouTube](#)

<https://www.youtube.com/watch?v=unq722u6LK0>

**Text books:**

A textbook of “English for Engineers” by Cambridge University press. Sudarshana, N.P. and Savitha, C. (2018)

A textbook Practical English Usage. Oxford University Press by M Swan (2016)

**ICT USAGE:**

Sufficient material of selected topic was shared well to the students through print out or soft copy of the content to explore and understand well. 3-4 days were given for well preparation of the topic

**CONTENTS BEYOND THE SYLLABUS:**

No contents were covered that are beyond the syllabus

**RUBRICS:**

	5	4	3	2	1
<b>Content</b>	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is questionable. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is not presented in a logical order, making it difficult to follow.
<b>Slide Creation</b>	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way.	Presentation flows well. Tools are used correctly. Overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding.	Presentation is unorganized. Tools are not used in a relevant manner.	Presentation has no flow. No tools used.
<b>Slide Transitions</b>	Transitions are smooth. Transitions enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slides	Very few transitions are used and/or they distract from the presentation.	No transitions are used.
<b>Pictures, Clip Art Background</b>	Images are appropriate. Layout is pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate	Images are inappropriate.	No images
<b>Mechanics</b>	No spelling errors. No grammar errors. Text is in authors’ own words.	Few spellings error. Few grammar errors. Text is in authors’ own words.	Some spelling errors. Some grammar errors. Text is in authors’ own words.	Some spelling errors. Some grammar errors. Most of text is in authors’ own words.	Many spellings and or grammar errors. Text is copied.
<b>Presentation Skills</b>	Well-rehearsed. No pronunciation errors or other mistakes.	General level of rehearsal. Few pronunciation errors or other mistakes.	Acceptable level of rehearsal. Some pronunciation errors or other mistakes.	Low level of rehearsal. Numerous pronunciation errors or other mistakes.	No rehearsal indicated. Too many pronunciation errors or other mistakes.

**TIME TAKEN TO COMPLETE THE ACTIVITY:**

2-3 classes and Lab hours

**BEST PERFORMER:** Richitha 2151A0440

**SLOW PERFORMER:** Sanjeev 2151A0404

**SUGGESTIONS GIVEN TO SLOW LEARNER:** The concept was explained again and he is asked to study the topic in the classroom and represent it on the next day in 5 min.

**CHALLENGES:**

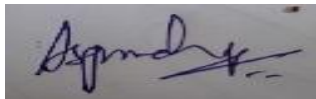
1. Time for finishing the activity
2. Involving all the students in participation

**NO. OF STUDENTS PARTICIPATED:** 64

**NO. OF BATCHES MADE:** Individual

**STUDENT FEEDBACK:**

1. Could improvise communication skills.
2. Improvement in presentation skills
2. Could understand the topic well.
3. Learning time management



**Submitted by**

**HOD**

**Principal**

*Dr Ishrat Jahan*