



A TECHNICAL REPORT ON PEDAGOGY IMPLEMENTED

FLIPPED CLASSROOM

English for Engineers

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

DATE OF EXECUTION: 12/10/2021

AY: 2021-22

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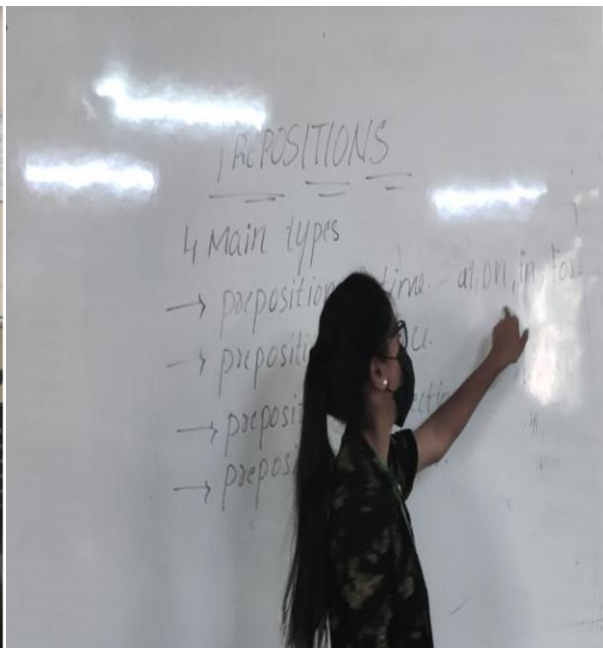
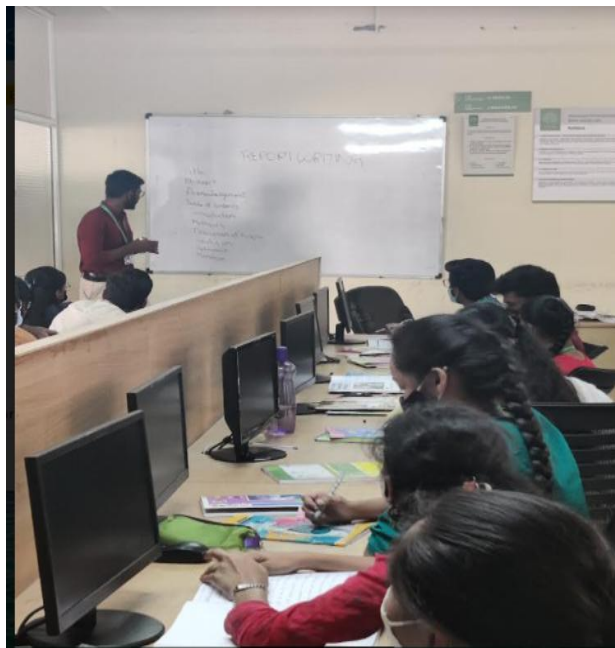
INTRODUCTION ON PEDAGOGY:

FLIPPED CLASSROOM

IMPLEMENTATION:

- Students are given selected topics from the syllabus for revision purpose.
- Students have been given instructions enough about the teaching tools to elaborate the topic for good quality of content.
- 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:



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/Texbooks Referred :

Links:

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

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

[Technical English for Engineers - Course \(nptel.ac.in\)](https://www.nptel.ac.in)

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. Students had full flexibility to explore the topic.

CONTENTS BEYOND THE SYLLABUS:

No contents were covered that are beyond the syllabus

RUBRICS :

| Total (10M) | Very Good | Good | Satisfactory | Poor |
|--|--|--|--|------------------------|
| Content (2M) | 2 (all key points covered effectively) | 1.5 (some key points missing) | 1 (missed all key points but said a bit about content) | 0 (no content) |
| verbal communication (3M) | 3 (Presentation skills, Pronunciation, Voice modulation, | 2 (Presentation skills, Pronunciation) | 1 (Presentation skills) | 0.5 (need improvement) |
| Voice modulation, | 2 (Presentation skills, Pronunciation) | 1 (Presentation skills) | 0.5 (need improvement) | 0.5 (Need improvement) |
| non-verbal communication (2M) | 2 (Body language, Confidence, Mode of delivery) | 1.5 (Body language, Confidence) | 1 (Body language) | 0.5 (Need improvement) |
| Time Management (1.5M) | 1.5 | 1 | 0.5 | 0 (no content) |
| Total involvement or creativity in activity (1.5M) | 1.5 | 1 | 0.5 | 0 (no content) |
| Total | | | | 15 Marks |

TIME TAKEN TO COMPLETE THE ACTIVITY:

2 classes and Lab hours were engaged

BEST PERFORMER: N. Vamsi Krishna, Roll No.:2151A0579

SLOW PERFORMER: Shiva Shankar, Roll No.:215A0597

SUGGESTIONS GIVEN TO SLOW LEARNER: The concept was explained again and he is asked to study the topic in the classroom and re-present it.

CHALLENGES:

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

NO.OF STUDENTS PARTICIPATED: 63

NO.OF BATCHES MADE: Individual

STUDENT FEEDBACK:

1. Activity was interesting as it is “Change Position or Teach to Us.
2. Could understand the topic well while teaching
3. Could improvise communication skills.
4. Vanished Stage fear

Submitted by

HOD

Principal