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Teaching-Learning Self-Evaluation

Strengths:

- **Inclusive Pedagogy:** Recognizing the diverse backgrounds of my students – many of whom come from regional language schools or with limited exposure to English – my teaching style emphasizes an inclusive approach. I employ bilingual instructions wherever possible, often drawing parallels between regional languages and English to make the concepts clearer. This bridges the knowledge gap and makes the content more accessible to everyone.
- **Cultural Integration in Literature:** When discussing various literature pieces, I ensure to weave in indigenous stories, fables, and regional narratives. This not only engages students by making the content more relatable but also showcases the universality of themes in literature, spanning across Western and Indian narratives.

- **Hands-On Experience with Language:** My teaching style heavily incorporates practical application. Whether it's staging a play, conducting a debate, or writing essays, students are constantly encouraged to apply their linguistic and literary knowledge. This not only reinforces their learning but also improves their confidence in using the English language.
- **Continuous Feedback and Support:** Acknowledging the challenges faced by students from diverse backgrounds, I prioritize regular one-on-one interactions, offering personalized guidance and resources. This ensures that every student, regardless of their starting point, has the opportunity to succeed in the course.

Weaknesses:

- **Pacing Challenges:** Due to the wide range of linguistic proficiencies in a single class, it becomes challenging to set a pace that suits everyone. While some students may find the pace too slow, others may struggle to keep up, causing disparities in understanding and engagement.
- **Resource Limitations:** Being in a rural setting, there's a limitation to the availability of modern teaching aids and resources, such as digital libraries or interactive e-learning tools. This can sometimes hinder the teaching process, especially when comparing to urban institutions with advanced resources.
- **Over-reliance on Bilingual Methods:** While bilingual methods can make the content more accessible, there is a potential risk of students becoming overly reliant on their regional language for understanding. This can impede their direct comprehension and fluency in English.
- **Balancing Literature from Various Cultures:** While the integration of indigenous stories is vital for relatability, it sometimes becomes challenging to cover the vast array of English literature from Western authors, risking a skewed or incomplete understanding of the subject.

In conclusion, while the teaching style employed has its strengths in ensuring inclusivity and practical application, there are inherent challenges due to the diverse student backgrounds and resource constraints. Continuous refinement and adaptation are essential to ensure that all students are provided with a comprehensive and enriching learning experience.

CBCS curriculum (Including Practical) you have delivered in 2022-23 (Semester wise)

Sl No.	Semester	Honours Paper	General Paper
1.	I	<p>CC-1T History of English Literature and English Language (6 credits)</p> <ul style="list-style-type: none"> ● Victorian Poetry and Novels, Shaw & Wilde ● The influences: Scandinavian, French <p>CC-2T British Poetry (Renaissance to 18th Century) (6 credits)</p> <ul style="list-style-type: none"> ● Milton: Paradise Lost Book -I 	<p>GE-1 Academic Writing and Composition (6 credits)</p> <ol style="list-style-type: none"> 1. Introduction to the Writing Process and Conventions of Academic Writing, 2. Study Skills including note making, note taking etc. 3. Writing in one's own words – Summarizing and Paraphrasing <p>DSC-1A Poetry and Short Story (6 credits)</p> <ul style="list-style-type: none"> ● H. E. Bates – “The Ox” <p>AECC – Ability Enhancement Compulsory Course (2 credits)</p> <p>Communication Skills</p> <ol style="list-style-type: none"> a) Theory and Types of Communication b) Verbal and Non-verbal Communication

			<p>c) Barriers and Strategies</p> <p>d) Workplace Communication</p> <p>e) Telephone Communication</p> <p>Speaking Skills:</p> <p>a) Inter-personal Communication b) Group Discussion c) Interview</p> <p>Reading Skills:</p> <p>a) Close Reading b) Comprehension c) Summary d) Paraphrasing e) Interpreting Graphs and Charts</p> <p>Writing Skills:</p> <p>a) Report Writing b) Making notes c) Letter writing d) Business Communication</p>
2.	II	<p>CC-3T British Literature (fiction and non-fiction): 18th Century (6 credits)</p> <ul style="list-style-type: none"> ● Jonathan Swift: Gulliver's Travels (Books III and IV) <p>CC-4T British Romantic Literature (1798-1832) (6 credits)</p> <ul style="list-style-type: none"> ● Samuel Taylor Coleridge: 	<p>GE-2T Media and Communication Skills (6 credits)</p> <p>1. Introduction to Mass Communication</p> <p>1. Mass Communication and Globalization 2. Forms of Mass Communication Topics for Student</p>

		<p>‘Christabel’ Part-1</p>	<p>Presentations: a. Case studies on current issues Indian journalism b. Performing street plays c. Writing pamphlets and posters, etc.</p> <p>2. Advertisement</p> <p>1. Types of advertisements</p> <p>2. Advertising ethics</p> <p>3. How to create advertisements/storyboards</p> <p>Topics for Student Presentations: a. Creating an advertisement/visualization b. Enacting an advertisement in a group c. Creating jingles and taglines</p> <p>DSC-1B</p> <p>Essay, Drama & Novel (6 credits)</p> <ul style="list-style-type: none"> ● Ernest Hemingway – The Old Man and the Sea
3.	III	<p>CC5T</p> <p>British Literature: 19th Century (1832-1900) (6 credits)</p> <ul style="list-style-type: none"> ● Robert Browning: ‘My Last Duchess’ <p>CC6T:</p> <p>British Literature: The Early 20th Century (6 credits)</p> <ul style="list-style-type: none"> ● W.B. Yeats: ‘The Wild Swans at Coole’ <p>CC7T</p>	<p>DSC1C</p> <p>Contemporary India: women and empowerment (6 credits)</p> <p>History of Women's Movements in India (Pre- and Post-Independence):</p> <p>1. Women and Nationalism</p> <p>2. Women and Partition</p> <p>3. Women and Political Participation</p> <p>Text: (any two)</p> <p>1. “ Letters to a Wife: Satyendranath Tagore ’ s</p>

		<p>American Literature (6 credits)</p> <ul style="list-style-type: none"> ● Mark Twain: The Adventures of Tom Sawyer 	<p>Letters to Jynadanandini Tagore ” from Epistolary Cultures in 19 th century Bengal, Stree Samya, Kolkata,</p> <p>2. Gholam Murshed “Chapter Four” from The Reluctant Debutante. 3. Urvashi Butalia ‘Beginnings’ from The Other Side of Silence 4. Jashodhara Bagchi and Shubharanjan Dasgupta. The Trauma and The Triumph: Gender and Partition in Eastern India, Vol I (“Introduction”)</p>
4.	IV	<p>CC8T European Classical Literature(6 credits)</p> <ul style="list-style-type: none"> ● Sophocles: Oedipus the King, tr. Robert Fagles in Sophocles: The Three ThebanPlays <p>CC10T Popular Literature (6 credits)</p> <ul style="list-style-type: none"> ● Shyam Selvadurai: Funny Boy <p>GE4T Gender & Human Rights (6 credits)</p> <ul style="list-style-type: none"> ● Meena Kandasamy “Aggression” ● Temsula Ao “Laburnum for My Head” 	<p>DSC1D Academic Writing and Composition (6 credits)</p> <ul style="list-style-type: none"> ● Critical Thinking: Syntheses, Analyses, and Evaluation

5.	V	<p>CC-11T Postcolonial Literatures (6 credits) Poetry:</p> <ul style="list-style-type: none"> ● Pablo Neruda: ‘Tonight I can Write’ , ‘The Way Spain Was’ <p>CC-12T: Women’s Writing (6 credits)</p> <ul style="list-style-type: none"> ● Rassundari Debi Excerpts from Amar Jiban in Susie Tharu and K. Lalita, eds., Women’s Writing in India, vol. 1 <p>DSE1T: Nineteenth Century European Realism (6 credits)</p> <ul style="list-style-type: none"> ● Gustave Flaubert: Madame Bovary 	<p>DSE1A Indian Literature in Translation (6 credits)</p> <ul style="list-style-type: none"> ● Mahasweta Devi- ‘Draupadi’ <p>GE1: Gender & Human Rights (6 credits) Poetry: Meena Kandasamy “Aggression” Temsula Ao “Laburnum for My Head”</p>
6.	VI	<p>CC13T Indian Classical Literature (6 credits)</p> <ul style="list-style-type: none"> ● Vyasa. ‘The Dicing’ and ‘The Sequel to Dicing, ‘The Book of the Assembly Hall’, ‘The Temptation of Karna’, Book V ‘The Book of Effort’, in The Mahabharata: tr. and ed. J.A.B. van Buitenen <p>DSE4T Partition Literature (6 credits)</p> <ul style="list-style-type: none"> ● Sa’adat Hasan Manto, ‘Toba Tek Singh’ 	<p>DSE2T Partition Literature (6 credits)</p> <ul style="list-style-type: none"> ● Sa’adat Hasan Manto, ‘Toba Tek Singh’ <p>GE2T Novel and Prose (6 credits)</p> <ul style="list-style-type: none"> ● Guy de Maupassant: My Uncle Jules

NEP Curriculum (Including Practical) you will be delivering in 2023-24 (Semester wise)

Sl No.	Paper No- NEP Hons Sem I	Paper no – NEP General Sem I
1	MJIT: History of English Literature and English Language 1. The Victorian period	Major A1/B1 T: Poetry & Short story 1. Wilfred Owen– “Strange Meeting” 2. Katherine Mansfield: “The Fly”

Explanation 1 : Write 500 words of how you deliver your lessons

Title: Delivering Engaging Lessons to Students

Contextual Learning: Rather than approaching a text or linguistic concept in isolation, I always try to ground it in a broader cultural or historical context. By weaving in relevant stories, events, or cultural nuances from our region, I make the material resonate with the students' lived experiences.

Interactive Discussions: I foster an environment where students feel comfortable sharing their interpretations and opinions. By facilitating lively discussions, students become active participants in the learning process, not just passive recipients.

Storytelling Techniques: To make the literary pieces come alive, I often adopt storytelling techniques, employing voice modulations, dramatic pauses, and visual aids. This not only captures students' attention but also aids in better retention.

Group Activities and Role-Plays: Students are frequently grouped together for collaborative activities. For literature, this might involve enacting scenes from plays or novels. For language, they might practice dialogues or conduct group discussions, simulating real-life scenarios.

Guest Lectures: To break the monotony of classroom learning, Guest speakers from diverse backgrounds are also invited to share their experiences and insights.

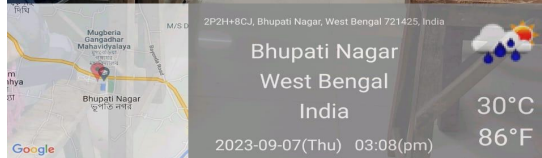
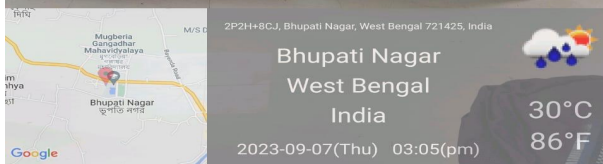
Integration of Folktales and Local Narratives: Recognizing the rich tapestry of local narratives, folktales, and oral traditions, I incorporate them into lessons. This not only makes lessons more engaging but also instills a sense of pride and connection among students.

Creative Assignments: Instead of traditional essays or tests, students are sometimes asked to express their understanding through creative means: writing a short story, composing a poem, or even creating a visual representation of a literary concept.

Use of Multimedia and ICT: While resources are limited, I make the best use of available multimedia tools, such as radio broadcasts, audio recordings of literature, and local film adaptations, to supplement textual readings.

Peer Teaching: Occasionally, I allow more proficient students to take the lead in explaining certain concepts or pieces of literature to their peers. This peer-teaching not only reinforces the teacher's explanations but also boosts the confidence of the student 'teacher'.

Personalized Feedback: By providing regular and personalized feedback, I ensure that students are aware of their strengths and areas for improvement. This ongoing dialogue between teacher and student keeps the learning process engaging and focused on individual.



Use of Multimedia and ICT

Then keep the following documents in the file

1. Academic Calendar to be obtained from the college
2. Teaching Plan: which part of the syllabus is to be covered and during which time
3. Departmental meeting to be obtained from the department
4. Learning Outcomes to be obtained from the website
5. Time table to be obtained from Principal
6. Teaching – Learning Resources
7. Attendance Record to be obtained from class attendance record
8. Remedial Courses/Certificate Courses/ Coaching Classes/Tutorial Classes details to be provided by the teacher
9. Question banks to be prepared by the teacher on his/her portion of the syllabus covered
10. Previous years papers to be obtained from library or office
11. Academic activity and its planning; list of activities (month wise) of the teacher with the students
12. Result analysis; Results of the students (name wise)
13. Teachers Diary to be provided to each teacher (centrally by the principal)

Explanation 2: Write 500 words as to how you take feedback after the completion of each lesson.

Taking feedback after the completion of each lesson is a crucial aspect of the teaching process. It provides valuable insights into the effectiveness of the lesson, helps in continuous improvement, and ensures that students are engaged and learning optimally. Here's a detailed description of how I will take feedback after every lesson:

1. Clear Communication: Before the lesson begins, I will communicate to the students that feedback is important for enhancing the learning experience. I will explain them that input will be used to make lessons more effective and tailored to their needs.
2. Anonymous Feedback: To encourage honest and constructive feedback, I will allow students to provide comments anonymously on my lecture. This can be done in the classroom or in the WhatsApp group.
3. Structured Questions: Departmental structured feedback form with questions will be available that address specific aspects of the lesson. From where we could understand how well we teach them. These questions might include:
 - Did you find the lesson content clear and understandable?
 - Were the learning objectives clearly communicated?

- Were the teaching materials (e.g., slides, handouts) helpful?
- Did you feel engaged throughout the lesson?
- Were there any difficulties or areas where you felt confused?
- What suggestions do you have for improving this lesson?

4. Timing: I will collect feedback immediately after the lesson while it's fresh in students' minds. I can allocate a few minutes at the end of the class for students to fill out the feedback forms, besides this, I will provide a link to an online survey they can access after the class.

5. Class Test: There will be Class Test, Surprise test, quiz etc. through which I can understand how well they perform; accordingly, I can identify the slow learners and make my lessons more productive.

6. Peer Feedback: In addition to collecting feedback from students, our department will allow students to provide feedback to their peers. This fosters a sense of responsibility for each other's learning and can lead to valuable insights from different perspectives.

7. In-Class Discussions: Incorporate in-class discussions as a way to gather immediate verbal feedback. I will ask the students to share their thoughts on the taught lesson, what they found most helpful, and any areas of confusion. This not only provides feedback but also encourages active participation.

8. Continuous Improvement: I will be reviewing the feedback received after each lesson. Look for common themes and areas of improvement. Prioritize the feedback that aligns with the learning objectives and teaching goals. It's essential to take constructive criticism positively and use it as a basis for refining my teaching methods.

09. Actionable Changes: After analyzing the feedback, I will implement actionable changes in my teaching approach. This might involve revising lesson plans, adapting teaching materials, or addressing specific concerns raised by students.

10. Follow-Up: I will Inform students about the changes I have made based on their feedback. This shows that their input is valued and can lead to increased engagement in the feedback process in the future.

11. Long-term Assessment: I will take periodic assessments over the course of a semester or academic year to track the effectiveness of the changes implemented. This allows me to measure my progress and make further adjustments as needed.

In summary, taking feedback after the completion of each lesson is a fundamental practice in effective teaching. It demonstrates a commitment to continuous improvement and a genuine concern for students' learning experiences. By collecting, analyzing, and acting upon feedback,

I can be able to create a more engaging and supportive learning environment in my classroom that benefits the students.

Then keep the following documents in the file

Feedback form to be designed by the IQAC (centrally) and should be anonymous.

Keep such feedback forms in one file

Explanation 3: Write 500 words of how you evaluate students after the completion of each lesson.

Evaluating students after the completion of each lesson is an integral part of the teaching and learning process. It allows teachers to gauge the effectiveness of their instruction, assess students' comprehension, and make necessary adjustments to improve the learning experience. Here is the list of my comprehensive approach to evaluating students after each lesson.

1. **Formative Assessment:** At first, I will do some Formative assessments which are ongoing, informal evaluations designed to monitor student progress during a lesson. These assessments can take various forms, including quizzes, Surprise tests, class discussions, or short assignments. They provide immediate feedback, helping to identify areas where additional instruction or clarification is needed.
2. **Short questionnaire:** At the end of each lesson, I will provide students with short questionnaires and will be asking them to summarize the key concepts they learned during the lesson. This can help me to quickly assess their understanding and identify any misconceptions.
3. **Self-assessment:** I will encourage students to reflect on their own learning by asking them to self-assess their understanding and performance after each lesson. They can rate their level of comprehension or specify areas where they struggled.
4. **Classroom Observations:** As a teacher, I would actively observe my students during the lesson to assess their engagement, participation, and level of interest. This qualitative assessment can help me tailor my teaching methods to better suit my students' needs.
5. **Quizzes and Homework Assignments:** I will be depending on assign quizzes to students or homework assignments that cover the material I have taught in the lesson. These assessments can be a measure of their understanding and retention of the content.
6. **Students as a Teacher:** I can schedule a one-day class where a student will teach the lesson to their class mates. This will help the students to maintain regular studying their lesson. These classes can also help build a stronger teacher-student relationship.

7. Socratic Questioning: I will place Socratic questioning during my class discussions to probe students' understanding and encourage critical thinking. I will ask open-ended questions that require students to justify their answers and explore deeper concepts.

14. Long-term Assessment: According to the University rule I will be engaging in conducting periodic summative assessments, such as midterm and final exams, after the results declaration, a departmental meeting will take place to evaluate students' overall mastery of course content. These assessments can help track students' progress over time.

In conclusion, evaluating students after the completion of each lesson is a multifaceted process that involves a combination of formative and summative assessment methods. By using a variety of assessment tools and techniques, we can gain a comprehensive understanding of student learning, identify areas for improvement, and provide targeted support. Additionally, ongoing assessment fosters a culture of continuous improvement in both teaching and learning, ultimately benefiting students' academic success and overall development.

Then keep the following documents in the file

Question papers to be designed by the teacher for each exam

Results of such internal evaluation to be maintained by the teacher for each exam

Explanation 4: Write 500 words about your communications with Board of Studies (BOS)

Being a UG teachers I have no connections with BOS; however, I have followed instructions of the BOS when and where required. (For PG Departments)

Then keep the following documents in the file

- a) Attendance in any BOS meeting
- b) Participation in any curriculum workshop convened/delivered by the BOS members

Explanation 5: have you developed the Pos and Cos of the programme delivered by you then write 200 words about how you have developed this.

Yes, I have developed the POs and COs of the programme delivered by me.

The Programme Outcomes and the Course Outcomes are essential part of academic teaching learning, by developing Pos and Cos a teacher can assess the outcomes of the students after completion of their study. After the results of the university exam were declared, a departmental meeting for evaluation of the results were usually conducted, where I have the opportunity to trace the results of the students to whom I taught my lesson. Also, I used to collect data on

the performance of the outgoing students, whether they have been admitted in PG programmes or not, from there I can evaluate the student's attainment of the POs & Cos and progression.

(As documents, keep the POs & COs printed and maintained in your file)

Explanation 6: Do you know to measure the attainment of POs and COs , if no, then learn it immediately and keep the POs & COs printed and maintain in your file

Explanation 7: Prepare a table to show in which papers that you delivered covers issues on

1. Professional ethics
2. Gender
3. Human Values
4. Environment & Sustainability

	Paper	Semester
Professional Ethics	GE-1 Academic Writing and Composition (6 credits) 1.Introduction to the Writing Process and Conventions of Academic Writing, 2. Study Skills including note making, note taking etc. 4. Writing in one ' s own words – Summarizing and Paraphrasing AECC – Ability Enhancement Compulsory Course (2 credits) Communication Skills e) Theory and Types of	1 st Semester (Honours & General)

	<p>Communication</p> <p>f) Verbal and Non-verbal Communication</p> <p>g) Barriers and Strategies</p> <p>h) Workplace Communication</p> <p>e) Telephone Communication</p> <p>Speaking Skills:</p> <p>a) Inter-personal Communication b) Group Discussion c) Interview</p> <p>Reading Skills:</p> <p>a) Close Reading b) Comprehension c) Summary d) Paraphrasing e) Interpreting Graphs and Charts</p> <p>Writing Skills:</p> <p>Report Writing b) Making notes c) Letter writing d) Business Communication</p>	
	<p>GE-2T Media and Communication Skills (6 credits)</p> <p>1. Introduction to Mass Communication 1. Mass Communication and Globalization 2. Forms of Mass Communication Topics</p>	<p>Semester II (General)</p>

	<p>for Student Presentations: a. Case studies on current issues Indian journalism b. Performing street plays c. Writing pamphlets and posters, etc.</p> <p>2. Advertisement</p> <p>1. Types of advertisements</p> <p>2. Advertising ethics 3. How to create advertisements/storyboards</p> <p>Topics for Student Presentations: a. Creating an advertisement/visualization b. Enacting an advertisement in a group c. Creating jingles and taglines</p>	
	<p>DSC1D Academic Writing and Composition (6 credits)</p> <ul style="list-style-type: none"> ● Critical Thinking: Syntheses, Analyses, and Evaluation 	Semester IV (General)
Gender	<p>DSC1C Contemporary India: women and empowerment (6 credits)</p> <p>History of Women's Movements in India (Pre- and Post-Independence):</p> <p>1. Women and Nationalism</p> <p>2. Women and Partition 3. Women and Political Participation Text: (any two)</p> <p>1. “ Letters to a Wife: Satyendranath Tagore ’ s</p>	Semester III (General)

	<p>Letters to Jynadanandini Tagore ” from Epistolary Cultures in 19 th century Bengal, Stree Samya, Kolkata,</p> <p>2. Gholam Murshed “Chapter Four ” from The Reluctant Debutante. 3. Urvashi Butalia ‘Beginnings’ from The Other Side of Silence 4. Jashodhara Bagchi and Shubharanjan Dasgupta. The Trauma and The Triumph: Gender and Partition in Eastern India,Vol I (“Introduction”)</p>	
	<p>CC10T Popular Literature (6 credits)</p> <ul style="list-style-type: none"> ● Shyam Selvadurai: Funny Boy <p>GE4T Gender & Human Rights (6 credits)</p> <ul style="list-style-type: none"> ● Meena Kandasamy “Aggression” ● Temsula Ao “Laburnum for My Head” 	Semester IV (Honours)
	<p>CC-12T: Women’s Writing (6 credits)</p> <ul style="list-style-type: none"> ● Rassundari Debi Excerpts from Amar Jiban in Susie Tharu and K. Lalita, eds., Women’s Writing in India, vol. 1 	Semester V (Honours)



	<p>DSE1T: Nineteenth Century European Realism (6 credits)</p> <ul style="list-style-type: none"> ● Gustave Flaubert: Madame Bovary 	
	<p>DSE1A Indian Literature in Translation (6 credits)</p> <ul style="list-style-type: none"> ● Mahasweta Devi- 'Draupadi' <p>GE1: Gender & Human Rights (6 credits)</p> <p>Poetry: Meena Kandasamy "Aggression"</p> <p>Temsula Ao "Laburnum for My Head"</p>	Semester V (General)
Human Values	<p>1. Milton: Paradise Lost Book -I</p> <p>2. H. E. Bates- "The Ox"</p>	<p>Semester I (H)</p> <p>Semester I (G)</p>
	<p>1. Jonathan Swift: Gulliver's Travels (Books III and IV)</p>	Semester II (H)
	<p>1. Sophocles: Oedipus the King</p>	Semester IV (H)
	<p>1. Vyasa. 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in The Mahabharata</p>	Semester VI (H)
Environment and Sustainability	<p>1. Meena Kandasamy "Aggression"</p>	Semester V (G)

	Temsula Ao “Laburnum for My Head”	
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Explanation 8- Enumerate what are the several Instances of experiential learning (through Project work/Fieldwork/Internship for the student in your teaching

- a) Project work in environmental Science
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

Explanation 9 – You need to identify the slow learners. How do you do that?

- 1. During the admission counselling
- 2. Score of entrance exam if any
- 3. Class room interactions 
- 4. Qualifying Examination marks
- 5. Internal Examination marks 
- 6. Any other _____

Explanation 10– What programmes you have specially for slow learners?

- 1. Bridge Courses
- 2. Induction Programme
- 3. Remedial Coaching 
- 4. ICT enabled learning Materials 
- 5. Personal Counselling 

Explanation 11 – What programmes you have specially for advance Learners?

- 1. Research Oriented Projects
- 2. Industrial Training/ Internships
- 3. Institutional Summer & Winter Internships
- 4. Volunteer Opportunities in event organization
- 5. Class Representative
- 6. Serving on Various Committees
- 7. Peer Teachers 

8. To form subject related student societies and organized activities
9. Special classes for NET, SET, GATE, JM, WBCS, SSC, etc.

Explanation 12 – What changes you have made in your teaching method since last NAAC

Student Centric Method	Use of ICT
Followed student centric methods on various occasion. Surprise tests, debate, elocutions etc. were conducted by me.	Apart from Chalk & Talk methods, during Corona Pandemic, I have used several virtual platforms while taking my classes, Google Meet, Zoom etc. Also, in the class room teaching, I have used smart boards to deliver my lecture. Study materials are being shared by me through WhatsApp and email to students.

Explanation 13 – What are the different training programmes you have attended to improve your teaching (this may include RC /OP/STC/FDP and others) Prepared the list Date wise.

(Please provide in details)

Explanation 14 – Are you knowledgeable about how to develop e content necessary for blended teaching learning, if yes, then this is your strength. If no, then this should be your future plan of action.

Yes

Explanation 15 – Prepare a list of 5 of your students who have gone for either higher education (Not B.Ed) or placed to any Job.

Name:

1. Samrit Misra - Admitted in MA
2. Archan Majhi – Admitted in MA
3. Tuhin Maity – Admitted in MA
4. Sudeshna Panda - Admitted in MA
5. Arundhuti Bera - Admitted in MA

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