

**Telangana Tribal Welfare Residential Degree  
College for Women, Siricilla**

**DEPARTMENT OF ENGLISH**

**TEACHING-LEARNING PRACTICES**

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE  
COLLEGE FOR WOMEN, SIRCILLA**

**DEPARTMENT OF ENGLISH**

**Academic year 2022-2023**

**TEACHING AND LEARNING PRACTICES**

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**Student Seminar on impact of COVID 19 on education.**

**Date – 16-09-2022**

**Topic – Impact of COVID-19 on education.**

The seminar on COVID-19 conditions, organized by the Department of English, was an academic event where students presented their research on various aspects of the pandemic.

**Objectives**

The primary objectives of the seminar were:

- To encourage active student participation in understanding and analysing the COVID-19 pandemic.
- To enhance research and presentation skills on a globally relevant topic.
- To foster a collaborative learning environment.
- To integrate theoretical knowledge with practical application in real-world scenarios.

**Teaching-Learning Methods Involved**

The seminar employed several innovative teaching-learning methods, detailed below:

**Active Learning**

Active learning involves students engaging with the material through discussions, problem-solving, case studies, and other interactive activities. In this seminar:

**Student Presentations:** Students actively researched and prepared their topics, facilitating deeper understanding and retention.

**Q&A Sessions:** Encouraged critical thinking and on-the-spot analytical skills as students answered questions from their peers and faculty.

**Collaborative Learning**

Collaborative learning emphasizes teamwork and collective problem-solving. The seminar's discussion panel allowed:

**Peer Feedback:** Students provided constructive feedback to each other, promoting a deeper understanding of the subject matter.

### **Blended Learning**

Blended learning combines traditional classroom methods with digital and online media. In this seminar:

**Online Resources:** Students utilized online databases and resources for their research, integrating digital literacy into the learning process.

### **Topics Covered**

The seminar covered a wide range of topics related to COVID-19, including:

- Epidemiology and spread of the virus.
- Public health responses and strategies.
- Socio-economic impacts of the pandemic.
- Psychological effects of lockdowns and social distancing.
- Vaccine development and distribution challenges.



## **Outcomes**

**The seminar had several positive outcomes:**

**Enhanced Research Skills:** Students demonstrated improved research capabilities, including critical analysis and synthesis of information.

**Improved Presentation Skills:** The seminar format helped students develop their public speaking and presentation skills.

**Greater Engagement:** The interactive nature of the seminar fostered higher levels of student engagement and interest in the subject matter.

**Peer Learning:** Students benefited from the exchange of ideas and perspectives, enhancing their overall learning experience.

## **List of participants –**

1. **Divya Bindu – MZC – III year**
2. **Kalyani – MPC- III year**
3. **Akhila – B.Com(G) – III year**
4. **T.Gouthami – B.Com(CA)-III year**
5. **B.Meena – MZC-II year**
6. **P Swathi – B.Com(CA)-II year**
7. **M.Tirumala – MPCs- II year**
8. **M.Saritha – BA – II year.**

## **Student Feedback –**

1. **K.Rachana B.A – II year –** “The session was very interactive and we had general discussion”.
2. **L.Soujanya – BZC – III year –** “ I recollected all those experiences with this session, It was a horrible situation and taught me lessons to face difficulties .

## Webinar on Campus to corporate communication skills and employability skills.

Date- 28-09-2022

Activity – Webinar on Campus to corporate communication skills and employability skills.

Guest Speaker-

1. Ms. Sunitha David, HOD of English, St. ANN's college
2. G.Revathi Associate professor in English, St. ANN's college

**St.ANN'S COLLEGE FOR WOMEN**  
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Mehdiapatnam, Hyderabad- 500028

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**IQAC**  
&  
**Department of English**  
as a linkage activity is organizing a  
guest lecture on  
**Campus to Corporate- Coomunication skills  
and Employability skills**  
For the students of Telangana Tribal Welfare  
Residential Degree College for women  
Lakshmipur Road, Thangallapalli, Rajanna sircilla  
Telangana, 505405

**Date:** 20th September, 2022  
**Time:** 10.00 am-11.30am  
**Zoom meet link:**  
<https://bit.ly/3xypET5>  
**Meeting ID:** 816 7981 1437  
**Passcode:** 058431

**RESOURCE PERSON**  
Ms. Sunitha David,  
Head Department of  
English  
Dr. G.Revathi,  
Associate Professor

Objectives –

- To teach students about important communication skills
- To promote employability skills in students
- To introduce interview skills and other useful skills
- To create a broader perspective on different types of skills.

Key Topics Covered

1. Resume Building and Job Applications
2. Interview Skills

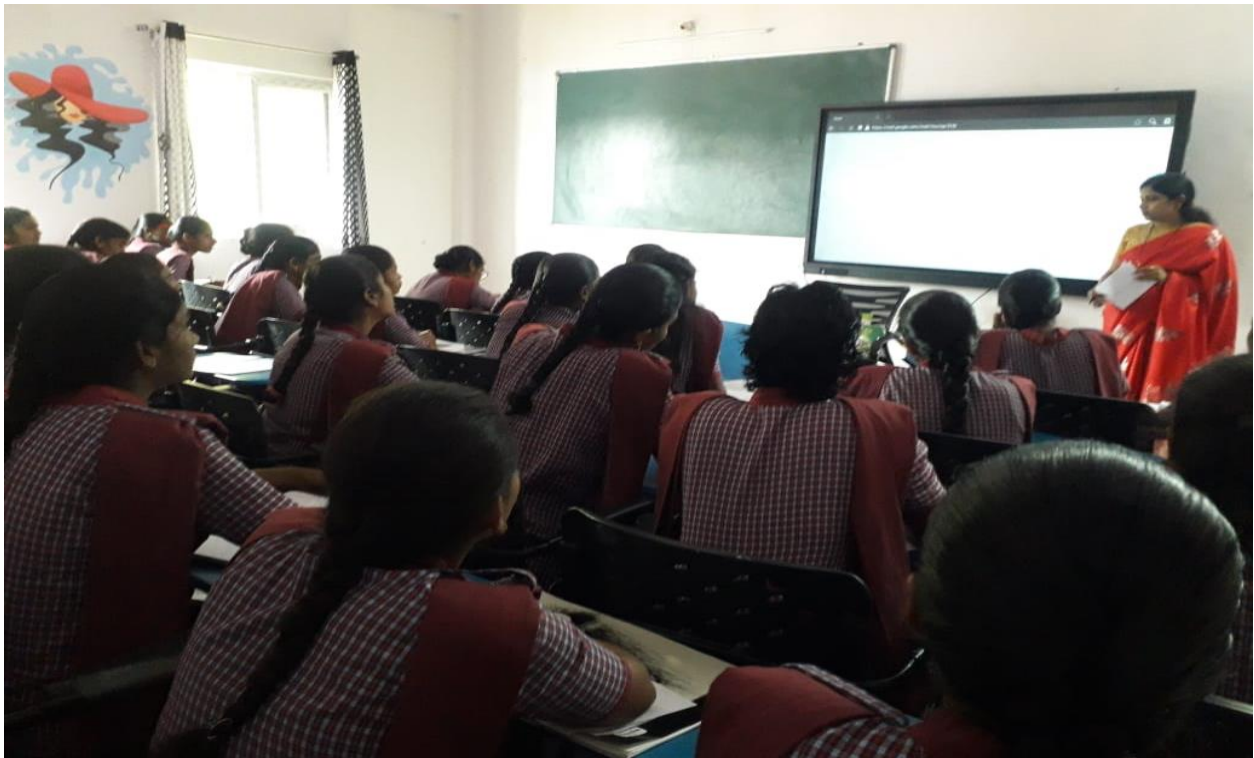
3. Professional Communication
4. Time Management and Productivity
5. Continuous Learning and Development

### **Teaching and Learning Methodology**

The lecture was designed to be highly interactive and engaging, incorporating a variety of teaching and learning methods:

#### **Presentation Slides**

The speaker used visually appealing slides to present key points and concepts. The slides included bullet points, infographics, and charts to make the information easily digestible.



#### **Real-Life Applications.**

The session focused on Resume building, communication skills, interview skills, professional skills etc. These topics help students understand the practical implications of the skills being discussed.

#### **Interactive Q&A Sessions**

Throughout the lecture, the speaker encouraged students to ask questions and participate in discussions. This interactive approach ensured that students were actively engaged and could clarify any doubts immediately.

### Feedback and Reflection

At the end of the session, students were asked to provide feedback on the lecture and reflect on their learning experiences. This helped in assessing the effectiveness of the session and identifying areas for improvement.





## **Student Seminar on necessity of communication skills.**

**Date- 20-12-2022**

**Topic – Seminar on necessity of communication skills**

**Objectives –**

- Highlight the Importance of Communication Skills
- Enhance Practical Communication Abilities
- Encourage Active Participation

**List of participants –**

1. P.Srija – B.Com(CA)- III year.
2. M.Anila – MPCs- III year
3. J.Ruchitha – MPC – III year
4. S.Akhila – B.Com(G) – III year
5. P.Mouna sri – MZC – III year
6. B.Munni – BZC-III year
7. S.Ooha – BA-III year

**Key Topics Covered**

- 1.Fundamentals of Effective Communication
2. Verbal and Non-Verbal Communication.
3. Listening Skills
4. Public Speaking
5. Interpersonal Communication.
6. Communication in the Digital Age

**Teaching and learning methods:**

**Interactive Discussions**

Each presentation was followed by a Q&A session where peers could ask questions and engage in discussions. This promoted critical engagement with the material and peer learning.

**Group Activities**

Students participated in group activities that required collaboration and communication, such as debates and group discussions. These activities fostered teamwork and helped students learn to articulate their thoughts clearly and concisely





### Student Feedback –

1. **P.Pooja – B.Com(CA)- III year** – “With this seminar, we will be able to know the importance of communication skills”.
2. **K.Ramya – BA- III year** – “I came to know the ways to develop communication skills with this session”.

## ICT-PPT class on Active and passive Voices

**Date:** 06-01 2023

**Instructor:** K.Vasavi

**Class:** First-Year Degree Students.

**Duration:** 40 minutes

### Objective

The aim of the class was to enhance the understanding and application of active and passive voice among first-year degree students through interactive and technology-integrated teaching methods.

### Teaching Methods

#### ICT-PPT Integration:

#### PowerPoint Presentation:

- The core teaching tool used for the class, offering a structured and visual guide to the topic.
- Included definitions, examples, transformation rules, and exercises.
- Slides were designed to be engaging, with animations and visual aids to illustrate key points.

#### Interactive Elements:

#### Live Q&A:

- Students could ask questions throughout the presentation using a chat function.
- Questions were addressed promptly to clarify doubts and ensure comprehension.

#### Collaborative Learning:

#### Group Discussions:

- Students were divided into small groups to discuss specific aspects of active and passive voice.
- Promoted peer learning and deeper understanding through discussion and explanation.
- Example: Discussing the use of passive voice in scientific writing.

**Peer Review:**

- Students exchanged their transformation exercises for peer review.
- Encouraged critical thinking and collaborative improvement.

**Practice and Application:****Transformation Exercises:**

- Students practiced converting sentences from active to passive voice and vice versa.
- Exercises included a variety of sentence structures to cover different scenarios.
- Example: "The chef prepares the meal" (Active) to "The meal is prepared by the chef" (Passive).

**Contextual Usage:**

- Students wrote paragraphs using both voices in appropriate contexts.
- Topics were related to their field of study to make the exercise relevant.

Example: Writing a lab report section in passive voice.

**Learning Methods****Active Learning:****Engagement with Content:**

- Students actively participated in polls, discussions, and exercises.
- Reinforced learning through practice and immediate application of concepts.

**Critical Thinking:**

- Encouraged by analyzing sentences and deciding the appropriate voice.
- Students evaluated the effectiveness of each voice in different contexts.

**Visual Learning:****PowerPoint Slides:**

- Visual aids such as diagrams, charts, and highlighted text helped in better comprehension.
- Example: Visual representation of the transformation process from active to passive voice.

**Multimedia Elements:**

- Included short video clips demonstrating the use of active and passive voice in real-life scenarios.
- Helped cater to visual learners and make abstract concepts tangible.



### **Collaborative Learning:**

#### **Group Activities:**

- Promoted learning through interaction with peers.
- Example: Group discussions on when to use passive voice in academic writing.

#### **Peer Feedback:**

- Constructive feedback from peers during review sessions helped improve understanding and skills.

### **Reflective Learning:**

#### **Post-Class Reflection:**

- Students were encouraged to reflect on what they learned and how they could apply it.
- Example: Writing a short reflection on how they would use passive voice in their assignments.

### **Self-Assessment:**

- Students assessed their own understanding through quizzes and practice exercises.
- Example: Completing a self-assessment quiz at the end of the session.

## **Feedback and Evaluation**

### **Student Feedback:**

- Positive responses to the interactive elements and clear explanations.
- Suggestions for more examples and detailed explanations of complex sentences.
- Appreciation for the balance between theory and practice.

### **Instructor Evaluation:**

- Monitoring student performance through quizzes and exercises.
- Adjusting teaching pace and focus based on real-time feedback.
- Example: Spending more time on the transformation process based on student performance in initial exercises.

## **Conclusion**

The ICT-PPT class on active and passive voice effectively combined technology and interactive teaching methods to enhance student engagement and understanding. The use of visual aids, real-time feedback, collaborative activities, and practice exercises provided a comprehensive learning experience. Future classes can build on this approach by incorporating more examples and advanced exercises.

## **Project work on “Indians who put India on the global platforms”**

### **Introduction**

The project work focusing on "Indians Who Put India on the Global Platform" aims to explore the contributions of prominent Indians in various fields such as science, technology, literature, arts, and sports. This report outlines the teaching and learning practices involved in executing this project, emphasizing the methodologies, tools, and outcomes.

### **Objectives**

- To enhance students' research skills.
- To promote critical thinking and analytical skills.
- To improve presentation and communication abilities.
- To foster an understanding of India's contributions to the global community.

### **Teaching Practices**

#### **Project Planning and Preparation**

**Topic Selection:** Teachers guide students in selecting notable Indians whose contributions have had a significant global impact.

**Resource Allocation:** Teachers provide a list of resources, including books, articles, and online databases, to aid in research.

**Timeline Creation:** A detailed timeline is created to ensure that students stay on track with their research, compilation, and presentation.

#### **Research and Data Collection**

**Guided Research Sessions:** Teachers conduct sessions on effective research methods, including how to use online databases and libraries.

**Note-Taking Sessions:** Sessions are held to teach students how to take structured and relevant notes from their research materials.

#### **Mentorship and Support**

**Regular Check-ins:** Teachers schedule regular meetings to monitor progress, provide feedback, and address any challenges faced by students.

### **Collaborative Learning**

**Group Discussions:** Students are encouraged to discuss their findings with peers to gain different perspectives.

**Peer Review:** Implementing peer review sessions where students critique each other's work, providing constructive feedback.

### **Learning Practices**

#### **Independent Research**

**Critical Analysis:** Students learn to critically analyze sources and differentiate between credible and non-credible information.

**Synthesis of Information:** Encouraging students to synthesize information from various sources to create a comprehensive understanding of their subject.

#### **Skills Development**

**Writing Skills:** Emphasis on drafting, revising, and finalizing research papers or essays.

**Presentation Skills:** Training on how to effectively present their findings using various tools such as PowerPoint, Prezi, or poster boards.

**Digital Literacy:** Utilizing digital tools for research, collaboration, and presentation, thereby improving their digital literacy.

#### **Reflective Learning**

**Self-Assessment:** Students conduct self-assessments to evaluate their own progress and set goals for improvement.

### **Outcomes**

#### **Knowledge Acquisition**

**In-depth Understanding:** Students gain an in-depth understanding of the contributions made by notable Indians and their impact on a global scale.



**Cultural Appreciation:** Enhanced appreciation of India's rich cultural and intellectual heritage.

### **Skill Enhancement**

**Research and Analysis:** Improved ability to conduct thorough research and analyze information critically.

**Communication:** Enhanced written and oral communication skills through report writing and presentations.

### **Personal Growth**

**Confidence:** Increased confidence in handling complex projects and presenting findings to an audience.

**Collaborative Skills:** Improved ability to work collaboratively with peers, benefiting from shared knowledge and feedback.

### **Conclusion**

The project on "Indians Who Put India on the Global Platform" serves as an excellent educational tool that combines various teaching and learning practices to foster a holistic development of students. Through meticulous planning, guided research, and collaborative efforts, students not only gain knowledge about India's global contributors but also develop essential academic and personal skills. This project exemplifies the integration of traditional and modern educational techniques to achieve comprehensive learning outcomes.

## **Seminar on Role of youth in transforming nation.**

**Date-12-02-2023.**

**Topic – seminar on Role of youth in transforming nation.**

Objectives – At the end of this session, students will be able to-

- Improve communication skills
- Improve presentation skills
- Overcome stage fear
- Know responsibilities as a youth.

**List of participants –**

1. **A. Manjula – MPCs-II year**
2. **K.Chitti – MZC – II year**
3. **Ch. Poojitha – B.Com(CA) – II year**
4. **P.Mounika - BA – II year**
5. **G. Shireesha – MPCs- I year**
6. **J.Dharmeshwari – B.Com(CA)-I year**
7. **M.Nirosha – BA – I year**
8. **M. Kalyani – Life sciences – I year**

**Key Topics Covered**

1. Historical and Contemporary Examples
2. Political Engagement
3. Social Entrepreneurship and Innovation
4. Education and Skill Development
5. Challenges and Opportunities

**Teaching and Learning Methodology**

The seminar utilized a range of teaching and learning methods to ensure a dynamic and engaging educational experience:

**Student-Led Presentations** - Students researched and presented on assigned topics, encouraging independent study, critical thinking, and public speaking skills.



**Interactive Q&A Sessions** - Following each presentation and panel discussion, interactive Q&A sessions allowed students to ask questions and engage in debates, promoting active participation and critical engagement.

**Multimedia Resources** - Videos, documentaries, and infographics were used to provide visual and contextual understanding of the role of youth in national development.

**Reflective Exercises** - Reflective exercises encouraged students to write about their insights and learnings from the seminar, helping them internalize the concepts discussed.

### **Outcomes**

- Enhanced Understanding.
- Increased Civic Awareness
- Skill Development
- Motivation and Inspiration

### **Student Feedback –**

1. **G. Anusha – MPCs- II year** – “This session was very interactive and advantageous for us”.
2. **N. Anjumalika – MPCs-I year** – “ It was an inspiring session and reminded us about the duties that should be done by as a youth.

# Project on Creating an Anthology of Poems on Self-Motivation

## Introduction

The project focused on creating an anthology of poems on self-motivation aims to foster creativity, self-expression, and an understanding of literary techniques among students. This report outlines the teaching and learning practices involved in executing this project, highlighting methodologies, tools, and expected outcomes.

## Objectives

- To encourage students to explore and express their thoughts and emotions through poetry.
- To develop students' understanding of poetic forms and techniques.
- To enhance creative writing, critical thinking, and collaborative skills.
- To compile a collection of motivational poems that inspire self-motivation.

## Teaching Practices

### Project Planning and Preparation

**Topic Introduction:** Teachers introduce the theme of self-motivation, discussing its importance and how it can be expressed through poetry.

**Resource Provision:** Providing students with a range of resources, including classic and contemporary poetry collections, to study different styles and techniques.

**Timeline Establishment:** Creating a timeline that outlines key milestones such as brainstorming, drafting, peer review, revision, and final compilation.

### Poetry Workshops

**Creative Writing Sessions:** Conducting workshops on the basics of poetry, including meter, rhyme, imagery, and other literary devices.

**Motivational Themes:** Sessions focused on exploring themes related to self-motivation, such as resilience, perseverance, and inner strength.

### Mentorship:

**Individual Guidance:** Offering one-on-one mentorship to help students refine their ideas and improve their writing.

### **Collaborative Activities**

**Group Discussions:** Facilitating group discussions where students can brainstorm ideas and themes collectively.

**Peer Editing:** Encouraging students to edit each other's work, fostering a collaborative learning environment and improving their editing skills.

### **Learning Practices**

#### **Independent Writing**

**Research and Inspiration:** Encouraging students to research motivational topics and read a variety of poems to draw inspiration for their own writing.

#### **Skill Development**

**Literary Analysis:** Teaching students to analyze poems critically, understanding the use of literary devices and their impact on the reader.

**Creative Expression:** Encouraging students to experiment with different poetic forms and styles to express their ideas creatively.

#### **Reflective Learning**

**Self-Assessment:** Students regularly assess their own work, identifying strengths and areas for improvement.

#### **Outcomes**

- Knowledge Acquisition
- Poetic Techniques
- Motivational Concepts

#### **Skill Enhancement**

- **Creative Writing:** Improved ability to craft poems that effectively convey emotions and themes.
- **Critical Thinking:** Enhanced critical thinking skills through the analysis and interpretation of poems.

## **Personal Growth**

- **Self-Expression:** Increased confidence in expressing personal thoughts and emotions through poetry.
- **Motivation:** A heightened sense of self-motivation and resilience through engagement with motivational themes.

## **Conclusion**

The project on creating an anthology of poems on self-motivation serves as an innovative educational tool that blends creative writing with personal development. Through structured workshops, individual guidance, and collaborative activities, students not only learn the intricacies of poetry but also explore and enhance their self-motivation. This project exemplifies the effective integration of creative and reflective learning practices, resulting in comprehensive personal and academic growth for the students involved.

## Webinar on Career prospects in English

Date- 24-03-2023

Activity – Orientation program on EEE'S in English.

Guest speaker- Dr.Adi Ramesh Babu, Head & Assistant professor, Department of English, Govt. City college (A), Osmania University , Hyderabad.

About the program –



**Telangana Tribal Welfare Residential Degree College for Women, Sircilla**  
Affiliated To satavahana University

**Webinar On  
Career Prospects In English**

**Date&Time**  
24-03-2023 at 11:00 Am

**Dr.Adi Ramesh babu**  
Head&Asst.Professor  
Department Of English  
Govt.City College (A)  
Hyderabad , Osmania  
UniversityTelanagana State

**K.Rajani**  
Principal  
TTWRD&FAA (W)  
Sircilla

**Organizers**  
Department Of English

- An online orientation program on EEE's in English was organised by the department of English on 24-03-2023 for all final year students.
- This webinar was mainly held to make students aware about the career prospects in English language.
- Sir explained that if a student chooses English as a career option, then there are many options to get employment.
- Sir also explained that if a student chooses English as a career option, then he can become –
  1. An English professor or Lecturer or Teacher
  2. Anchor
  3. Journalist
  4. Editor
  5. Translator



6. Tele caller

7. Medical translator etc...

- Sir finally concluded that career should be decided by their own interest and passion and there should be no force.
- The session was very useful to students and helped them to decide a good career opportunity.



## Teaching Practices

### Planning and Preparation

**Topic Selection:** Identifying key areas within the field of English that offer robust career opportunities, such as writing, teaching, publishing, media, public relations, and corporate communications.

**Speaker Selection:** Inviting professionals from diverse career paths who have succeeded with an English degree to share their experiences and advice.

**Resource Compilation:** Preparing informational materials, such as brochures and slides, to be shared during the webinar.

### Structuring the Webinar

- **Introduction and Overview:** A brief introduction to the webinar's objectives and an overview of career prospects in English.

- **Guest Speaker Sessions:** Speaker presents their career journey, highlighting the skills they use and providing practical tips for students.
- **Q&A Sessions:** Interactive sessions where students can ask questions and get personalized advice from the speakers.

## Learning Practices

### Active Participation

- **Engagement:** Encouraging students to actively participate by asking questions, responding to polls, and engaging in discussions.
- **Note-Taking:** Advising students to take notes during the presentations and discussions to capture key insights and advice.

### Skill Development

- **Research Skills:** Guiding students on how to research different career paths and the skills required for each.
- **Networking Skills:** Teaching students the importance of networking and how to connect with professionals in their desired field.

### Reflective Learning

- **Reflection Assignments:** Students complete reflection assignments post-webinar to articulate what they learned and how they plan to apply this knowledge to their career planning.
- **Action Plans:** Encouraging students to develop action plans outlining the steps they will take towards achieving their career goals.

## Outcomes

### Knowledge Acquisition

- **Career Awareness:** Increased awareness of the diverse career options available to English graduates.
- **Skill Requirements:** A better understanding of the skills and qualifications needed for various career paths.

### Skill Enhancement

- **Critical Thinking:** Enhanced ability to critically evaluate different career options and identify personal strengths and interests.

- **Communication Skills:** Improved verbal and written communication skills through active participation and note-taking.

### Personal Growth

- **Confidence:** Increased confidence in making informed career decisions and pursuing career opportunities.
- **Motivation:** Greater motivation to explore and pursue careers in English, supported by practical advice and resources.

### Student Feedback –

1. **J.Ruchitha – MPC- III year** – In this session I have learnt about the importance of English language and career opportunities that can be made in it.
2. **A.Anusha – B.Com(CA)- III year** – Sir explained clearly about the importance of English language. The career prospects sir introduced will be useful for students.



# Project on Critical Analysis of the Poem "Where the Mind is Without Fear" by Rabindranath Tagore

## Introduction

The project focusing on the critical analysis of Rabindranath Tagore's poem "Where the Mind is Without Fear" aims to deepen students' understanding of literary analysis, enhance their appreciation of Tagore's work, and develop critical thinking skills. This report outlines the teaching and learning practices involved in executing this project, highlighting the methodologies, tools, and outcomes.

## Objectives

- To explore the themes and literary devices used in the poem "Where the Mind is Without Fear".
- To develop students' analytical and interpretative skills.
- To enhance students' ability to articulate their insights through written and oral presentations.
- To foster a deeper appreciation of Rabindranath Tagore's contributions to literature and Indian culture.

## Teaching Practices

### Project Planning and Preparation

- **Introduction to Tagore and the Poem:** Providing background information on Rabindranath Tagore and the historical context of the poem.
- **Resource Compilation:** Sharing a selection of resources, including critical essays, historical documents, and multimedia materials related to Tagore and his work.
- **Timeline Establishment:** Creating a detailed project timeline with clear milestones for research, analysis, drafting, and presentations.

## Interactive Elements

- **Group Activities:** Organizing group activities where students analyze specific stanzas or lines, facilitating collaborative learning.

- **Peer Review Sessions:** Implementing peer review sessions where students critique each other's analyses and provide constructive feedback.

### **Learning Practices**

#### **Independent Research**

- **Critical Reading:** Encouraging students to read and analyze critical essays on Tagore's work to gain various perspectives.
- **Note-Taking:** Teaching effective note-taking strategies to help students organize their thoughts and findings.

#### **Analytical Writing**

- **Essay Writing sessions:** Conducting sessions on how to write a critical analysis essay, focusing on thesis development, argumentation, and textual evidence.
- **Drafting and Revising:** Guiding students through multiple drafts of their essays, emphasizing the importance of revision and refinement.

#### **Reflective Learning**

- **Self-Assessment:** Encouraging students to assess their own work and identify areas for improvement.

### **Outcomes**

#### **Knowledge Acquisition**

- **Literary Understanding:** Enhanced understanding of the themes, structure, and literary devices used in "Where the Mind is Without Fear".
- **Historical Context:** Improved knowledge of the historical and cultural context in which Tagore wrote the poem.

#### **Skill Enhancement**

- **Analytical Skills:** Strengthened ability to analyze and interpret literary texts critically.
- **Writing Skills:** Improved essay writing skills, including thesis development, argumentation, and use of textual evidence.

**Presentation Skills:** Enhanced ability to present findings clearly and effectively through oral presentations and group discussions.

### **Personal Growth**

**Critical Thinking:** Increased ability to think critically and engage with complex texts.

**Appreciation of Literature:** Greater appreciation of Rabindranath Tagore's literary contributions and their relevance to contemporary issues.

### **Conclusion**

The project on the critical analysis of Rabindranath Tagore's poem "Where the Mind is Without Fear" effectively combines various teaching and learning practices to foster a deep understanding of literary analysis and critical thinking. Through structured lectures, independent research, and reflective learning activities, students not only gain insights into Tagore's work but also develop essential academic skills. This project exemplifies the integration of traditional and modern educational techniques to achieve comprehensive learning outcomes and a greater appreciation of literature.

## Teaching “Note Making” through You tube class

Date: 03-04-2023

### Introduction:

In the realm of digital education, YouTube has emerged as a powerful platform for disseminating knowledge and facilitating learning. This activity explores note-making skills through YouTube classes, focusing on its effectiveness.

### Methodology:

**Content Creation:** The instructor meticulously designs instructional videos covering various aspects of note-making, including techniques, tips, and examples.

**Interactive Sessions:** Live or pre-recorded sessions are conducted to engage students actively, allowing for real-time queries and discussions.

**Resource Integration:** Supplementary materials such as worksheets, templates, and reference guides are provided to aid comprehension and application.

**Assessment:** Periodic quizzes or assignments are administered to evaluate students' grasp of note-making concepts and their ability to apply them.





## Teaching-Learning Practice:

**Visual Demonstration:** Utilizing visual aids, the instructor demonstrates effective note-making techniques, emphasizing organization, clarity, and conciseness.

**Exemplification:** Real-world examples are presented to illustrate the application of note-making strategies across diverse subjects and contexts.

**Skill Development:** Step-by-step guidance is provided to help students cultivate essential note-making skills, such as active listening, summarization, and synthesis.

**Feedback Mechanism:** Constructive feedback is offered on students' note-taking endeavours, highlighting areas for improvement and commendable practices.



## Conclusion:

The teaching-learning practice of imparting note-making skills through YouTube classes demonstrates significant potential in fostering student learning and skill development. By leveraging the platform's accessibility, flexibility, and interactive features, educators can effectively cultivate students' note-taking proficiency, thereby enhancing their academic success and lifelong learning capabilities.

## Seminar on Voice.

**Date-02-05-2023**

**Topic – Seminar on voice**

**Objectives –**

- To enhance students' understanding of various forms of expression and narrative voices.
- To develop critical thinking and analytical skills through the examination of diverse voices in literature and media.
- To improve public speaking, presentation, and collaborative skills.
- To foster a greater appreciation of cultural and individual diversity in communication.

**List of participants –**

1. N.Anjumalika – MPCs-I year
2. N.Manasa – MPCs-I year
3. M.Nirosha – BA – I year
4. A. Vennela – B. Com (CA)- I year
5. G. Karunya – Life sciences – I year

**Teaching Practices**

**Planning and Preparation**

- **Theme Definition:** Clearly defining the theme "Voices" to include various aspects such as narrative voice in literature, public speaking, cultural voices, and personal expression.
- **Resource Compilation:** Providing a curated list of resources, including books, articles, videos, and recordings that exemplify diverse voices and perspectives.
- **Seminar Outline:** Developing a detailed seminar outline that includes key topics, objectives, and activities.

**Content Delivery**

- **Presentations:** students deliver lectures and presentations on the importance of voice in different contexts, providing theoretical and practical insights.

**Learning Practices**

**Active Participation**

- **Student Presentations:** Students prepare and deliver presentations on selected topics related to the theme "Voices," fostering public speaking skills and confidence.
- **Q&A Sessions:** Encouraging active participation in Q&A sessions with guest speakers and during peer presentations.

### Skill Development

- **Research Skills:** Guiding students on how to research and gather information on their chosen topics, evaluating sources for credibility and relevance.
- **Analytical Skills:** Teaching students to analyze texts and media critically, focusing on how different voices are constructed and conveyed.

### Reflective Learning

- **Peer Feedback:** Implementing peer review sessions where students provide constructive feedback on each other's presentations and reflections.

### Outcomes

#### Knowledge Acquisition

- **Diverse Perspectives:** Enhanced understanding of the importance of diverse voices in literature, media, and communication.
- **Theoretical Understanding:** Improved knowledge of narrative techniques and rhetorical strategies used to convey different voices.

#### Skill Enhancement

- **Public Speaking:** Increased confidence and proficiency in public speaking and presentation.
- **Critical Thinking:** Enhanced ability to critically analyze and interpret various forms of expression.



## **Personal Growth**

- **Cultural Appreciation:** Greater appreciation of cultural and individual diversity through the exploration of different voices.
- **Self-Expression:** Improved ability to express personal ideas and perspectives clearly and effectively.

## **Student Feedback –**

1. **G.Avinasha – MPCs – I year –** “At the end, we have learnt what is voice and conversion of voices like active to passive. It is a useful session”.
2. **S.Divya – BA – I year –** “ In this session, I understood conversation of voices very well”.

## **Conclusion**

The student seminar on "Voices" successfully integrates various teaching and learning practices to provide a comprehensive exploration of expression in literature, media, and communication. Through a combination of lectures, interactive workshops, guest speakers, and student presentations, the seminar fosters a deeper understanding of diverse perspectives and enhances essential academic and personal skills. This initiative highlights the importance of recognizing and valuing different voices, preparing students for a more inclusive and empathetic engagement with the world.

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE  
COLLEGE FOR WOMEN, SIRCILLA**



**DEPARTMENT OF ENGLISH**

**Academic year 2021-2022**

**TEACHING-LEARNING PRACTICES**

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**Seminar on current happenings**

**Date- 29-10-2021**

**Topic – Seminar on current happenings**

**Objectives**

- To increase students' awareness of recent global and local events.
- To develop students' analytical and critical thinking skills.
- To improve research, presentation, and discussion skills.
- To encourage informed and active citizenship.

**List of participants:**

1. B.Ranusha – MPCs-I year
2. K.Chitti – MZC-I year
3. G.Sindhuja – BA - II year
4. L.Latha – MPCs - II year
5. K.Anusha – BZC - III year
6. N.Navya – MPC – III year

**Teaching Methods**

- **Planning and Preparation**
- **Topic Selection:** Identifying relevant and impactful current events across various domains such as politics, science, technology, environment, and culture.
- **Resource Compilation:** Providing students with access to reliable news sources, articles, and multimedia resources to support their research.
- **Timeline Establishment:** Creating a detailed schedule that includes deadlines for topic selection, research, draft submissions, and final presentations.

## **Content Delivery**

- **Lectures and Briefings:** Students deliver introductory lectures on selected topics to provide context and background information.
- **Interactive Elements**
- **Group Activities:** Organizing students into groups to research different aspects of a current event, fostering collaboration and diverse viewpoints.

## **Learning Methods**

### **Research and Analysis**

- **Independent Research:** Students conduct independent research on their chosen topics, utilizing a variety of sources to gather comprehensive information.
- **Critical Analysis:** Teaching students to critically analyze news sources, discerning bias, reliability, and the implications of the information.

### **Presentation Skills**

- **Presentation Sessions:** Conducting sessions to improve students' presentation skills, focusing on clear communication, effective use of visual aids, and public speaking techniques.
- **Peer Feedback:** Implementing sessions where students present their findings to peers and receive constructive feedback to refine their presentations.

### **Reflective Learning**

- **Self-Assessment:** Encouraging students to evaluate their research and presentation skills, setting goals for improvement.

## **Outcomes**

### **Knowledge Acquisition**

- Current Events Awareness
- Contextual Understanding

### **Skill Enhancement**

- **Research Skills:** Strengthened ability to conduct thorough and reliable research on contemporary issues.
- **Analytical Skills:** Improved ability to analyze and interpret current events critically.
- **Presentation Skills:** Enhanced ability to present findings clearly and confidently, using effective visual aids and public speaking techniques.

### **Personal Growth**



- **Critical Thinking:** Increased capacity for critical thinking and the ability to engage with complex issues.
- **Informed Citizenship:** Greater sense of informed and active citizenship, with a better understanding of the impact of current events on society.



#### **Student Feedback:**

1. **K.Prathyusha – MPCs- I year** – “In this session, We had an exposure to the hot topics in the society.”
2. **M.Roja – BA – II year** – “This session created an awareness on General happenings in the society”
3. **D.Chandana – MZC – III** – “As we lack exposure to the outside world we had gained awareness on latest issues in the society.”

#### **Conclusion**

The seminar on "Current Happenings" effectively combines various teaching and learning methods to engage students with contemporary issues, fostering a deeper understanding and critical engagement with the world around them. Through structured lectures, expert talks, group activities, and reflective learning practices, students develop essential academic and personal skills. This initiative exemplifies the importance of integrating current events into educational practices to prepare students for informed and active participation in society.

## Inviting guests on to the dais

Date – 05-11-2021

Topic – Inviting guests on to the dais.

**Introduction:** The activity of "Inviting Guests onto the Dais" is an integral part of many academic and formal events. It involves both formal etiquette and communication skills. This activity promotes mastering this activity, ensuring they are well-prepared for professional settings.

**Objectives** – At the end of the session, students will be able –

- To improve communication skills.
- To develop hosting skills.
- To know how to respect elders and how to honour them in an occasion.
- To develop self-confidence.

**List of participants** –

1. All final year students



**Methodology:**

- **Curriculum Integration:** The activity is integrated into the curriculum, typically within a module on public speaking or professional communication.



- **Role-Playing Exercises:** Implementing role-playing sessions where students practice inviting guests in a simulated environment.
- **Feedback and Assessment:** Providing constructive feedback and assessing students' performances through peer reviews and instructor evaluations.

### Teaching-Learning Practice:

1. **Instructional Lectures:** Educators provide lectures on the importance of formal invitations, detailing the cultural and social significance, and the protocol involved.
2. **Demonstrations:** Live demonstrations by instructors on how to invite guests, including proper body language, tone of voice, and choice of words.
3. **Script Writing:** Training students to write formal invitation scripts, ensuring clarity, politeness, and appropriateness for different contexts.
4. **Practical Sessions:** Students practice the activity in a controlled environment, inviting peers and instructors to the dais, followed by a real-world application during college events.

### Key Findings:

- Skill Enhancement
- Confidence Building
- Professional Preparedness
- Cultural Awareness

### Challenges:

1. **Nervousness:** Overcoming nervousness and stage fright remains a challenge. Incorporating more relaxation techniques and confidence-building exercises could be beneficial.
2. **Consistency in Practice:** Ensuring regular practice sessions and consistent feedback is crucial for skill retention and improvement.
3. **Individual Attention:** Providing personalized feedback and addressing individual weaknesses can further enhance the learning experience.
4. **Real-World Exposure:** Organizing more events where students can practice inviting guests in real-world scenarios will provide practical experience and boost confidence.

### Student Feedback –

1. **G.Naveena – BZC -III year –** “I enjoyed the session and felt like a real event. I have learnt some tips from my friends.”
2. **S.Bhargavi – MPC -III year –** “It is a useful session because I have learnt basic rules to be followed during hosting an event.”
3. **B.Anusha – BA – III year –** “This session taught us an important skills which can be made as a profession in future.”



**Conclusion:** The teaching-learning method employed by the Department of English for training final-year degree students in inviting guests onto the dais is comprehensive and effective. By integrating theoretical knowledge with practical application, and providing consistent feedback, the department successfully equips students with essential formal communication skills. This method not only enhances students' academic experience but also prepares them for professional and social settings where such skills are invaluable.

## **Seminar on hobbies**

**Date- 11-11-2021**

**Topic – Seminar on hobbies**

**Objectives –** At the end of the session, students will be able to –

- Discuss their hobbies with out any hesitation
- Can divert from time consuming habits to time utilizing habits
- Improve communication skills
- Overcome stage fear.

**List of participants –**

**All first-year students**

**Methodology:**

- **Seminar Planning:** The seminar is carefully planned, with objectives, topics, and activities clearly defined.
- **Interactive Sessions:** Incorporating interactive elements such as discussions, workshops, and presentations.
- **Assessment and Feedback:** Implementing mechanisms to assess student engagement and gather feedback on the seminar's effectiveness.

**Teaching-Learning Practices:**

**Introduction and Overview:**

- The seminar begins with an introductory session highlighting the importance of hobbies and their impact on personal and professional life.
- The instructor presents an overview of various hobbies, categorizing them into creative, physical, intellectual, and social activities.
- This interactive element fosters a collaborative learning environment and encourages diverse perspectives.

**Assessment and Feedback:**

- Students are assessed through reflective essays or reports on what they learned and how they plan to incorporate new hobbies into their lives.
- Feedback is gathered through surveys or discussion sessions to evaluate the seminar's effectiveness and areas for improvement.



### Key Findings:

- **Increased Awareness:** Students gained a broader understanding of the variety of hobbies available and their potential benefits.
- **Skill Development:** The seminar helped in developing new skills and enhancing existing ones, contributing to personal growth.
- **Enhanced Engagement:** Interactive elements and peer presentations increased student engagement and participation.
- **Motivation:** Exposure to different hobbies and hearing from enthusiasts motivated students to explore new interests.

### Student Feedback –

1. **K.Akhila – MZC – I year** – “In this session, I got a chance to know the difference between having good habits and bad habits.”
2. **K.Bhavani -BA – I year** – “By this activity, I was benefitted because I can change my habits that may become a threat to my character.”
3. **Ch.Poojitha – I year** – “In this session, my friends shared their hobbies and I came to know some useful hobbies that I can develop to change my lifestyle”

### Conclusion:

The seminar on hobbies, effectively utilized various teaching-learning practices to engage students and promote their overall development. Through a combination of interactive presentations, workshops, group discussions, and expert insights, the seminar succeeded in broadening students' horizons and encouraging them to pursue new interests. Addressing the identified challenges and implementing the recommendations can further enhance the effectiveness of such initiatives.

## PowerPoint presentation on Travelogue by Student

Date: 20-12-2021

### Introduction:

The activity of creating and presenting a PowerPoint presentation (PPT) on a travelogue offers students an engaging and multifaceted learning experience. This report explores the teaching-learning methods involved in this activity, focusing on how it helps students develop a range of skills, including research, organization, visual communication, and public speaking.

### Objective:

The primary objective of the PPT on travelogue activity is to enhance students' research abilities, improve their organizational and presentation skills, and foster creativity. By sharing their travel experiences or hypothetical journeys, students practice descriptive language, narrative skills, and the use of multimedia tools.



## **Teaching-Learning Methods:**

### **Topic Selection and Research:**

**Personal or Assigned Topics:** Students either select a travel destination based on their experiences or are assigned a place to research. This ensures that each presentation is unique and engaging.

**Research Skills:** Students gather information about the chosen destination, including its history, culture, landmarks, and personal experiences or hypothetical itineraries. This research process enhances their ability to find, evaluate, and synthesize information.

### **Planning and Organization:**

- **Outline Creation:** Students create an outline for their presentation, organizing the information into a logical structure. Typical sections might include an introduction, key attractions, cultural insights, personal anecdotes, and conclusion.
- **Storyboard Development:** For visual planning, students develop a storyboard, deciding which images, maps, and other visual aids to include in each slide. This helps in organizing content effectively and maintaining a coherent narrative flow.

### **Visual Communication:**

- **Design Principles:** Faculty provide guidance on effective PPT design, covering principles such as layout, color schemes, font choices, and the balance between text and visuals. This ensures that presentations are visually appealing and easy to follow.
- **Multimedia Integration:** Students learn to incorporate multimedia elements such as photos, videos, maps, and audio clips. This enhances the visual appeal of the presentation and helps convey information more vividly.

### **Outcomes and Impact:**

- Enhanced Research Skills
- Improved Organizational Skills
- Visual Literacy
- Stronger Descriptive and Narrative Skills
- Boosted Confidence and Public Speaking
- Peer Learning and Collaboration

### **Conclusion:**

The PPT on travelogue activity employs a comprehensive teaching-learning approach that integrates research, organization, visual communication, and public speaking. By guiding students through each step of the process, from topic selection to final presentation, this activity not only enhances their language skills but also prepares them for real-world communication challenges.



## **Seminar on online learning**

**Date- 16-03-2022**

**Topic – Pros and cons of online learning**

**Objectives –** At the end of this session, students will be able to-

- Improve communication skills
- Know pros and cons of online learning
- Learn proper usage of online learning
- Overcome stage fear.

**List of participants –**

1. M.Mounasri MZC – II year
2. K Shruthi – BZC – II year
3. B.Kalpana – MPC – II year
4. A Prathyusha – B.Com(CA) – II year
5. A.Laxmi – MPCS- II – Year
6. S.Ooha – BA – II year
7. S.Akhila – B.Com(G) – II year

**Methodology:**

- **Seminar Planning:** The seminar is meticulously planned, with clear objectives, topics, and activities outlined.
- **Interactive Sessions:** Incorporating interactive elements such as discussions, presentations, and workshops.
- **Assessment and Feedback:** Implementing mechanisms to assess student engagement and gather feedback on the seminar's effectiveness.

**Teaching-Learning Methods:**

**Introduction and Overview:**

- The seminar begins with an introductory session that outlines the importance of online learning, its evolution, and its impact on modern education.
- The instructor presents an overview of various online learning platforms, tools, and strategies.

**Interactive Presentations:**

- Students are encouraged to prepare and deliver presentations on their experiences with online learning, discussing both the benefits and challenges.
- This method promotes public speaking skills and peer learning, allowing students to share their personal insights and tips.

### **Workshops and Demonstrations:**

- Hands-on workshops are conducted to familiarize students with essential online learning tools and platforms such as Learning Management Systems (LMS), virtual classrooms, and collaboration tools.
- Demonstrations by instructors or tech-savvy students showcase specific functionalities and best practices for using these tools effectively.

### **Group Discussions:**

- Facilitated group discussions allow students to share their experiences, discuss common challenges, and brainstorm solutions related to online learning.
- This interactive element fosters a collaborative learning environment and encourages the exchange of diverse perspectives.

### **Assessment and Feedback:**

- Students are assessed through reflective essays or reports on what they learned during the seminar and how they plan to apply these insights to their own online learning experiences.
- Feedback is gathered through surveys or discussion sessions to evaluate the seminar's effectiveness and areas for improvement.





### Key Findings:

- **Enhanced Understanding:** Students gained a comprehensive understanding of online learning tools and strategies, improving their ability to navigate digital education environments.
- **Skill Development:** The seminar helped in developing technical skills related to using online learning platforms and tools.
- **Increased Engagement:** Interactive elements and peer presentations increased student engagement and participation.
- **Motivation:** Exposure to expert insights and practical tips motivated students to adopt effective online learning practices.

### Student Feedback –

1. **B.Vijaya – MPC- II year –** “As we have undergone online classes during lockdown, we got chance to share the difficulties faced during online classes.”
2. **K.Ramya – BA -II year-** “Online learning had a terrible impact on us and we shared those struggles in this session.”

## **Seminar on Types of verbs**

**Date – 08-04-2022**

**Topic – Seminar on types of Verbs**

**Objectives – At the end of this session, students will be able to-**

- Improve communication skills
- Gain wider knowledge on verbs and their functions.
- Get detailed understanding on types of Verbs and it's role in a sentence.
- To overcome stage fear.

**About the program –**

- The department of English organised a seminar in the month of April.
- The topic is given based on Their academic syllabus, so that they can understand the topic more effectively.
- First year students participated in this seminar.
- Students explained about verbs and it's rules types of Verbs (Regular and Irregular, Finite and non-finite, Transitive and intransitive).
- After this session students had a better understanding on verbs which also had academic importance.

Teaching-Learning Methods Utilized:

**List of participants –**

1. Y.Vinika – MPCs-I year
2. A.Snehalatha – B.Com(CA)- I year
3. K.Deepthi – MZC – I year
4. G.Saritha – BA – I year

**Peer-Led Presentations:**

Student-led presentations formed the cornerstone of the seminar, wherein participants prepared and delivered presentations on specific verb types. This approach fostered peer-to-peer learning, collaboration, and ownership of learning outcomes. Through research, preparation, and presentation, students enhanced their understanding of verb classifications while developing communication and presentation skills.

**Multimedia Resources:**

The integration of multimedia resources, including videos, animations, and online tutorials, supplemented traditional teaching methods and catered to diverse learning styles.

Multimedia elements captured students' attention, visualized abstract concepts, and reinforced verbal explanations. By incorporating technology, the seminar capitalized on digital literacy skills and enhanced engagement among participants.

### **Peer Tutoring Sessions:**

Peer tutoring sessions provided opportunities for one-on-one or small group interactions, where students could clarify doubts, seek assistance, and engage in peer teaching. Peer tutoring encouraged active participation, collaboration, and mutual support among peers. It fostered a conducive learning environment where students felt comfortable seeking guidance from their peers and consolidating their understanding through teaching others.



### **Student Feedback –**

1. **K.Bhavani – BA -I year –** “ The session was very useful as I learnt more information regarding verbs”.
2. **L.Harika – BA – I year –** “ I came to know about different types of Verbs and it’s usage”.

### **Conclusion:**

The student seminar on types of verbs exemplified the effectiveness of employing student-centered and interactive teaching-learning methods to enhance engagement, comprehension, and retention. Through peer-led presentations, multimedia resources, peer tutoring sessions, students were actively involved in their learning journey, fostering a deeper understanding of verb classifications and linguistic proficiency.

## **JAM Session.**

**Date – 29-05-2022.**

**Topic – JAM session**

**Objectives –**

- Builds self- Confidence.
- Improves your oral communication skills
- Helps in time management.
- Helps in facing interviews and large audience.
- Helps to develop problem – solving abilities.

**About the program –**

- The department of English organised a JAM session to to improve communication and presentation skills.
- As a part of curricular Activity, second year students participated in this session.
- Aa the second-year students participated in this session and exhibited their presentation skills.
- This session helps students to build conversation skills to overcome stage fear and also helps speaker to speak boldly and fluently by expressing their ideas.



**List of participants –**

**All second-year students.**

## **Teaching-Learning Methods involved:**

### **Peer Collaboration:**

Peer collaboration was at the heart of the jam session, where students came together to exchange ideas, and learn from one another. Through collaborative efforts, students shared their knowledge, techniques, and experiences, fostering a sense of community. Peer collaboration encouraged mutual support, constructive feedback, and collective growth.

### **Improvisation Exercises:**

Improvisation exercises encouraged students to explore creativity, spontaneity, and expression. Participants engaged in improvisational jamming sessions. Improvisation exercises fostered confidence, adaptability, and improvisational skills, allowing students to express themselves freely and develop their uniqueness in expression.

### **Performance Opportunities:**

Performance opportunities were integrated into the jam session, allowing students to showcase their talents in front of their peers. Participants performed their topics, receiving feedback and applause from the peer group. Performance opportunities promoted stage confidence, stage presence, and public speaking skills, while also celebrating individual and collective achievements.

### **Conclusion:**

The jam session organized by students exemplified the effectiveness of student-led teaching-learning methods in fostering collaboration, creativity, and skill development. Through peer collaboration, improvisation exercises, performance opportunities, students actively engaged in musical expression, learning, and growth. The jam session not only provided a platform for exploration and experimentation but also nurtured a supportive and inclusive community where students could learn from one another, share their passion, and celebrate their achievements.

### **Student Feedback -**

1. **P.Pooja – B.Com(CA)- II year** – “This session created a platform for us to improve communication skills and express our views”.
2. **A.Laxmi – MPCs – II year** – “ In this session, we have learnt some skills that help us to prepare for a speech within a less span of time.”

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**Student Seminar on National Youth Day**

**Date- 16-01-2021**

**Topic- Seminar on National Youth Day.**

**Introduction**

National Youth Day, celebrated annually on January 12th in India, commemorates the birth anniversary of Swami Vivekananda, a key figure in introducing Indian philosophies of Vedanta and Yoga to the Western world. This day aims to inspire and empower the youth, making it an ideal occasion for educational institutions to engage students in seminars that foster learning, dialogue, and self-improvement

**Objectives of the Seminar**

The student seminar on National Youth Day aims to:

- Inspire students by discussing Swami Vivekananda's contributions and philosophies.
- Encourage active participation and engagement through interactive teaching-learning methods.
- Develop critical thinking, communication, and presentation skills among students.
- Foster a sense of responsibility and leadership.

**List of participants:**

1. **V.Shailaja – BA- III year.**

**About the program:**

- For the month of January, the department of English organised a student seminar.
- It was presented by V. Shailaja BA final year, on the occasion of National Youth Day
- National Youth Day was celebrated every year on January 12<sup>th</sup> to commemorate the birthday of swami Vivekananda

- he was born on 12<sup>th</sup> January 1863 and died on 4<sup>th</sup> July 1902. He was the chief disciple of the 19<sup>th</sup> century Mystic Ramakrishna Paramahansa.
- he influenced many leaders like Modi, Aurobindo Ghosh, Mahatma Gandhi, Jawaharlal Nehru and Balagangadhar Tilak.
- He was a social reformer and great philosopher.
- Main aim of this day is to motivate the youth and in turn bring drastic change in building up the future of the nation.

## Teaching-Learning Methods Used

### Interactive Lectures

- **Description:** The seminar begins with interactive lectures on Swami Vivekananda's life, teachings, and their relevance to modern youth.
- **Method:** Speakers use multimedia presentations, including videos and slides, to make the sessions engaging. Students are encouraged to ask questions and participate in discussions.
- **Outcome:** This method helps students grasp historical and philosophical contexts while allowing them to engage actively with the material.

### Peer Teaching

- **Description:** Students take turns teaching a topic or concept related to the seminar theme to their peers.
- **Method:** Peer teaching involves students preparing lessons and teaching them, while their peers provide feedback and engage in discussions.
- **Outcome:** This method reinforces the teacher-student role dynamics, promotes active learning, and helps students develop teaching skills.

## Assessment and Feedback

### Methods of Assessment:

- Quality of presentations and research.
- Peer feedback and self-assessment.

## Conclusion

The student seminar on National Youth Day successfully achieves its objectives of inspiring and educating students. This session not only convey the teachings of Swami Vivekananda but also equip students with essential life skills, fostering a holistic approach to education. The seminar serves as a model for integrating historical and philosophical education with practical skill development.





#### Student Feedback:

- **G.Shylaja – B.Com(Gen)- I year –** “ In this seminar I understood the importance of Swami Vivekananda’s speeches.”
- **B.Akhila – MPC – I year –** “ I came to know that National Youth Day is Celebrated to commemorate the preachings of Swami Vivekananda”.



## **Student Seminar on Dr.B.R.Ambedkar Jayanthi.**

**Date- 13-02-2021**

**Topic: Seminar on Dr. B.R.Ambedkar Jayanthi**

### **Introduction**

Dr. B.R. Ambedkar, a prominent Indian jurist, economist, and social reformer, played a pivotal role in drafting the Indian Constitution and championing the rights of marginalized communities. A seminar on Dr. B.R. Ambedkar provides an opportunity for students to delve into his life, works, and lasting impact on Indian society.

### **Objectives of the Seminar**

The student seminar on Dr. B.R. Ambedkar aims to:

- Educate students about Dr. Ambedkar's contributions to Indian society and law.
- Encourage active participation and engagement through interactive teaching-learning methods.
- Develop critical thinking, research, and presentation skills.
- Promote understanding of social justice and equality.

### **List of participants:**

**V.Rachana – B. Com (CA)-II year.**

### **About the program:**

- For the month of February, the department of English organised a student seminar. It was presented by Rachana- B. Com (CA)-II year, on the occasion of Ambedkar Jayanthi.
- In this session, Rachana explained about the life history of Dr.Bhim Rao Ramji Ambedkar.
- He was born on 14<sup>th</sup> April 1891 and died on 16<sup>th</sup> December 1956.
- He was an Indian economist, Politician and social reformer and was honoured Bharata Ratna Award in 1990.
- He played a key role in framing Indian constitution. He worked as the chairman of the constitution drafting committee.
- Drafting of the constitution took over almost 3 years ( 2 years 11 months 7 days)
- In this seminar, students learnt about the Constitution of India and how it was framed under the guidance of Dr. B.R. Ambedkar.

## Teaching-Learning Methods Used

### Interactive Lectures

- **Description:** The seminar begins with interactive lectures on Dr. Ambedkar's life, achievements, and his role in shaping modern India.
- **Method:** Students use multimedia presentations, including documentaries, slideshows, and audio clips, to make the sessions more engaging. Students are encouraged to ask questions and participate in discussions.
- **Outcome:** This method helps students understand historical and social contexts and stimulates interest through visual and auditory aids.



## Peer Teaching

- **Description:** Students take turns teaching specific topics related to Dr. Ambedkar to their peers.
- **Method:** Peer teaching involves students preparing lessons and delivering them, followed by feedback and discussion sessions.
- **Outcome:** This method reinforces knowledge, encourages active learning, and helps students develop teaching and leadership skills.

## Student Feedback:

1. **G.Achala – MPCs-II year** - “In this session I learnt about the Father of Indian constitution and his life history.”
2. **B.Bindu – MZC – II year** – “In this session, I understood the role of Dr. B.R.Ambedkar in Framing the Indian constitution”.

## Conclusion

The student seminar on Dr. B.R. Ambedkar successfully achieves its objectives of educating and inspiring students. This seminar not only convey the significance of Dr. Ambedkar's contributions but also equip students with critical thinking, research, and presentation skills. The seminar serves as a comprehensive approach to understanding and advocating for social justice and equality.

## **Group Discussion on Influence of social media**

**Date: 29-03-2021**

**Topic – Group discussion on Influence of social media**

### **Objectives of the Group Discussion**

The group discussion aims to:

1. Foster critical analysis of the impact of social media on various aspects of life.
2. Enhance students' communication, collaboration, and public speaking skills.
3. Encourage the exchange of diverse perspectives and ideas.
4. Develop the ability to construct and defend arguments.

### **List of participants:**

1. **B.Shireesha – B.Com(Gen) – II year**
2. **G.Shylaja – B.Com( Gen) – II year**
3. **K.Ramya – BA – II year**
4. **A.Laxmi – MPCs- II year**
5. **A.Preethi – BZC – II year**
6. **B. Akhila – MPC – II year**
7. **P.Pooja – B. Com(CA)-II year**

### **About the program:**

- In order to promote effective communication skills in students, a group discussion was conducted among students.
- Students were given a topic called the influence of social media
- Each student expressed their views on the topic and discussion went on that view.
- Group Discussion is a comprehensive technique to judge the sustainability of an individual and his appropriateness.

### **Teaching-Learning Practices Used**

#### **Pre-Discussion Preparation**

- **Description:** Students prepare by researching the topic beforehand.
- **Method:** Instructors provide a list of resources, including articles, videos, and case studies on social media's influence. Students are assigned specific subtopics to explore and prepare notes.
- **Outcome:** Pre-discussion preparation ensures that students come to the discussion well-informed and ready to contribute meaningfully.



## Setting Ground Rules

- **Description:** Establishing a conducive environment for respectful and productive discussion.
- **Method:** At the beginning of the session, instructors and students collaboratively set ground rules, such as listening actively, not interrupting, respecting differing opinions, and ensuring equal participation.
- **Outcome:** Ground rules create a respectful and focused discussion atmosphere, encouraging everyone to participate.



## Guided Questioning

- **Description:** Using targeted questions to stimulate critical thinking and guide the discussion.
- **Method:** Instructors prepare a list of open-ended questions to prompt deeper analysis and keep the discussion dynamic. Examples include, "How has social media changed the way we communicate?" or "What are the ethical implications of data collection by social media companies?"
- **Outcome:** Guided questioning helps maintain the focus on critical aspects of the topic and encourages comprehensive exploration.

## Student Feedback:

- **B.Navya – MZC -II year –** “ This session was very useful because I got a chance to share my views and correct my language skills”.
- **V.Aishwarya – B.Com(CA)-II year –** “ I have learnt how to speak in public and how to have an effective communication”.

## Conclusion

The group discussion on the influence of social media, through a combination of pre-discussion preparation, structured roles, guided questioning, and reflective debriefing, effectively promotes critical thinking and communication skills. By engaging students in small group discussions and providing comprehensive feedback, the exercise ensures a deep understanding of the topic and enhances students' ability to analyze and articulate complex ideas. This multifaceted approach fosters an enriching learning experience, preparing students for future academic and professional endeavors.

## Webinar on English language sounds

**Date- 12-04-2021**

**Topic – Webinar on English language sounds**

### Introduction

A webinar on English language sounds is designed to enhance the phonetic understanding and pronunciation skills of degree students.

### Objectives of the Webinar

The webinar on English language sounds aims to:

- Improve students' understanding of English phonetics.
- Enhance pronunciation and speaking skills.
- Provide practical exercises for mastering English sounds.
- Encourage active participation and continuous learning.

**Participants:** Around 80 students from all the groups.

### About the programme

- In TTWRDC (W) sircilla, the department of English organised a webinar on sound system of English language on 12-04-2021 in the morning session at 11:00 AM
- The speaker of this webinar was G. Parshuram Rao garu, former head of English department govt SRR arts and science college, Karimnagar.
- He was presented with enchanting Muse award in India world poetry festival held in Ramoji film city, Hyderabad. His poems have been published in about 45 international anthologies
- He explained about English language sounds. He said 44 sounds are Represented by 26 letters in English language. These 44 sounds are further divided into 20 vowel sounds and 24 consonant sounds. These vowel sounds are again divided into 12 pure vowels and 8 diphthongs.

### Teaching-Learning Methods Used

#### Interactive Lectures

- **Description:** The webinar starts with interactive lectures on the fundamentals of English phonetics, covering topics such as vowels, consonants, diphthongs, and intonation.
- **Method:** Instructors use multimedia presentations, including phonetic charts, audio clips, and video demonstrations, to explain different sounds. Students are encouraged to ask questions.



- **Outcome:** This method provides a comprehensive understanding of English sounds and keeps students engaged through multimedia and interactive elements.

### Phonetic Drills

- **Description:** Phonetic drills focus on practicing specific sounds through repetition and correction.
- **Method:** Instructors provide audio samples of various English sounds. Students repeat these sounds, either individually or in union, while the instructor provides real-time feedback.
- **Outcome:** Phonetic drills improve pronunciation accuracy and help students internalize the correct sounds through repeated practice.



**TTWRDC(W) SIRCILLA**  
Affiliated To Satavahana University

WEBINAR ON  
**SOUND SYSTEM OF ENGLISH LANGUAGE**

**Date & Time**  
*12-04-2021 at 11:00am*



**G. Parashuramrao**  
Poet & Writer  
Former HOD SRR Degree college  
Karimnagar

**K. Rajani**  
Principal  
TTWRDC(W)  
SIRCILLA

**Organizers**  
**Department Of English**



## **Assessment and Feedback**

- Participation in quizzes and interactive activities.
- Accuracy and improvement in pronunciation during drills and practice sessions.
- Performance in individual feedback sessions.

## **Conclusion**

The webinar on English language sounds, utilizing a mix of interactive lectures, phonetic drills, effectively enhances students' phonetic knowledge and pronunciation skills. The webinar ensures comprehensive learning, active participation, and continuous improvement. This multifaceted approach equips students with the necessary skills to master English sounds and improve their overall communication abilities.

## **Student Feedback:**

1. **B.Varsha – MPCs-I year** – “In this session, I learnt all the English sounds.It is very useful session”.
2. **S.Pooja – MPC – I year** – “ English sounds are useful for pronunciation. So I found it helpful”.

## Online Class on Phonetics during Lockdown

**Date:** In the month of May, 2021

### **Introduction:**

In the digital age, online classes have become a vital component of education, offering flexibility and accessibility. The Head of the Department (HOD) of English, Mrs. Rehana Iffath, has leveraged this medium to conduct a comprehensive online class on phonetics.

### **Objective:**

The primary objective of the online class on phonetics is to enhance students' understanding of phonetic principles, improve their pronunciation, and equip them with the skills necessary to analyze and produce the sounds of English accurately.

### **Teaching-Learning Methods:**

#### **Structured Lesson Plans:**

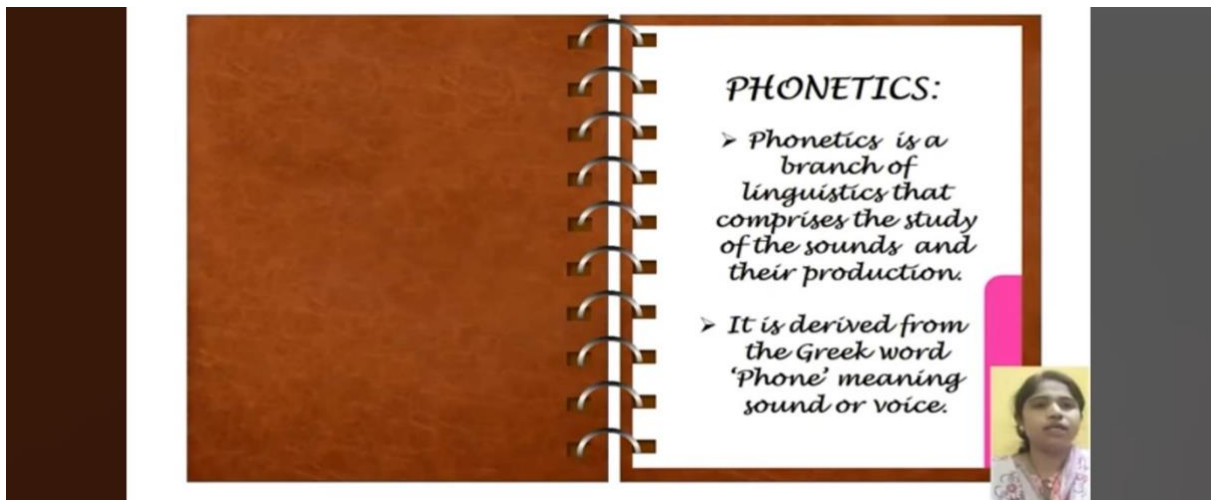
- **Syllabus Design:** The HOD has meticulously designed the syllabus to cover all essential aspects of phonetics, including phonetic symbols, sound production, and phonetic transcription. The syllabus is divided into modules, each focusing on a specific area.
- **Learning Outcomes:** Clear learning outcomes are defined for each module, ensuring that students understand the goals and objectives of the course.

#### **Interactive Lectures:**

- **Live Sessions:** The HOD conducts live lectures using video conferencing tools. These sessions are interactive, allowing students to ask questions and engage in discussions.
- **Multimedia Presentations:** Lectures are supported by multimedia presentations that include visual aids such as diagrams of the vocal tract, phonetic charts, and video clips demonstrating sound production.

#### **Practical Exercises:**

- **Phonetic Transcription Practice:** Students are given regular exercises to practice phonetic transcription using the International Phonetic Alphabet (IPA). These exercises help students internalize the symbols and sounds of English.
- **Sound Production Activities:** Practical activities involving the production of sounds are incorporated into the curriculum. Students record themselves pronouncing words and sentences, which are then reviewed by the instructor for feedback.



#### **Outcomes and Impact:**

- Improved Pronunciation
- Enhanced Analytical Skills
- Flexibility and Accessibility
- Increased Engagement
- Comprehensive Understanding

#### **Conclusion:**

The online class on phonetics employs a variety of effective teaching-learning methods to provide a comprehensive and engaging learning experience. By integrating live lectures, multimedia resources, practical exercises, and interactive tools, the course successfully enhances students' phonetic skills and understanding. This approach underscores the speaker's commitment to delivering high-quality education in a flexible and accessible online format.

**Link:** [https://youtu.be/V0Bh9Hbw\\_D8?si=NeDvKJ5zvJOnjry6](https://youtu.be/V0Bh9Hbw_D8?si=NeDvKJ5zvJOnjry6)

## Online Class on Voices during Lock down period

**Date:** In the month of May, 2021

### **Introduction:**

The COVID-19 lockdown necessitated a rapid shift to online learning, challenging educators to adapt their teaching methods to a virtual environment. E. Prasuna, a faculty member of the English Department, effectively conducted an online class on voices (active and passive) during this period.

### **Objective:**

The primary objective of the online class on voices is to enhance students' understanding of active and passive voice constructions, improve their ability to use these voices correctly in writing and speaking, and develop their overall grammatical proficiency.

### **Teaching Methods:**

#### **Structured Lesson Plans:**

- **Clear Objectives:** Each lesson begins with clear objectives outlining what students will learn about active and passive voices, including identification, usage, and transformation of sentences.
- **Module-Based Approach:** The course is divided into modules, each focusing on different aspects of voices. This structured approach helps students progressively build their knowledge.

#### **Interactive Lectures:**

**Multimedia Presentations:** Lectures are supported by multimedia presentations, including slides with examples, charts, and visual aids that illustrate the differences between active and passive voice.

#### **Practical Exercises:**

- **Sentence Transformation Exercises:** Regular exercises are given where students practice transforming sentences from active to passive voice and vice versa. These exercises help solidify their understanding and application of the concepts.
- **Assignments:** Online assignments are used to assess students' grasp of active and passive voices. Immediate feedback is provided to help students correct mistakes and improve.

#### **Outcomes and Impact:**

- Improved Grammatical Skills
- Enhanced Writing Skills

- Flexibility and Accessibility
- Increased Engagement

**Conclusion:**

The online class on voices employed a variety of effective teaching methods to provide a comprehensive and engaging learning experience. By integrating structured lesson plans, interactive lectures, practical exercises, and personalized feedback, the course successfully enhanced students understanding and use of active and passive voices.

**Link to the class:** <https://youtu.be/Z6KShz4KfjI?si=jO1UuHZmxdVtudak>



# Online Class on Tenses During the Lockdown Period

**Date:** In the Month of May, 2021

## **Introduction:**

The transition to online learning during the COVID-19 lockdown posed significant challenges for both educators and students. The English Department, leveraging digital platforms, adapted its teaching methods to ensure the effective delivery of content.

## **Objective:**

The primary objective of the online class on tenses is to enhance students' understanding of the various English tenses, improve their ability to use these tenses correctly in writing and speaking, and develop their overall grammatical proficiency.

## **Teaching Methods:**

### **Structured Lesson Plans:**

- **Clear Objectives:** Each lesson begins with clear objectives, outlining what students will learn about specific tenses, including their forms, uses, and common errors.
- **Module-Based Approach:** The course is divided into modules, each focusing on different tenses (e.g., present simple, past perfect). This structured approach helps students build their knowledge progressively.

### **Interactive Lectures:**

- **Multimedia Presentations:** Lectures are supported by multimedia presentations, including slides with examples, timelines, and visual aids that illustrate the use of different tenses.

### **Practical Exercises:**

- **Sentence Construction Exercises:** Students are given regular exercises to practice constructing sentences using different tenses. These exercises help solidify their understanding and application of the concepts.
- **Assignments:** Online written assignments are used to assess students' grasp of the tenses. Immediate feedback is provided to help students identify and correct their mistakes.

### **Real-Life Applications:**

- **Contextual Learning:** Instructors provide real-life examples and contexts for using different tenses, helping students understand their practical applications. This may include storytelling, describing past experiences, or discussing future plans.

## Outcomes and Impact:

- Improved Grammatical Skills
- Enhanced Writing Skills
- Flexibility and Accessibility
- Increased Engagement
- Comprehensive Understanding

## Conclusion:

The online class on tenses conducted during the lockdown period employed a variety of effective teaching methods to provide a comprehensive and engaging learning experience. By integrating structured lesson plans, interactive lectures, practical exercises, and personalized feedback, the course successfully enhanced students' understanding and use of English tenses. This approach highlights the commitment of the English Department to delivering high-quality education in a challenging online environment, ensuring that students continue to learn and grow despite the constraints of the lockdown.

Link to the class: <https://youtu.be/BotmXNtnRA?si=anonfMyqJE1OvQxc>

The image shows a screenshot of a video lecture slide. At the top left, there is a small video feed of a person. The slide content is as follows:

**Active and passive voice**

voice

- active: What subject does
- passive: The focus is on the action.

**How to change from active to passive?**

Look at this statement

**Ram killed Ravan**  
Subject    verb    object

**Ravan was killed by Ram.**  
object    be verb    verb 3    Subject

**Active : Ram killed Ravan**  
**Passive : Ravan was killed by Ram.**

**Active Voice**  
First there is Subject then object

**Passive Voice**  
First there is object then subject

**Example**  
Amit plays football      Football is played by Amit

Scroll for details



## **Webinar on knowledge skills for job-oriented students**

**Date: 30-06-2021**

**Topic: Webinar on knowledge skills for job-oriented students.**

### **Objectives:**

- to aware students on wide range of skills
- to introduce job skills.
- To prepare students for interviews
- to improve communication skills

**Resource person: D.Vijay Prakash, Asst. Professor, Department of English, Satavahana University, Karimnagar.**

### **About the webinar –**

- The department of English organised an English webinar with the topic: knowledge skills for job-oriented students on 30<sup>th</sup> June 2021 in the morning session at 11:30 AM
- The speaker for this webinar is D.Vijay Prakash garu, former assistant professor in English at Satavahana university Karimnagar.

### **Key Teaching Methods Discussed**

#### **Experiential Learning**

- **Description:** Focuses on hands-on experiences and reflective practices.
- **Implementation:** Incorporating internships, co-op programs, and project-based assignments.
- **Benefits:** Provides real-world experience and helps students apply theoretical knowledge.

#### **Blended Learning**

- **Description:** Combines traditional classroom methods with online digital media.
- **Implementation:** Online modules.
- **Benefits:** Flexible learning environment and caters to different learning styles.

#### **Soft Skills Training**

- **Description:** Focuses on interpersonal skills, communication, and emotional intelligence.
- **Implementation:** Role-playing activities, and group discussions.

- **Benefits:** Prepares students for workplace dynamics and improves teamwork and leadership skills.





**Telangana Tribal welfare  
Residential Degree College For  
Women, Sircilla  
Affiliated To Satavahana University**



*D.Vijay Prakash  
Assistant Professor  
English Department  
Satavahana university*

**Webinar on  
Knowledge skills for job oriented  
students**

**Date & Time**  
*30-06-2021 at 11:30am*



*K. Rajani  
Principal  
TTWRDC(W)  
SIRCILLA*

**Organizers  
Department Of English**

### Learning Strategies for Students

- **Self-Directed Learning**

Encourages students to take initiative in their learning process by setting goals, identifying resources, and self-assessing progress.

- **Collaborative Learning**

Involves group work and peer-to-peer learning to foster teamwork and collective problem-solving.

- **Time Management**

Training on prioritizing tasks, setting deadlines, and managing study schedules to enhance productivity.

- **Active Learning**

Involves engaging students through discussions, debates, and hands-on activities to promote deeper understanding.

- **Lifelong Learning**

Instilling the importance of continuous learning and staying updated with industry trends and advancements.

#### **student feedback**

1. **T.Bhargavi MPC- II year** – “all the skills are useful for professional communication purposes”.
2. **B.Anusha – BA- III year** – “this session is useful for gaining knowledge of wide range of skills”.

#### **Conclusion**

The webinar effectively highlighted the importance of adopting diverse teaching and learning methods to prepare job-oriented students for the workforce. By integrating experiential learning, problem-based learning, and blended learning techniques, educators can provide a more comprehensive and practical education. Furthermore, by encouraging self-directed and lifelong learning, students can remain competitive and adaptable in a rapidly changing job market.

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE  
COLLEGE FOR WOMEN, SIRCILLA**

**DEPARTMENT OF ENGLISH**

**Academic year 2019-2020**

**TEACHING-LEARNING PRACTICES**

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**Seminar on Diary writing.**

**Date: 21-08-2019**

**Topic: Diary writing.**

**Introduction**

Diary writing is an essential activity in education that encourages self-expression, reflection, and improvement in writing skills.

**Objectives:** At the end of the program, students will be able to –

- Make diary writing as a habit.
- Make diary writing in a creative way.
- To add creativity to diary entries.
- To develop communication skills.

**List of participants:**

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. G.Sneha – MZC-II year       | 7. D.Archana – B.Com(CA)- II year |
| 2. L.Niroja – MZC-II year.     | 8. B.Swapna – B.Com(CA)- II year  |
| 3. B.Triveni – MPCs-II year.   | 9. D.Ravali – MPC – II year       |
| 4. D.Keerthana – MPCs-II year. | 10. J.Sahithya – MPC – II year    |
| 5. B.Manasa – BA- II year      |                                   |
| 6. M.Jalakanya – BA – II year  |                                   |

**About the program:**

1. As a part of academic syllabus, the Department of English organised a seminar on Diary writing.
2. Diary writing is a good habit that should be made as a habit for each and every individual.
3. In this session students explained about the common phrases used mostly in daily diary entries.

4. Students spoke on Diary writing and its importance for building good character, to watch out daily activities done by an individual and to have a change in any habits wherever necessary.
5. The session went on with grabbed attention.



### Teaching Methods used

- **Lectures:**

**Overview of Diary Writing:** The seminar began with a comprehensive lecture that introduced students to the history, purpose, and benefits of diary writing. Famous diary examples and their impact were discussed.

**Writing Techniques:** Detailed presentations on narrative styles, tone, structure, and other technical aspects of diary writing provided students with the necessary knowledge to start writing their diaries effectively.

- **Group Activities:**

**Collaborative Writing:** In small groups, students created collective diary entries, which encouraged teamwork and the exchange of ideas.

- **Technology Integration:**

**Multimedia Elements:** Encouragement to incorporate photos, videos, and audio recordings into their diary entries to enhance their narratives.

### **Student Feedback:**

1. **V.Suvarna- MZC-II year** – “This program was very useful for me because I have learnt the importance of diary writing and decided to start daily diary entry.”
2. **L.Vijetha – MPCs- II year** – “ I have learnt some common phrases to write a diary and from now I will use those phrases”.
3. **K.Aakanksha – B.Com(CA)- II year** – “ This session taught me the necessity of diary writing in our life”.

### **Conclusion**

The teaching methods employed in the student seminar on diary writing effectively engaged students and enhanced their writing skills. Through a mix of traditional lectures, interactive discussions, hands-on workshops, group activities, technology integration, and reflective practices, students gained a comprehensive understanding of diary writing. These methods not only improved their technical skills but also encouraged creativity, self-expression, and collaborative learning.

## Telephonic conversations

**Date: 06-09-2019**

**Topic: Telephonic conversations**

### Introduction

The Department of English organized an activity titled "Telephonic Conversations" aimed at enhancing students' communication skills. This session highlighted their effectiveness and impact on students' language proficiency.

### Objectives of the Activity

- **Enhancing Verbal Communication Skills:** To improve students' ability to communicate effectively over the phone.
- **Building Confidence:** To help students gain confidence in handling telephonic conversations in various scenarios.
- **Developing Listening Skills:** To enhance students' active listening abilities.
- **Contextual Vocabulary Usage:** To enable students to use appropriate vocabulary and phrases contextually.

### List of participants:

- |                              |                                    |
|------------------------------|------------------------------------|
| 1. S.Swetha MPC- I year.     | 8.T.Supriya – BZC-I year           |
| 2. G.Radhika - MPC – I year. | 9. M.Pooja – B.Com(G) - year       |
| 3. A.Ramya - MPCs-I year.    | 10. V.Teja – B.Com(G) – I year     |
| 4. B.Vennela - MPCs-I year.  | 11. L. Vijaya – B.Com(CA) – I year |
| 5. B.Bindu – MZC-I year.     | 12. M.Divya – B.Com( CA)- I year   |
| 6. D.Thameru – MZC-I year.   | 13. B Anusha – BA- I year          |
| 7. L.Soujanya – BZC – I year | 14. E Shailaja – BA – I year       |

### About the program:

- To improve communication skills among students, the department of English organised an activity called "Telephonic conversations" on 06-11-2019.
- In this activity, a pair of students were called and asked to start a telephonic conversation on selected topic.
- Students will have the conversation starting with introduction, followed by greetings and then development of conversation by sharing the main reason for calling. Closure is the stage where the complete message is delivered and the conversation will be ended by farewell.
- This activity enhances the listening and speaking skills of students. It is an integral part of speaking in the modern world.



## Teaching and Learning Methods

### Role-Playing

**Description:** Role-playing was the primary method used in this activity. Students were paired and given scenarios such as making appointments, customer service interactions, or casual conversations with friends and family.

### Implementation:

**Scenario Distribution:** Teachers provided a variety of real-life scenarios for practice.

**Preparation Time:** Students were given time to prepare their dialogues and familiarize themselves with the context.

**Role Execution:** Students took turns playing different roles, ensuring they experienced both sides of the conversation.



### Benefits:

**Practical Experience:** Students engaged in realistic telephonic conversations, mimicking real-life situations.

**Skill Development:** This method helped students develop spontaneity and improve their verbal communication skills.

## **Peer Review and Reflection**

**Description:** After each role-playing session, students participated in peer review and reflection activities.

### **Implementation:**

**Peer Feedback:** Students reviewed each other's performances, providing constructive criticism and positive reinforcement.

**Self-Reflection:** Students reflected on their own performance, identifying areas of improvement and setting goals for future practice.

### **Benefits:**

**Critical Thinking:** Peer review encouraged students to think critically about communication strategies.

**Self-Awareness:** Self-reflection helped students become more aware of their strengths and weaknesses.

### **Student Feedback:**

1. **B.Harisha – B.Com(G) - I year** – “ This session is very useful as I learnt some basic phrases to start a conversation”.
2. **B.Gouthami – BZC – I year** – “This activity is very engaging and helped me to start a conversation freely”.
3. **B.Rama – MZC – I year** – “ I have learnt the tips to have an effective and impressive telephonic conversation “.
4. **B.Sandhya – MPCs- year** – “In this session I have learnt about having telephonic conversation effectively”.

## **Conclusion**

The "Telephonic Conversations" activity employed a combination of role-playing, guided practice, peer review, use of authentic materials, and interactive workshops. These methods collectively enhanced students' communication skills, boosted their confidence, and prepared them for real-world telephonic interactions. The diverse teaching and learning strategies ensured a comprehensive learning experience, catering to different learning styles and needs. This holistic approach contributed significantly to the students' overall language proficiency and communicative competence.

## Webinar on LSRW skills

**Date- 22-11-2019.**

**Topic: webinar on LSRW skills.**

### Introduction

The Department of English recently conducted a webinar focused on developing LSRW (Listening, Speaking, Reading, Writing) skills.

### Objectives of the Webinar

**Listening Skills:** To improve students' ability to understand spoken English.

**Speaking Skills:** To enhance students' oral communication skills.

**Reading Skills:** To develop students' comprehension and analytical abilities.

**Writing Skills:** To strengthen students' ability to express ideas clearly and correctly in written form.

### About the program:

- In TTWRDC(W) Rajanna sircilla, the department of English organised a state level webinar on the topic Communication skills in English on 22-11-2019 at 11:00 AM
- The speaker for this session was Dr.Dinakar Sir, Assistant professor in English, Government Degree College, Huzurabad.
- The session was very informative and interesting and also very productive.

### Teaching and Learning Methods

#### Interactive Lectures

- The webinar featured expert-led interactive lectures focusing on each of the LSRW skills.
- The webinar was divided into four segments, each dedicated to one of the LSRW skills.
- Subject matter experts provided insights, strategies, and techniques for improving each skill.
- Each segment included a Q&A session where participants could ask questions and seek clarifications.

#### Benefits:

**Focused Learning:** The segmented approach ensured that each skill was given adequate attention.

**Expert Guidance:** Participants received valuable insights from experienced professionals.

## **Listening Activities**

Various listening activities were conducted to enhance participants' listening skills.

Participants listened to different types of audio clips, such as conversations, speeches, and stories.

After listening, participants answered comprehension questions to test their understanding.

### **Benefits:**

**Active Listening:** Participants practiced active listening, improving their ability to comprehend spoken English.

**Critical Thinking:** Discussions encouraged critical thinking and deeper understanding of the audio content.

## **Speaking Exercises**

- Speaking exercises were designed to help participants improve their spoken English
- Participants were given prompts and asked to speak on the topic for a few minutes.
- Role-playing activities were conducted to simulate real-life speaking scenarios.
- Peer Feedback: Participants provided feedback to each other on aspects such as clarity, pronunciation, and fluency.

### **Benefits:**

**Fluency Improvement:** Regular practice helped participants improve their speaking fluency.

**Confidence Building:** Role-playing and peer feedback sessions boosted participants' confidence in speaking English.

## **Reading Comprehension Activities:**

Activities aimed at improving reading comprehension were integrated into the webinar.

- Participants were provided with various reading passages, including articles, essays, and stories.
- Participants answered questions related to the passages to test their understanding.
- Group discussions were held to analyze and interpret the texts.

### **Benefits:**

**Enhanced Comprehension:** Regular practice with diverse texts improved participants' reading comprehension skills.

**Analytical Skills:** Discussions helped participants develop analytical and critical thinking skills.

## **Writing Workshops**

Writing workshops were conducted to enhance participants' writing skills.

- Participants were given writing prompts and tasked with composing essays, reports, or creative pieces.
- Participants exchanged their writings and provided constructive feedback to each other.

#### **Benefits:**

**Writing Proficiency:** Regular writing practice improved participants' writing proficiency and clarity.

**Constructive Criticism:** Peer and expert feedback helped participants identify and rectify mistakes.



#### **Student Feedback:**

1. **A.Jeevitha-** “ The session was very useful and sir taught us all the required skills”.
2. **P.Swarnalatha-** “In this session, we learnt about all the skills related to language”.

#### **Conclusion**

The webinar on LSRW skills employed a variety of teaching and learning methods, including interactive lectures, listening activities, speaking exercises, reading comprehension activities, writing workshops, and the use of interactive platforms and tools. These methods collectively contributed to the holistic development of participants' language skills, enhancing their listening, speaking, reading, and writing abilities. The diverse and interactive approach ensured a comprehensive and engaging learning experience, meeting the objectives of the webinar effectively.

## **Questions in interviews**

**Date- 10-12-2019**

**Topic – questions in interviews**

**Objectives –** At the end of this session, students will be able to –

- Identify the basics of the interviewing process.
- Explain how to prepare for and use common types of interview questions.
- Know how an interview is typically structured.
- Know the factors that shape the interview environment and its influence on communication.

**List of participants:**

1. **K.Sai prasanna MZC final year**
2. **P.Vineela MZC final year**
3. **D.Nandini MPCs final year**
4. **D.Manusha MPCs final year**
5. **B.Sri latha B.Com(CA) final year**
6. **J.Swetha B.Com(CA) final year**

**About the program:**

- As a part of curricular Activity, The department of English conducted a session discussing about questions in interviews.
- In this activity final year students are involved mostly as they were entering into a competitive phase.
- As a part of this activity students were given some most frequently or commonly asked questions.
- This activity helps students a lot in career building. In their life they have to face many interviews in order to get a seat in any institution to get a job in a reputed company.
- Most commonly asked questions are discussed among students and they were also taught how to answer to those questions.

**Teaching and Learning Methods**

**Role-Playing-**Role-playing was the core method used to simulate interview scenarios.

**Implementation:**

- Students were given various interview scenarios, such as job interviews, academic interviews, and media interviews.
- Students were divided into pairs or small groups, with some playing the role of interviewers and others as interviewees.
- Each pair/group conducted mock interviews, with interviewers asking prepared and impromptu questions, and interviewees responding accordingly.

**Benefits:**

- Students gained hands-on experience in conducting and participating in interviews.
- Role-playing helped in refining both questioning and answering techniques.

**Peer Review and Reflection**

Peer review and reflection activities were integrated to encourage self-assessment and mutual learning.

**Implementation:**

- Students reviewed each other's performances, providing constructive criticism and positive reinforcement.
- Students reflected on their own performance, identifying strengths and areas for improvement.

**Benefits:**

- Peer review encouraged critical analysis of interview techniques.
- Reflection activities helped students become more aware of their own skills and areas needing improvement.

**Use of Authentic Materials**

Authentic materials such as sample interview questions, recorded interviews, and real-world scenarios were used to provide realistic practice.

**Implementation:**

Students practiced with a variety of sample interview questions, covering different topics and industries.

Students watched recorded interviews to observe and analyze effective techniques.

Realistic scenarios were used to simulate actual interview conditions.





### **Benefits:**

- Authentic materials provided a realistic context for practicing interview skills.
- Analyzing real interviews helped students understand what works in different situations.

### **student feedback**

1. **B.Praveena mzc final year** – “ This session was useful Because it took out the fear of interviews in me”
2. **B.Padma mpcs final year-** “I have learnt interview skills in this session which will be useful for future”.

### **Conclusion**

The "Questions in Interviews" activity employed a combination of role-playing, guided practice, peer review, use of authentic materials, and interactive workshops. These methods collectively enhanced students' interviewing skills, preparing them for real-world scenarios. The diverse teaching and learning strategies ensured a comprehensive learning experience, catering to different learning styles and needs, and significantly contributed to students' overall professional development.

## **Debate on current topics**

**Date:**

**Topic: Debate on current topics**

**Introduction:**

In the contemporary educational landscape, fostering critical thinking skills is paramount for students to navigate complex issues effectively. The English Department's initiative of conducting debate on current topics serves as a commendable platform for honing such skills

**Objectives: At the end of this session, students will be able to-**

- Can develop critical thinking skills by analyzing and synthesizing information from multiple sources and perspectives.
- It also enhances communication skills, such as expressing ideas clearly, listening, and responding persuasively.
- Strengthen collaboration skills by working with others and respecting diverse opinions.
- Boost up their creativity skills by generating original solutions to problems and challenges.
- Gain civic engagement skills by raising awareness for social, ethical, and global issues.

**List of participants:**

**Group-A.**

1. S.pooja- MPC- I year.
2. B.Pallavi- MPCs-I year.
3. B.Rama- MZC-I year.
4. K.Ramya sri – BZC-I year.
5. A.Jyothi- B.Com(G)- I year.
6. B.Akhila – B.Com(CA)-I year.
7. B.Srilatha – BA-I year.

**Group – B**

1. N Navya- MPC- I year
2. T.Swathi- MPCs-I year
3. S.Pavitra – MZC-I year
4. T.Supriya – BZC-I year
5. M.Pooja – B.Com(G)- I year
6. M.Divya – B.Com(CA)-I year
7. M.Akhila – BA- I year

**About the program:**

- To improve communication skills the department of English conducted a debate on current trending topics

- Students were decided into two groups and asked to choose a current topic of their choice.
- Those two groups participated actively by expressing their own views on that issues.
- The main aim of this activity is to improve rigorous higher order and critical thinking skills
- It also helps students to build links between words and ideas that make concepts more meaningful.

### **Teaching-learning methods involved:**

**Topic Selection:** The Mentor selected topics that are relevant, thought-provoking, and reflective of contemporary socio-political, cultural, and environmental concerns. This ensures that students engage with issues that are both intellectually stimulating and socially significant.

**Preparatory Phase:** Prior to the debate, students are provided with resources such as articles and multimedia materials to familiarize themselves with the topic from various perspectives. They are encouraged to conduct independent research to deepen their understanding and formulate well-informed arguments.

**Structured Debate Format:** The debate follows a structured format comprising an opening statement, rebuttals, cross-examination, and closing arguments. This format instils discipline in argumentation and encourages students to construct logical, evidence-based arguments while also fostering respectful engagement with opposing viewpoints.

**Role of Facilitators:** Faculty members serve as facilitators, guiding students through the process, providing constructive feedback, and ensuring that the debate remains focused and productive. They also intervene when necessary to clarify concepts, resolve disputes, and encourage participation from all students.

**Assessment Criteria:** Assessment is based on various parameters including argumentation quality, evidence presentation, articulation, and overall engagement. This multifaceted approach ensures a comprehensive evaluation of students' critical thinking and communication skills.

### **Outcomes and Impact:**

- Enhanced Critical Thinking
- Improved Communication Skills
- Empowerment and Confidence
- Broadened Perspectives.



#### **Student Feedback:**

1. **B.Pallavi – MPCs-I year** – “ This session was very enthusiastic and we had a lot of fun besides gaining skills”
2. **M.Divya – B.Com(CA)- I year** –“We have learnt crucial techniques to effectively participate in debates by this session”

#### **Conclusion:**

The "Debate on Current Topics" activity exemplifies the English Department's commitment to fostering critical thinking, communication, and engagement with contemporary issues. Through its structured pedagogical approach, this activity equips students with invaluable skills essential for academic success and active citizenship in an increasingly complex world.

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE  
COLLEGE FOR WOMEN, SIRCILLA**

**DEPARTMENT OF ENGLISH**

**Academic year 2018-19**

**TEACHING-LEARNING PRACTICES**

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**Seminar on Impact of social media on youth.**

**Date:** 21-11-2018

**Topic:** Impact of social media on youth

**Objectives:** At the end of this session, students will be able to –

- Understand the pros and cons of social media
- use social media in a proper way
- improve speaking skills
- Improve utilization of social media

**List of participants:**

1. D.Mamatha- MZC-II year
2. G.Rajamani- MZC-II year
3. K.Srujana- MZC-II year
4. D. Nandini- MPCs-II year
5. G Lavanya – MPCs-II year
6. P.Ravali- MPCs-II year
7. B.Navya- B.Com(CA)-II year

**J. Swetha-B. Com (CA)-II year About the program:**

- On 21/11/2018, a Student seminar was organised For all the students and the topic was impact of social media on youth.
- Students Whoever was interested gave seminar on the given topic.
- This session is arranged generally to improve speaking skills among students and also have a general talk on current issues.
- Social media is a platform to make friends, improve social network, send or receive information and share content to wide number of people.
- But this social media is used in a negative way leading to cyber crimes.
- Hence its impact is based on the usage of it.
- This matter was clearly explained by the students which also led for the general discussion among students.



### Student Feedback:

1. **Y.Kavya- MPCs-II year-**“This session was very interactive and awared us on usage of social media”.
2. **A.Jeevitha- MPCs-II year-**“By this seminar, we learnt about social media and it’s advantages and disadvantages.”
3. **K.Mamatha- MZC-II year-** “This session is useful for improving speaking skills and presentation skills”.



### Student seminar on Tenses

Date:02-02-2019

**Topic:** Tenses and it's uses

**Objectives:** After this session, students will be able to –

- Learn Tenses and it's uses in English Grammar
- How one sentence be framed in required tense and condition, can be learnt.
- Construct sentences according to their interest
- Convert sentences from one tense to other
- Improve speaking skills and presentation skills
- Overcome stage fear.

**List of participants:**

1. E.Shylaja
2. B.Shireesha
3. N.Navya
4. G.Mayuri
5. B.Susheela
6. M.Maneesha
7. L.Sangeetha
8. M.Lavanya.

**About the program:**

- A seminar was organised on the topic “Tenses and it's uses” for First year students.
- The topic of the seminar is given based on their syllabus.
- Tenses denotes the time of action done by the subject or noun.
- Without tenses, no sentence can be framed or used.
- Based on the time, we have Present Tense, Past tense and Future Tense.
- Students explained the topic very well with a good number of examples.
- They also involved other students to construct the sentences on their own with the help of structures.

**Teaching-Learning Methods:**

**Collaborative Learning:**

- **Group Work:** Students are divided into small groups, each assigned a specific tense (e.g., past simple, present perfect, future continuous). Within their groups, students research, discuss, and prepare presentations on their assigned tense.
- **Peer Teaching:** Each group presents their findings to the class, explaining the rules, uses, and common mistakes associated with their tense. This peer-teaching method promotes active engagement and reinforces learning through teaching.

**Hands-on Activities:**



- **Sentence Construction Exercises:** After each presentation, students participate in hands-on activities where they construct sentences using the tense discussed. This practical exercise reinforces learning and provides immediate application of concepts.
- **Role-playing:** Role-playing activities are incorporated to practice tenses in conversational contexts. Students act out scenarios requiring specific tenses, thereby enhancing their ability to use tenses appropriately in real-life communication.



#### **Outcomes and Impact:**

- Enhanced Understanding
- Improved Application
- Increased Engagement.
- Peer Learning and Support
- Confidence Building

#### **Student Feedback:**

1. **B.Jyothi – BA- I year –**“This session explained the importance of tenses in daily conversation.

2. **A.Sampoorna – B.Com(CA)-I year – “Without tenses we cannot frame any single sentence. So this session created awareness on use and usage of tenses”**

**Conclusion:**

The student seminar on tenses employs a variety of effective teaching-learning methods that cater to different learning styles and promote active engagement. By combining collaborative learning, interactive presentations, hands-on activities, and constructive feedback, the seminar not only enhances students' understanding of tenses but also equips them with practical skills for effective communication. This initiative underscores the English Department's commitment to fostering a comprehensive and dynamic language learning experience.

## Activity- Word file creation

**Date-**20-03-2019

**Topic** – word file creation.

**Objectives** – After participating in this session. Students will be able to-

- Create a word file on their own
- To create a document and to store it safely
- To also instruct other students on how to create a word file
- To inculcate mentor skills among them.

### List of participants:

1. B.Bhargavi – MZC-I year.
2. B.Pallavi – MZC-I year.
3. L.Sowmya – MZC-I year.
4. A.Ramya – MPCs-I year.
5. B.Kavitha – MPCs-I year.
6. L.Jyothi – MPCs -I year.
7. B.Deepa – BA- I year
8. L.Ramya – B.A -I year
9. V.Shylaja – BA- I year
10. A.Reecha – MPC-I year
11. D.Ravali – MPC- I year
12. O.Mounika – MPC- I year
13. J.Vinitha - B.Com(CA)-I year
14. L.Akhila – B.Com(CA)-I year
15. M.Jyothi – B. Com(CA) – I year

### About the program:

- As a part of curricular activities, Department of English organised an activity called “word file creation”, on 20-03-2019.
- As they were pursuing graduation, it is mandatory for them to have an awareness on MS office and exclusively word file creation.
- The purpose of Microsoft Word documents is to create, edit, copy, save and share any content in the form of word document.
- In this session, a situation is given to the students. That is, “Imagine you are an instructor in a computer class. Demonstrate to your students about the process of opening a word file”.
- This activity also involves the usage of Imperative sentences, sequencing words and verbs while instructing.

### Teaching-Learning Methods:

#### Instructional Demonstrations:

- **Software Tutorials:** Instructors provide detailed tutorials on using word processing software. These demonstrations cover basic functions (e.g., typing, saving

documents) and advanced features (e.g., formatting text, inserting images, creating tables).

- **Step-by-Step Guidance:** The instructional sessions are designed to be step-by-step, ensuring that students of all proficiency levels can follow along and understand the functionalities being taught.

#### **Hands-on Practice:**

- **Guided Exercises:** Students engage in guided exercises where they apply the techniques demonstrated by the instructor. These exercises include tasks like creating a formatted document, inserting headers and footers, and using bullet points and numbering.
- **Independent Projects:** After guided practice, students work on independent projects that require them to create word files based on given criteria. This fosters creativity and reinforces the skills learned during the instructional phase.

#### **Peer Collaboration:**

- **Group Assignments:** Students are grouped and assigned collaborative projects, such as creating a newsletter or a collaborative report. This promotes teamwork and allows students to learn from each other's strengths.
- **Peer Review:** Students exchange their word files for peer review, providing constructive feedback on formatting, content organization, and language use. This process encourages critical thinking and attention to detail.



**Outcomes and Impact:**

- Technical Proficiency
- Enhanced Language Skills
- Improved Collaboration
- Attention to Detail
- Increased Confidence

**Student Feedback:**

1. **G.Soujanya – MZC -I year** – “This session is very interesting and I have learnt a lot.”
2. **B.Lavanya – MZC -I year** – “Before this session I have little knowledge on word file creation but I have gained a lot.”
3. **R.Kavya – BA – I year** – “Usage of Imperative sentences in instruction became easy after this session”.
4. **T.Shireesha – MPCs-I year** – “This session is very useful because I learnt about MS Word in a detailed way”.

## **Seminar on hobbies**

**Date- 10-04-2019**

**Topic – Seminar on hobbies**

**Objectives –** After participating in this session, students will be able to-

- Improve presentation skills
- Have a right orientation on developing habits
- Improve group discussion skills
- Have a facility of mentoring by teachers.

**List of participants:**

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1. P.Pranaya – MPC -I year          | 10. K.Vandana – MPCs- II year       |
| 2. V.Akhila – MPC – I year.         | 11. K.Divya – MZC – II year         |
| 3. A.Shyamala – B.Com(CA) – I year. | 12. K.Harika – MZC – II year        |
| 4. R.Sandhya – B.Com(CA)-I year.    | 13. B.Sushmitha – MPCs- II year     |
| 5. M.Ashwini – BA- I year.          | 14. D.Rajitha – MPCs- II year       |
| 6. K.Rajitha – MPCs-I year.         | 15. L.Mounika – MPCs-II year.       |
| 7. K.Preethija – MPCs-I year.       | 16.A.Supriya – B.Com(CA) – II year  |
| 8. B.Vasantha – MZC – I year.       | 17. B.Srilatha – B.Com(CA)- II year |
| 9. G.Ganga – MZC – I year.          | 18. P.Swarnalatha – MZC- II year    |

**About the program:**

- As a part of academic activity, department of English conducted a seminar on their hobbies and activities on 10-04-2019.
- All the students participated enthusiastically by sharing their hobbies.
- Each student expressed their views freely and shared their hobbies openly.
- By this activity, students can improve their communication skills. Besides teachers can also have an eye on their daily routine.
- Students can also correct their hobbies in the direction of lecturers and thereby build an impressive behaviour or attitude.

**Teaching-Learning Methods involved:**

**Preparatory Phase:**

- **Topic Selection:** Students choose a hobby they are passionate about to present. This ensures personal investment and enthusiasm in the preparation and delivery of their presentations.
- **Research and Organization:** Students research their chosen hobbies, gather relevant information, and organize their content. This phase involves outlining the presentation, identifying key points, and preparing visual aids if necessary.



### **Presentation Skills Development:**

- **Practice Sessions:** Students participate in practice sessions where they rehearse their presentations in front of small groups or instructors. This provides an opportunity for feedback and improvement before the final seminar.

### **Interactive Presentations:**

- **Engaging the Audience:** Students are encouraged to make their presentations interactive by including Q&A sessions, demonstrations, or hands-on activities related to their hobbies. This fosters a dynamic and engaging learning environment.

### **Integration of Language Skills:**

- **Vocabulary Building:** Students are encouraged to use specific vocabulary related to their hobbies, expanding their lexical range and improving their ability to discuss specialized topics.
- **Writing Practice:** As part of the preparation, students may be required to write a summary or an essay about their hobby. This reinforces their writing skills and ensures a comprehensive understanding of the topic.





**Outcomes and Impact:**

- Enhanced Communication Skills
- Increased Confidence
- Broadened Perspectives
- Improved Research Skills
- Community Building

**Student Feedback:**

1. **J.Swetha- B.Com(CA)-II year** – “This session was very engaging and helped me to open up my views”
2. **K.Pranathi – MZC-II year** – “This session is useful because I got a chance to correct my hobbies”.
3. **L.Ramya – BA- I year** – “ I enjoyed this session as I came to know hobbies of my friends and at the end we all got a chance to develop good habits”.
4. **B.Aparna – B.Com(CA)-I year** – “ This session developed an awareness on good habits and bad habits”

**Conclusion:**

The student seminar on hobbies utilizes a variety of teaching-learning practices to create a rich, engaging, and supportive educational experience. By combining effective presentation training, interactive elements, peer collaboration, and comprehensive feedback, the seminar not only enhances students' communication skills but also fosters personal growth and community building. This initiative by the English Department underscores the importance of integrating personal interests into the learning process, resulting in a more dynamic and holistic educational experience.

## Communication skills: Picture Description.

**Date:** 30-04-2019

**Topic:** Picture Description

**Objectives:** After participating in this session, students will be able to-

- Get the opportunity to create various corresponding sentences.
- Involve in sequencing.
- Enhance vocabulary.
- Work efficiently with peers.

**List of participants:**

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1. G.Rajamani – MZC – II year.    | 8. Ch. Divya – MZC – I year    |
| 2. K.Ananya – MZC – II year.      | 9. G.Sneha – MZC – I year      |
| 3. B.Shireesha – MPCs- II year.   | 10. B.Revathi – MPCs- I year   |
| 4. K.Sumalatha – MPCs-II year.    | 11. G.Anjali – MPCs- I year    |
| 5. N.Mounika – B.com(CA)-II year. | 12. M.Mamatha – BA- I year     |
| 6. N.Swarna – B.com(CA)- II year  | 13. B.Pallavi – MPC – I year   |
| 7. T.Pallavi – BA – I year        | 14. M.Komalatha – MPC – I year |

**About the program:**

- As a part of curricular Activity, Department of English conducted an activity called “Picture Description” on 30-04-2019.
- In this program, each student was given a picture and was asked to describe in their own words.
- Picture description is an activity which engages learners with different modes of learning and can help communicate complex ideas to students.
- Students participated actively and exhibited their communication skills while describing the picture.
- This session targeted the development of observation skills, visual thinking skills, confidence to read and analysing skills.

**Teaching Method:**

**Selection of Pictures:**

- **Variety and Relevance:** Faculty selected a diverse range of pictures that are relevant to the students' interests and appropriate for their language proficiency level. The pictures may include scenes from nature, everyday life, historical events, or abstract art.

- **Complexity:** Pictures of varying complexity are chosen to cater to different skill levels, from simple images for beginners to more intricate scenes for advanced students.



### **Introduction and Instructions:**

- **Clear Guidelines:** Faculty provide clear guidelines on what aspects to focus on while describing the picture. This may include describing the setting, characters, actions, emotions, and any inferred meaning or story behind the picture.
- **Language Focus:** Key vocabulary and phrases that might be useful for the description are introduced. Instructors may also highlight specific grammatical structures, such as the use of adjectives, prepositions, and conjunctions.

### **Individual Description:**

- **Speaking Practice:** Students describe the picture individually, either in front of the class or in small groups. This provides an opportunity for speaking practice and helps build confidence in verbal communication.

- **Written Descriptions:** Alternatively, or additionally, students may be asked to write a detailed description of the picture. This reinforces their writing skills and allows them to organize their thoughts coherently.

#### **Outcomes and Impact:**

- Enhanced Descriptive Language
- Improved Speaking Skills
- Creative Thinking
- Attention to Detail
- Increased Engagement

#### **Student Feedback:**

1. **D.Savitha – MZC -II year** – “This session is advantageous because I learnt how to present my views”.
2. **R.Swetha – MPCs- II year** – “ It was very joyful session because I enjoyed the descriptions done by my classmates.
3. **M.Neeharika – MZC – II year** – “Picture Description was a very useful activity for us to improve our presentation skills”.
4. **G. Anitha – MPCs- II year** – “I felt it as a useful session because it focused on our overall skills”.

#### **Conclusion:**

The "Picture Description" activity is a dynamic and multifaceted teaching method that effectively enhances students' language skills. By integrating observation, descriptive language practice, and creative thinking, this activity supports comprehensive language development. The English Department's implementation of this activity demonstrates a commitment to fostering an engaging and supportive learning environment, helping students become more proficient and confident in their language use.