

NAAC 2018 – 2019

Evidence for Criteria 2.3 - Best Practices



The following are a few evidences for the Best Practises followed by me at the department of English.

My regular teaching methodology is blended learning through the use of Cooperative Learning Strategies in class.

TEACHING LEARNING PROCESSES

Course title – *Understanding Poetry and Drama* – Here is a video of a CLS used in class, along with pictures.

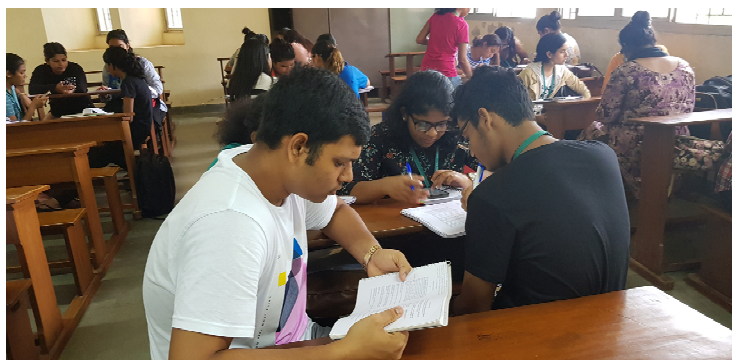


Fig A



Fig B

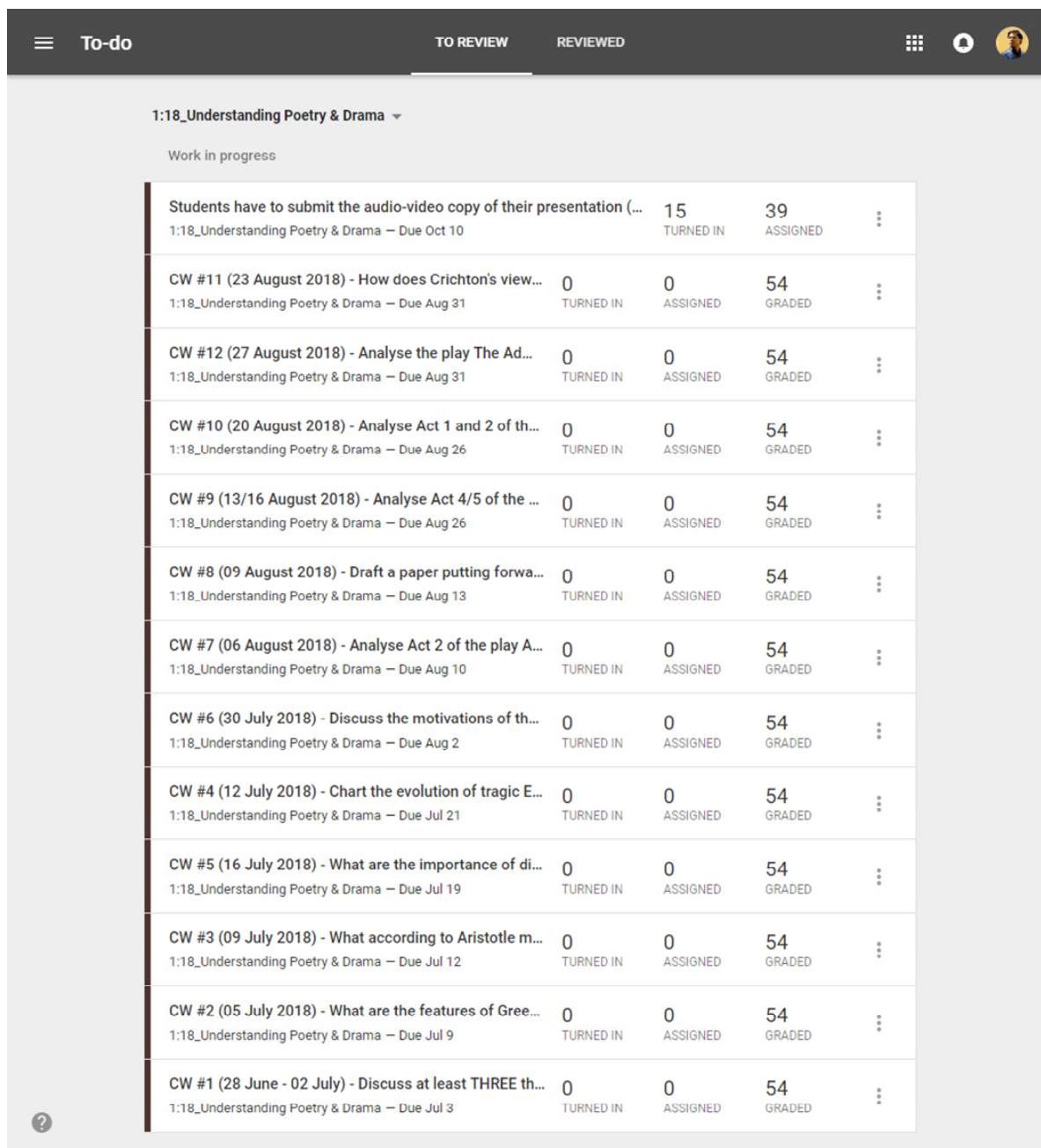


Fig C



Fig D

In the above class, an in-class activity had been scheduled, after which formative was administered to check for lacunae and reinforce learning.



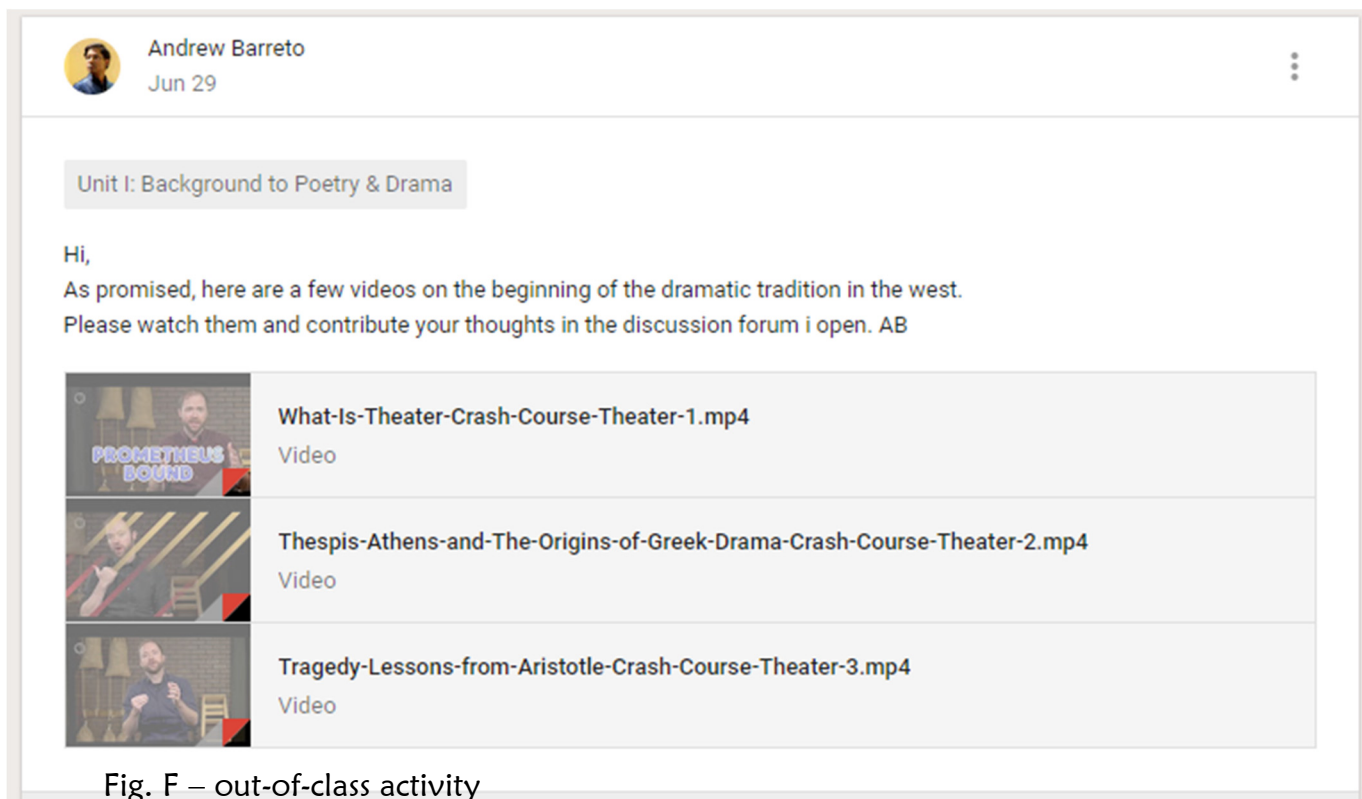
The screenshot shows a Google Classroom interface with a 'To-do' tab selected. The course is '1:18_Understanding Poetry & Drama'. Below the course name, it says 'Work in progress'. A table lists 12 assignments, each with a title, due date, and status for 'TURNED IN', 'ASSIGNED', and 'GRADED'.

Assignment Title	Due Date	TURNED IN	ASSIGNED	GRADED
Students have to submit the audio-video copy of their presentation (...)	1:18_Understanding Poetry & Drama — Due Oct 10	15	39	
CW #11 (23 August 2018) - How does Crichton's view...	1:18_Understanding Poetry & Drama — Due Aug 31	0	0	54
CW #12 (27 August 2018) - Analyse the play The Ad...	1:18_Understanding Poetry & Drama — Due Aug 31	0	0	54
CW #10 (20 August 2018) - Analyse Act 1 and 2 of th...	1:18_Understanding Poetry & Drama — Due Aug 26	0	0	54
CW #9 (13/16 August 2018) - Analyse Act 4/5 of the ...	1:18_Understanding Poetry & Drama — Due Aug 26	0	0	54
CW #8 (09 August 2018) - Draft a paper putting forwa...	1:18_Understanding Poetry & Drama — Due Aug 13	0	0	54
CW #7 (06 August 2018) - Analyse Act 2 of the play A...	1:18_Understanding Poetry & Drama — Due Aug 10	0	0	54
CW #6 (30 July 2018) - Discuss the motivations of th...	1:18_Understanding Poetry & Drama — Due Aug 2	0	0	54
CW #4 (12 July 2018) - Chart the evolution of tragic E...	1:18_Understanding Poetry & Drama — Due Jul 21	0	0	54
CW #5 (16 July 2018) - What are the importance of di...	1:18_Understanding Poetry & Drama — Due Jul 19	0	0	54
CW #3 (09 July 2018) - What according to Aristotle m...	1:18_Understanding Poetry & Drama — Due Jul 12	0	0	54
CW #2 (05 July 2018) - What are the features of Gree...	1:18_Understanding Poetry & Drama — Due Jul 9	0	0	54
CW #1 (28 June - 02 July) - Discuss at least THREE th...	1:18_Understanding Poetry & Drama — Due Jul 3	0	0	54

Fig E – Google Classroom Classwork assigned as out-of-class work/formative assessment

The above screengrab (Fig E) delineates the work assigned to the students to reinforce learning, practise essay/SAQ's etc and provide information to me about learning gaps, which I use to reconstruct following classes.

Out of class activities are given to drive instruction within classroom and out of it as well.



Andrew Barreto
Jun 29

Unit I: Background to Poetry & Drama

Hi,
As promised, here are a few videos on the beginning of the dramatic tradition in the west.
Please watch them and contribute your thoughts in the discussion forum i open. AB

What-Is-Theater-Crash-Course-Theater-1.mp4
Video

Thespis-Athens-and-The-Origins-of-Greek-Drama-Crash-Course-Theater-2.mp4
Video

Tragedy-Lessons-from-Aristotle-Crash-Course-Theater-3.mp4
Video

Fig. F – out-of-class activity

This is an example of an out of class activity to be done by the students. These activities aid the CLS used in class.

EVALUATIONS

Term papers, Submission based Semester end exams, Semester end project, portfolio building exams are all a part of the summative evaluations that are given at the department. Here are a few examples. Fig. G is the final Semester End Submissions for the Writing for the Media Course, where the students had to create an e-portfolio. These e-portfolios can be carried across terms and used through their three years and finally converted into an e-resume.

Here are a few links of students' eportfolios:

<https://sites.google.com/view/dcostavidalsite/home>

<https://sites.google.com/chowgules.ac.in/lysatrial/home>

<https://sites.google.com/chowgules.ac.in/ploshfolio/>

<https://sites.google.com/chowgules.ac.in/ramola>

<https://sites.google.com/chowgules.ac.in/zoyarebelo/home>

<https://sites.google.com/a/chowgules.ac.in/schynellevalencia>

<https://sites.google.com/chowgules.ac.in/nikitasequeira/home>

<https://sites.google.com/chowgules.ac.in/shubhlaxmishinkre/home>

<https://sites.google.com/chowgules.ac.in/portfolionameerausman/home>

<https://sites.google.com/chowgules.ac.in/111-oct17-scardoza-au170093/home-and-intro>

<https://sasha1fernandes.wixsite.com/mysite>

<https://sites.google.com/chowgules.ac.in/alyssaportfolio/home>

3:18_Writing for the Media

INSTRUCTIONS

STUDENT WORK

Due Oct 17

FINAL SEMESTER END SUBMISSIONS! DEADLINE - 17 OCTOBER, 2018

Andrew Barreto

Oct 12 (Edited Oct 12)

PARVATIBAI CHOWGULE COLLEGE OF ARTS & SCIENCE (AUTONOMOUS)

BA Semester End Project – October, 2018

Semester: 3 Subject: English Title: Writing for the Media

Duration: Max. Marks: 60

Instructions: All questions are compulsory. All work is individual work. MLA styling should be followed for all written work. Any submission after the due date will not be assessed. Each attempted project question should be accompanied by a written project report, which contains your reasoning of choices taken, target audience and any other information you would like to share with the examiner that is pertinent to your project.

I. Using a theme of your choice, draft and shoot a short movie. The movie should be no longer than 3 minutes and should contain at least 5 shots. You will submit the following on which you will be assessed – story idea, screenplay, storyboard and final movie. Ensure the movie is rendered in mp4 format. (25)

OR

B. Record a radio show of your choice where you are the radio jockey. The show should contain your own voice, and should not be longer than 10 minutes. You should be speaking for at least fifty percent of the recorded show. Ensure that the final show is in mp3 format. You will submit the following on which you will be assessed – Show idea, Script, and final movie. (25)

Rubrics: 10 marks: final output [movie/radio show etc], 15 marks: Written material: depending on submission - idea synopsis, screenplay, storyboard, script. Student should showcase ability to write in proper structures commensurate with their choice of submission.

II. Create a personal or technical blog of your choice and post material for at least 15 days. The blog should then be saved as a pdf and submitted along with the link of your blog. Justify your choices [No. of Blog posts, plan for at least a month], target audience and reasoning in a pdf copy (MLA styled). (25)

Rubrics: 10 marks: final output [blog- design, layout etc], 15 marks: Written material: Self analysis of choices in blog. SWOT analysis can also be done. Student should showcase ability to write in proper structures commensurate with their choice of submission.

III. Create your own e-portfolio, using the above elements as material for your site. The site should then be saved as a pdf and submitted along with the link of your e-portfolio site.

Rubrics: 10 marks: final output [site - design, layout etc], Copy: this contains all the written material in the site.

EACH OF YOU WILL HAVE MULTIPLE SUBMISSIONS. PLEASE TITLE YOUR FILES APPROPRIATELY, FAILING WHICH MARKS WILL NOT BE AWARDED.

Title your pdf/VID files as follows: QUESTION NO_SEE_Name_Roll No_Sem_Course.(EXTENSION OF YOUR FILE)

eg - I_Oct18SEE_Harry Potter_Au123455_Sem3_WFM_your movie title.mp4

I_Oct18SEE_Harry Potter_Au123455_Sem3_WFM_YOUR MOVIE TITLE_REPORT.PDF

ETC

REMEMBER PLEASE DO NOT MISS THIS DEADLINE. NO EXTENSIONS WILL BE GIVEN.

[Modern_Language_Association]_MLA_Handbook_for_Writing_Project.pdf

PDF

Sample MLA Paper with notations.pdf

PDF

Add class comment...

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