



LENDI INSTITUTE OF ENGINEERING AND TECHNOLOGY

An Autonomous Institution

Approved by AICTE & Permanently Affiliated to JNTU GV

Accredited by NAAC with "A" Grade and NBA

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DEPARTMENT OF ENGLISH

Certificate

of completion of lab work

I B Tech SEM-I/II

This is to certify that Mr/Ms _____ bearing Regd.Number _____ of I B Tech has completed all the activities as part of Laboratory work for Semester _____ of the _____ course in the Department of _____ during the academic year _____.

Remarks:

Signature of the Course Coordinator

Signature of the Head of the Department

Scan it for Results



<https://rb.gy/bc75t6>

RESULT

EXAM-1 (at the End of Cycle I)

Content	Marks	Marks Obtained
Day to Day Assessment	20	
Vocabulary	10	
Professional Certificate Plan	05	
Speaking	15	
Total	50	

EXAM-2 (at the End of Cycle II)

Content	Marks	Marks Obtained
Day to Day Assessment	20	
Vocabulary	10	
Professional Certificate Plan	05	
Speaking	15	
Total	50	

Satisfactory	Dissatisfactory

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For all Details of the Course Scan the below Code



Syllabus

Year: I B.Tech.

Semester: I/II

Subject Code	Subject Name	L	T	P	C
R23 BSH-VC2201	English Communication Practice (ECP)	0	0	3	0

Course Objectives

- Encourage students to actively contribute to class discussions by asking questions, sharing opinions, and responding to peers.
- To encourage students to critically analyse and evaluate technical information before communicating it.
- To emphasise the importance of establishing credibility and trustworthiness in persuasive communication.
- To acquire a diverse and extensive vocabulary relevant to academic, professional, and real-time contexts.
- Collaborate with team members to achieve shared goals and foster a positive and cooperative work environment.
- Enhance analytical abilities to evaluate information critically.

Course Outcomes

- to articulate thoughts and ideas clearly and confidently for academic, professional, and personal success.
- Boost professionalism and confidence in public speaking, delivering technical presentations with poise and credibility through practice and feedback.
- refine spoken language proficiency to articulate persuasively, mastering the art of balanced communication with evidence, ethics, and audience perspective.
- cultivate teamwork and leadership prowess, fostering effective collaboration, communication, task delegation, and conflict resolution.
- gaining the skill to carefully examine information, spot trustworthy sources, recognise biases, find errors in reasoning, and make well-informed decisions.

Unit 1 Foundations of Communication

9 Hours (3L)

Speaking: Engage in discussions on specific topics in pairs or small groups and report the discussed ideas.

Vocabulary: Expand vocabulary through learning compound words and collocations related to real time examples.

Learning Outcomes

SPEAKING:

- Asking and answering general questions on familiar topics such as directions, Personal Hobbies and Interests, Travel Experiences, interviews and Admission procedure by using proper structure and phrases.
- Develop proficiency in basic verbal and nonverbal communication skills, including active

- listening, body language interpretation, and clarity in expression.
- Gain insight into the role of culture, context, and interpersonal dynamics in shaping communication interactions.
- Apply foundational communication principles to various contexts, such as personal relationships, professional settings, and public speaking engagements.

Unit 2 Technical Communication

9 Hours (3L)

Speaking: Get better at talking about technical stuff clearly and confidently in presentations. Learn to explain tech things in ways that everyone can understand, and be open to helpful feedback to improve.

Vocabulary: Usage of advanced Vocabulary related to presenting complex technical information. Reviewing and refining vocabulary usage in real-world scenarios.

Learning Outcomes

SPEAKING:

- Enhance the ability to articulate technical concepts clearly and confidently in spoken communication through oral presentations.
- Improve the ability to explain technical concepts in ways that match different people's understanding.
- Learn to give and receive feedback constructively, fostering growth and improvement through effective communication and mutual respect.
- Strengthen presentation skills to effectively convey complex technical information in a structured and engaging manner by using technical tools.

LISTENING:

Develop active listening skills to understand and respond to technical discussions and inquiries accurately.

Unit 3 Persuasive Communication

9 Hours (3L)

Speaking: Incorporating narrative elements into communication .Creating compelling stories to convey ideas. Engaging emotions through storytelling.

Vocabulary: Studying emotional vocabulary to evoke empathy and influence audience emotions.Exploring powerful words and phrases for impactful persuasion.

Learning Outcomes

SPEAKING:

- Learn to make strong arguments using facts and clear thinking to convince others.
- Get better at speaking by learning VOCABULARY and using it to express ideas more clearly and convincingly.
- Develop skills in identifying and addressing potential objections or concerns raised by the audience.
- Master persuasive language and techniques, including storytelling, emotional appeal, and credibility-building, to ethically influence opinions and behaviours, prioritizing audience needs, values, and interests.

Unit 4 Collaborative Communication

9 Hours (3L)

Speaking: Understanding of collaborative communication principles while developing active

listening, empathy, clear communication, conflict resolution, and negotiation skills for effective teamwork.

Vocabulary: Understanding the role of vocabulary in teamwork. Identifying key terms related to collaboration and cooperation. Building a foundation for effective communication within a team.

Learning Outcomes

- Foster an understanding of the principles and importance of collaborative communication in achieving team objectives.
- Develop active listening and empathy skills to effectively engage with team members, fostering a culture of mutual respect and understanding.
- Learn strategies for clear and transparent communication to ensure alignment on goals, roles, and responsibilities within the team.
- Cultivate proficiency in conflict resolution and negotiation techniques to address differences of opinion constructively and promote harmonious collaboration.

Unit 5 Critical Thinking in Communication

9 Hours (3L)

Speaking: Techniques for evaluating the validity of arguments. Assessing the credibility of claims and evidence. Recognizing and addressing counter arguments.

Vocabulary: Mastering idiomatic expressions for enhanced fluency. Applying vocabulary in specific contexts and scenarios. Analyzing contextual appropriateness in word usage.

Learning Outcomes

- Applying logical reasoning skills to evaluate the validity of arguments, claims, and evidence presented in communication
- Empower decision-making through thoughtful evaluation of diverse perspectives, relevant evidence, and potential consequences.
- Apply critical thinking to handle conflicts by encouraging positive communication, negotiation, and mediation to find solutions that benefit everyone involved.

Reference Books

Skilful Level 2 Reading & Writing Student's Book Pack (B1) Macmillan Educational.

Hewings, Martin. *Cambridge Academic English (B2)*. CUP, 2012. (Student Book, Teacher Resource Book, CD & DVD)

Norman Lewis *Word Power Made Easy*. Penguin Books 2015

Haribabu Thammineni. *English for Competitive Exams*. Notion Press, 2021

ASSESSMENT

The learners will demonstrate their knowledge and abilities through the completion of the following required assessments while or at the end of this course.

1. **Day to Day Performance** (Attendance, In Lab Activity Performance, Critical Assessment of the Peers etc.,)
2. **Vocabulary** - (In-Lab Practice & Involvement, Two Quizzes one before Mid-I and the other before Mid-II)
3. **Professional Certificate Plan/ Registration**,
4. **Speaking-** (Regular Activities on Padlet, 5 In-Lab Activities)

1. Day-to-Day Performance: (30M)

Day-to-day assessment involves ongoing evaluation of students' progress, understanding, and performance throughout the course.

- Any five practice activities have grades that can be scaled to 20 marks.
- Regular attendance signifies a commitment to education and maximises learning opportunities and Day to Day Attendance brings in 10 Marks (42/48= 5M, 39/48= 4 M, 36/48= 3 M, 33/48= 2 M, Any number below 33/48= 0 M)

2. Vocabulary Quiz: (20M)

The quiz is conducted on vocabulary based on WPME. Each quiz contains 30 to 50 questions and will be scaled down to **10 Marks**. 2 quizzes* are conducted. One of these quizzes is conducted before Mid-I and the other before Mid-II.

The duration of any quiz is 30 Min only. These Quizzes are either Paper Based or Computer-Based Tests (CBT)

*Note: * Quiz I is conducted before Mid-1 (10M) and Quiz II is before Mid-2 Exam (10M)*

3. Professional Certificate Registration: (10M)

This professional certificate course is designed to provide you with a focused and practical learning experience, equipping you with the expertise needed for success in your chosen field. The Certificate accepted as part of this course is mapped to B1 or above level on the most coveted Scale the Common European Framework for Reference (CEFR) which is used across Globe for the International Language Assessment, .

Students whose plan of enrollment into the professional certificate course is satisfactory, will bring 10 marks.

4. Speaking (40M)

(Everyday Activities on Padlet, 5 In-Lab Activities)

Padlet Tracking:

Padlet self- tracking on a fortnightly basis, students will receive 5 marks for each of the tracking reports submitted in the Evaluation part of this Manual. The score is based on the performance and accountability for the engagement. The best of 3 Progress Trackings will be considered for evaluation and subsequent score as mentioned in the brackets. (5*3=15M).

In-Lab Activities: (Speaking activities)

All In-Lab Activities will be evaluated by Peers & Teachers on spot. Each activity will be assessed and awarded 5 marks each. Any best 5 activities are considered for the score as given in the brackets. (5*5=25M).

Course Type and Allocation of the Marks for their Internal & External Exams

Course Type	Value Added Course	Mandatory Course (MC)	Skill Development Course (SDC)
Max. Marks Grade	50 Marks Satisfactory/Dissatisfactory	50 Marks Satisfactory/Dissatisfactory	100 Marks Satisfactory/Dissatisfactory
Internal	50M- Exam-I (at the end of Cycle-I) <i>In lab Activity Participation and day-to-day Assessment performance (15 M) Padlet Tracking (5M) Professional Certificate registration plan (5M) 3 Speaking activities (15M) Vocabulary through Quiz-1 (10M)</i>	20M- Internal Record & Day-to-Day Evaluation 40M from Emails E1, E2, E3 & E4 20M from Quizzes Q1, Q2 10M from Paragraph 10 M Certificate / CI 20M LS Practice Activity Note: Total Score will be scaled down to 20M	25M- Internal Record & Day-to-Day Evaluation\ 40M from Emails E1, E2, E3 & E4 20M from Quizzes Q1, Q2 10M from Paragraph 10 M Certificate / CI 20M LS Practice Activity Note: Total Score will be scaled down to 25M
External	50M-Exam-II (at the end of Cycle-II) <i>In lab Activity Participation and day-to-day Assessment performance (15 M) Padlet Tracking (5M) Professional Certificate registration plan (5M) 3 Speaking activities (15M) Vocabulary through Quiz-2 (10M)</i>	30 M External 30 M through 3 quizzes- Q3 while Q4 & Q5 end 10 M Certificate / CI 20M through 2 Emails E5& E6 20 M through Essay, PPDT 20 M through Interview by External Examiner Note: Total Score will be scaled down to 30M	75 M External 30 M through 3 quizzes- Q3 while Q4 & Q5 end 10 M Certificate / CI 20M through 2 Emails E5& E6 20 M through Essay, PPDT 20 M through Interview by External Examiner Note: Total Score will be scaled down to 75M

Grading table for VC, SDC & MC:

Percentage	Grade
≥90	A+
≥80 to ≤90	A
≥70 to ≤80	B
≥60 to ≤70	C
≥50 to ≤60	D
≥40 to ≤50	E
<40	F

Pass Criterion:

1. Satisfactory Grade in the previous course.
2. Students should acquire a minimum of 60% in their day-to-day assessments conducted on Ed -Tech tools like *G-Classroom, Quizizz, Padlet or any other similar Platform*, otherwise they are not eligible for taking any assessments. (Any of these Assignments on Grammar, Vocabulary and Email writing may be considered for evaluation at the discretion of the teacher.)
3. Students have to secure 40% Marks to pass this examination.
4. Students who enrol on a certificate of any International standard of English shall be considered for Passing in unusual circumstances. *(This is Under the discretion of the Teacher's observation of the candidate)*
5. Clearing all categories is mandatory. Needs to get 40% in each category.

Rubric for Speaking Activity:
(Assessed by Peer, Teacher)

Activity-I (Summarization/opinion of the Candidate)

Grade	Assessment Parameters
B2	Expresses points of view without noticeable strain. <ul style="list-style-type: none"> Can interact on a wide range of topics and produce stretches of language with a fairly even tempo. Can give clear, detailed descriptions of a wide range of subjects related to his/her field of interest. Do not make errors that cause misunderstanding.
B1	Relates comprehensively to the main points he/she wants to make. <ul style="list-style-type: none"> Can keep going comprehensively, even though pausing for grammatical and lexical planning and repair may be very evident. Can link discrete, simple elements into a connected sequence to give straightforward descriptions of a variety of familiar subjects within his/her field of interest. Reasonably accurate use of the main repertoire associated with more predictable situations
A2	Relates basic information on, e.g. work, family, free time etc. <ul style="list-style-type: none"> Can communicate in a simple and direct exchange of information on familiar matters. Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Can describe in simple terms family, living conditions, educational background, present or most recent job. Uses some simple structures correctly, but may systematically make basic mistakes.
A1	Makes simple statements on personal details and very familiar topics. <ul style="list-style-type: none"> Can make him/herself understood in a simple way, asking and answering questions about personal details, provided the other person talks slowly and clearly and is prepared to help. Can manage very short, isolated, mainly pre-packaged
Below A1	Does not reach the standard for A1.

Activity-II (Discussion among Peers)

Initial Impression (1M)	Detailed Analysis					Overall Grade/Marks (10)
	Range (1 M)	Accuracy (2 M)	Fluency (2 M)	Interaction (2 M)	Coherence (2 M)	

Details of the Professional Certificate :

(to be filled in by the Candidate)

Name of the Body & Certificate	
Overview of the Opted Certificate <i>(Please write what you understand about the Certification that you are opting after reading the all info document)</i>	
Justification for Your Option <i>(Please write why have you chosen that Certificate Course and What are the learning outcomes set)</i>	
Level of CEFR Scale that this Certification Mapped up with:	
What do you know about CEFR Scale	
Your Working Plan <i>(Please write how you work for this Certification, if needed meet One of Your Senior Friends who succeeded in this Certification and know how to plan it)</i>	
Registration Status	
Whatsapp Group joining Status	
Signature of the Candidate	

Practice

Practice session-1

Activity 1

Vocabulary Practice (WPME Part-1 on Sessions 1-3)

(This is to be done by the Student at his/her own convenience but submit it as and when it is essential in the Lab Sessions)

Activity Name: 'How to talk about personality types' (Refer page 26 from WPME)

Exercise: Synonyms and Antonyms challenge

Pick a word from WPME(Sessions 1-3) and come up with as many synonyms and antonyms as possible. Then discuss subtle differences in meaning.

Word	Synonym	Antonym

&

Activity: Word Weaving (Refer page 216 "High frequency words" from ENGLISH FOR COMPETITIVE EXAMS book.)

Exercise: Find out the meaning of given words and write meaningful sentences.

1. Abscond: _____
2. Felicitous: _____
3. Luminous: _____
4. Frugality: _____
5. Daunt: _____

Activity 2 (Time-30 min)

Speaking Practice

Activity Name: Tongue Tango

Scan the QR code to explore the collection of Tongue Twisters and have fun practising!



<https://shorturl.at/QHm67>

Activity 1

Vocabulary Practice (WPME Part-1 on Sessions 4-6)

(This is to be done by the Student at his/her own convenience but submit it as and when it is essential in the Lab Sessions)

Activity Name: ‘How to Talk About Doctors.’(Refer page 54 from WPME)

Exercise:

Frame at least 5 sentences by using some words from the above discussion.

- 1.
- 2.
- 3.
- 4.
- 5.

Exercise Antonyms:

Work on any 10 antonyms on page: 133-134 (Some expected questions on ANTONYMS) from ‘English for competitive Exams’ book and write at least 5 examples using each antonym in the workspace provided below.

Workspace:

- 1.
- 2.
- 3.
- 4.
- 5.

Exercise on Synonyms:

Work on the first 20 synonyms on page. 145 from the ‘English for Competitive Exams’ book and write at least 5 examples in the workspace provided below.

Workspace:

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 2 (Time-30 min)

Speaking Practice

Activity Name: Language Cafe

Procedure:

1. Set up different stations or tables, each dedicated to a specific language or language-related activity.
2. Participants rotate through the stations at regular intervals (e.g. 5 minutes per station).

3. Stations can include language games, conversation practice, cultural discussions, or vocabulary challenges.
4. Provide prompts or topics related to each language for discussion and interaction.
5. Encourage participants to switch topics at each station, promoting a diverse knowledge experience and fostering a multifaceted atmosphere.

OR

Activity Name: **Vocal Verse Voyage**

Aim: **Enhance speaking skills through a team-based song lyric activity**

Materials: Song lyrics, music player, timer.

Procedure:

1. Form teams.
2. Display song lyrics.
3. Relay setup.
4. Start the music.
5. Relay race: Teams memorise and sing sections.
6. Complete the song to win.
7. Reflect on teamwork and speaking skills.

Practice session-3

Activity 1

Vocabulary Practice (WPME Part-1 on Sessions 7-10)

(This is to be done by the Student at his/her own convenience but submit it as and when it is essential in the Lab Sessions)

Activity Name: Context clues ('Sessions 1-10')

Exercise:

Look at the below paragraph with the blanks where a vocabulary word should be. Let's guess the word based on context clues.

(cardiologist, misogynist, ascetic, psychologist, altruistic)

Dr. Carter, a distinguished _____, was known not just for his medical expertise but also for his _____ nature, often volunteering his time to provide free heart health check-ups to underserved communities. His friend, however, was a _____, whose derogatory views on women often led to heated arguments. Their mutual acquaintance, an _____, lived a life of severe simplicity, believing that true fulfilment came from within. To understand the mental ramifications of their different lifestyles, they often consulted Dr. Hughes, a prominent _____ who provided valuable insights into their behaviours and mindsets.

Activity 2 (Time-30 min)

Speaking Practice

Activity Name: **News Discussion Groups**

Procedure:

1. Select a current news article or multiple articles covering diverse topics.
2. Divide participants into small discussion groups.

3. Assign each group a specific news article to read and discuss.
4. Set a time limit for the discussion (e.g., 5-10 minutes).
5. Rotate groups or articles to ensure a comprehensive exploration of various news topics.

Discussion Prompts:

- What are the key points of the article?
- How does this news impact individuals or society?
- What are the different perspectives on the issue presented in the article?
- What additional information or context would enhance the understanding of the news?

OR

Activity Name: **Peer Teaching Sessions**

Aim: **Enhance speaking skills and deepen understanding through peer-led instruction**

Procedure:

1. Assignment: Assign topics.
2. Preparation: Research and plan.
3. Presentation: Deliver mini-lessons.
4. Feedback: Receive constructive feedback.
5. Reflection: Reflect on your teaching experience.
6. Rotation: Rotate roles for all students.

News Presentation Evaluation by peers:

Criteria	Rating (1-5)	Comments
Clarity of Information Delivery		
Engagement with the Audience		
Professionalism and Presence		
Accuracy of Content		
Use of Visual Aids (if applicable)		
Professionalism and Presence		
Overall Impact and Effectiveness		

General Feedback Guidelines:

- Ratings: 1 (Needs Significant Improvement) to 5 (Excellent).
- Comments: Provide specific feedback for each criterion.
- Encourage self-reflection and actionable improvement steps.

Practice session-4

Activity 1

Vocabulary Practice(WPME Part-1 on Sessions 11-13)

(This is to be done by the Student at his/her own convenience but submit it as and when it is essential in the Lab Sessions)

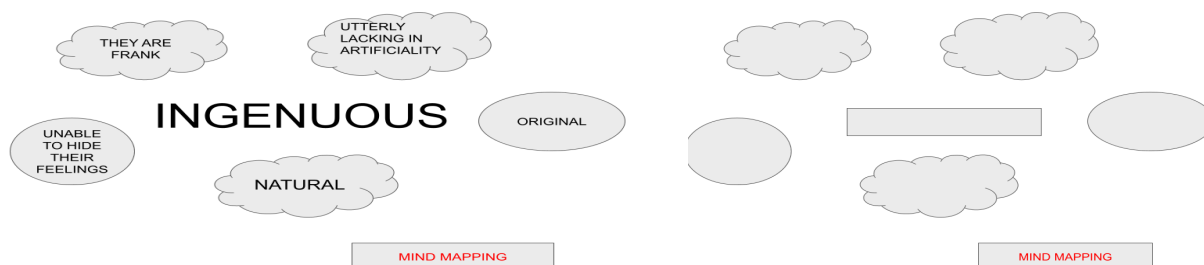
Activity Name: How to talk about science and scientists with Innovative Mind mapping example sayings (Refer Page-115 from WPME)

Procedure:

1. Write the vocabulary word or concept in the centre of the mind mapping.
2. Write key aspects in 4 or 5 main branches.
3. Participants will create an example with the association vocabulary word.
4. Set a time limit for the mind mapping and present examples on associative synonyms (e.g., 5-10 minutes).

Afterward, participants can share their narrative examples with the group, fostering creativity and diverse interpretations.

Additional Tips: example of mind mapping:



Activity 2 (Time-30 min)

Speaking Practice

Activity Name: Picture Narrative

Procedure:

1. Provide participants with a diverse set of images or photographs.
2. Instruct each participant or group to choose one image.
3. Participants then create a narrative or story based on the chosen image.
4. Set a time limit for the narrative creation (e.g., 5-10 minutes).

Afterward, participants can share their narratives with the group, fostering creativity and diverse interpretations.

Scan the QR code or access this Link <https://shorturl.at/XzB9k> for some interesting pictures.

Additional Tips:

- Encourage participants to incorporate descriptive language, emotions, and details in their narratives.
- Facilitate a discussion on how different interpretations can arise from the same image, promoting critical thinking.
- Consider using images that evoke various emotions or tell open-ended stories to allow for a range of narrative possibilities.

Picture Narration Evaluation by peers:

Criteria	Rating (1-5)	Comments
----------	--------------	----------

Clarity of Description		
Creativity in Interpretation		
Connection with the Audience		
Use of Descriptive Language		
Overall Storytelling Ability		
Overall Impact and Effectiveness		

Practice session-5

Activity 1

Vocabulary Practice (WPME Part-1 on Sessions 14-17)

(This is to be done by the Student at his/her own convenience but submit it as and when it is essential in the Lab Sessions)

Activity name: **Vocabulary in Context** (“How to talk about Liars and Lying”, Refer WPME Page 148)

Match each vocabulary term related to lying with its correct context or description.

Vocabulary Terms	Contexts/Descriptions
1. A notorious liar () 2. A consummate liar () 3. A congenital liar () 4. A glib liar ()	A. Someone whose deceitful behaviour is a fundamental part of their character, evident from an early age. B. A person who lies effortlessly and convincingly, often with a smooth or slick demeanour. C. A person known for their frequent and high-profile dishonesty, often discussed or publicised. D. A person highly skilled at lying, with an exceptional ability to craft and maintain convincing falsehoods.

Objective: This matching task should help reinforce understanding of these vocabulary terms and how they apply to different contexts.

Activity 2 (Time-30 min)

Activity Name: **Story Building**

Procedure: Start a story with a few sentences, then take turns adding to it. Each person contributes a sentence or two to continue the story.

OR

Activity Name: **Role Model Imitation**

Choose a native English speaker you admire and watch videos or listen to audio recordings of them speaking. Practice imitating their pronunciation, intonation, and speech patterns to improve your own communication skills.

Story Narration Evaluation by peers:

Criteria	Rating (1-5)	Comments
Story Structure and Flow		
Character Development (if applicable)		
Emotional Connection with the Audience		
Voice and Expression		
Creativity and Originality		
Overall Impact and Effectiveness		

Role Model Imitation Evaluation by Peers:

Criteria	Rating (1-5)	Comments
Accuracy in Imitating Role Model		
Expression and Body Language		
Capturing Essence and Style		
Connection with the Audience		
Confidence and Authenticity		
Overall Impact and Effectiveness		

Evaluation

Basic Details:

Name of the Quiz	
Date	
Topics Covered in this Quiz	
Score	____/____
No. of Questions attempted Correct	
No. of Questions attempted Incorrect	

Analysis:

Write reasons for any 5 questions that you rightly attempted.

Your learning outcomes on the topics covered in the quiz:

Write the reasons for a few questions you attempted wrong by discussing with a partner who attempted them right.

Basic Details:

Name of the Quiz	
Date	
Topics Covered in this Quiz	
Score	____/____
No. of Questions attempted Correct	
No. of Questions attempted Incorrect	

Analysis:

Write at least the meanings for any 5 words that you encountered in the Vocabulary part and write 3 sentences with each root word in order to help you use them in your daily communication.

Fortnight Padlet Progress

Instructions:- Here below you have 6 reports which reflect your work progress on PADLET. Take a screenshot of your padlet work which includes peers comments and teachers' comments, and take a printout of it and paste that here in the given space for every 2 weeks.

Report 1

Name : _____

Regd.Number: _____

Duration: _____

Details of the Tasks

Number of tasks done: _____

Number of the Comments received: _____

Number of the Comments Given: _____

Number of 1-2 Grades received: _____

Number of Grade 3s received: _____

Number of Grade 4s received: _____

Number of Grade 5s received: _____

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

Fortnight Padlet Progress

Report 2

Name : _____

RegdNumber: _____

Duration: _____

Details of the Tasks

Number of tasks done: _____

Number of the Comments received: _____

Number of the Comments Given: _____

Number of 1-2 Grades received: _____

Number of Grade 3s received: _____

Number of Grade 4s received: _____

Number of Grade 5s received: _____

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

Fortnight Padlet Progress

Report 3

Name : _____

RegdNumber: _____

Duration: _____

Details of the Tasks

Number of tasks done: _____

Number of the Comments received: _____

Number of the Comments Given: _____

Number of 1-2 Grades received: _____

Number of Grade 3s received: _____

Number of Grade 4s received: _____

Number of Grade 5s received: _____

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

Fortnight Padlet Progress

Report 4

Name : _____

RegdNumber: _____

Duration: _____

Details of the Tasks

Number of tasks done: _____

Number of the Comments received: _____

Number of the Comments Given: _____

Number of 1-2 Grades received: _____

Number of Grade 3s received: _____

Number of Grade 4s received: _____

Number of Grade 5s received: _____

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

Fortnight Padlet Progress

Report 5

Name : _____

RegdNumber: _____

Duration: _____

Details of the Tasks

Number of tasks done: _____

Number of the Comments received: _____

Number of the Comments Given: _____

Number of 1-2 Grades received: _____

Number of Grade 3s received: _____

Number of Grade 4s received: _____

Number of Grade 5s received: _____

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

Fortnight Padlet Progress

Report 6

Name : _____

RegdNumber: _____

Duration: _____

Details of the Tasks

Number of tasks done: _____

Number of the Comments received: _____

Number of the Comments Given: _____

Number of 1-2 Grades received: _____

Number of Grade 3s received: _____

Number of Grade 4s received: _____

Number of Grade 5s received: _____

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

SPACE FOR ANY NOTES