

Department of English

Govt Degree College Theog

Report on the Regular Practice of Blended Teaching in the Department of English Language and Literature session 2025-26

Submitted by: Dr Pooja Dulta HOD Department of English

March,2026

Introduction

The Department of English organised a series of academic activities under the framework of **Blended Teaching in English Language and Literature**, integrating traditional classroom instruction with technology-enabled learning. The initiative combined **PowerPoint presentations** on literary genres and the effective use of the **Language Laboratory** to enhance students' language proficiency, literary understanding, critical thinking, and communication skills. The programme was designed for undergraduate and postgraduate students and was conducted with the active participation of faculty members and students.

Objectives

The main objectives of the blended teaching programme were:

1. To integrate digital tools with classroom teaching for effective learning.
2. To analyse and explore the key features of poetry, essays, and short stories.
3. To familiarise students with renowned literary works and authors.
4. To improve students' language skills through Language Lab activities.
5. To foster critical thinking, creativity, and academic discussion.
6. To enhance students' presentation, communication, and research skills.

Components of Blended Teaching

1. PowerPoint Presentations

The Department conducted a series of PowerPoint presentations on major literary genres. These presentations combined visual learning, classroom interaction, and student participation.

Poetry

The presentations on poetry focused on various poetic forms and literary techniques. Key areas covered included:

- Analysis of poets such as William Shakespeare, John Donne, Thomas Hardy, P. B. Shelley, and William Wordsworth.
- Understanding imagery, symbolism, rhyme, rhythm, and meter.
- Discussion of themes such as love, nature, identity, and human experiences.
- Interactive interpretation of selected poems through classroom discussions.

Essays

The essay presentations introduced students to different forms and purposes of essay writing. Topics included:

- Types of essays: expository, argumentative, descriptive, and narrative.
- Study of essays by Rabindranath Tagore and Mahatma Gandhi.
- Techniques of persuasive writing and thesis development.
- The role of essays in addressing social and cultural issues.

Short Stories

The presentations on short stories emphasised narrative techniques and thematic analysis. Topics discussed included:

- Plot structure, setting, characterisation, and point of view.
- Analysis of works by Bisham Sahni, S. R. Harnot, and Mulk Raj Anand.
- Exploration of themes such as irony, suspense, social justice, and moral dilemmas.
- Student-led discussions and literary interpretations.

2. Language Laboratory Activities

The Language Laboratory served as an important component of blended teaching by providing technology-assisted language learning opportunities.

The Language Lab activities included:

- Listening exercises using audio recordings of speeches, poems, and literary texts.
- Pronunciation practice to improve fluency and accuracy in spoken English.
- Vocabulary-building exercises and language games.
- Speaking activities such as group discussions, presentations, and role plays.
- Listening comprehension tests and communication skill development sessions.
- Exposure to native and standard English accents through multimedia resources.

The Language Lab helped students strengthen their listening, speaking, pronunciation, and communication skills, thereby complementing the literary learning achieved through classroom teaching and presentations.

Methodology

The blended teaching programme adopted a combination of traditional and digital learning methods:

- Classroom lectures and discussions.
- PowerPoint presentations supported by images, quotations, and literary excerpts.
- Language Lab sessions using audio-visual and computer-assisted learning resources.
- Interactive question-and-answer sessions.
- Student presentations and collaborative learning activities.
- Independent research and preparation of presentation materials.

Participation

The programme witnessed enthusiastic participation from students. Faculty members guided students in selecting topics, conducting research, and preparing presentations. Students actively participated in Language Lab activities, discussions, and presentation sessions, which enhanced their confidence and academic engagement.

Outcomes

The blended teaching approach produced several positive outcomes:

- Improved understanding of literary genres and texts.
- Enhanced critical thinking and analytical abilities.
- Better communication, pronunciation, and presentation skills.
- Increased student participation and engagement in classroom activities.
- Greater confidence in public speaking and academic expression.
- Effective integration of technology into the learning process.

Feedback

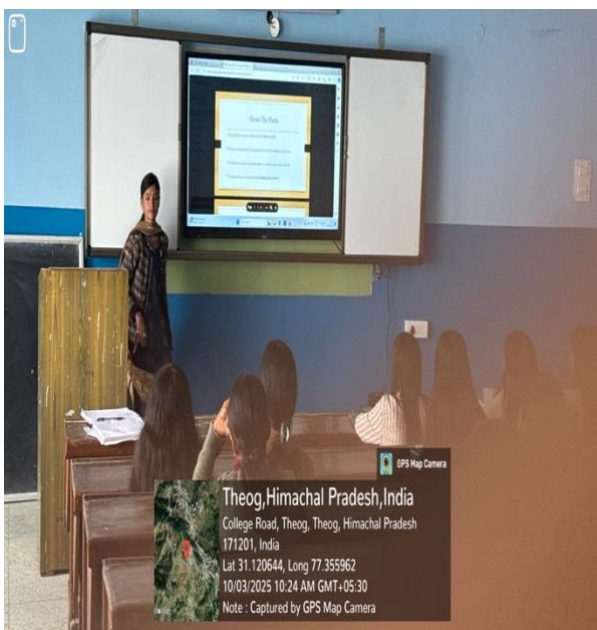
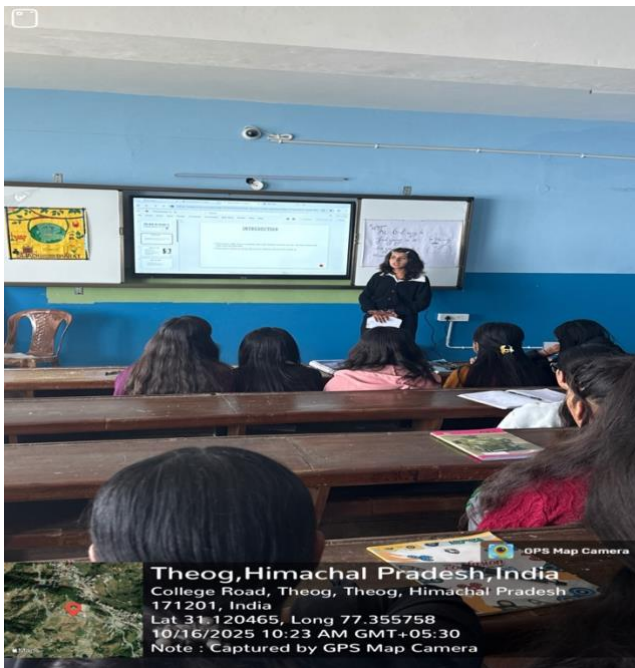
Students responded positively to the blended learning experience. They appreciated the use of PowerPoint presentations for visual learning and the Language Lab for improving communication skills. Faculty members observed greater student involvement, improved language proficiency, and increased confidence in literary analysis and presentations.

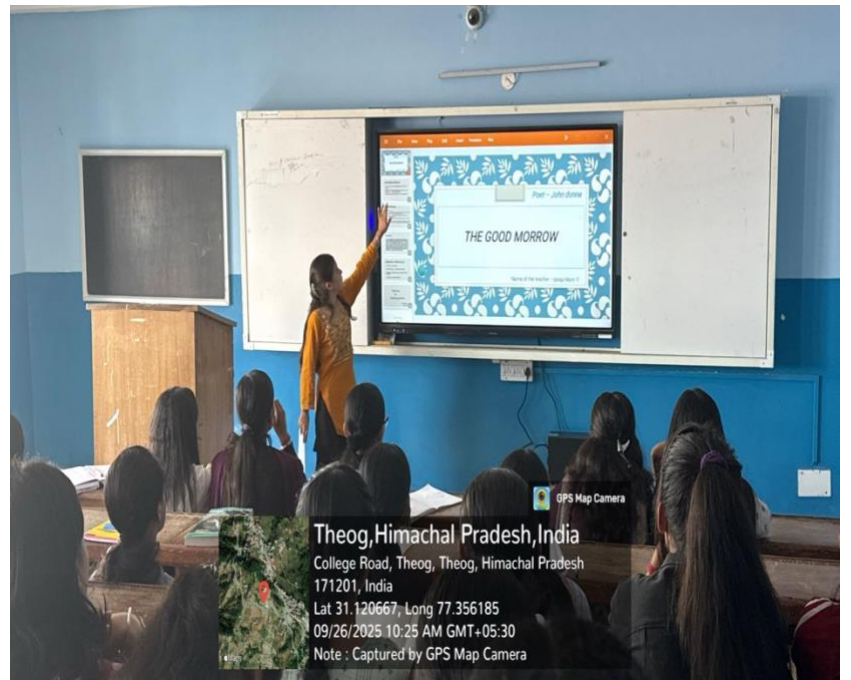
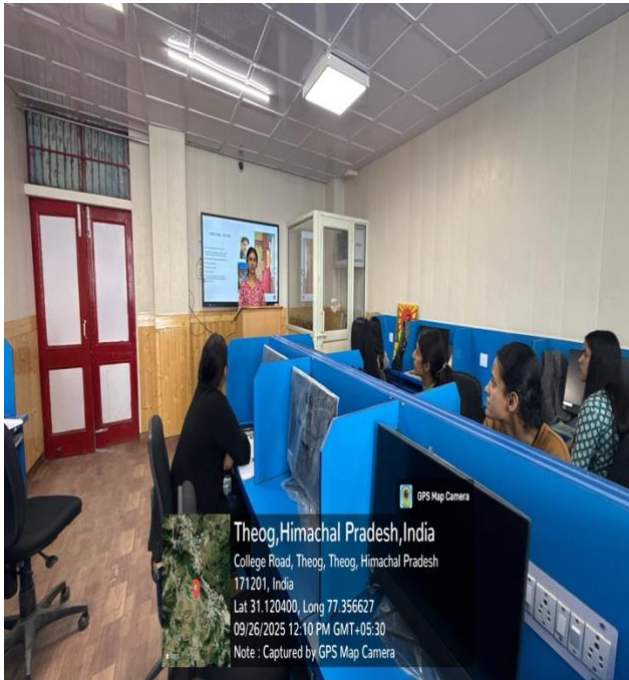
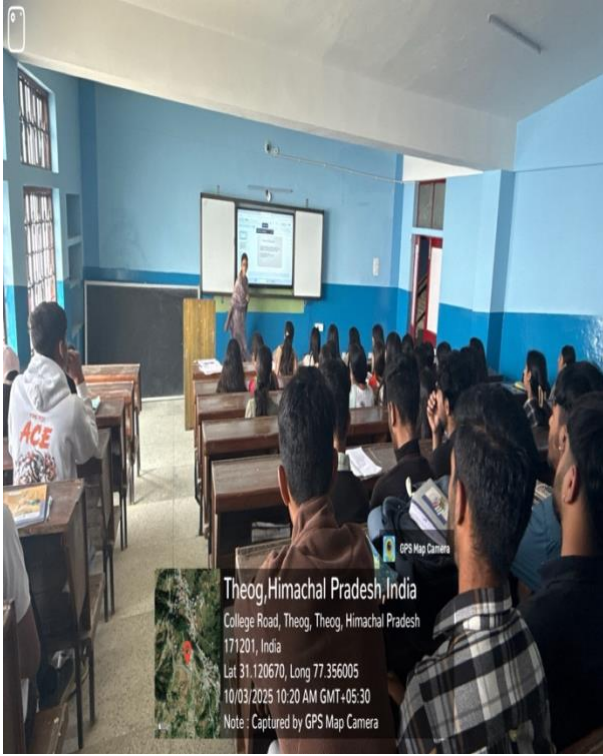
Conclusion

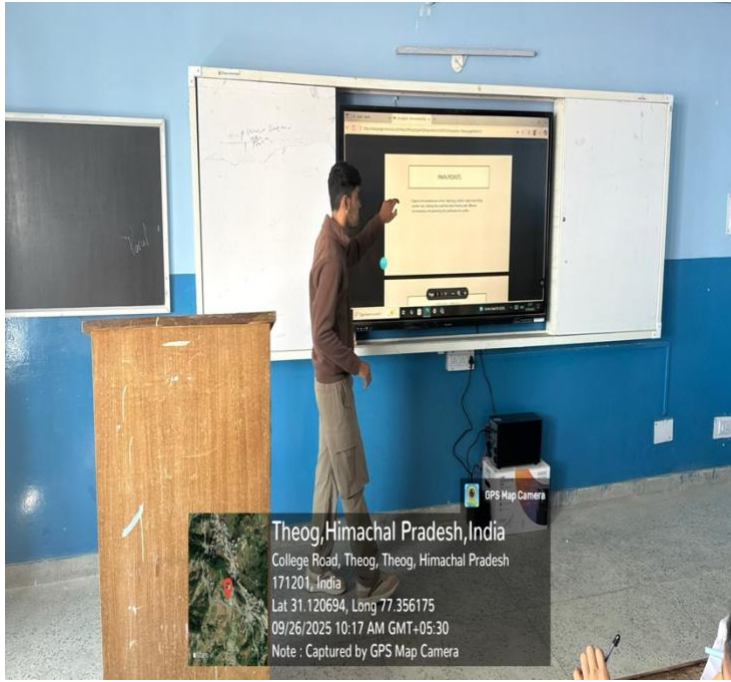
The blended teaching programme conducted by the Department of English successfully combined classroom instruction with digital learning tools. Through PowerPoint presentations and Language Laboratory activities, students gained a deeper understanding of poetry, essays, and short stories while simultaneously improving their language and

communication skills. The initiative proved to be an effective and enriching educational experience and highlighted the importance of blended learning in modern English language and literature education.

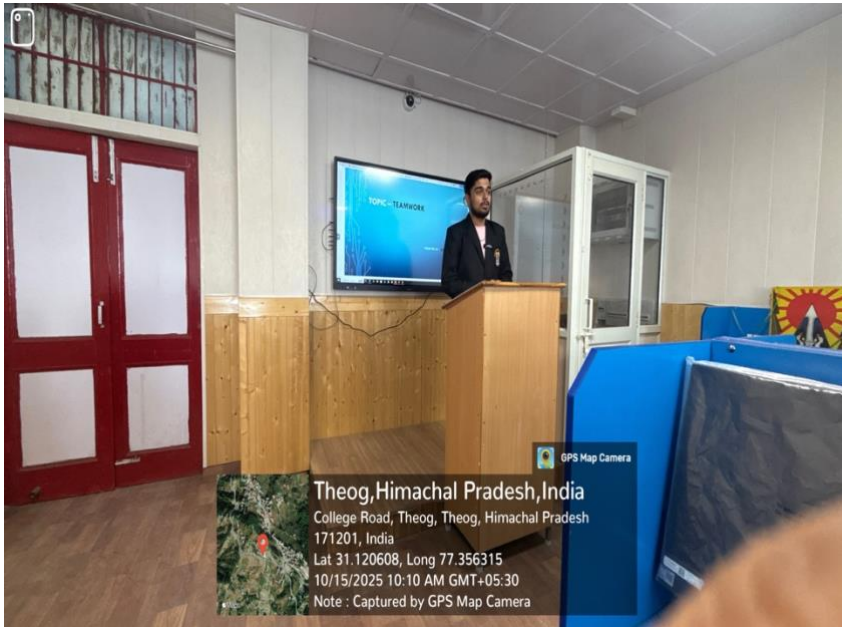
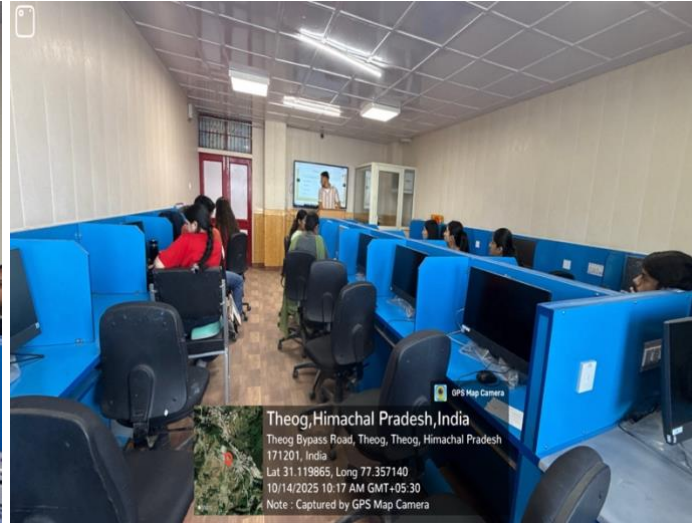
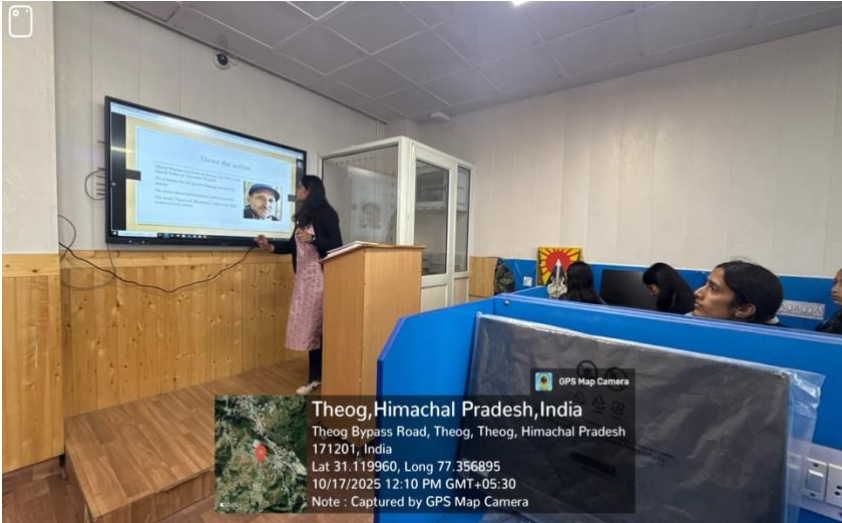
BLENDED TEACHING PRACTICE THROUGH PPTS DURING THE SESSION

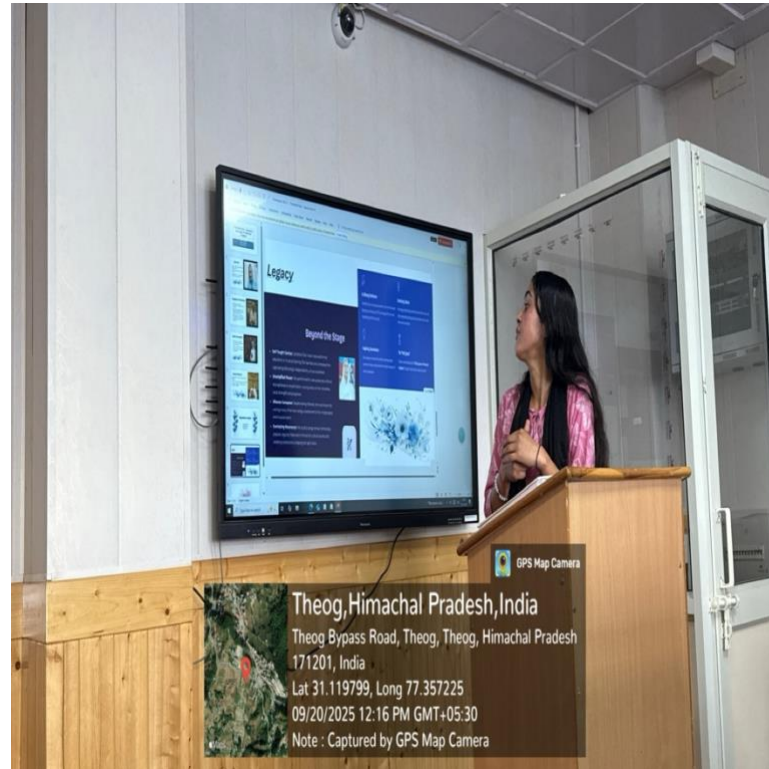
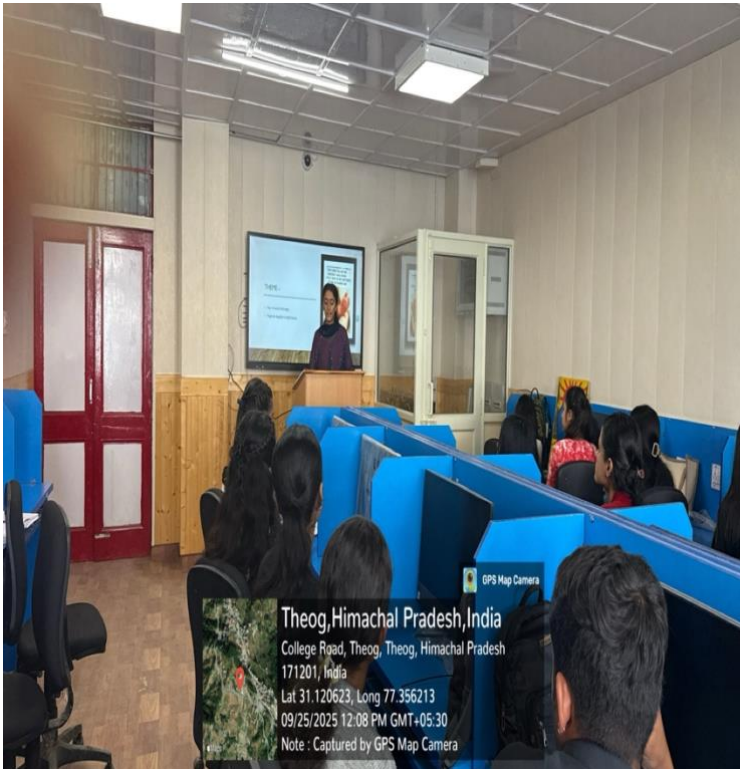
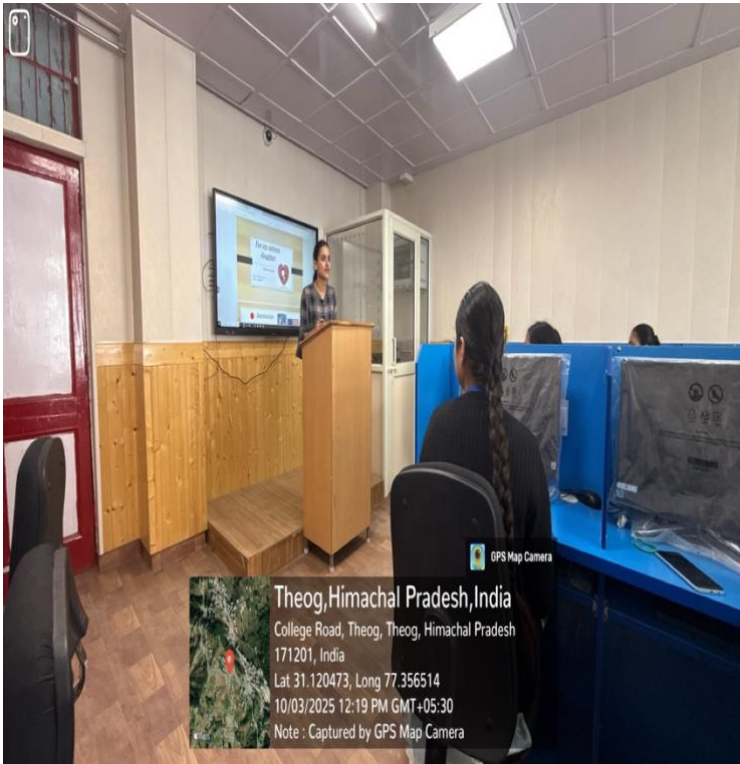






**BLENDED TEACHING THROUGH LANGUAGE LAB
UTILISATION DURING THE SESSION**





Flipped classroom Approach

The integration of WhatsApp-based learning, video resources,

Educational Benefits

The use of videos and online resources helped students:

- Develop a better understanding of literary and cultural contexts.
- Connect classroom lessons with real-life cultural experiences.
- Improve listening and comprehension skills.
- Learn independently at their own pace.
- Enhance critical thinking through reflection and discussion.
- Remain engaged with the subject beyond classroom hours.

< 107



ENGLISH DSE 303 BA III Soft...
Payal Student, Prof. Raksha Kalta, Sh...



3 Nov 2025



How to be confident (even if you're not) |
Montana von Fliss | TEDxBellevueWomen

youtu.be

10:36 AM ✓✓

Listening skill activity

10:36 AM ✓✓

Follow-up questions:

1. Which idea seemed the most important to the speaker?
2. Why do you think she places emphasis on that idea?

10:38 AM ✓✓

Instructions: After watching the full talk, answer these reflection questions in writing (or record yourself speaking):

1. What is one actionable step you intend to take to build your confidence, based on the talk?
2. Which part of the talk



< 107



ENGLISH DSE 303 BA III Soft...

Payal Student, Prof. Raksha Kalta, Sh...



3. How might you apply one of the stories or techniques in your personal, academic or professional life in the next week?

10:39 AM ✓✓

Watch this video and answer the questions given in your assignment notebook

10:40 AM ✓✓

Activity 2

Group Discussion

Topic :

Digital communication: Has it improved or reduced interpersonal skills?

10:41 AM ✓✓

Make two groups

10:41 AM ✓✓

< 107



ENGLISH DSE 303 BA III Soft...

Payal Student, Prof. Raksha Kalta, Sh...



Kindly and the assignments given to you in pdf format to me before 31st January 2026.

12:53 PM ✓✓

The same will be assessed for cca

12:54 PM ✓✓

Send in the group itself

Edited 1:04 PM ✓

~.

+91 85809 96953

Name - Amit Sonkar

Class Roll No.: 2313274

University R.N.: 1231740027

1:05 PM

~.

+91 85809 96953



amit2313274_2.pdf

8 pages • 6.6 MB • pdf

1:05 PM

~.

+91 85809 96953



amit2313274_1.pdf

10 pages • 7.7 MB • pdf

1:05 PM

1:10

5G



English GE BA III

Krishan, Prof. Raksha Kalta, ~Anjana...



COMMITTEE MEMEBERS:

1. Dr. Pooja Dulta
2. Dr. Mahinder Rathour
3. Dr. Satish Kumar
4. Dr. Kamlesh

2:53 PM ✓✓

Kindly share in other BAiii groups as well

2:53 PM ✓✓

18 Jul 2025

~iyashikathakur6 added ~ Anjana Dogra. You can change who can add other members in **group permissions.**

Shadowing English Speaking Practice |
Speak Fluently 5-Day English Speaking
Challenge

[youtu.be](https://youtu.be/wCyyVuDIsg?si=6iqhWBxHzHv0yaTc)

[https://youtu.be/wCyyVuDIsg?
si=6iqhWBxHzHv0yaTc](https://youtu.be/wCyyVuDIsg?si=6iqhWBxHzHv0yaTc)

10:23 PM ✓✓

19 Jul 2025

[https://www.instagram.com/reel/
DLAIJIOCXBe/?
igsh=MWd4bXNxaThuYmQ0dg==](https://www.instagram.com/reel/DLAIJIOCXBe/?igsh=MWd4bXNxaThuYmQ0dg==)

10:43 PM ✓✓

20 Jul 2025

< 107



English GE BA III

Krishan, Prof. Raksha Kalta, ~Anjana...



NeHa ShArMa

7:44 AM

15 Jul 2025

Dear students watch the video

7:14 PM ✓

THE REAL HISTORY OF CHAMBA RANI
SUNAINA / चम्बा के लोगो के लिए ली जिंदा समाधि

Rani sunaina secrifice her life for the people...

youtu.be

[https://youtu.be/ITfRBCt3j4o?
si=thExifKzLR6zFDAq](https://youtu.be/ITfRBCt3j4o?si=thExifKzLR6zFDAq)

7:16 PM ✓



Sukraat X Subaah Feat. Arpna Vocals |
Chambyali Folk Song | Latest Pahari Song...

youtu.be

7:17 PM ✓

The folk song that we completed
today. Watch both videoes for better
understanding of the folk song

7:17 PM

~ NeHa ShArMa added +91 98050 66443