Report of the One-Week Faculty Development Program(03/08/2020 to 07/08/2020) on How Teachers Can Make a Difference organised by St. Teresa's college and conducted by the Teaching Learning Centre of IIT Madras.

LEARNING OUTCOMES OF THE FDP:

At the end of this faculty development program, participants will be able to explain:

- How and how much difference can a teacher make?
- Factors that affect student learning.
- What is the first step in preparing for a course?
- Recipe for effective and efficient teaching.
- Levels of thinking at which questions for assignments, tutorials, and tests can be set.
- What is a good problem set and how to prepare it?
- Concepts of learning outcome and active-cooperative learning.
- How to write learning outcomes?
- How to organize teaching content and deliver it in the class?
- Content preparation, content delivery and student assessment in the online mode?
- Merits of oral and written examinations.
- How often should you test students?
- How to give feedback to students on their learning?
- Concept of teaching portfolio as an evidence of teaching effectiveness.
- How to improve your teaching with the help of feedback from students and colleagues?
- What motivates students?

RESOURCE PERSONS

1. Prof. Shreepad Karmalkar (Head TLC) Electrical Engineering Department, IITM
2. Prof. Edamana Prasad, Chemistry Department, IITM
3. Prof. C. Vijayan, Physics Department, IITM
4. Prof. G. Phanikumar, Metallurgical and Materials Engineering Department, IITM
5. Dr. Nandini A. P, Senior Project Officer, TLC, IITM
6. Dr. Sanju Rani, Senior Project Officer, TLC, IITM
7. Dr. Janaki G., Senior Project Officer, TLC, IITM
8. Dr. Richa Verma, Principal Project Scientist, HTIC, IITM Research Park

PROGRAM SCHEDULE

Schedule Day	10-00 am to 11-30 am	3-00 pm to 4-30 pm
3 August, Monday	Recipe for Effective and Efficient Teaching - 1	Online Teaching
4 August, Tuesday	Active Online Learning	Recipe for Effective and Efficient Teaching - 2
5 August, Wednesday	MOOC, LMS etc.	Assessment -1
6 August, Thursday	Assessment - 2	E-learning -1
7 August, Friday	E-learning - 2	Reflection

The FDP program on ***How teacherscan make a difference*** was organized from 03/08/2020 to 07/08/2020 with the objective of enhancing the efficiency of teachers in content delivery in both the online and personalised teaching and evaluation. 168 Teachers of different streams, belonging to HEI's situated in different parts of the country contributed to the success of the Programme by their active participation and keen interaction.

Day 1
3 August 2020

The Sessions were handled by ***Dr. Shreepad Karmalkar***- Professor of Electrical Engineering at IIT Madras and the Head of IITM Teaching learning centre, he is the recipient of prestigious awards such as the 2006 Vikarma Sarabhai Award and a 2007 IBM Faculty award. He has been visiting prof to many universities abroad such as UC Santa Barabra, USA, Univerity of Southern California, and RPI – the technological research university in New York. He dealt with the topic "Recipe for Effective and Efficient Teaching" and how to be efficient in teaching so as to be an effective teacher.

Professor Karmalkar began the afternoon session by inviting the participants to share the various concerns that they had with regard to online teaching. Faculty raised various issues including the lack of access to blackboards, the difficulty in showing diagrammatic representations, the challenge of monitoring student presence and their activities as they were physically absent; the difficulty in correcting practical subjects and the availability to alternatives to practicals; the disconnect between teachers and students and the difficulty in retaining the attention of students. Teachers also brought up the technological issues that students faced including low bandwidth, clarity and lack of access to internet, especially in rural areas and the difficulty in online evaluation, especially the difficulty in addressing essay type and short answer questions as opposed to MCQs was raised.

Professor Karmalkar demonstrated the use of a simple Logitech video camera with a tripod/table lamp which could be improvised to show the process of working out equations and drawing diagrams on a piece of paper to students via video just as a teacher could using a blackboard. While this method could help teachers in handling some demonstrations also, Professor Karmalkar said that the transition to digital labs was not foolproof as yet and the IITs had therefore decided to postpone laboratory-based papers for later.

He addressed the challenge of ensuring attention by mentioning simple points like presenting a clear and non-distracting video (in terms of background and appearance of the teacher) and ensuring that the teacher's audio system was in good condition.

As for monitoring student activity, Professor Karmalkar pointed out the various ways in which LMS and other software provided analytics regarding student involvement in various educational activities including the attendance in classes and performance of various activities. Teachers could also ask questions in class to ensure that students were attending to the portions being taught. Participants mentioned that a quiz at the end of each session to be done synchronously could ensure student attention. He mentioned that at IIT the faculty monitored student participation with the help of Teaching Assistants who monitored whether students had prepared notes for particular lectures on a daily basis.

Professor Karmalkar mentioned that online evaluation was a difficult proposition, though online assessment was not as much of an issue. To address technological and connectivity issues faced by students, Professor Karmalkar suggested the use of recorded videos and audios which students could download whenever they had connectivity and peruse it at their convenience. He suggested that if a teacher had four classes a week, three of these could be in the form of recorded lectures and one could be kept aside for live interactions and addressing of doubts.

Following the session by Professor Karmalkar, ***Professor Edamana Prasad*** joined in. He began his session by introducing Learning Outcomes to the participants, and invited participants to formulate Learning Outcomes for courses they were handling and to correlate it with the levels of learning they intended. He took up the LOs shared by the participants and suggested improvements where necessary.

Professor Prasad mentioned various aspects of Learning Outcomes and mentioned that 'lecturing' was not one among the various Research Based Instructional Systems (RBIS). He described teachers and learners as standing on different sides of a mountain, the mountain of learning. Teachers had already surmounted this but learners were only about to begin the ascent. When teachers measured the learning content, they generally saw it from their perspective, which was generally very different from the perspective of the learner. Therefore, the teacher had to stand in the shoes of the learners to formulate learning outcomes which were practical. He mentioned the work 'Tappers and Listeners' by Elizabeth Newton as a work on education and pedagogy which would clarify many confusions regarding the formulation of learning outcomes from a student's point of view.

At the end of Professor Prasad's session, Dr. Swathy Varma conveyed thanks to either speaker on behalf of the organizers and participants. The link to the feedback for the session was shared in the chat box. The session ended with the message to the participants to join the next day's session by 9.50 AM.

Day 2
4 August 2020

The Resource persons for the forenoon session were ***Dr.Edaman Prasad and Dr. A.P. Nadhini.***
Dr. Edaman Prasad is a professor at the Department of Chemistry, Indian Institute of Technology Madras and is an dynamic member of the Teaching Learning Centre at IIT Madras and has been actively involved in organizing activities for improving the teaching-learning process in the higher education sector.
Dr. A. P. Nandini is a Senior Project Officer at theTeaching-Learning Center, IIT Madras. She has got over 25 years of experience in teaching mathematics at various Science as well as Engineering colleges at Pondicherry and Chennai. She secured her Phd from Anna University, Chennai and is also an alumnus of IIT Madras. Moreover, Dr. Nadhini, topped the rank list of the College Teachers Recruitment Board of the Tamil Nadu Government during her time. She has authored a book on Numerical Methods and her areas of interest include Numerical Analysis and Mathematics Education.
The session was on Active Online Learning Strategies. Dr. A.P Nandhini spoke about adapting the Bookend Method to online teaching. She also mentioned the Think/Care/Share Method of learning. She engaged the session from 10-10.35 am.
Dr. Edamana Prasad took over from Dr. Nandini and discussed about Flipped classes, Blended learning and the Jigsaw method. It was an informative interactive session with active participation from the participants as well. The session came to an end by 11.35 am.

The Resource person for the Afternoon Session was ***Prof. Shreepad Karmalkar***.
The session was a continuation of the Day 1 FN session (3 August 2020, FN) on "Recipe for Effective and Efficient Teaching". Professor Karmalkar presented the recipe in an interesting manner with high interaction with the participants.
It was an informative interactive session with active participation from the participants as well. The session came to an end by 4.45 pm. A feedback of the session was collected from the participants.

Day 3
5 August 2020

The forenoon session of was taken by ***Dr. Phanikumar***, Faculty member of Department of Metallurgical & Materials Engineering, IIT Madras and Member of TLC, IITM since its inception. He completed his B.Tech in Metallurgical Engineering from IIT Madras in 1996 and then went on to do his Ph.D. from IISc Bangalore. He did his Post doc as Alexander von Humboldt Fellow at DLR, Germany 2005. He dealt with the technical aspects of MOOC and LMS online.

The afternoon session of the third day of the FDP *How Teachers Can Make a Difference* was by ***Dr. Richa Verma***, Principal Project Scientist- Human Brain Project, IIT-Madras and it began at sharp 2.55 pm. Dr. Soja Louis and Dr. Saritha Chandran A of the Teresian Teaching Learning Centre were the hosts for the session. Dr. Soja read out the instructions to the participants and welcomed Dr. Richa for the session on *Learning Outcomes*.

Dr. Richa began her session by introducing the various topics she deals with in the session to the participants. She mentioned that she will be dealing with types of assessments and design of assessment plan while she will be dealing with Design rubrics on the next day. She asked to share their idea with regard to assessment and evaluation and what could be the difference between these 2 terms. She explained distinctively that summative assessment is assessment of learning and formative assessment is assessment for learning. Finally Dr. Richa mentioned that assessments are intended for improvement hence it is better to have an informed assessment rather than a surprise assessment.
At the end of Dr. Richa's session, Dr. Soja conveyed thanks on behalf of the organizers and participants. The link of the feedback for the session was shared in the chat box. The session ended at 4.35 pm with the message to the participants to join the next day's session by 9.50 AM.

Day 4
6 August 2020

The Forenoon session of the 4th day of the FDP *How Teachers Can Make a Difference* was again by ***Dr. Richa Verma***, Principal Project Scientist- Human Brain Project, IIT-Madras and it commenced 9.55 am. Dr. Soja Louis and Dr. Preethi Kumar of the Teresian Teaching Learning Centre were the moderators of the session. Dr. Soja read out the instructions to the participants and welcomed Dr. Richa for the session on *Design Rubrics*.
Dr. Richa began her session by summing up of the previous days topics so as to assess the learning of the participants. She explained focus groups, minute card and teacher reflection, the types of assessments in detail and also the need for teacher assessment and the necessary question that may help to ensure a flawless feedback from students. She explained how the assessments can be planned based on the expected learning outcomes. She mentioned that Rubrics was an objective method to give grades based on specific criteria and each criterion describes the level of achievement. She shared the link for further understanding rubrics designed by CMU, an International university.
For rubrics : https://www.cmu.edu/teaching/designteach/teach/rubrics.html
She winded up by asking the participants to clear their doubts on the topics by calling her or mailing her their queries.
At the end of Dr. Richa's session, Dr. Soja thanked the resourse person on behalf of the organizers and participants. The link of the feedback for the session was shared in the chat box. The session ended at 11.30 am.

The Afternoon session commenced at 3pm.
The Resource Person for the session was ***Dr. Sanju Rani*** from IIT Madras.
Dr. Sanju Rani is a Senior Project Officer at the Teaching Learning Centre, IIT Madras since 2017 and is involved in the development of teaching curriculum, faculty development programs, and educational research at IIT Madras. She completed her PhD in Physics from IIT Delhi and was a post-doctoral researcher at the Materials Research Institute, Pennsylvania State University, USA. After a brief stint at the SRM University as an 'Assistant Professor' she joined as a DST Women scientist in the ARCI-Chennai. In her research career so far, she has published 15 papers and has presented papers at various national and international conferences.
The session was on E-learning and its possibilities. Dr. Sanju Rani introduced and practically demonstrated teaching-learning and evaluation tools like Quizizz.com

and Exam.net. The session was informative and effective with active involvement from the participants. The session came to a close by 4.30pm.

Day 5
7 August 2020

The forenoon session of was conducted by ***Dr. Janaki G***, senior project officer of the Teaching Learning Centre at IIT madras. She completed her Doctorate in the Faculty of Electrical Engineering from Anna University Chennai. She has around 21 technical papers in National and International Journals and conferences along with a book on Power Electronics and Drives. She is working on a project under the Pandit Madan Mohan Malaviaya Mission on teachers sponsored by the MHRD at IIT Madras. Her session was on the intricacies of e-learning and the tools for effective teaching online.

Dr. Nandini began her session on '***Feedback***' asking participants to reflect upon the most pleasant experience in their teaching career so far. She asked them to introspect on what went well, the reasons for the 'wellness' and how they responded to it then and later. Teachers responded with instances such as students' responses that they understood, or students asked questions and doubts, students staying back after class to speak to the teacher, etc.

Following this Dr. Nandini asked the participants to identify the worst moments they have had in class what went not so well in class, and why, and to think of ways to rectify the matter. In response, teachers mentioned the times when various technical glitches, students yawning and being detached, among others.

After this Dr. Nandini gave an introduction to feedback as a mirror which helps one to see oneself. She said she would:

1. Describe techniques for collecting feedback
2. Apply techniques for reflective thinking
3. List specific steps to implement modification

She discussed the various forms of feedback. According to Dr. Nandini, feedback from students can be daily/topically/periodical. Feedback could be informal or using a structured questionnaire. Many institutions collected feedback at the end of a year or semester, but in an annual feedback, there is no benefit for the students in the class or the teacher conducting the class. Dr. Nandini said a mid-semester feedback form would be even more useful as it makes course correction possible. If teachers can correct their mistakes, it would directly benefit the concerned students and teachers during the semester in question.

Participants were then asked to prepare a format for a mid-semester feedback – they mentioned factors including what method students find most effective for learning, subject knowledge, clarity of classes, communication, method of lecture delivery, speed, effectiveness, etc. They were also asked to decide on the scale which they would use.

Following this Dr. Nandini presented a format used for mid-semester feedback very successfully at the IITs. According to her, the best time to administer the mid-semester feedback was just after the first test. The items were to be ranked by students on a scale ranging from 'Strongly Disagree' to 'Strongly Agree'.

One page of the feedback listed specific concepts and asked students to mark the extent to which the concepts were understood. This is very important and effective for the course instructor.

Another interesting question given in the form was as follows: 'If this is not your most liked course, which aspect/s of your most liked course is/are missing in this?' This question gives a chance for the student to inform the teacher what they find effective in the teaching of *others*, and this could also be a tool enabling teachers to learn from the best practices of their colleagues without having to approach them directly.

At the end of the mid-semester feedback, there was also a space for students to convey any other suggestion/feedback. The current CGPA of the respondent was also asked for, as it would make clear to the faculty which kind of students where facing specific difficulties.

Following this discussion of the Mid-Semester Feedback Form, Dr. Nandini asked participants, 'If your students were asked 'things I like about the teacher/teaching' what do you think your students would say about you? The participants mentioned various aspects that they perceived their students would think about them. Dr. Nandini said that this would have to be compared with the actual feedback of students to come to a well-rounded understanding. In the same fashion, participants were also asked to reflect upon the factors which students would say they needed improvement – faculty responded with various aspects which they thought their students were concerned about. Dr. Nandini then shared some of the actual feedback given by students on the question 'Things I like about the teacher/teaching':

- Reviews prior class material
- Summarizes content periodically
- Connects previous and current topics
- Uses concrete example to explain abstract topics
- Uses appropriate visuals
- Able to understand doubts and give clarifications
- Promotes student participation in class

- Admits errors with honesty and integrity
- Does not torture us

This was the feedback given on the item ‘Things about teacher/teaching which need improvement’:

- Needs to give more problems for practice/Do more problems in class
- Stop some students from asking ridiculous questions and wasting time/should not be engaged with only one student in class
- Solutions of assignments/tutorials need to be provided
- Teacher proceeds with the assumption that we already know everything which is mostly not true
- Tutorials are given before the relevant concepts are taught in class
- I did not find that particular pedagogy helpful
- Difficulty level of problems covered in class is low compared to tutorial questions
- Do derivations on the board and don’t just show the complete derivation on the PPT
- Important formulae to be written/highlighted on the board/PPT
- Teacher asking ‘yes’ or ‘no’ very frequently is irritating (verbal mannerisms)

Responses to ‘If this is not your most liked course, which aspect/s of your most liked course is/are missing in this?’:

- Teachers involvement/commitment
- **Explaining the key of question papers**
- More practical application/integration of theory with practical aspects
- Being liberal with attendance
- Less monotonous and more creative
- More ‘out of the box’ thinking
- **Response to students by name** – *affection and bond which makes students more attached to the teacher as well as the subject*
- Sense of humour
- Freedom to approach the faculty

Dr. Nandini then mentioned the importance of getting feedback from colleagues. Colleagues could be invited to sit in the class of another teacher and give feedback afterward. She mentioned the Malayalam proverb *‘Changathi nannaayaal kannadi venda*’ to stress the importance of seeing ourselves through the eyes of others.

Dr. Nandini concluded her session by alluding to the innocent words of Fayis on making a flower which had gone viral on social media – he realized it didn't come out fine but he accepts it, so there is no stress. According to her seeing realities calmly was the base for reflection. Today or tomorrow Fayis will be able to make a beautiful flower. In a similar way she encouraged all participants to make a beautiful flower of their careers…

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Following this Professor C. Vijayan began his presentation on ***Reflection***, which is to follow Feedback. While feedback was from other people, reflection would be from one's own side.

Referring to Auguste Rodin's 1882 statue 'The Thinker' inspired by Descartes' philosophy, Dr. Vijayan pointed out how Descartes had stated 'cogito ergo sum' ('We think, therefore we exist') overturning the philosophy 'We are, therefore we think'. He pointed out that the 21st century philosophy had moved over to 'We chat, therefore we exist!'

Reflection can be injurious to health! After reflection, one may be powerfully transformed – you can become a happy and transformed teacher. Reflection was a technique for self-improvement, a technique to expand one's awareness to improve the teaching-learning process. It could be a deliberate and structured self-critical evaluation of our assumptions and practices directed towards improvement of our teaching. It is a cycle which includes action and reflection. There may be some incidents in class which act as a feedback. Then one reflects upon it, changes something about one's teaching, and tries again. It was not just something you do when you are in trouble.

The Rolfe Reflection Model:

- What - what happened in class
- So what? - analysis of what happened, decoupling feeling from fact.
- Now what? - action plan

The Kolb Model: concrete experience – reviewing – abstract conceptualization – active experimentation in a continuous circle

The practice of reflection involved the following:

- Thinking back – motive, specific skills, knowledge necessary, lessons
- Thinking forward – how shall I overcome?
- Thinking inward – what does it mean to me?
- Thinking outward – what does it imply to others?

Dr. Vijayan encouraged the participants to think about the best teacher they had and the qualities which made her so. Participants shared such qualities as clarity in
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thought and expression, breadth of knowledge, pleasant and approachable nature, etc. He then asked the participants to think of the worst teacher they had encountered. Dr. Vijayan pointed out that one only needed to appropriately assimilate the recurring themes in this collective reflection in order to 'grow and glow as a teacher'. He encouraged institutions to do this exercise among teachers.

What happens if I don't reflect? Dr. Vijayan dwelt upon this by taking the example of The Emperor's New Clothes. Experience alone does not make anyone perfect, nor does power or position.

He encouraged teachers to seek advice from seniors. He mentioned Professor Karmalkar's method of calling out someone's name to catch the attention of the entire class. Or there was the method of stopping talking for a few seconds. The power of silence will get everyone's attention.

Teachers could invent/modify ideas, utilize digital tools and tap into the creativity of students. One could also draw inspiration from resources on the web such as blogs by Richard Felder and Tomorrow's professor. He recommended the book 'Ditch That Textbook' by Matt Miller. According to him, there are several resources. The question is, are we using it properly?

One could also keep a blog or diary to help in self-reflections. Reflection could also be instantaneous – on the stage and in class there were *in situ* means for quality assurance – looking at the various expressions and actions of the students – whether they were sleeping, smiling with the joy of learning, or frowning, or full of wonder and elation – eureka! Teachers should also be able to read the signs when students glance at their watches or start sending messages on their phone. Dr. Vijayan referred to the 'browbeating method of reflection' which he used to get an average of the class mood.

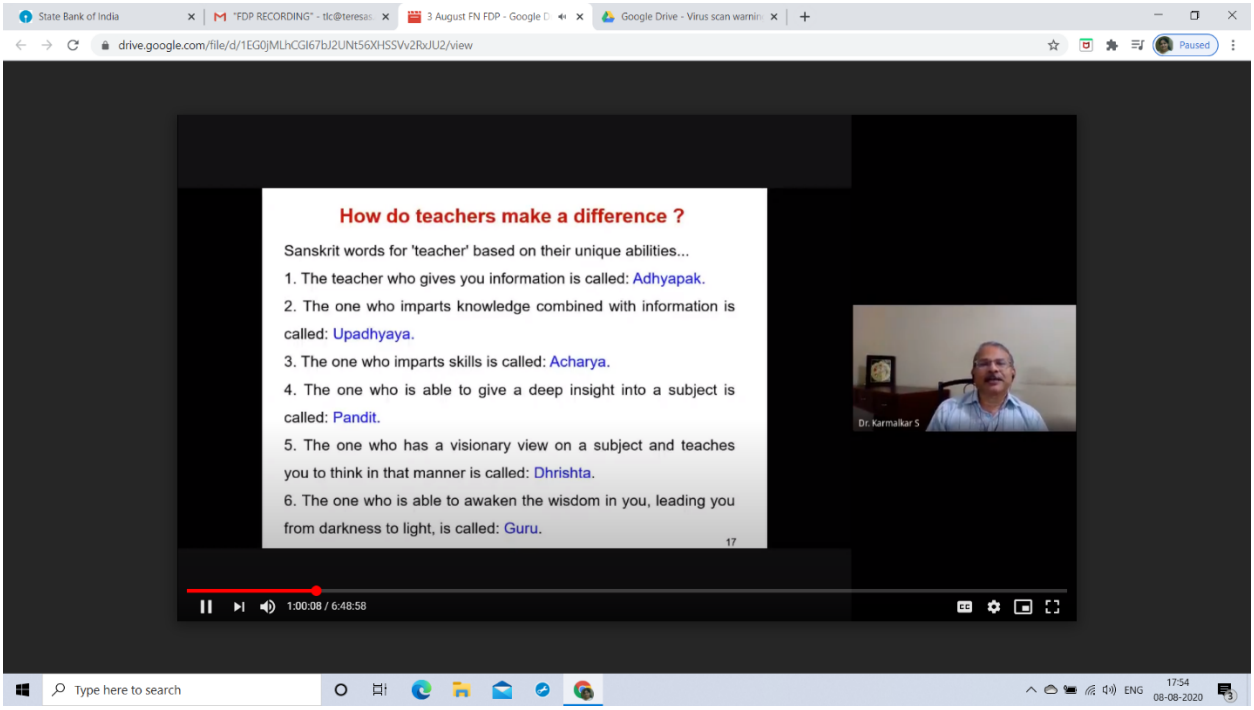
Do we really have time for reflection these days? Participants answered both yes and no. Dr. Vijayan then quoted Gandhiji, who even towards the end of his life still kept aside an hour daily for reflection. When once his secretary suggested that he keep aside the reflection hour as he had so much work, Gandhiji responded by saying that if that was the case he would have to meditate for two hours instead of one!

Dr. Vijayan asked the participants to consider the take-home questions on the day they completed a tough paper – did my learning objectives become learning outcomes? He concluded his session by referring to the ultimate reflection – connecting with Bloom's Taxonomy and Learning Outcomes to reflect upon the height one had climbed in the day's class, in a course, in one's entire career…

This was followed by a Q&A session. Following this, Dr. Kala MS, Coordinator of the IQAC of St. Teresa's College thanked the resource persons and the entire team of the TLC, IIT-Madras. This brought the curtain down on the Short-Term FDP conducted by the Teresian Teaching Learning Centre, St. Teresa's College Ernakulam from 3rd August 2020 to 7th August 2020.

The Teresian Teaching Learning Centre is an IQAC initiative conceived with the ideal of developing, implementing and promoting innovative educational practices among the teaching community. To this purpose, specialists in various disciplines are identified to collaborate and engage with educators so that the best techniques can be popularised in tune with the contexts and pressures of the student population. In the current situation, when the entire process of teaching and learning is undergoing a paradigm shift, it is relevant to update skills and acquire new ones, so that the process of teaching and learning becomes enjoyable. The FDP is a step forward in this direction.

Screenshots of the sessions:



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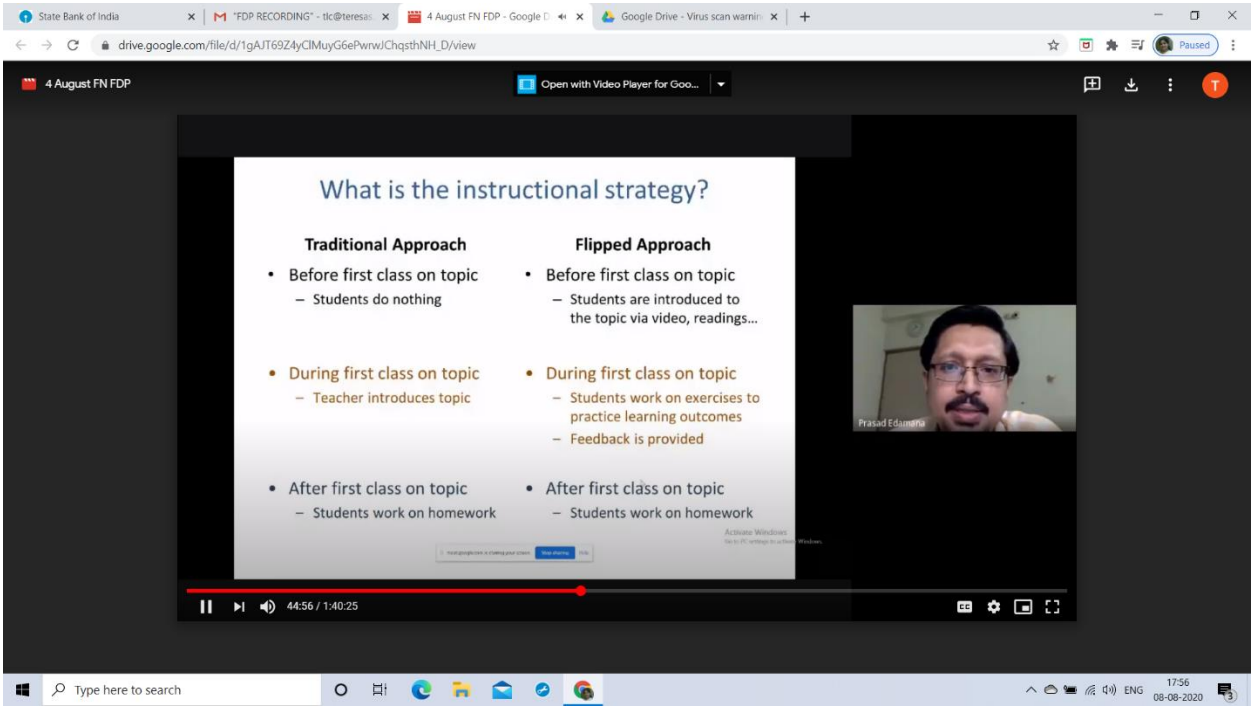
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4 August FN FDP
What is the instructional strategy?
Traditional Approach
Before first class on topic
Students do nothing
During first class on topic
Teacher introduces topic
After first class on topic
Students work on homework
Flipped Approach
Before first class on topic
Students are introduced to the topic via video, readings...
During first class on topic
Students work on exercises to practice learning outcomes
Feedback is provided
After first class on topic
Students work on homework
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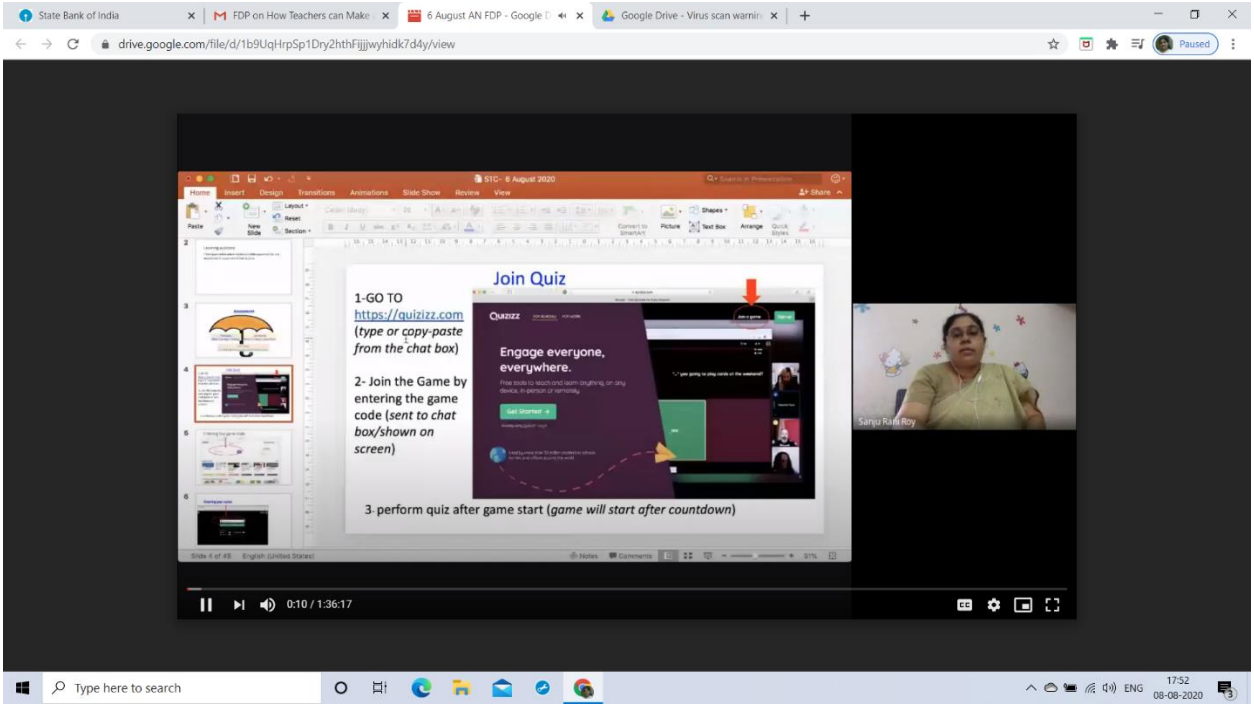
State Bank of India
FDP on How Teachers can Make
6 August AN FDP - Google
Google Drive - Virus scan warnin
drive.google.com/file/d/1b9UqHrpSp1Dry2hthFijjwyhidk7d4y/view
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STC - 6 August 2020
Join Quiz
1-GO TO https://quizizz.com (type or copy-paste from the chat box)
2- Join the Game by entering the game code (sent to chat box/shown on screen)
Engage everyone, everywhere.
3- perform quiz after game start (game will start after countdown)
Sanju Rani Roy
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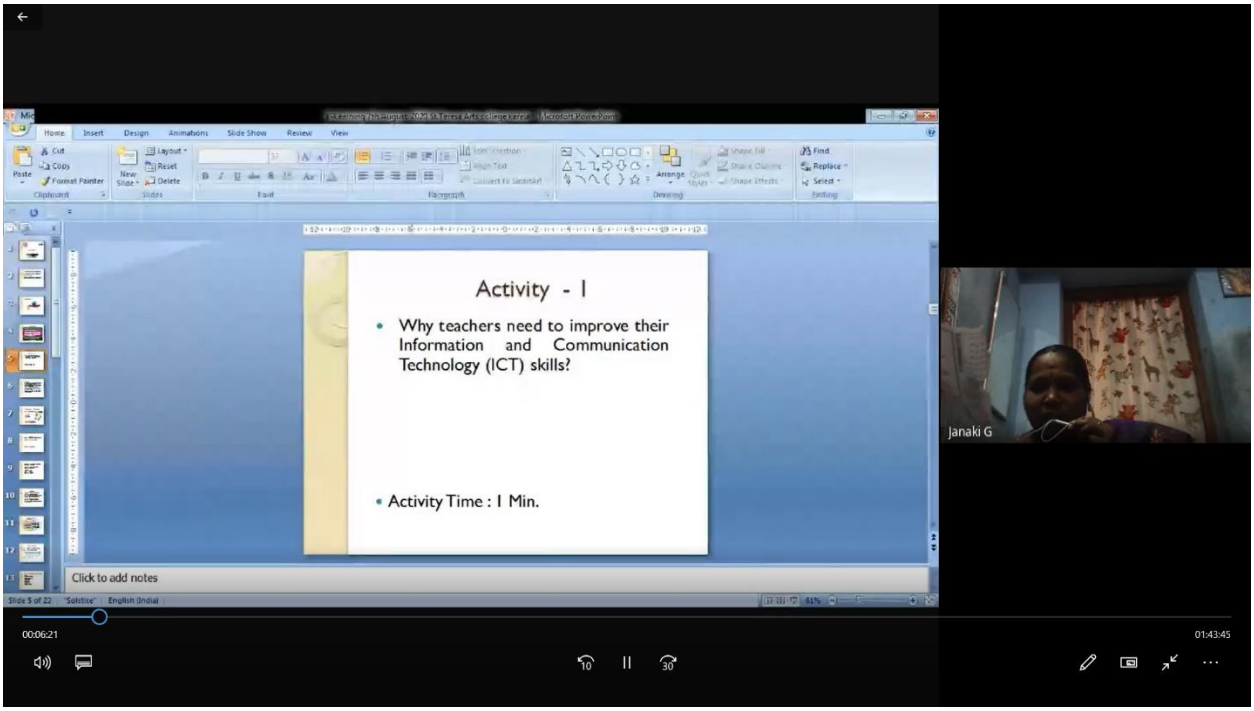
Activity - I
Why teachers need to improve their Information and Communication Technology (ICT) skills?
Activity Time : 1 Min.
Click to add notes
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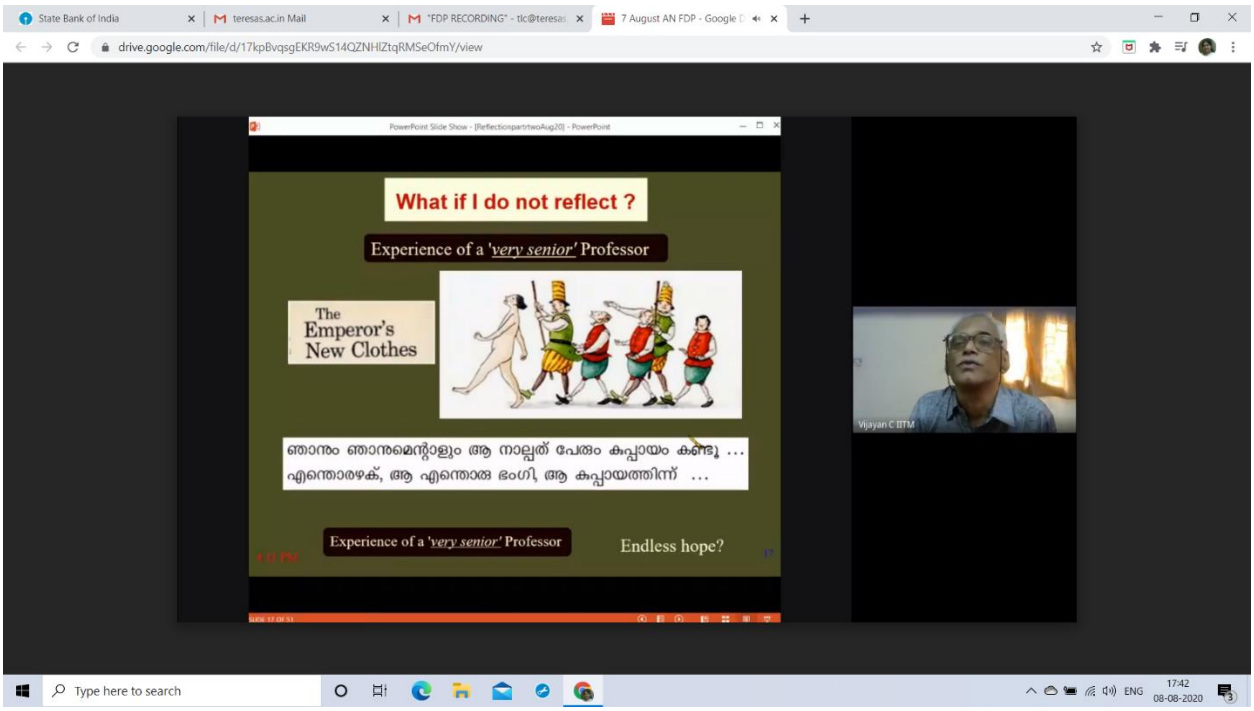
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7 August AN FDP - Google
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PowerPoint Slide Show - [ReflectionspartrtwoAug20] - PowerPoint
What if I do not reflect ?
Experience of a 'very senior' Professor
The Emperor's New Clothes
ഞാനും ഞാനുമെന്റാളും ആ നാല്പത് പേരും കുപ്പായം കണ്ടു ...
എന്തൊരഴക്, ആ എന്തൊരു ഭംഗി, ആ കുപ്പായത്തിന്ന് ...
Experience of a 'very senior' Professor
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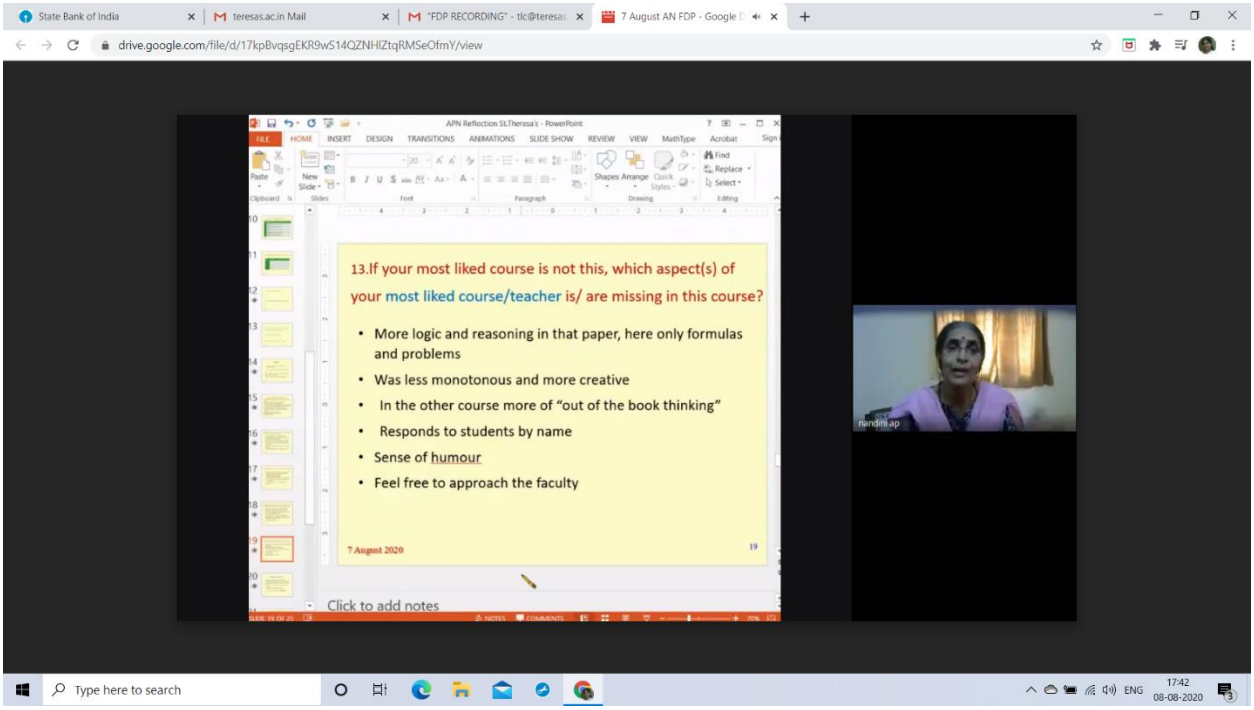
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drive.google.com/file/d/17kpBvqsgEKR9wS14QZNHlZtqRMSeOfmY/view
APN Reflection St.Theresa's - PowerPoint
13.If your most liked course is not this, which aspect(s) of your most liked course/teacher is/ are missing in this course?
More logic and reasoning in that paper, here only formulas and problems
Was less monotonous and more creative
In the other course more of "out of the book thinking"
Responds to students by name
Sense of humour
Feel free to approach the faculty
7 August 2020
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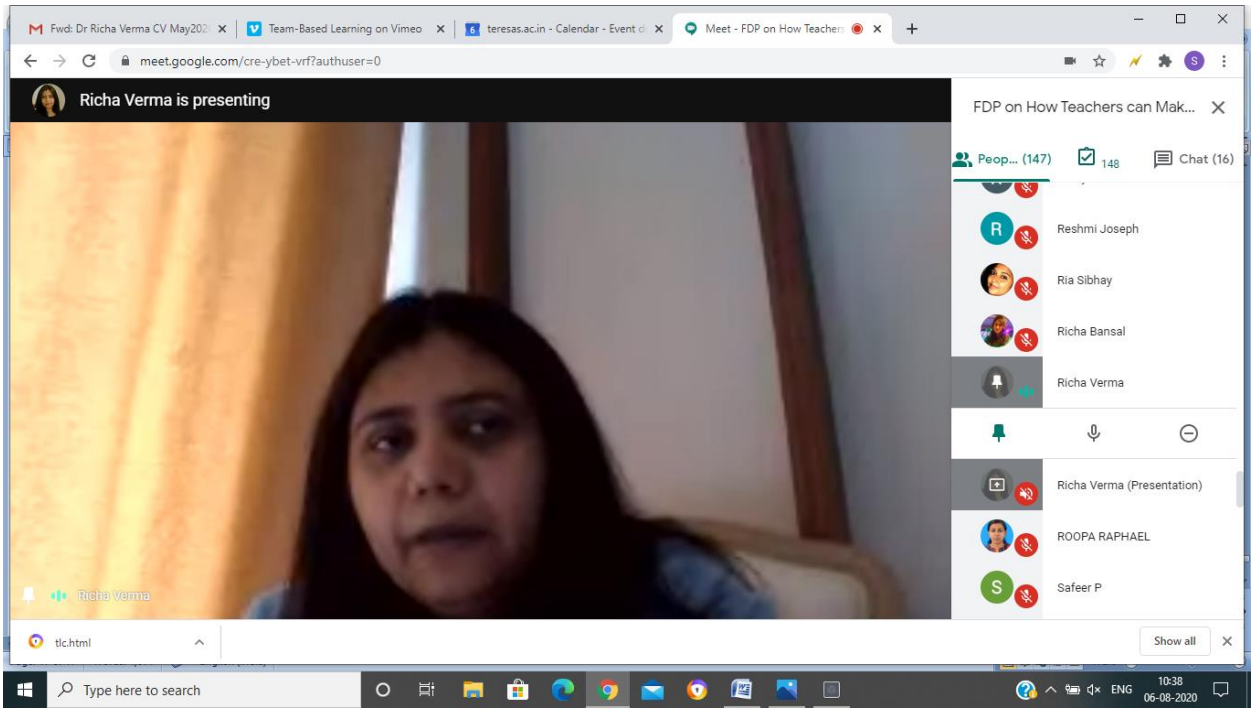
Fwd: Dr Richa Verma CV May202
Team-Based Learning on Vimeo
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Richa Verma is presenting
FDP on How Teachers can Mak...
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Chat (16)
Reshmi Joseph
Ria Sibhay
Richa Bansal
Richa Verma
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