



Sri Lakshmi Narayana Institute of Medical Sciences

Date: 26.02.19

From
Dr.Abarna .V
Department of Microbiology,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Chennai.

To
The Dean,
Sri Lakshmi Narayana Institute of Medical College
Bharath Institute of Higher Education and Research,
Chennai.

Sub: Permission to conduct value-added course: Soft skill development & Human value development & Teaching and Presentation Skills

Dear Sir,

With reference to the subject mentioned above, the department proposes to conduct a value-added course titled Soft skill development & Human value development from March to May 2019 and Teaching and presentation skills for undergraduates on July to August 2019. We solicit your kind permission for the same.

Kind Regards

Dr.Abarna.V

Department of Microbiology

FOR THE USE OF DEANS OFFICE

Names of Committee members for evaluating the course:

The Dean: Dr.Jayalakshmi

The HOD: Dr.Abarna.V

The Expert: Dr.Jayapradha.S

The committee has discussed about the course and is approved.

Dean

(Sign & Seal)

Subject Expert

(Sign & Seal)

HOD

(Sign & Seal)

Dr. G. JAYALAKSHMI, BSC., MBBS., DTCD., M.D.,
DEAN

Sri Lakshmi Narayana Institute of Medical Sciences
Osudu, Ageram Kudapakkam, Post,
Villanur Commune Puducherry-605 502

DEPT OF MICROBIOLOGY
SRI LAKSHMI NARAYANA INSTITUTE OF
MEDICAL SCIENCES-PONDICHERRY 605 502

DEPT OF MICROBIOLOGY
SRI LAKSHMI NARAYANA INSTITUTE OF
MEDICAL SCIENCES-PONDICHERRY 605 502

Circular

20.06.2019

Sub: Organising Value-added Course: Certificate Course in Teaching and presentation skills

reg

With reference to the above mentioned subject, it is to bring to your notice that Sri Lakshmi Narayana Institute of Medical Sciences, **Bharath Institute of Higher Education and Research**, is organising ". The course content "**Certificate Course In Teaching and presentation skills**" July 2019 to August 2019 is enclosed below."

The application must reach the institution along with all the necessary documents as mentioned. The hard copy of the application should be sent to the institution by registered/ speed post only so as to reach on or before June 30th 2019. Applications received after the mentioned date shall not be entertained under any circumstances.



Dean

Dr. G. JAYALAKSHMI, BSC., MBBS., DTCD., M.D.,
DEAN

Sri Lakshmi Narayana Institute of Medical Sciences
Osudu, Ageram Kudapakkam, Post,
Villanur Commune Puducherry-605 502.

Encl: Copy of Course content

Course Proposal

Course Title: Certificate Course in Teaching and presentation skills

Course Objective:

1. Introduce the students to different fields of communication
2. To learn basic principles of presentation
3. To learn the basic skills in teaching

Course Outcome: Certificate Course In Teaching and presentation skills

Course Audience: Medical undergraduates

Course Coordinator: Dr.Abarna.V

Course Faculties with Qualification and Designation:

1. Dr.S.Jayapradha MD, Assistant professor
2. Mrs.Swathi.S Msc, Tutor

Course Curriculum/Topics with schedule (Min of 30hours)

SlNo	Date	Topic	Time	Hours	Lecture taken by
1.	3.7.2019	Teaching skills goals and objectives	4-7p.m	3	Dr.Jayapradha.S
2.	10.7.2019	Techniques in teaching	4-7p.m	3	Mrs.Swathi.S
3.	17.7.2019	Use a Variety of Teaching Methods and Strategies	4-7p.m	3	Mrs.Swathi.S
4.	24.7.2019	Creation of Effective Presentations	4-7p.m	3	Dr.Jayapradha.S
5.	31.7.2019	Use of Audiovisuals	4-7p.m	3	Mrs.Swathi.S
6.	7.8.2019	Teach Outdoors	4-7p.m	3	Dr.Jayapradha.S
7.	14.8.2019	Create Effective Presentations	4-7p.m	3	Dr.Abarna.V
8.	21.8.2019	Doing the Activity or Program	4-7p.m	3	Dr.Jayapradha.S
9.	28.8.2019	Use a Variety of Teaching Methods and Strategies	4-7pm	3	Dr.Abarna.V
10.	28.8.2019	Organisation skill- 1& Organisation skill- 2	4-7p.m	3	Mrs.Swathi.S
			Total Hours	30	

References:

1. Speak with no fear-Mike Acker
2. Persuasive presentations- Nancy Duarte

VALUE ADDED COURSE

1. Name of the programme & Code

Teaching and Presentation Skills

2. Duration & Period

34 hrs, Every , July 2019-August 2019

3. Information Brochure and Course Content of Value Added Courses

Enclosed as Annexure- I

4. List of students enrolled

Enclosed as Annexure- II

5. Assessment procedures:

Multiple choice questions- *Enclosed as Annexure- III*

6.Course Feed Back

Enclosed as Annexure- IV

7. No. of times offered during the same year:

30 hrs Every , March 2019– June 2019

8. Year of discontinuation: 2019

9. Summary report of each program year-wise

Value Added Courses (July – August 2019)					
Sl. No	Course Code	Course Name	Resource Persons	Target Students	Strength & Year
1	MIC10	Teaching and Presentation Skills	Dr. S.Jayapradha	2 nd yr MBBS	20(July to August 2019)

10. Certificate model

Enclosed as Annexure- V


RESOURCE PERSON


COORDINATOR

ANNEXURE I

**TEACHING AND PRESENTATION
SKILLS**

PARTICIPANT HAND BOOK

COURSE DETAILS

Particulars	Description
Course Title	Certificate Course In Teaching and presentation skills
Course Code	MIC10
Objective	<ol style="list-style-type: none"> 1. Teaching skills goals and objectives 2. Techniques in teaching 3. Use a Variety of Teaching Methods and Strategies 4. Creation of Effective Presentations 5. Use of Audiovisuals 6. Teach Outdoors 7. Create Effective Presentations 8. Doing the Activity or Program 9. Effective questioning strategies 10. Organisation skill
Further learning opportunities	Teaching and presentation skills
Key Competencies	On successful completion of the course the students will have skill in handling a teaching session
Target Student	2 nd yr MBBS Students
Duration	30 hrs Every July 2019 – August 2019
Theory Session	15hrs
Practical Session	15hrs
Assessment Procedure	Questionnaire

Date	Time	Topic	Resource person
3.7.2019	4-7p.m	Teaching skills goals and objectives	Dr.Jayapradha.S
10.7.2019	4-7p.m	Techniques in teaching	Mrs.Swathi.S
17.7.2019	4-7p.m	Use a Variety of Teaching Methods and Strategies	Mrs.Swathi.S
24.7.2019	4-7p.m	Creation of Effective Presentations	Dr.Jayapradha.S
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14.8.2019	4-7p.m	Create Effective Presentations	Dr.Abarna.V
21.8.2019	4-7p.m	Doing the Activity or Program	Dr.Jayapradha.S
28.8.2019	4-7pm	Effective questioning strategies	Dr.Abarna.V
28.8.2019	4-7p.m	Organisation skill- 1& Organisation skill- 2	Mrs.Swathi.S

1. Teaching skills goals and objectives



Once you have a good understanding of your topic and your audience, you can begin to write your goals and objectives. This first step in planning a presentation is perhaps the *most important*. We cannot emphasize enough how important it is to have well written goals and objectives—if you do not know what you want to shoot at, you may completely miss your target.

When you begin, the first and most important question to ask is:

Why am I making this presentation?

rather than

What am I going to say?

Goals describe in broad, general terms what you hope to accomplish.

Objectives explain specifically what participants should **know**, be able **to do**, and **be like** as a result of the presentation.

For short presentations

- You need 1 major goal that summarizes your overall purpose.
- You need 2-4 specific objectives that identify what will be accomplished.

For long programs

- You need 1-2 major goals to help frame the overall program.
- You need 2-5 more specific objectives that identify what will be accomplished.
- If the program has multiple parts, it can be helpful to identify 1-3 specific objectives for each session.

Four Types of Objectives: Knowledge, Skills, Attitudes and Behavior

When planning a presentation, you need to identify what you want your audience to know (knowledge), do (skills and behavior), and be like (attitudes) as a result of your session.

- Knowledge: Refers to facts and terms, concepts, generalizations and theories. *Example Action verbs:*

2. Techniques in teaching

The **five techniques** in mind when developing or polishing your outreach skills.

Variety of Teaching Methods and Strategies

Create Effective Presentations

Use Audiovisuals

Teach Outdoors

Evaluate Yourself and Others

3. Use Of Variety of Teaching Methods and Strategies

We each learn differently based on our learning style, multiple intelligences and past knowledge and experience. We learn best when we experience a teaching approach that matches our unique learning profile. For this reason, educators need to use a variety of teaching strategies to assure that they are meeting the needs of their learners (audiences).

4. Creation of Effective Presentations

A presentation is a spoken communication made in a prepared and formal way. You can give a presentation to one person or hundreds of people or thousands. The skills required can be learned and are very much the same regardless of the size of the group. Water management professionals are often called upon to give a wide variety of presentations. You may be asked to:

- Give a progress report to your supervisor.

- Demonstrate to a group of contractors how to install a BMP.
- Speak to a civic group on how to reduce NPS pollution.
- Show your commissioners how county money is used to leverage more money.
- Pique the interest of local farmers in renting your no-till drill.
- Conduct a workshop for 40 educators.
- Persuade legislators to support an increase in cost-share monies.
- Explain a new procedure to employees.
- Teach a group of scouts how to do water quality monitoring.
- Deliver a keynote speech at an annual meeting.
- Give a dedication speech for your new outdoor education area.

With such diversity, a broad range of skills is needed. Developing great speaking abilities is not unlike learning a new sport. Every sport has basic skills that you have to master individually as well as combined together in a game. Basketball players, for example, have to learn to dribble and pass the ball, shoot foul shots and lay-ups, grab rebounds and defend the opponent. While they may excel in some skills, a certain level of expertise is needed in all areas to have an overall successful game. In addition, ballplayers need to integrate their skills with others to work as a whole, i.e., as a team.

Learning to become an effective speaker is similar. In the beginning it can be just as frustrating as learning to properly dribble or throw a basketball. However, after learning a few basic skills, and, most importantly, practicing them, things usually improve. But to really learn to present well takes constant

practice and mastery of the basic skills and the ability to weave them together as a whole, i.e., into a presentation.

5. Use Of Audiovisuals

Audiovisuals include any teaching tool used to focus attention, emphasize, clarify and reinforce key points. Visuals, in particular, are important presentation tools because humans are visual creatures – we process visual information (pictures, graphs, etc.) 60,000 times faster than text and retain it up to five times longer.

Well-planned and well-executed audiovisuals can do many things for the audience:

- Capture attention and focus attention
- Reinforce (but not repeat verbatim) the verbal message
- Clarify information
- Accelerate learning
- Increase retention

and for the presenter:

- Help organize the presentation
- Increase presenter credibility
- Help manage time and help maintain control
- Help keep presenter/audience on the same track

6. Teaching Outdoors

Water resource professionals provide outreach activities and programs for both youth and adults in outdoor settings. These include, for example, pond clinics,

field days, water festivals, teacher workshops, camp programs, land lab activities as well as Earth Day, Arbor Day and other special events. Outdoor experiences serve as a powerful vehicle for first-hand learning and a means for helping youth and adult learners make connections that are personal and relevant. Whether learning best practices for pond management and soil erosion or the effects of water quality on organisms found in a stream, learners can become more engaged and successful through the use of hands-on experiences in the outdoors.

While the principles of good education serve equally well inside and outside, several strategies for outdoor learning can make these experiences more rewarding for both the learner and the leader. The following guidelines can help you as you explore the outdoors with learners young and old.

7. Create Effective Presentations

Every presentation has three key elements that need to be in harmony for a presentation to be effective:

- The speaker (yourself)
- The listeners (your audience)
- The content (your prepared speech, your material)

If doing a presentation is your own idea, you pretty much have control over the selected topic and the audience you want to target. If you are asked to present, you need to ask as many questions as needed until you feel that you know who the audience will be (e.g., number expected, attendance is required or voluntary, their level of knowledge about the topic, what setting will they be in). Then ask what main ideas you should emphasize about the topic.

- List, Identify Select, Give example, Describe, Name, Tell, Outline, Explain, State, Summarize, Distinguish
- Skills: Refers to a wide range of cognitive (mental), physical and emotional skills including science processes, critical thinking, problem solving, decision making, communication, research, mathematical, psychomotor and interpersonal relations. *Example Action verbs*:
 - Compare, Observe, Apply, Solve, Contrast, Draw, Show, Operate, Infer, Practice, Construct, Prepare, Analyze, Illustrate, Modify, Demonstrate, Categorize, Manipulate, Predict, Model
- Attitudes: Refers to feelings, beliefs, dispositions, opinions, and values. *Example Action verbs*:
 - Express, Clarify, Support, Interpret, Evaluate, Appraise, Conclude, Criticize, Judge, Debate, Justify, Feel
- Behavior: Refers to applying knowledge and skills, solving a problem, acting based upon a decision. *Example Action Verbs (usually reflects a specific action)*:
 - Reduce, Dispose, Teach, Install, Exercise, Present

8. Preparing the Activity or Program

- If inexperienced, choose a topic or curriculum area that is your greatest strength to use as the basis for designing outdoor activities.
- Use an activity with a high percentage of success for learners. A variety of answers, diverse opinions, and different perspectives will generate a positive attitude.
- Select investigations that are short and focused when working with groups that are inexperienced in learning outdoors.

- If using an unfamiliar location, visit the area and visualize how to do the activity and where specific parts of the experience will occur.
- When possible, design the experience to include a variety of group sizes (e.g., whole group, small group, pairs, individuals).
- Use procedures and structures that learners are familiar with (e.g., recording data, grouping, using equipment, enhancing skills, reporting information).
- Enlist the help of community volunteers, parents, and teachers and/or use older students to work with younger students. In general a 1:10 adult to child ration is recommended. For water quality monitoring, or similar activities, a 1:5 ratio is recommended.
- Be familiar with the collection laws in the area. Your state's Department of Natural Resources can provide this information.
- Plan adequate time including going to and from the outdoor site (even if just outside of the meeting room or school building).
- Think through every aspect of the experience and take basic precautions to assure the safety and well being of learners. Bring a first aid kit, including a bee sting kit. Have a plan for handling emergencies (e.g., carry a cell phone, have a car available).
- Have parents sign a permission slip (see examples).
- Understand that some learners, especially youth, may not have had outdoor learning opportunities and may be uncomfortable. Some misbehavior may be due to this discomfort.
- Give learners advance notice before going outdoors so that they can dress appropriately for that day (e.g., comfortable and sturdy shoes, long pants, shirts with sleeves, rain gear, jackets, mittens, hats). Learning outdoors

throughout all seasons and weather helps deepen understanding of ecological and conservation concepts. So, rather than cancel, bring along some extra clothing for those who are unprepared.

- Discuss safety and potential hazards. Encourage the use of sunscreen, sun-safe hats, and insect repellent. Have a plan for providing plenty of water. When appropriate, wear safety goggles and/or rubber gloves, and only dispose of chemicals in plastic waste bottle (clearly labeled). Establish with the learners the objectives for learning outdoors.
- Before going outdoors, help young learners set appropriate guidelines for behavior (e.g., walk carefully, speak quietly, taste only plants offered by a leader). Behavior is a function of communication and expectation, not a function of the learning setting.
- Have young learners select a partner or small group with which they must stay.
- Have learners gather and bring all necessary equipment.
- Set physical boundaries, time limits, and a place to meet.
- Agree upon a signal to call the group back together (e.g., raising a hand, setting time limits, clapping several times, making a bird call) and, with young learners, practice it before going outside.

9. Create Effective Presentations

How to Present Your Content to Make the Most Sense

How you organize and structure your presentation greatly affects what your audience will gain. It is important to look at the following four key elements:

1. Choosing an Overall Organizational Pattern

Presenters save planning time by plugging their information and creative thoughts into an established format. Research also clearly shows that listeners remember better and more if they have a sense of the shape of the talk. The best presenters make their organization very clear. In fact, you cannot make it too obvious.

Based on your topic, audience, and goals and objectives, choose an appropriate pattern. Ask yourself what pattern will best help you get your message across.

2. Building a Strong Opening

The opening is the most important part of your presentation. It serves four key functions:

- Gain attention – Your introduction must get the audience’s attention. If no one is paying attention, it doesn’t matter what you say. What you want is positive attention and to hold their attention.
- Create rapport and establish your credibility – First impressions are everything and you want to make a good one.
- Sell your audience on the need to listen – The audience has that natural curiosity and interest at the beginning. Convince them that it will be worthwhile to listen to you attentively.
- Describe what you are going to say – The introduction needs to give the audience some idea of what you will present. In addition, to help them know how to process the information, you should let them know what organizational pattern you have used.

3. Building a Rich Body

Your strong opening sets the stage for the main body of your presentation and previews your organizational pattern. As this pattern unfolds, you need to

explain the key ideas that you are going to make in as much detail as necessary for your audience to understand your message. Knowing that this is where the retention curve dips, you want to try to counter this effect by using a variety of techniques. Keep in mind that these different strategies meet the needs of all the different types of learners in your audience.

4. Building a Powerful Closing

Your closing, like your opening, should be as powerful and as magical as you can make it because people remember their first impressions and last impressions most vividly—and this is your last chance to make a good impression.

Finally, introductions and conclusions put the head and tail on the body of your presentation. Without them, or with them not fully developed, you don't have a complete presentation and it will be evident to the audience. Neither takes much time, but they make all the difference.

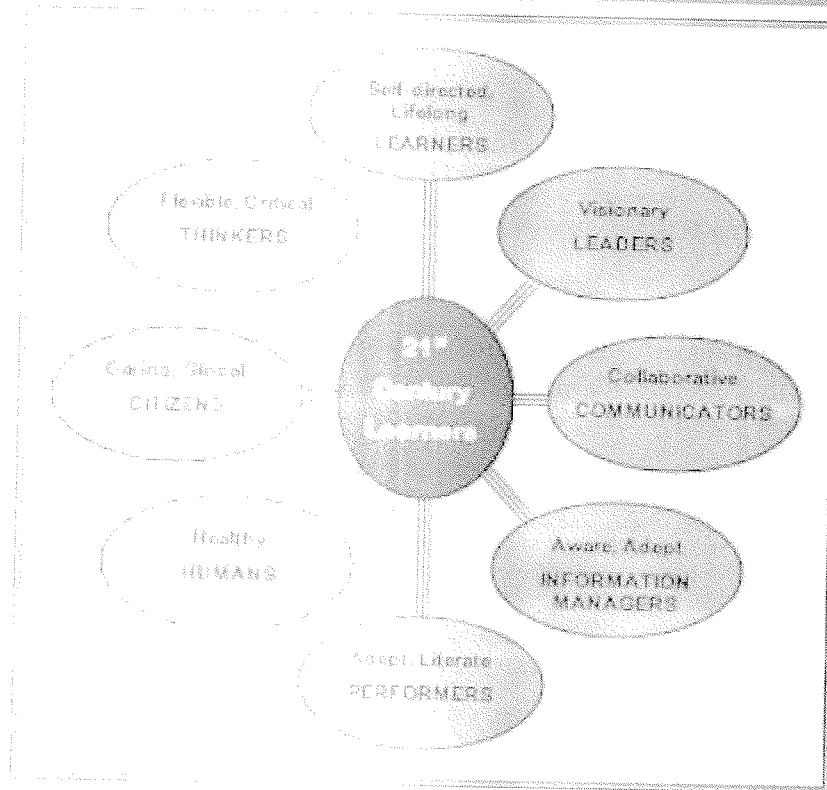
As a presenter, you can use effective questioning strategies to engage your audience, extend their understanding of your topic, and enhance your presentation by drawing on their expertise and perceptions.

10. Organisation skill

- Ask open-ended questions
- Reword questions to eliminate yes/no responses (Is this a dragonfly? vs. What can you tell me about this insect?)
- Develop questions carefully, including “higher order” questions (What would happen if . . .? How does that compare to what we saw yesterday?)
- Ask only one question at a time

- Practice “Wait Time” by pausing 3-5 seconds after you ask a question and before you call on someone to respond
- Call on participants randomly
- Acknowledge all responses to show that each is valued
- Withhold criticism and praise of responses; acknowledge all input
- Rephrase rather than repeat questions that are not understood
- Encourage interaction by having participants answer questions in small groups
- In addition to asking good questions in an effective manner, presenters are challenged to master the techniques for eliciting and answering audience questions.

Teaching skills



VALUE ADDED COURSE Annexure- II

Certificate course in Teaching and presentation skill-MIC10

July 2019 – August 2019

List of Students Enrolled

List of MBBS Students			
Sl. No	Name of the Student	Roll No	Signature
1	U18MB271	AYUSH JAISWAL	<i>Ayush.</i>
2	U18MB272	BANDHAM SANKEERTHANA	<i>Bandham</i>
3	U18MB273	BORIS NAMBAM	<i>Boris</i>
4	U18MB274	BUCHHAMMAGARI SOURABH REDDY	<i>Buchham.</i>
5	U18MB275	CHARAN VARMA C.A	<i>Charan</i>
6	U18MB276	CHARU SAI	<i>Charu.</i>
7	U18MB277	CHINKA SARAN SAI	<i>Chinka</i>
8	U18MB278	CUTPIECEWALA ALIASGAR MOHAMMED	<i>Aliasgar</i>
9	U18MB279	DATTATREYA BHATTACHARJEE	<i>Datt</i>
10	U18MB280	DEBOPRIYA DEY	<i>Debopriya</i>
11	U18MB281	DEVARAPALLI SAI TEJASWINI	<i>Devarapalli</i>
12	U18MB282	DHANUSHA S	<i>Dhanusha S</i>
13	U18MB283	DHARANEESHWARAN .S	<i>Dharaneeshwaran</i>
14	U18MB284	DHISHVANTH DHEEPAK A.N	<i>Dhishvanth</i>
15	U18MB285	DHYAN DAVID S.V	<i>Dhyana</i>
16	U18MB286	DISHA SHEORAN	<i>Disha</i>
17	U18MB287	DODIYA RAJANSINH KAMALSINH	<i>Dodiya</i>
18	U18MB288	DONNIE OLIVIA H	<i>Donnie</i>
19	U18MB289	EASWAR B	<i>Easwar</i>
20	U18MB290	ELDHO BABU	<i>Eldho</i>

S. Jafar
RESOURCE PERSON

Aban
COORDINATOR



SRI LAKSHMI NARAYANA INSTITUTE OF HIGHER EDUCATION
AND RESEARCH

Annexure - III

Teaching and presentation skills

Dattatreya Bhattacharya

Course Code: MIC10

I. ANSWER THE QUESTIONS:

1. What are the various methods of teaching?

- SLD
- SLD

2. How do you create an effective presentation?

- To create an effective presentation which includes teaching skills.

3. What are the use of audio visuals?

- audible
- knowledge gain

4. What are the three key elements of an effective presentation?

- To do teaching
- perfection
- creation.



SRI LAKSHMI NARAYANA INSTITUTE OF HIGHER EDUCATION
AND RESEARCH

Annexure - III

Teaching and presentation skills

Eldho Babu

Course Code: MIC10

I. ANSWER THE QUESTIONS:

1. What are the various methods of teaching?

- lecture
- SGD
- SLO.

2. How do you create an effective presentation?

- Effective presentation is based on the teaching skills.

3. What are the use of audio visuals?

- Knowledge gain.

4. What are the three key elements of an effective presentation?

- Creation
- perfection.

Annexure IV

Student Feedback Form

Course Name: Teaching and presentation skills

Subject Code: MIC10

Name of Student: Dattatraya Bhattacharjee Roll No.: U18MB279

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

Sl. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear			✓		
2	Course contents met with your expectations				✓	
3	Lecturer sequence was well planned				✓	
4	Lectures were clear and easy to understand			✓		
5	Teaching aids were effective				✓	
6	Instructors encourage interaction and were helpful			✓		
7	The level of the course			✓	✓	
8	Overall rating of the course	1	2	3	4	5

* Rating: 5 - Outstanding; 4 - Excellent; 3 - Good; 2 - Satisfactory; 1 - Not-Satisfactory

Suggestions if any:

Date: 28/8/2019


Signature

Annexure IV

Student Feedback Form

Course Name: Teaching and presentation skills

Subject Code: MIC10

Name of Student: Eldho Babu Roll No.: U18MB290

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

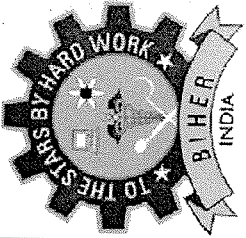
Sl. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear				✓	
2	Course contents met with your expectations				✓	
3	Lecturer sequence was well planned			✓		
4	Lectures were clear and easy to understand			✓	✓	
5	Teaching aids were effective				✓	
6	Instructors encourage interaction and were helpful			✓	✓	
7	The level of the course			✓	✓	
8	Overall rating of the course	1	2	3	4	5

* Rating: 5 - Outstanding; 4 - Excellent; 3 - Good; 2 - Satisfactory; 1 - Not-Satisfactory

Suggestions if any:

Date: 28.8.2019

Eldho
Signature



Sri Lakshmi Narayana Institute of Medical Sciences

Affiliated to Bharath Institute of Higher Education & Research

(Deemed to be University under section 3 of the UGC Act 1956)



CERTIFICATE OF MERIT

This is to certify that Dattatraya Bhattacharyya has

actively participated in the Value Added Course on Teaching And Presentation skills held during July 2019 to August 2019 Organized by Sri Lakshmi Narayana Institute of Medical Sciences, Pondicherry- 605 502, India.


Dr. S. Jayapradha

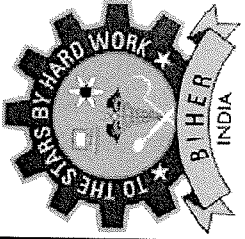
RESOURCE PERSON



Dr. Abarna.V

COORDINATOR





Sri Lakshmi Narayana Institute of Medical Sciences

Affiliated to Bharath Institute of Higher Education & Research

(Deemed to be University under section 3 of the UGC Act 1956)



CERTIFICATE OF MERIT

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actively participated in the Value Added Course on Teaching And Presentation skills held during July 2019 to August 2019 Organized by Sri Lakshmi Narayana Institute of Medical Sciences, Pondicherry- 605 502, India.


Dr. S. Jayapradha

RESOURCE PERSON



Dr. Abarna.V

COORDINATOR

Date : 29.08.19

From
Dr.S Jayapradha
The Department of Microbiology,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Chennai.

Through Proper Channel

To
The Dean,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Chennai.

Sub: Completion of value-added course : : Certificate Course In Teaching and presentation skills

Dear Sir,

With reference to the subject mentioned above, the department has conducted the value-added course titled: **Certificate Course In Teaching and presentation skills** on July 2019 to August 2019 for 20 students. We solicit your kind action to send certificates for the participants that is attached with this letter. Also, I am attaching the photographs captured during the conduct of the course.

Kind Regards,


Dr.S.Jayapradha

Encl: Certificates

Photographs

