

Office: 0480 2825258

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CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and
		problem-solving methodologies are used for enhancing learning experiences:

DEPARTMENT OF ENGLISH (AIDED)

(ACADEMIC YEAR 2022-2023)

Introduction:

The ultimate goal of student-centered approaches, such as experiential learning, participative learning, and problem-solving methodologies used in our institution, is to increase each learner's participation in the learning process while also improving the learning process's outcome. Departments help students develop skills, knowledge, attitudes, and values that create appropriate behaviour. The department offers unique programs that foster student creativity, problem-solving abilities, and active learning. The department focuses on developing students' lifetime learning skills through student-centered methodologies.

Sl. No.	Student Centric Method	Activities
1.	Experiential Learning	(i). Handwritten Magazine
2.	Participative Learning	(i). Industrial Visit
3.	Problem Solving Methods	(i). Projects

EXPERIENTIAL LEARNING

Experiential Learning – 1

Programme Name: Handwritten Magazine

Programme Objectives:



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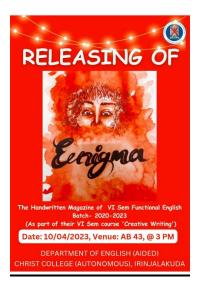
- To foster creativity the students
- To provide a platform to exhibit original literary and non-literary works of the students

Programme Report: As part of the Creative Writing course, students of III FE were encouraged to bring out a handwritten magazine that contained the original and creative literary/non-literary works of the students. The magazine titled "Enigma" contained poems, short stories, non-fiction, paintings etc. by the students. The work for the magazine was done during the sixth semester and it was released on 10th April 2023.

Programme Outcome:

- Students were able to exhibit their literary talents
- Students got hands-on experience in creative writing.

Brochure:



Geotagged photos:

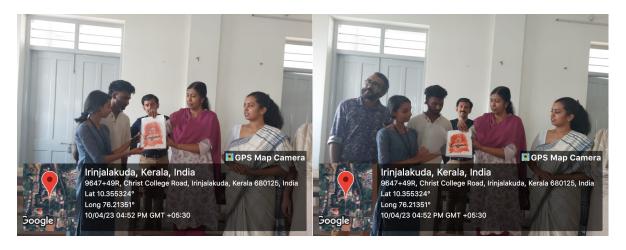


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Release of "Enigma" by Assoc. Prof. Palikattil Mary Pathrose, Head, Dept. of English

PARTICIPATIVE LEARNING

<u>Participative Learning – 1</u>

Programme Name: Industrial visit to Kochi- Muziris Biennale

Programme Objectives:

- To see and learn about different artistic expressions
- To appreciate and understand the meaning of various art forms

Programme Report: On March 4th 2023, the students of II Functional English embarked on a captivating one-day study trip to the Kochi-Muziris Biennale 2023-24. This enlightening experience immersed them in the vibrant world of contemporary art and culture. The students explored a myriad of artistic expressions, from visual installations to performances, gaining insights into the global art scene. They interacted with artists, curators, and fellow art enthusiasts, expanding their perspectives and fostering creativity. This not only enriched their understanding



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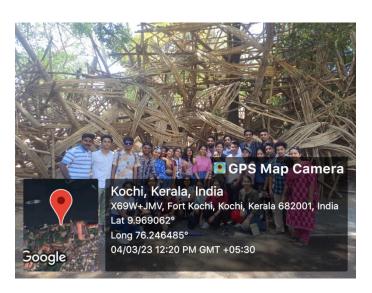
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of art but also provided a platform for cultural exchange and creative inspiration, leaving an indelible mark on their academic journey.

Programme Outcome:

- Learned different artistic expression
- Learned to interpret the meaning of modern art forms

Geotagged photos:



Students and teachers in front of an art installation at Biennale – '23

PROBLEM SOLVING METHODS

<u>Problem Solving Methods – 1</u>

Programme Name: Projects

Programme Objectives:



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- To create/write original projects in the final year based on the topics that the students studied in their Functional English programme
- To initiate students into research and critical interpretation

Programme Report: As part of the curriculum, students have to write original research thesis on the topics of their interest. Each student is assigned with a guide with whom they have to consult and fix a topic for research. Students can work individually or in a group of four for their research. The required no. of pages for the thesis is 30-35. Students have to undergo a viva voce based on their topic and they are marked accordingly.

Sl. No.	Guide	Students
1.	Mr. Shinto V P	Simin N. S.
		Mithravindha S. Menon
		Aswin Babu K.
		Arjun Krishna T. B.
		Joyal Soji
		Antony Sebastian
		Mohammed Afraque K.
		Sneha P. P.
		Adhwaith K. Shaji
2.	Dr. Anusha Mathew	Harsha Babu
		Swethakrishna K. U.



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		Fathima Noureen
		Aldrin Nevil
		T. S. Indrajith
		Amal Joe Jestin
		Abraham Sunny
		Amal Krishnan
3.	Dr. Stenza Augustine	Josbel Mariya
		Renold Raju
		Nandan M. R.
		Nandhana Sooraj
		Hadiya Firdous K. H.
		Nandhana Premlal
		Kavya K. S.
		Athul Raj K.
		Muhammed Lahar
4.	Mr. Bibin Thomas	Athmaja M.
		Dhiya Robert
		Sneha K. S.



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	Rency T. R.
	Niya Dillo
	Diyana N.
	Ameena Resh
	Leshmi Nandana B.
	Sudeendra Sunil
	Varun Jackson

Programme outcome:

- Students got initiated into research
- They were able to produce original research thesis on various topics

Project Photos:



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3	A STUDY ON THE EVOLUTION OF SELFHOOD IN THE
S	HINDI POEM KANUPRIYA BASED ON THE ESSAY "A
0	LITERATURE OF THEIR OWN" BY ELAINE
3	
3	SHOWALTER
3	PROJECT SUBMITTED TO THE UNIVERSITY OF CALICUT
3	IN FULFILLMENT FOR THE DEGREE OF BACHELOR OF
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>	ARTS INFUNCTIONAL ENGLISH
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CHAPTER 1 INTRODUCTION owned persona in the field of literature, and a social thinker of India, has chosen this "Kanupriya". Written in 1959, this monologue delves deep into the relationship between Radha and Krishna and how their love transcends all human emotions. The love between the Evolution of Selfhood in the Hindi poem Kanupriya based on the Essay "A Literature of Their Own" by Elaine Showalter' we will figure out how Dharamveer Bharati's "Kanupriya" can be connected to the three stages of feminism in Elaine Showalter's essa "A Literature of Their Own" (1977) in several ways. The character of Radha will also be analysed under the likes of this essay. The whole project has been divided into 4 detailed chapters apart from the introduction chapter. Radha is a young woman, a godly figure, deeply in love with Krishna. The monologue is set in Vrindavan, where Radha lives with her friends and spends most of her time waiting for Krishna to come and meet her. Radha's character is depicted as passionate emotional, and deeply devoted to Krishna. She is a sensitive soul who is tom between her love for Krishna and her responsibilities towards her family and society. The monologue explores the complexities of Radha's love for Krishna, as well as the struggles she faces in reconciling her desires with societal norms. Throughout the monologue, Radha speaks about her love for Krishna in intimate detail. She describes the intensity of her feelings, the longing she experiences when he is not around, and the joy she feels when they are



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$\begin{array}{c} \textbf{Israel-Palestine war - a recap} \\ \textbf{through Lenses} \end{array}$

A Project submitted to the University of Calicut in in Functional English

Mithravindha S Menon CCAUAFER28



DEPARTMENT OF ENGLISH $CHRIST\ COLLEGE (AUTONOMOUS), IRINJALAKUDA$

I do hereby certify that the project Israel-Palestine War - A recap through Lenses is an original work carried out by Mithravindha S Menon under my guidance and supervision and it has not been previously presented for the award of any degree.

Prof. Mary Pathrose Ms. Riya Mary Kuriakose
HOD Supervisor
Dept.of English Dept. of English Dept. of English

Chapter 1

Introduction

While running from screen to screen to cover a maximum movies from 9 -16 $\ensuremath{\mathsf{Dec}}\xspace$ 2022 in 27th IFFK in Trivandrum, my brain and heart rejoined together for a while. My mind was flying like a feather in the wind after seeing the right cross section of the consequences of the Palestine - Israel war. It tells about Nagham, a Palestinian girl decided to return to Bir'em, her family's village, destroyed during the 1948 war. After the screening I got a golden him which really kindled my thoughts on the never ending sufferings due to the Israel-Palestine conflict. I was so upset and couldn't sleep at night as the movie was haunting me. The next day morning, in a personal conversation with our Malyalam poet , Veerankutty I have raised my doubts about some incidences depicted in the movie . In fact, this informal conversation lead me $\,$ to think seriously about a reseach project to understand the Israel - Palestine conflict in depth. Later Professor Sanjay P K from NITC had given a list of classic movies in this connection. Some fruitful interactions from KLF

Chapter 2

Israel - Palestine Conflict

Essays of Ralph Waldo Emerson

2.1 A Sojourn through History

Man is explicable by nothing less than history, says R W Emerson. Looking through the glasses of History, one can realise the facts well and if we read it through time, then the analysis is complete. $\,$

Israel-Palestinian conflict is a highly complex, controversial and still onand uncompromising nationalism one can not simply neglect the conflict by



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PRINCIPAL

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