



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 (SELF) (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.

Participative Learning	Experiential Learning	Problem -Solving Methodologies
Debate	Paper Bag Making	Paper presentation
Seminar Presentation	Certificate Course	
Lectures and Discussions		

PARTICIPATIVE LEARNING

Participative Learning – 1

Programme Name: Debate

Programme Objectives:



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- To analyze information, evaluate arguments, and think critically about various perspectives of a topic
- To practice public speaking and articulate the ideas clearly and persuasively
- To express themselves confidently, listen actively to others, and engage in constructive dialogue

Programme Report: The debate on the topic "Transgenders Are to be Isolated from the Mainstream" was conducted on 20.10.2022, in the classroom of First UG BA English. It was organized with the aim of facilitating critical discussion and exploration of societal attitudes towards transgender individuals. The event aimed to provide a platform for students to engage in thoughtful discourse, consider multiple perspectives, and deepen their understanding of transgender rights and inclusion. The First year UG students of BA English was given a chance to participate in this Debate. The debate involved 13 participants, including student moderator. Participants were divided into two teams: one advocating for the isolation of transgender individuals from the mainstream and the other opposing this proposition. The debate followed a structured format, including opening statements, rebuttals, cross-examinations, and closing arguments. Each team presented their arguments supported by evidence, statistics, and real-life examples, followed by a period of questioning and rebuttals.

The debate on "Transgenders Are to be Isolated from the Mainstream" served as a valuable educational experience, promoting critical thinking, empathy, and dialogue on an important social issue. It underscored the importance of fostering inclusive environments and advocating for the rights and dignity of all individuals, regardless of gender identity. Moving forward, it is essential to continue promoting awareness, education, and advocacy efforts to create a more equitable and inclusive society for transgender individuals.

Programme Outcome:



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After the conduct of the class debate has contributed to the holistic development of students by enhancing their critical thinking, communication, and interpersonal skills while fostering a deeper understanding of complex issues and promoting a culture of respectful dialogue and civic engagement.

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Debate Session for Students

Participative Learning Activity: 2

Programme Name: Seminar Presentation

Programme Objectives:

- To teach the participants how to identify and construct various sentence structures, such as simple, compound, complex, and compound-complex sentences.
- To explain the fundamental parts of speech in English grammar, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.
- To provide strategies for improving sentence clarity and coherence through proper word choice, sentence structure, and punctuation.



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Programme Report: The seminar on enhancing English grammar proficiency was conducted on 21.12.2022 at Third year BA English classroom. The objective of the seminar was to provide participants with a comprehensive understanding of English grammar principles and practical strategies to improve their grammar skills in both written and spoken communication. The presentation began with an introduction to the importance of grammar in effective communication. We discussed how grammatical errors can impact clarity, credibility, and professionalism in various contexts, including academic, professional, and personal communication.

Throughout the seminar, the participants were engaged in interactive activities, including group discussions, grammar quizzes, and hands-on exercises. These activities allowed attendees to apply the concepts learned and receive immediate feedback on their understanding of English grammar principles.

The seminar on enhancing English grammar proficiency provided participants with valuable insights and practical strategies to improve their grammar skills. By understanding the fundamental principles of English grammar and applying them effectively in communication, attendees can enhance their writing clarity, coherence, and professionalism.

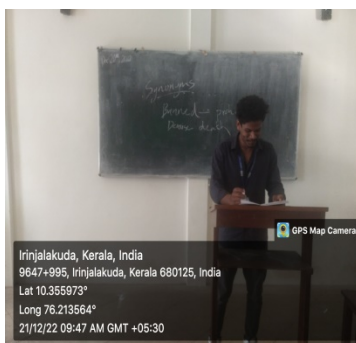
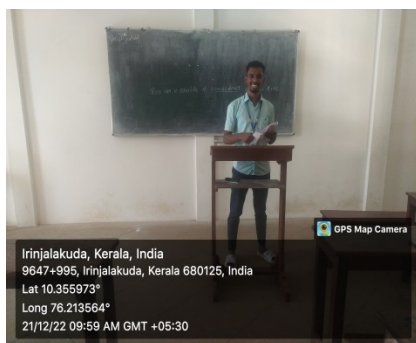
Programme Outcomes:

1. Improved understanding of grammatical concepts
2. Improved editing and proofreading skills
3. Increased confidence in communication
4. Enhanced writing skills

Geotagged Photos



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Participative Learning Activity: 3

Programme Name: Lectures and Previous year QP Discussion

Programme Objectives:

- To help students gain a deep understanding of the subject matter and develop effective exam-taking strategies.
- To ensure that the students understand the fundamental concepts and theories relevant to the subject.
- To break down complex topics into simpler, more digestible segments to facilitate comprehension.
- To foster a collaborative learning environment where students can share perspectives, exchange ideas, and learn from one another.

Programme Report:

Lectures and previous year question paper (QP) discussions were held on different days, prior to the end semester examination in their respective classrooms. The primary aim of this activity is to provide students with a comprehensive understanding of key concepts in the core subjects, through interactive lectures and practical discussions of previous year question papers.

The lectures focused on elucidating fundamental concepts and theories in the core subjects. The key topics covered included grammar, prose, poetry, fiction and literary criticism, with an emphasis on breaking down complex ideas into digestible segments. Interactive teaching



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methods, such as group discussions, problem-solving exercises, and real-world examples, were employed to engage students and facilitate deeper understanding. Students were provided with copies of previous QPs and were guided through a structured analysis of question types, distribution of marks, and common pitfalls to avoid.

This session of lectures and previous year QP discussions provided students with valuable insights and practical strategies to enhance their understanding of the core subjects and prepare effectively for their exams. By combining interactive lectures with focused QP discussions, students were equipped with the knowledge, skills, and confidence needed to succeed academically.

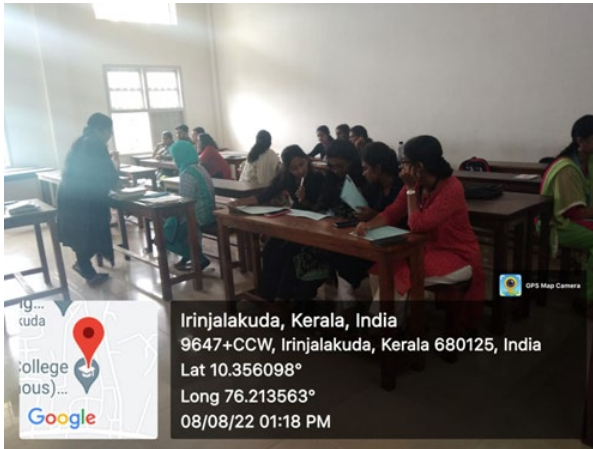
Programme Outcomes:

- Increased familiarity with exam format
- Improved understanding of question patterns
- Identification of weak areas
- Enhanced time management skills
- Application of Conceptual Knowledge
- Heightened Confidence in Exam Preparation

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EXPERIENTIAL LEARNING

Experiential Learning – 1

Programme Name: Paper Bag Making

Programme Objectives:



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- To encourage participants to explore their creativity by designing and decorating paper bags using various colors, patterns, and embellishments.
- To raise awareness about the importance of reducing plastic usage and promote eco-friendly alternatives such as paper bags.
- To provide participants with the necessary skills and techniques to create paper bags using environmentally friendly materials.

Programme Report: The paper bag making workshop was organized on 12.07.2022, with the objective of promoting sustainability and eco-friendly practices among participants while providing them with hands-on experience in crafting paper bags. The workshop aimed to empower individuals to reduce plastic usage by offering an alternative solution through paper bag making.

Programme Outcome:

- Skill development
- Awareness of environmental issues
- Promotion of creativity
- Empowerment
- Community engagement

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Experiential Learning Activity: 3

Programme Name: Certificate Course: Content Writing

Programme Objectives:

- To provide a comprehensive understanding of the fundamentals of content writing, including grammar, syntax, style, and tone.
- To enable learners to develop effective content strategies that align with organizational goals and objectives.
- To teach various writing techniques and styles suitable for different types of content, such as blog posts, articles, social media posts, and website copy.
- To enhance learners' editing and proofreading skills to ensure the quality and accuracy of their content.
- To raise awareness of ethical considerations in content writing, such as plagiarism, copyright issues, and transparency in disclosure.

Programme Report: On February 22nd, the PG department of English inaugurated a value education course on content writing for first year students (2022-2025). This is a certificate course which will be more useful for those plans for a content writing career in future. The course is designed with an objective to make students to be more acquainted with concepts of content writing. Content writing is useful for students not only in making a career related to content writing, but it is also useful in their academics to do exceptionally well.

The classes were taken by the teachers of English department itself both in online and offline mode. A total number 53 students attended the course. Teachers who handled the course: Anima Dilip, Adeela VN, Shruthy Mohan, Shahana KM, Sandrima Menon, Finoobin Lireesh, Sreelekha Chandrasekaran, Lis Merin Peter, Lanjo Jose M, Jeethu Antony and Shahana KM.



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Apart from the academic topics, contents taught in these classes were really useful. The course consists of 5 modules completed in 30 hours enabling the students be familiar with the basic concepts of Content Writing. It helped them to get equipped with skills to craft their imagination and writing skills in tune with the demands of the digital world and global competency. Apart from the first class taken on the topics introduction to content writing, concepts of content writing, areas encompassed by content writing, roles of content writer etc. and one more session rest all classes were on online mode. Those classes included topics such as process of content writing, examples of content writing, types of plagiarism and topics related to plagiarism and how to control plagiarism and or stop plagiarism in content writing etc. At the end of the course an exam based on the syllabus was conducted on these topics and all those who qualified the exam were provided with certificates.

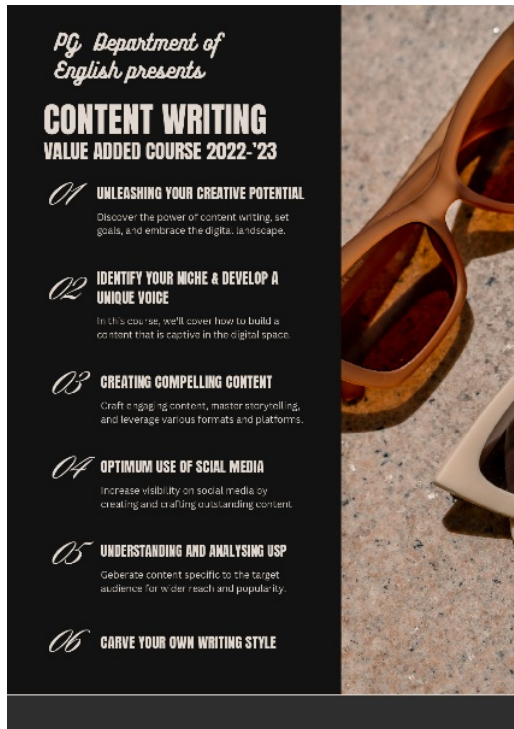
Programme Outcomes:

- Proficiency in writing skills
- Content strategy development
- Diverse writing styles
- Editing and proofreading skills

Brochure:



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Certificate:





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Attendance:

CHRIST COLLEGE (AUTONOMOUS)
Irinjalakuda, Kerala-680125

CONTENT WRITING - 2022-2023
2022-2023 BA English Literature
Exam Attendance

Sl.No	Roll No	Reg. No	Students	Signature
1	1442	CCAWAEGR01	ABHIJITH HARI	
2	1443	CCAWAEGR03	AGNUS MARIA JOBY	
3	1444	CCAWAEGR17	ASHWARYA V S	
4	1445	CCAWAEGR43	AKSHAY M	
5	1446	CCAWAEGR23	AKSHAY SINGH S	
6	1447	CCAWAEGR02	ALA V DINESH	
7	1448	CCAWAEGR34	AMAL P A	
8	1449	CCAWAEGR46	AMRITHA K K	
9	1450	CCAWAEGR25	ANAGHA GOPAKUMAR	
10	1451	CCAWAEGR50	ANAND MANOJ	
11	1452	CCAWAEGR47	ANDERSON DAVIS	
12	1453	CCAWAEGR11	ANET JOY	
13	1454	CCAWAEGR07	ANGEL MARIN	
14	1455	CCAWAEGR27	ANN MARY JOSE V	
15	1456	CCAWAEGR12	ANNA ROBIN	
16	1457	CCAWAEGR25	ARJUN C	
17	1458	CCAWAEGR32	ASHLEE SHIBU	
18	1459	CCAWAEGR04	ATHIRA P S	
19	1460	CCAWAEGR13	ATHIL RAU	
20	1461	CCAWAEGR28	AYSHA TS	
21	1462	CCAWAEGR35	BIKASRAJ M JOYTHI	
22	1463	CCAWAEGR08	CATHARIN LENA	
23	1464	CCAWAEGR14	DANIEL JOSEPH	
24	1465	CCAWAEGR42	DEVA P S	
25	1466	CCAWAEGR10	DEVALAKSHMI N S	
26	1467	CCAWAEGR41	DEVIKA PRADEEP	
27	1468	CCAWAEGR06	DILNA C D	
28	1469	CCAWAEGR49	FATHIMA NASRIN M M	
29	1470	CCAWAEGR22	FATHIMATHANADILAK S	
30	1471	CCAWAEGR44	FAYZA JOBAL	
31	1472	CCAWAEGR39	GODWIN SHAJAN	
32	1473	CCAWAEGR38	JESENA JOY	

33	1474	CCAWAEGR19	KAILAS R NATHI	
34	1475	CCAWAEGR05	KARTHIK K MANOJ	
35	1476	CCAWAEGR09	KARTHIKA BIPIN	
36	1477	CCAWAEGR20	KRISHNENDHU SURESH	
37	1478	CCAWAEGR18	LEEGASKOIN LEO	
38	1479	CCAWAEGR48	LIYANA NASRIN K S	
39	1480	CCAWAEGR26	MUHAMMED HANAN V	
40	1481	CCAWAEGR40	MUHAMMED MUNAWAR K	
41	1482	CCAWAEGR24	NAJIA MUEEB RAHAMAN	
42	1483	CCAWAEGR17	PARVATHI	
43	1483 A	CCAWAEGR36	PRITHVI RAJ	
44	1484	CCAWAEGR30	RAINA JOHNSON	
45	1485	CCAWAEGR16	RICHA RAI	
46	1486	CCAWAEGR03	SANA PARVEEN SADIQUE	
47	1487	CCAWAEGR31	SANADH K S	
48	1488	CCAWAEGR45	SUDHI K S	
49	1489	CCAWAEGR21	SYAM SASI	
50	1490	CCAWAEGR15	VYDEHI SURESH	

PROBLEM SOLVING METHODS

Problem Solving Methods – 1

Programme Name: Paper Presentation

Programme Objectives:

- To provide a platform for researchers to share their findings, insights, and discoveries with peers.
- To promote a culture of research and scholarly inquiry by encouraging researchers to present their work and engage in discussions with other participants.



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- To facilitate knowledge exchange and interdisciplinary dialogue by bringing together researchers from different backgrounds, disciplines, and perspectives to discuss common issues, challenges, and trends.
- To ensure the quality and rigor of research presented by establishing review processes, criteria for selection, and standards for presentation content and format.
- To encourage student participation and engagement in research activities by providing platforms for undergraduate and graduate students to present their research findings and gain valuable experience.

Programme Report: The research paper presentation session was organized with the objective of providing a platform for researchers to share their findings, engage in academic discourse, and foster collaboration in wide area of research. The event aimed to facilitate the dissemination of knowledge, promote networking opportunities, and contribute to the advancement of research in the field.

In addition to oral presentations, poster sessions were held to accommodate a broader range of research topics and allow for informal discussions between presenters and attendees. Posters provided visual representations of research projects and findings. The session included dedicated networking sessions which provided participants with opportunities to connect and collaborate with their fellows.

The research paper presentation program was a resounding success, achieving its objectives of promoting research excellence, facilitating knowledge exchange, and fostering collaboration in various research areas. The event provided a valuable platform for researchers to showcase their work, engage with peers, and contribute to the advancement of the discipline.

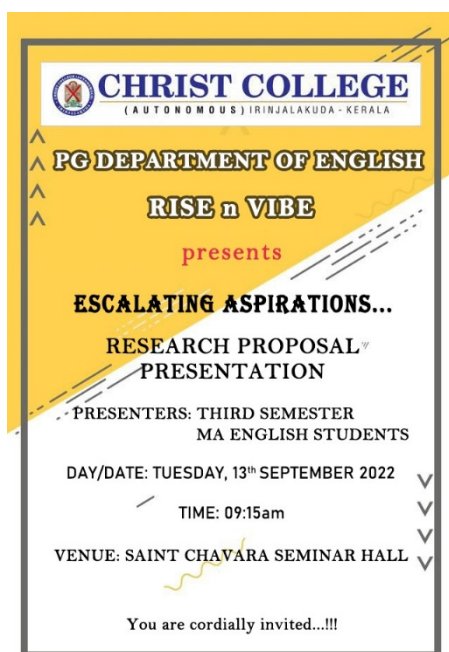
Programme Outcomes:



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- The session facilitated the dissemination of research findings, contributing to the advancement of knowledge in the field.
- Participants had the opportunity to network with peers, exchange ideas, and establish connections for future collaboration.
- The session fostered academic discourse, critical thinking, and interdisciplinary dialogue among researchers and practitioners.
- Presenters enhanced their presentation skills, received feedback on their research, and gained exposure for their work.

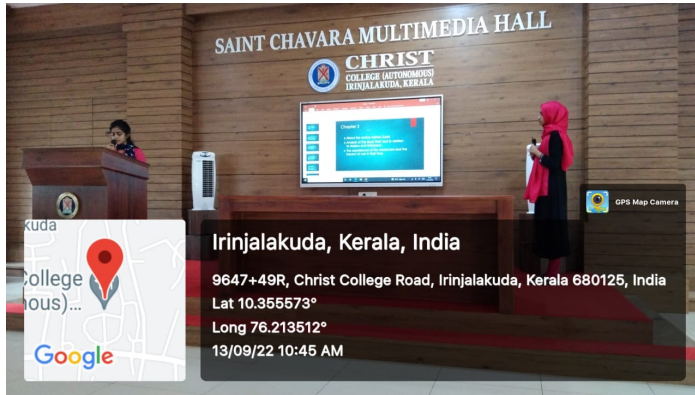
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Students presenting their Research papers



PRINCIPAL

Fr. Dr. Jolly Andrews
Associate Professor -
In-Charge of Principal
Christ College (Autonomous)
Irinjalakuda