

Report Department of English Academic Year 2024-25

SECTION I

Faculty Achievements

Dr. Kavita Patil, Assistant Professor of English

French Language Proficiency

- Successfully cleared the Levels A1 and A2 of the French language examination conducted by the Department of French, SRTM University, Nanded, in January, 2025.

Life Member of CLAI

- Became a life member of the Comparative Literature Association of India (CLAI)- Delhi Chapter in June, 2024.

Professional Growth

- Obtained 'A' Grade in UGC Sponsored Inter/Multi-disciplinary Refresher Course on "Mooc's and Econtent Development" organised by MMTTC, University of Hyderabad, Hyderabad, from 18th to 30th November, 2024 in online mode.

Symposiums/Workshops Organised

- Conducted a 4 hours workshop on 'Communicative Skills in English' by Dr. Kavita Patil on 11th June, 12th June, and 13th June, 2024 for the non-

teaching staff of the college office to improve their Communicative Skills and Soft Skills in English. The workshop covered basics of grammar and vocabulary including tenses, prepositions, common grammar errors, speaking skills consisting of speaking about oneself in formal situations and writing skills including composing meaningful paragraphs in correct and acceptable English and structure and language of formal correspondence. Short videos explaining miscommunication caused by pronunciation errors were screened to motivate them to correct the pronunciation errors they make while speaking. 7 non-teaching employees including clerks, a library attendant, and accountants attended the workshop.

- Organised a workshop on 'Academic Writing in English' on 28th August, 2024, at 11.30 am. The Resource Person was Dr. Manisha Ghatage, Associate Professor and Head, of the Department of English, S.N.D.T Women's University, Mumbai. The purpose of the workshop was to introduce the students to various aspects of academic writing, writing for various formal purposes, and language used in research papers. 88 students and 2 faculty members attended the workshop.
- Organised an activity titled 'Advancing with English Language Reading Skills: A College Library Expedition' in Shrimati Kesharidevi Bhagvandas Lohiya Pustakalaya (College Library) on 9th January, 2025 at 11.30 am under 'वाचन संकल्प महाराष्ट्राचा' from January 1 to 15, 2025 conducted by the Government of Maharashtra. 45 students participated in the activity. Mr. Pradeep Gotad, a college librarian and Mr. Sahebrao Marathe, a library attendant, helped students find and issue the books. The students were divided into 12 groups and issued 12 different types of books consisting of Novels, Short Story Collections, Plays, Grammar Books, Dictionaries, and so on. The students skimmed and scanned the books and discussed the books.

- As a Sports Committee Incharge organised A State Level Workshop (hybrid mode) on 'Yoga for Women's Holistic Health' on Thursday, 20th June, 2024, from 11.00 am onwards, on the occasion of International Day of Yoga, 2024. Around 50 participants from 11 states of India attended the workshop. The Resource Person was Mr. Sagar Shitkar, M.A in Yogashastra, International Gold Medalist, Visiting Faculty, K. J. Somaiya Institute of Dharma Studies, Vidya Vihar East, Mumbai, Maharashtra.
- As a Sports Committee Incharge coordinated and conducted 'Fit India Week, 2024' consisting of the following activities from 16th to 20th December, 2024: Fitness Assessment through Fit India Mobile App, Fitness Pledge, National Level Quiz on "Yoga and Fitness", Carrom Competition, and Poster Making Competition. 323 participants from various states of India participated in the week and obtained e-certificates.
- Coordinated, designed, and conducted A National Level Online Quiz Competition on the "Yoga and Fitness" under Fit India Week on 18th December, 2024. 119 participants from various states attempted the quiz and received an e-certificate.

Invited as a Resource Person

- Invited to deliver an Expert Lecture titled "Translation as a Tight Rope Walking Task: A Comparative Analysis of *Maza Pravas* and *Travails of 1857*" in Certificate Course in Translation at K.G. Joshi College of Arts & N.G. Bedekar College of Commerce, Thane on 15th December, 2024.

Publications

A. Research Papers (International-Abroad)

Modern Language Association Periodicals- UGC Care List Group II

- Published a research paper entitled "Translation and Modernity: Organic Intellectuals in Western India under Colonialism" in UGC Care List Group

II- Journals indexed in globally recognised databases- Directory of Periodicals by the Modern Language Association, Journal no. 280. The journal is indexed in Ebsco, CEEOL, DOAJ, St. Jerome Publishing, Index Copernicus, and Fabula. Journal titled ‘Translation Studies: Retrospective and Prospective Views’, an annual journal of the Department of English published under the aegis of: Faculty of Letters – Department of English, "Dunarea de Jos" University of Galati, Romania and Research Centre Interface Research of the Original and Translated Text, Cognitive and Communicative Dimensions of the Message published by Casa Cărții de Știință, Romania in 2024, ISSN- 2065-3514, page no. 147 to 158.

International (Within country)

- Published a research paper entitled “Accomplishing Colonial Ambitions through Translation: The Case of Modern Marathi Theatre” in the New Literaria, An International Peer-reviewed Journal of Interdisciplinary Studies in Humanities ISSN- 2582-7375 [Online] in January-February, 2025, Volume-06, Issue- 01, page no.129-35.
- Published a research paper entitled “Cultural Translation of Shakespeare into Marathi: A Comparative Study of *Zunzararao* and *Othello*” in the Roots International Peer-reviewed Journal of Multidisciplinary Researches, an online, peer-reviewed, refereed, quarterly journal in February, 2025, ISSN- 23498684, Volume-11, no.3, page no. 25 to 29.

Chapters in Books

- Published a chapter entitled “Blending Experiential Learning with Generative AI: Transforming English Language Education” in a book funded by the Indian Council of Social Science Research (ICSSR) titled *Future of Learning: AI Integration & Human Expertise in Education* published by Sri S. Ramasamy Naidu Memorial College with SHANLAX

Publications, Madurai, Tamil Nadu, in 2025, ISBN: 978-81-956002-8-1, page no. 193-199.

Presentations

International (Within country)

- Presented a research paper titled “Dakshina Prize Committee and Imperial Aims: Some Speculations on the ‘Translation Age’ of Colonial Modern Marathi Theatre” in International Conference on ‘Comparative Literature and Translation: Mapping Milestones, Tracing Trajectories’ organised by the Department of Comparative Literature, Jadavpur University, Kolkata in collaboration with Comparative Literature Association of India, in memory of Dr. Chandra Mohan from 23rd to 25th, July, 2024.
- Invited as a panellist and presented a research paper titled “Drama Translation in Western India from 1860 to 1912: A trend in Theory of Translation and Social Reform” in XVII Biennial International Conference on ‘Comparative Literature as Alternative Humanities: Ethics, Affect and the Everyday Social’ organised by Comparative Literature Association of India and University of Delhi on 10th, 11th, and 12th September, 2024.
- Presented a research paper titled “Bridging Realms through Diaspora: Location, Dislocation, and Relocation of Beings” in Two Days International E-Conference on ‘Bridging Realms: Exploring Intersections in Humanities and Social Sciences’ organised by New Literaria, An International Journal of Interdisciplinary Studies in Humanities, in collaboration with the Department of History, Humanities and Societies, University of Rome, Tor Vergata, Italy, and Department of English, Central University of Karnataka, India 4th and 5th October, 2024.

Attended Workshops

- Participated in the RUSA-sponsored workshop in collaboration with Principal's forum, SNDTWU, titled "Implementation of NEP (2020)" at Dr. B.M.N. College of Home Science, Matunga, Mumbai on 11th July, 2024.
- Participated in One Day Collaborative Workshop on "Outcome based Education" (OBE) organised by H. Somani College of Arts and Commerce, Mumbai, Akbar Peerbhoy College of Commerce & Economics, Mumbai, and B.M.Ruia Girls' College, Mumbai on 13th August, 2024.
- Participated in "Orientation on Pedagogy and Evaluation Techniques of SEC and AEC course in English under NEP 2020" at Shri. M. D. Shah College of Arts and Commerce, Malad, Mumbai on 12th August, 2024.

Mrs. Maheshwari Murdeshwar, Assistant Professor of English (C.H.B)

- Invited as Subject Expert for -English subject at Rizvi College, Bandra on 6th July 2024.
- Participated in "Orientation on Pedagogy and Evaluation Techniques of SEC and AEC course in English under NEP 2020" at Shri. M. D. Shah College of Arts and Commerce, Malad, Mumbai on 12th August, 2024.
- Participated in NEP 2.0 at Saint Xavier's School, Dhobitalao from 24th February 2025 to 1st March 2025.

SECTION II

Teaching Methodologies

(Pedagogy Used, Experiential Learning, Participative Learning, Problem-Solving Methodologies for Enhancing Learning Experiences Using ICT Tools)

It can be presupposed that with an official introduction of AI in education experiential learning, participative learning, and problem-solving methodologies are becoming more learner-centred since the learner has to learn by doing through

experience and participation. In this way she/he also assesses her/his learning process as they receive instant feedback. In a way, the learner becomes a critic of her/his learning. For example, in our First Year B.A. class the faculty makes students bring Oxford Pocket/Mini Dictionaries to the class and whenever they ask the faculty the meaning of words, the faculty asks them to check in the dictionary. Here, they learn two things. First ‘how to use a dictionary’ and also ‘the part of speech of that particular word along with meaning and synonyms’. Sometimes the faculty asks them to use their mobile internet and find the meaning in the online dictionary that is ‘define_____’. Here, they learn through experience. They make errors while searching in a dictionary or using an online dictionary but they learn through this ‘trial and error’ method. The faculty just guides them on how to look for words and they search on their own. This can be considered one of the platforms of experiential learning and the use of an online dictionary for meaning and pronunciation is one of the ways through which experiential e-learning of the English language can take place.

The mobile apps like Duolingo also help our learners to practice experiential learning in their own space as per their pace and convenient time. The faculties also make them download a mobile dictionary which helps them to find meaning quickly without spending much time. In the case of the comprehension passages from prescribed short stories from the short story collection *The Inner Courtyard: Stories by Indian Women* edited by Lakshmi Holmstrom prescribed in B.A II and B.Com III classes, the faculty gives them the task of framing questions and answers on their own and ask them to ask her whenever they get confused and then the faculty checks their notebooks. This ‘in-class’ activity can be a part of participative learning and problem-solving methodology. Here, they have to overcome their habit of picking up words from questions and searching for them in the passage.

It is unfeasible to teach all the topics from the syllabus through experience and participation since it is time-consuming. However, certain language skills can be taught through experience and participation. The use of an online dictionary in class enables us to contend that it is workable to use the mode of e-learning in a conventional classroom.

Usually, experiential learning is categorised into two clusters: ‘field-based’ and ‘classroom-based’. As has been exemplified earlier, experiential e-learning in the prevalent set-up of learning is practicable and it can be classified into: ‘In class’ and ‘Off Class’ experiential e-learning. Some tools that the faculties use are listed below-

‘In-Class Experiential E-Learning’

Sr. No.	Platforms of Learning Literature	Platforms of Learning Language
1.	Movies based on English novels and short stories available on YouTube	Online Dictionary: ‘define-- _____’
2.	Wikipedia, the free encyclopedia- for example, Introduction to Women Writers from India	Mobile Dictionary: Cambridge Advanced Learner's Dictionary, Dictionary.com, Oxford Dictionary of English, Merriam-Webster App

3.	Story weaver: a website	Creating an email-id and writing emails
4.	etymonline.com	Mobile apps like: Hello English, Irregular Verbs, (for slow learners), Duolingo
5.	Onlinewileylibrary.com	Mobile Apps like British Council IELTS Prep: Listening, Speaking, Reading and Writing, IELTS Speaking, BBC Learning English (for advanced learners)

4.2 'Off Class Experiential E-learning'

Sr. No.	Platforms of Learning Literature	Platforms of Learning Language
1.	1000 English Stories	Mobile Apps like English Phrases in Use, Cambridge 1500 English Conversation, English Essays

2.	Movies based on English novels and short stories available on YouTube	Duolingo: Learn Languages Free, English Grammar Test: 1200 tasks seventynx.com
3.	Audiobooks for English Language Learners	draw.withgoogle.com
4.	Wikipedia	Englishgrammar.org

Watching movies based on literary text makes the learners think about the text, characters, setting, dialogues, language and so forth and assists them to understand the text in the absence of the teacher. This is how they are involved in a creative process and it encourages them to construe the text and develop their perspective. Mobile apps and websites help learners to learn how to build and improve vocabulary, etymology and development of words over the years, pronunciation, stress and intonation and so on. It seems to me that experiential and participative off as well as in-class learning aids the learners to learn to opt for an atypical approach and to the best of their abilities.

Dr. Kavita Patil, Assistant Professor, Core Component English Course, employed artificial intelligence as well as digital learning tools in the academic year 2024-25. Those include: platforms- Google meet, short films, documentaries, films and informative videos available on YouTube, websites like eslbuzz.com, www.englishclub.com, mobile apps- Duolingo, Rosetta Stone, BBC learning English, Cambridge 1500 Conversations, 1000 English Stories, online dictionaries- 'define---', Collins English Dictionary, PDFs of the prescribed books and short stories, online games- <http://www.engames.eu>,

www.education.com, collaborative tools like the instructor made open educational resources- short videos using the screencast-o-matic tool, informative infographics using miro, conceptboard, jamboard tools, quizzes using google forms, kahoot, audio podcasts using anchor podcast app, and Google slides employed through Synchronous as well as Asynchronous Instructional methods.

The collage displays four screenshots from a digital learning platform, likely Google Classroom, showing assignments and quizzes posted by Dr. Kavita Patil.

- Top Left:** A post from Dr. Kavita Patil dated 1 Aug 2024. The text says: "Dear students, Kindly find the diagram explaining 'Objectives of Downward Communication'. You are expected to draw this diagram in your English notebook. Thank you." Below the text is a diagram titled "ObjectivesofBusinessCommunication(2).jpg" showing a central box connected to several surrounding boxes.
- Top Right:** A post from Dr. Kavita Patil dated 24 Aug 2024. The text says: "Dear students, Please find the link to the quiz based on 'Channels of Communication'. You are expected to solve the quiz and write your score in the comment box. Thank you." Below the text is a link button that says "Quizizz | Free Online Quizzes, Lessons, ...".
- Bottom Left:** A post from Dr. Kavita Patil dated 8 Mar. The text says: "Dear students, Kindly find the quiz based on the topic 'Enquiries and Replies to Enquires.' You are expected to solve this quiz and write in your Business English notebook during my first lecture today. Thank you." Below the text is a link button that says "Assignment- Enquiries and Replies to E...".
- Bottom Right:** A screenshot of a "Power Point Presentation on the topics of Essays" assignment. It shows the "Instructions" tab with a due date of Feb 6, 23:59, 10 points, and a list of instructions for the PPT submission. The instructions include: "Dear students, you are expected to make PPTs on the topics related to the broad topics: Health/Corruption/Environment/ Women Empowerment. All of you will select one topic and make a PowerPoint presentation (PPT) on the topic. There will be 8 slides. 1. The first slide will have your name, class, subject, the topic of the PPT and submission date. 2. The second slide will have an outline of the PPT. 3. The third slide will be An Introduction to the topic- write 5-6 important points about the topic. 4. The fourth slide will be the 'Problems' related to the topic in 7-8 points. 5. The fifth slide will discuss the 'Solutions'. 6. The sixth slide will discuss 'The Role of the Government' in 5-6 points. 7. The seventh slide will be 'A Collage of Relevant Pictures' related to the topic. 8. The last slide will be your 'Thank You' slide. The deadline for PPT submission is 6th February, 2025, 11.59 pm. You are also expected to give an oral presentation on the same topic in class."

SECTION III

Class-wise Projects and Assignments

The method of innovative internal assessment helps the teachers to evaluate the students more appropriately. Due to innovative internal assessment, the interest of the student towards learning and attending the classes has also increased. It has created interest among the students to participate actively in various co-curricular and extra-curricular activities for their overall personality development. The PowerPoint presentations and role-play enactments improve the communication skills of the learners which are very essential to face the job interviews. Core Component English Courses can accommodate the needs of learners and facilitate the development of their learning outcomes. At the end of the course, students can read a variety of texts critically and demonstrate it either in writing or speech by analysis, comprehension, analysis, and interpretation of those texts. Also, they can carry out business and formal official correspondence independently and communicate fluently in English using simple sentences. These goals of learning outcomes are achieved through the internal evaluation including project work assigned to the learners.

Project/Assignment Topics:

1. B.Com I (NEP)

SEM I, AEC, Business English I, Paper I, 10820111- No Internal Assessment as only External exam was recommended.

SEM I, VEC, English for Soft Skills Development, 10920101

1. Enactments and Role Plays
2. Report Writing on Field Visit
3. Group Discussion on Credit Card Scams
4. Project on Case Studies of Business Organisations

SEM II, AEC, Business English II, Paper II, 20820101

1. Role Play and Enactment on Business Enquiries
2. Project on Placing and Replying to Orders through Email
3. Slide Presentation on Business Correspondence

2. B.Com II

SEM III, CC English, Paper III, 310301- PowerPoint Presentation on 'Adjectives Used in Matrimonial Advertisements'

SEM IV, CC English, Paper IV, 410401- PowerPoint Presentation on 'Women at Home and in the World'

3. B.Com III

SEM V, CC English, Paper V, 510501- Market Survey Questionnaire: Pre-launch and Post-launch Survey'

SEM VI, CC English, Paper VI, 610601- Written Assignment on 'Committee Reports'

4. B.A I

SEM I, AEC, English Language and Literature I, Paper I, 10810112- No Internal Assessment as only External exam was recommended.

SEM II, AEC, English Language and Literature II, Paper II, 20810112

1. PPT on the story “Why Why Girls” by Mahasveta Devi
2. Public Speech on Nobel Laureate
3. Project on Request and Invitation Letters

5. B.A II

SEM III, CC English, Paper III, 355301, Using English Effectively- Speaking Skills- 'Self-introduction for a Job Interview'

SEM IV, CC English, Paper IV, 455401, Advancing with English- Speaking Skills- ‘Welcome Speech and Introducing a Guest in an Annual Day Function'

6. B.A III

SEM V, CC English, Paper V, 555501, English for Empowerment- Speaking Skills- 'Telephonic Conversation'

SEM VI, CC English, Paper VI, 655601, English for Success- PowerPoint Presentation on 'Health/Corruption/Environment/ Women Empowerment'

Due 15 Aug 2024

'Self-Introduction for a Job Interview'

10 points

Dear students,

The title of your assignment is

'Self-Introduction for a Job Interview'

1. You are expected to record the 'Self-Introduction for a Job Interview' using the sample provided in the file in your voice using the Spotify podcast app.
2. Make sure you do not make errors in pronunciation and punctuation marks.
3. Copy the link of your recording and paste the link in the 'hand in' option to this announcement.
4. The deadline for assignment submission is August 15, 2024, 23:59 pm.
5. Kindly find the file attached below.
6. **This assignment is part of an Internal Assessment. It carries 10 marks.**

All the Best.

Thank you,
Dr. Kavita Patil,
Assistant Professor of English

Due Feb 4, 23:59

PowerPoint Presentation on Women at Home and in the World

10 points

Dear students,

you are expected to make PPTs on any ONE of the following topics: An Image of A Perfect Wife/ Working Women/Tradition and Modernity/Single Women. All of you will select one topic and make a PowerPoint presentation (PPT) on the topic. There will be 8 slides.

1. The first slide will have your name, class, subject, the topic of the PPT and submission date.
2. The second slide will have an outline of the PPT.
3. The third slide will be An Introduction to the topic-write 5-6 important points about the topic.
4. The fourth slide will be the 'Problems' related to the topic in 7-8 points.
5. The fifth slide will discuss the 'Solutions'.
6. The sixth slide will discuss 'The Role of the Society' in 5-6 points.
7. The Seventh slide will be 'A Collage of Relevant Pictures' related to the topic.
8. The last slide will be your "Thank You" slide.

You are also expected to give an oral presentation in the class.

The deadline for PPT submission is 4th February 2025

Market Survey Questionnaire on ----- Product: Pre Launch and Post Launch Survey

10 points

The title of your assignment is Market Survey Questionnaire on -----Product: Pre Launch and Post Launch Survey.

- 1. Please select 1 product and make a questionnaire having 10 questions to conduct the pre-launch survey and then make a questionnaire survey on the post-launch survey.
2. You are expected to make 2 Google forms: 1. Pre-Launch Survey of -
- -Product 2. Post-Launch Survey of -
- -Product.
3. I have attached a sample project of a last year's student.
4. Conduct a Post-Launch Survey with at least 20 respondents.
5. Then write a paragraph summarizing the result of the Pre-Launch and Post-Launch Survey on one assignment paper.
6. Save the links of both the survey forms and a scanned copy of the summary of the survey in one separate folder of your Google Drive enabling the accessible link.
7. Hand in the link to your Google Drive folder as a project submission.
8. The deadline for assignment submission is August 15, 2024, 23:59 pm.

Due 16 Aug 2024

Telephonic Conversation

10 points

Dear students,

The title of your assignment is Telephonic Conversation.

1. You are expected to record the telephonic conversation given in the PDF file in your voice using the Spotify podcast app.
2. Make sure you do not make errors in pronunciation and punctuation marks.
3. Copy the link of your recording and paste the link in the 'hand in' option to this announcement.
4. The deadline for assignment submission is August 16, 2024, 23:59 pm.
5. Kindly find the PDF file attached below.
6. **This assignment is part of an Internal Assessment. It carries 10 marks.**

All the Best.

Thank you,
Dr. Kavita Patil,
Assistant Professor of English

Attachments



Placing and Responding to Business Orders through Emails

15 points

Dear students,

1. You are required to complete an assignment on 'Placing and Responding to Business Orders through Emails'
2. Please visit the college library and go through the various books on 'Business Communication'.
3. From the books you will read in the library write down 5 questions of drafting an order given in the exercise of the chapter 'Orders and Replies'.
4. Write 5 emails to a supplier placing orders for various goods.
5. Make sure that you include all necessary details such as product names, quantities, price, and delivery timelines.
6. Write 5 response emails to the above questions acknowledging the order, confirming the details, and providing any relevant additional information regarding delivery and payment.
7. Follow Business email format (subject line, salutation, body, closing, signature).
8. Please submit a handwritten assignment using project papers which are blank on one side.
9. Please submit a PDF of the assignment on Google Classroom before you submit a hard copy of your assignment.
9. I have attached a sample email of placing an order and replying to an order to this announcement.

Due 16 Aug 2024

PowerPoint Presentation on "Problematic Adjectives Used in Matrimonial Advertisements"

10 points

Dear students, the title of your assignment is "Adjectives Used in Matrimonial Advertisements".

1. Please select *20* matrimonial advertisements

• 10 should be *Wanted a Bride* and 10 should be *Wanted a Groom*.

There will be 22 slides.

1. The first slide will have your name, class, subject, roll no, the topic of the PPT and submission date.
2. Slide no 2 to 21 will have matrimonial advertisements and your response to it in 5 to 7 sentences.
3. The last slide will be your "Thank You" slide.
4. I have attached a sample PPT for your reference.
5. Please refer to the format.
6. You may change the design of the PPT, perhaps.
7. You are also expected to give an oral presentation in class.
8. The deadline for PPT submission is August 16, 2024, 11:59 pm.
9. This assignment is part of an Internal Assessment.
10. It carries 10 marks.

Thank you,
Dr. Kavita Patil

SECTION IV

Attainment and Mapping of POs and COs

Program Outcomes and Course Outcomes help both faculty and learners to establish a shared understanding of the purpose and goals of each course. In English courses, these outcomes are carefully designed to address the diverse needs of learners and to facilitate the development of their academic and communicative skills. By the end of the course, students are expected to critically read a variety of texts and demonstrate their understanding through analysis,

comprehension, and interpretation, either in writing or speech. Additionally, they become capable of conducting business and formal correspondence independently and can communicate fluently in English using simple, effective language. These learning goals are reinforced and achieved through project work, which enables students to apply their knowledge in real-life contexts and develop confidence in using the language.

In the B.Com I program, the AEC courses Business English I and Business English II focus on building foundational communication skills required in business and professional environments. Students gain a clear understanding of the nature of communication and its elements. In Semester II, they learn to write various types of letters, including inquiries, order placements, complaints, and replies. The VEC course in English further enables learners to acquire soft skills necessary for employability. They develop communicative competence, presentation skills, and other essential attributes such as proper etiquette, non-verbal communication awareness, negotiation skills, assertiveness, time management, leadership, and teamwork. These soft skills are taught as lifelong transferable abilities, contributing to overall personality development.

The B.Com I (NEP) curriculum includes both AEC and VEC components. In Semester I, Business English I (Paper I) follows an external examination format without internal assessment, while the VEC course "English for Soft Skills Development" includes hands-on learning activities like enactments, role plays, report writing based on field visits, and group discussions on contemporary topics such as credit card scams. In Semester II, Business English II (Paper II) includes interactive activities such as role plays and enactments based on business enquiries, email projects for placing and replying to orders, and slide presentations on business correspondence, thereby integrating theoretical knowledge with practical application.

For the B.A I program, the AEC English Language and Literature I and II courses aim to help students read and understand simple literary texts while also becoming proficient in writing formal emails and letters. In Semester I, Paper I is assessed only through an external exam. In Semester II, Paper II includes practical components such as PowerPoint presentations on literary stories like “Why Why Girls” by Mahasveta Devi, public speeches on Nobel Laureates, and project work involving the drafting of request and invitation letters. These activities nurture both literary appreciation and effective communication skills in English.

The Course Outcomes of B.Com II Core Component English Course specify that learners learn to develop the ability to logically construct an argument, to summarise arguments, use language imaginatively and to attain the outcomes the learners were asked to attempt MCQ Assignments based on the topics from their syllabus and prepare a PowerPoint Presentations on the topic “Adjectives used in Matrimonial Advertisements” in Sem III and on “Women at home and in the world” in Sem IV.

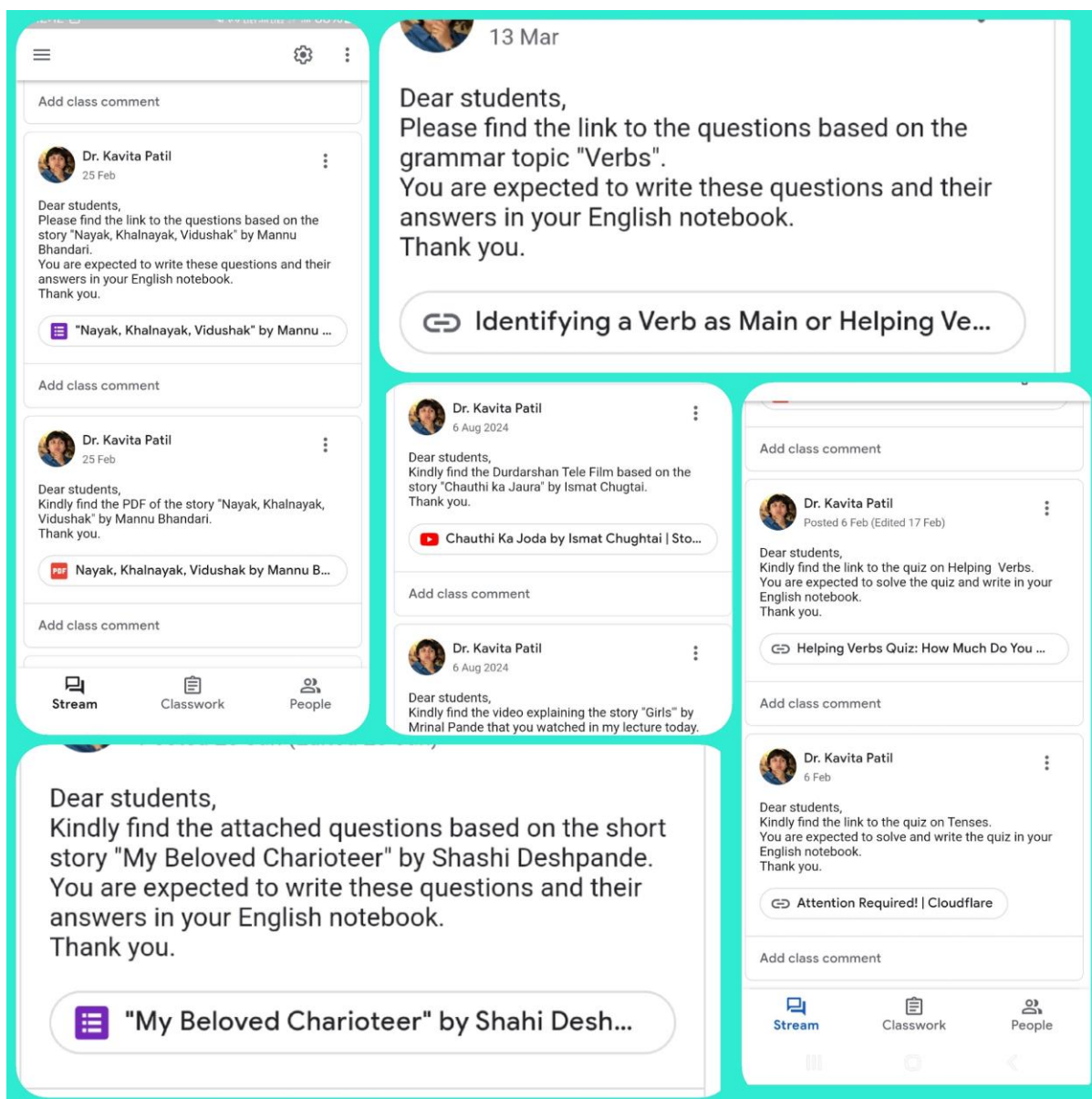
The Course Outcomes of B.Com III Core Component English Course specify that learners learn to prepare questionnaires and conduct market surveys, write official reports and to attain these outcomes the learners were asked to attempt MCQ Assignments based on the topics from their syllabus and assigned write an assignment on the topic “Market Survey Questionnaire” in Sem V and “Committee Reports” in Sem VI.

The Course Outcomes of B.A I Core Component English Course specify that learners learn to start using language more accurately and fluently, write short, simple descriptive pieces accurately and fluently and to attain the outcomes the learners were asked to attempt MCQ Assignments and Online Grammar Quizzes based on the topics from their syllabus and were assigned to send a

recording of their reading of a paragraph in google classroom to assess their reading skills in SEM I and 'PPT on Analysis of the Short Stories' in Sem II.

The Course Outcomes of B.A II Core Component English Course specify that learners learn to read, comprehend and answer simple questions on texts and narratives, to read, understand and write simple responses in English and to attain the outcomes the learners were asked to attempt MCQ Assignments and Online Grammar Quizzes based on the topics from their syllabus and were assigned to prepare an 'Introduction for a Job Interview' to assess their interview skills and to assess speaking skills they were asked to prepare 'Welcome Speech and Introducing a Guest in an Annual Day Function' in Sem III and IV respectively.

The Course Outcomes of B.A III Core Component English Course specify that learners learn to read, comprehend and respond to simple questions on seen and unseen texts, speak fluently in simple English in a variety of situations, articulate responses in grammatically correct English, listen to speeches and give opinions and to attain the outcomes the learners were asked to attempt MCQ Assignments and Online Grammar Quizzes based on the topics from their syllabus and were assigned to record a Telephonic Conversation in their voice and send on google classroom to assess their speaking skills in SEM V and PPT on corruption, health, environment and women empowerment in Sem VI.



SECTION V

Best Practices Adopted

- **A 4 Hours Workshop on “Communicative Skills in English” for Non-teaching Staff on 11th, 12th and 13th June, 2024**

A 4-hour workshop on ‘Communicative Skills in English’ was conducted by Dr. Kavita Patil on 11th, 12th, and 13th June, 2024 for the non-teaching staff of the college. The sessions aimed to enhance basic grammar, vocabulary, speaking, and writing skills in English, focusing on formal self-introduction, paragraph writing, and the structure of official correspondence. Short videos were used to highlight pronunciation errors and encourage correction. A total of 7 staff members,

including clerks, a library attendant, and accountants, actively participated and benefitted from the initiative.

- **'Advancing with English Language Reading Skills: A College Library Expedition', 9th January, 2025**

The Department of English and College Library, in collaboration with IQAC, organized 'Advancing with English Language Reading Skills: A College Library Expedition' on 9th January, 2025 under the Government of Maharashtra's '□□□□ □□□□□□ □□□□□□□□□□□□' campaign. The activity engaged 45 students who were divided into 12 groups and issued different categories of English books including novels, short stories, plays, grammar books, and dictionaries. With guidance from the librarian and library attendant, students applied skimming and scanning techniques and participated in group discussions, thereby enhancing their reading skills and developing interest in English literature.

Activities

1. A 4 Hours Workshop on “Communicative Skills in English” for Non-teaching Staff on 11th, 12th and 13th June, 2024

A 4 hours workshop on 'Communicative Skills in English' was conducted by Dr. Kavita Patil on 11th June, 12th June, and 13th June, 2024 for the non-teaching staff of the college office to improve their Communicative Skills and Soft Skills in English. The workshop covered basics of grammar and vocabulary including tenses, prepositions, common grammar errors, speaking skills consisting of speaking about oneself in formal situations and writing skills including composing meaningful paragraphs in correct and acceptable English and structure and language of formal correspondence. Short videos explaining miscommunication caused by pronunciation errors were screened to motivate them to correct the pronunciation errors they make while speaking. 7 non-teaching employees including clerks, a library attendant, and accountants attended the workshop.



2. Movie Screening, *Train to Pakistan*, 27th July, 2024

This movie was screened for B.A III class on 27th July, 2024. The screening was followed by a group discussion. It is an adaptation of Indian English writer Kushwant Singh's English novel *Train to Pakistan* based on the theme of Partition which is also a theme of the short story "Green Parrots in a Cage" prescribed in B.A III syllabus. Overall, 7 students attended the screening.



3. Movie Screening, *English Vinglish*, 10th August, 2024

This movie was screened for B.Com I, AEC, Business English class on 10th August, 2024. The screening was followed by a group discussion. The purpose of screening this film was to inspire students to overcome the fear of speaking English in public and the various ways to improve their English language skills. Overall, 20 students attended the screening.



4. Telefilm Screening, *Chauthi ka Jaura*, 10th August, 2024

This telefilm was screened for B.Com III class on 10th August, 2024 because the film is based on the story having the same title written by Ismast Chughtai and prescribed in the syllabus. The screening was followed by a group discussion on the story and its various aspects and themes. Overall, 25 students attended the screening.



5. A Workshop on 'Academic Writing in English', 28th August, 2024

Organised a workshop on 'Academic Writing in English' on 28th August, 2024, at 11.30 am. The Resource Person was Dr. Manisha Ghatage, Associate Professor and Head, of the Department of English, S.N.D.T Women's University, Mumbai. The purpose of the workshop was to introduce the students to various aspects of academic writing, writing for various formal purposes, and language used in research papers. 88 students and 2 faculty members attended the workshop.



6. Role Play and Enactment of Business Situations, on 3rd and 7th October, 2024

Role Play and Enactment of Business Situations activity was conducted in B.Com I, VEC class. Students role-played and enacted Customer Service and Sales services. Role-playing is a technique that was used to prepare students for business situations by acting out scenarios with different people. On 3rd October individual enactments were conducted whereas on 7th October group role plays were conducted.



7. Group Discussion on 'Credit Card Scams', 10th October, 2024

A group discussion on 'Credit Card Scams' was conducted in B.Com I, VEC class on 10th October to prepare students for formal group discussions and panel discussions to impart assertive skills and emotional intelligence skills among them. The students discussed that credit card scams fall under identity theft and have become increasingly common nowadays. Scammers use people's card details to perform unethical activities and come up with solutions to overcome such frauds.



8. Screening of a Detective Fiction, 21st October, 2024

The second episode of BBC series *Sherlock Holmes*- 'The Blind Banker' was screened for the (VEC) course 'English for Soft Skills Development' in B.Com I, on 21st October, 2024 as a part of the topic 'Problem Solving Skills'. The students were introduced to the concept of the Science of Deduction and Forensics Science to investigate the crime and also made them understand that problem solving is the process of achieving a goal by overcoming obstacles, a frequent part of their activities. 9 students attended the screening.



9. 'Advancing with English Language Reading Skills: A College Library Expedition', 9th January, 2025

The Department of English and College Library in association with the IQAC organised an activity titled 'Advancing with English Language Reading Skills: A College Library Expedition' in Shrimati Kesharidevi Bhagvandas Lohiya Pustakalaya (College Library) on 9th January, 2025 at 11.30 am under 'वाचन संकल्प महाराष्ट्राचा' from January 1 to 15, 2025 conducted by the Government of Maharashtra. 45 students participated in the activity. Mr. Pradeep Gotad, a college librarian and Mr. Sahebrao Marathe, a library attendant, helped students find and issue the books. The students were divided into 12 groups and issued 12 different types of books consisting of Novels, Short Story Collections, Plays, Grammar Books, Dictionaries, and so on. The students skimmed and scanned the books and discussed the books.



10. Role Play and Enactment on Making and Replying to Business Enquiries, 4th February, 2025

A compulsory activity for all B.Com I students, the Role Play and Enactment on Making and Replying to Business Enquiries was conducted to provide hands-on experience in formal business communication. Through simulated scenarios, students practiced drafting and responding to professional enquiries, enhancing their understanding of tone, format, and clarity required in business correspondence. The activity not only improved their writing and speaking skills but also boosted their confidence in handling real-world professional interactions.



11. Workshop on “Preparing an Effective PowerPoint Presentation”, 4th March, 2025

A workshop on “Preparing an Effective PowerPoint Presentation” was conducted on 4th March, 2025 to equip students with the skills required to create clear, structured, and visually appealing presentations. The session focused on technical and design aspects of PPT creation, including slide layout, content organization, and use of visuals. As a practical outcome of the workshop, students prepared and presented PowerPoint slides on the topic Theory of Business Correspondence, thereby reinforcing their understanding of the subject while developing essential presentation skills. 19 students attended the workshop.



12. Movie Screening “Halfway: Women in STEM” in B.Com III, 5th March, 2025, on the occasion of International Women's Week 4th to 10th March, 2025

Focusing on women in STEM, this short film addresses the challenges and biases women face in science, technology, engineering, and mathematics fields. Women in STEM face numerous barriers that hinder their participation and advancement in these fields, including gender stereotypes, workplace biases, work A fly-on-the-wall style film which follows a variety of women around a science/academic work setting. We see the small, daily challenges that these women face and how they react. The entire film is done in one take to engender the feeling of how these challenges are so constant and let the viewer step into the shoes of the characters

and how many areas of their lives can be quite overwhelming. 7 students attended the screening.



13.Movie Screening “Pride and Prejudice” for B.Com II, 8th March 2025 on the occasion of International Women's Day

On the occasion of International Women's Day, a movie screening of Pride and Prejudice was organized for B.Com II students on 8th March, 2025. The screening aimed to introduce students to gender perspectives and social themes through the classic adaptation of Jane Austen’s novel. It provided an engaging platform to discuss issues of women’s agency, societal expectations, and empowerment in both historical and contemporary contexts. The activity helped students connect literature with real-life gender discourses and encouraged

critical thinking through post-screening discussion. 24 students attended the screening.

