Department of Humanities and Sciences

Course File

ENGLISH FOR SKILL ENHANCEMENT
(Course Code: EN204HS)

IB.Tech II Semester

2023-24

CSE

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Anurag ENGINEERING COLLEGE
(An Autonomous Institution)
Ananthagiri, Kodad, Telangana 508 206, India.

Department of Humanities and Sciences
ENGLISH FOR SKILL ENHANCEMENT

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Int. Marks: 40   Ext. Marks: 60   Total Marks:100

ENGLISH FOR SKILL ENHANCEMENT

Course Code: EN204HS   **L   T   P**
I B.Tech II Semester   **2   0   0**

UNIT-I

Chapter entitled '*Toasted English*' **by R.K.Narayan**from *"English: Language, Context and Culture"* published by Orient Black Swan, Hyderabad.

Vocabulary: The Concept of Word Formation - The Use of Prefixes and Suffixes – Acquaintance with Prefixes and Suffixes from Foreign Languages to form Derivatives - Synonyms and Antonyms

Grammar: Identifying Common Errors in Writing with Reference to Articles and Prepositions Active and Passive Voice.

Reading: Reading and Its Importance - Techniques for Effective Reading.

Writing: Sentence Structures - Use of Phrases and Clauses in Sentences- Importance of Proper Punctuation - Techniques for Writing precisely – Paragraph Writing -Types, Structures and Features of a Paragraph - Creating Coherence - Organizing Principles of Paragraphs in Documents.

UNIT-II

Chapter entitled **'Appro JRD' by Sudha Murthy** from *"English: Language, Context and Culture" published* by Orient BlackSwan, Hyderabad.

Vocabulary: Words Often Miss spelt - Homophones, Homonyms and Homographs

Grammar: Identifying Common Errors in Writing with Reference to Noun-pronoun Agreement and Subject-Verb Agreement.

Reading: Sub-Skills of Reading – Skimming and Scanning –Exercises for Practice

Writing: Nature and Style of Writing - Defining/Describing People, Objects, Places and Events – Classifying - Providing Examples or Evidence.

UNIT-III

Chapter entitled **'Lessons from Online Learning' by F. Haider Alvi, Deborah Hurst et al** from *"English: Language, Context and Culture"* published by Orient Black Swan, Hyderabad.

Vocabulary: Words Often Confused - Words from Foreign Languages and their Use in English.

Grammar: Identifying Common Errors in Writing with Reference to Misplaced Modifiers and Tenses.

Reading: Sub-Skills of Reading – Intensive Reading and Extensive Reading – Exercises for Practice.

Writing: Format of a Formal Letter - Writing Formal Letters E.g.., Letter of Complaint, Letter of Requisition, Email Etiquette, Job Application with CV/Resume

UNIT - IV

Chapter entitled **'Art and Literature' by Abdul Kalam** from *"English: Language, Context and Culture"* published by Orient Black Swan, Hyderabad.

Vocabulary: Standard Abbreviations in English

Grammar: Redundancies and Clichés in Oral and Written Communication.

Reading: Survey, Question, Read, Recite and Review (SQ3R Method) – Exercises for

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Practice
Writing: Writing Practices- Essay Writing-Writing Introduction and Conclusion– Précis Writing.

UNIT - V

Chapter entitled **'Go, Kiss the World' by Subroto Bagchi** from *"English: Language, Context and Culture"* published by Orient BlackSwan, Hyderabad.

Vocabulary: Technical Vocabulary and their Usage

Grammar: Common Errors in English (Covering all the other aspects of grammar which were not covered in the previous units)

Reading: Reading Comprehension-Exercises for Practice

Writing: Technical Reports - Introduction – Characteristics of a Report – Categories of Reports Formats- Structure of Reports (Manuscript Format) -Types of Reports - Writing a Report.

TEXTBOOK:

1. "English: Language, Context and Culture" by Orient Black Swan Pvt. Ltd, Hyderabad. 2022. Print.

REFERENCE BOOKS:

1. Effective Academic Writing by Liss and Davis(OUP)
2. Wood, F.T. (2007). Remedial English Grammar.Macmillan.
3. Vishwamohan, Aysha. (2013). English for Technical Communication for Engineering Students. Mc Graw-Hill Education India Pvt.Ltd.
4. Swan, Michael. (2016). Practical English Usage. Oxford University Press. FourthEdition.

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Timetable

I B.Tech. II Semester –ESE (CSE-A)

Day/Hour	9.40-10.30	10.30-11.20	11.20-12.00	12.00-12.55	12.55-1.50	1.50-2.45	2.45-3.50
Monday			ESE				
Tuesday				ESE			
Wednesday							
Thursday							
Friday	ESE						
Saturday	ESE						

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Department of Humanities and Sciences
Timetable

I B.Tech. II Semester –ESE (CSE B)

Day/Hour	9.40-10.30	10.30-11.20	11.20-12.00	12.00-12.55	12.55-1.50	1.50-2.45	2.45-3.50
Monday							
Tuesday							ESE
Wednesday				ESE			
Thursday	ESE						
Friday							
Saturday	ESE						

Timetable

I B.Tech. II Semester –ESE (CSE-C)

Day/Hour	9.40-10.30	10.30-11.20	11.20-12.00	12.00-12.55	12.55-1.50	1.50-2.45	2.45-3.50
Monday							ESE
Tuesday		ESE					
Wednesday							
Thursday							
Friday						ESE	
Saturday				ESE			

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Department of Humanities and Sciences

Vision of the Institute

To be a premier Institute in the country and region for the study of Engineering, Technology and Management by maintaining high academic standards which promotes the analytical thinking and independent judgment among the prime stakeholders, enabling them to function responsibly in the globalized society.

Mission of the Institute

To be a world-class Institute, achieving excellence in teaching, research and consultancy in cutting-edge Technologies and be in the service of society in promoting continued education in Engineering, Technology and Management.

Quality Policy

To ensure high standards in imparting professional education by providing world-class infrastructure, top-quality-faculty and decent work culture to sculpt the students into Socially Responsible Professionals through creative team-work, innovation and research

Vision of the Department

To foster the students with excellence in education and moral values, thereby transform them to be eminent professional engineers and responsible citizens of tomorrow.

Mission of the Department

The Department Humanities and Sciences mission is to metamorphosis the students' community to get conversant with Scientific, Mathematical concepts and communication skills by providing perpetual thought provoking teaching, tremendous training and relentless research.

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Program Educational Objectives (B.Tech. – CSE)
Graduates will be able to

PEO1: Excel in professional career and/or higher education by acquiring knowledge in mathematical, computing and engineering principles.
PEO2: Be able to analyze the requirements of the software, understand the technical specifications, design and provide novel engineering solutions and efficient product designs.
PEO3: Adopt professionalism, ethical attitude, communication skills, team work, lifelong learning in their profession.

Program Outcomes (B.Tech. – CSE)

At the end of the Program, a graduate will have the ability to

PO 1: Gain an ability to apply knowledge of mathematics, science and engineering fundamentals appropriate to the discipline.
PO 2: Develop the competence to identify, analyze, formulate and solve engineering problems.
PO 3: Acquire an ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs with appropriate consideration for public health and safety, cultural, societal and environmental considerations.
PO 4: Are capable of design and conduct experiments, analyze and interpret data in the field of computer science and engineering.
PO 5: Gain expertise to use the techniques, skills and modern engineering tools with proficiency in the basic area of computer science and engineering.
PO 6: An ability to analyze the local and global impact of computing on individuals, organizations, and society.
PO 7: Knowledge of contemporary issues
PO 8: Sensitive to engage in activities with conscious social responsibility adhering to ethical values.
PO 9: An ability to function effectively individually and on teams, including diverse and multidisciplinary, to accomplish a common goal.
PO 10: An ability to articulate professional ideas clearly and precisely in making written and oral presentations.
PO 11: Recognition of the need for and an ability to engage in continuing professional development.
PO 12: An understanding of engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects.

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COURSE OBJECTIVES

On completion of this Subject/Course the student shall be able to:

S.No	Objectives
1	Improve the language proficiency of students in English with an emphasis on Vocabulary, Grammar, Reading skills
2	Develop study skills and communication skills in various professional situations
3	Study engineering subjects more effectively and critically using the theoretical and practical components of the syllabus.
4	Understand the importance of reading skills
5	Develop writing skills of the students in English

COURSE OUTCOMES

The expected outcomes of the Course/Subject are:

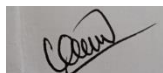| S.No	Outcomes
1.	Understand the importance of vocabulary and sentence structures.
2.	Choose appropriate vocabulary and sentence structures for oral and written communication.
3.	Demonstrate understanding of the rules of functional grammar.
4.	Develop comprehension skills from known and unknown passages through effective reading strategies.
5.	Construct paragraphs, letters, essays, abstracts, précis and reports in various contexts thereby improving proficiency in writing modules of English.

Signature of faculty

A.Y. 2023-24

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GUIDELINES TO STUDY THE COURSE / SUBJECT

Course Design and Delivery System (CDD):

- The Course syllabus is written into number of learning objectives and outcomes.
- Every student will be given an assessment plan, criteria for assessment, scheme of evaluation and grading method.
- The Learning Process will be carried out through assessments of Knowledge, Skills and Attitude by various methods and the students will be given guidance to refer to the text books, reference books, journals, etc.

The faculty be able to –
- Understand the principles of Learning
- Understand the psychology of students
- Develop instructional objectives for a given topic
- Prepare course, unit and lesson plans
- Understand different methods of teaching and learning
- Use appropriate teaching and learning aids
- Plan and deliver lectures effectively
- Provide feedback to students using various methods of Assessments and tools of Evaluation
- Act as a guide, advisor, counselor, facilitator, motivator and not just as a teacher alone

Signature of HOD   Signature of faculty

Date: Date:

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CSE-A
COURSE SCHEDULE

The Schedule for the whole Course / Subject is: **ESE**

S. No.	Description	Duration (Date)		Total No. of Periods
		From	To	
1.	**UNIT-I** Chapter entitled '*Toasted English*' by R.K.Narayan. **Vocabulary**: The Concept of Word Formation - The Use of Prefixes and Suffixes - Acquaintance with Prefixes and Suffixes from Foreign Languages to form Derivatives - Synonyms and Antonyms **Grammar:** Identifying Common Errors in Writing with Reference to Articles and Prepositions- Active and Passive Voice. **Reading:** Reading and Its Importance - Techniques for Effective Reading. **Writing:** Sentence Structures - Use of Phrases and Clauses in Sentences- Importance of Proper Punctuation - Techniques for Writing precisely – Paragraph Writing - Types, Structures and Features of a Paragraph - Creating Coherence - Organizing Principles of Paragraphs in Documents.	05.02.2024	24.02.2024	11
2.	**UNIT-II** Chapter entitled **'Appro JRD' by Sudha Murthy** **Vocabulary:** Words Often Miss spelt - Homophones, Homonyms and Homographs **Grammar:** Identifying Common Errors in Writing with Reference to Noun-pronoun Agreement and Subject-Verb Agreement. **Reading:** Sub-Skills of Reading – Skimming and Scanning –Exercises for Practice **Writing:** Nature and Style of Writing – Defining Describing People, Objects, Places and Events – Classifying - Providing Examples or Evidence.	26.02.2024	19.03.2024	12
3.	**UNIT-III** Chapter entitled **'Lessons from Online Learning' by F. HaiderAlvi, Deborah Hurst** **Vocabulary**: Words Often Confused - Words from Foreign Languages and their Use in English. **Grammar:** Identifying Common Errors in Writing with Reference to Misplaced Modifiers and Tenses. **Reading:** Sub-Skills of Reading – Intensive Reading and Extensive Reading – Exercises for Practice.	22.03.2024	20.04.2024	10

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	Writing: Format of a Formal Letter - Writing Formal Letters E.g.., Letter of Complaint, Letter of Requisition, Email Etiquette, Job Application withCV/Resume.			
4.	**UNIT - IV** Chapter entitled **'Art and Literature' by Abdul Kalam** **Vocabulary**: Standard Abbreviations in English **Grammar:** Redundancies and Clichés in Oral and Written Communication. **Reading**: Survey, Question, Read, Recite and Review (SQ3R Method) – Exercises for Practice **Writing:** Writing Practices- Essay Writing-Writing Introduction and Conclusion– Précis Writing.	22.04.2024	07.05.2024	10
5.	**UNIT - V** **'Go, Kiss the World' by SubrotoBagchi** **Vocabulary**: Technical Vocabulary and their Usage **Grammar:** Common Errors in English (Covering all the other aspects of grammar which were not covered in the previous units) **Reading:**Reading Comprehension-Exercises for Practice **Writing:**Technical Reports - Introduction – Characteristics of a Report – Categories of Reports Formats- Structure of Reports (Manuscript Format) - Types of Reports - Writing a Report.	10.05.2024	12.06.2023	10

Total No. of Instructional periods available for the course: 53 Hours

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CSE-B
COURSE SCHEDULE

The Schedule for the whole Course / Subject is: ESE

S. No.	Description	Duration (Date)		Total No. of Periods
		From	To	
1.	**UNIT-I** Chapter entitled '*Toasted English*' **by R.K.Narayan.** **Vocabulary**: The Concept of Word Formation - The Use of Prefixes and Suffixes - Acquaintance with Prefixes and Suffixes from Foreign Languages to form Derivatives - Synonyms and Antonyms **Grammar:** Identifying Common Errors in Writing with Reference to Articles and Prepositions- Active and Passive Voice. **Reading:** Reading and Its Importance - Techniques for Effective Reading. **Writing:** Sentence Structures - Use of Phrases and Clauses in Sentences- Importance of Proper Punctuation - Techniques for Writing precisely – Paragraph Writing - Types, Structures and Features of a Paragraph - Creating Coherence - Organizing Principles of Paragraphs in Documents.	06.02.2024	27.02.2024	12
2.	**UNIT-II** Chapter entitled **'Appro JRD' by Sudha Murthy** **Vocabulary:** Words Often Miss spelt - Homophones, Homonyms and Homographs **Grammar:** Identifying Common Errors in Writing with Reference to Noun-pronoun Agreement and Subject-Verb Agreement. **Reading:** Sub-Skills of Reading – Skimming and Scanning –Exercises for Practice **Writing:** Nature and Style of Writing – Defining Describing People, Objects, Places and Events – Classifying - Providing Examples or Evidence.	2.03.2024	19.03.2024	10
3.	**UNIT-III** Chapter entitled **'Lessons from Online Learning' by F. Haider Alvi, Deborah Hurst** **Vocabulary**: Words Often Confused - Words from Foreign Languages and their Use in English. **Grammar:** Identifying Common Errors in	21.03.2024	6.04.2024	10

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	Writing with Reference to Misplaced Modifiers and Tenses. **Reading:** Sub-Skills of Reading – Intensive Reading and Extensive Reading – Exercises for Practice. **Writing:** Format of a Formal Letter - Writing Formal Letters E.g.., Letter of Complaint, Letter of Requisition, Email Etiquette, Job Application with CV/Resume.			
4.	**UNIT - IV** Chapter entitled **'Art and Literature' by Abdul Kalam** **Vocabulary**: Standard Abbreviations in English **Grammar:** Redundancies and Clichés in Oral and Written Communication. **Reading**: Survey, Question, Read, Recite and Review (SQ3R Method) – Exercises for Practice **Writing:** Writing Practices- Essay Writing-Writing Introduction and Conclusion– Précis Writing.	10.04.2024	30.04.2024	9
5.	**UNIT - V** **'Go, Kiss the World' by Subroto Bagchi** **Vocabulary**: Technical Vocabulary and their Usage **Grammar:** Common Errors in English (Covering all the other aspects of grammar which were not covered in the previous units) **Reading:** Reading Comprehension-Exercises for Practice **Writing:** Technical Reports - Introduction – Characteristics of a Report – Categories of Reports Formats- Structure of Reports (Manuscript Format) - Types of Reports - Writing a Report.	1.05.2024	12.06.2023	9

Total No. of Instructional periods available for the course: 50 Hours

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CSE-C
COURSE SCHEDULE

The Schedule for the whole Course / Subject is: ESE

S. No.	Description	Duration (Date)		Total No. of Periods
		From	To	
1.	**UNIT-I** Chapter entitled '*Toasted English*' **by R.K.Narayan.** **Vocabulary**: The Concept of Word Formation - The Use of Prefixes and Suffixes - Acquaintance with Prefixes and Suffixes from Foreign Languages to form Derivatives - Synonyms and Antonyms **Grammar:** Identifying Common Errors in Writing with Reference to Articles and Prepositions- Active and Passive Voice. **Reading:** Reading and Its Importance - Techniques for Effective Reading. **Writing:** Sentence Structures - Use of Phrases and Clauses in Sentences- Importance of Proper Punctuation - Techniques for Writing precisely – Paragraph Writing - Types, Structures and Features of a Paragraph - Creating Coherence - Organizing Principles of Paragraphs in Documents.	05.02.2024	24.02.2024	10
2.	**UNIT-II** Chapter entitled **'Appro JRD' by Sudha Murthy** **Vocabulary:** Words Often Miss spelt - Homophones, Homonyms and Homographs **Grammar:** Identifying Common Errors in Writing with Reference to Noun-pronoun Agreement and Subject-Verb Agreement. **Reading:** Sub-Skills of Reading – Skimming and Scanning –Exercises for Practice **Writing:** Nature and Style of Writing – Defining Describing People, Objects, Places and Events – Classifying - Providing Examples or Evidence.	26.02.2024	19.03.2024	10
3.	**UNIT-III** Chapter entitled **'Lessons from Online Learning' by F. Haider Alvi, Deborah Hurst**	22.03.2024	20.04.2024	11

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	Vocabulary: Words Often Confused - Words from Foreign Languages and their Use in English. **Grammar:** Identifying Common Errors in Writing with Reference to Misplaced Modifiers and Tenses. **Reading:** Sub-Skills of Reading – Intensive Reading and Extensive Reading – Exercises for Practice. **Writing:** Format of a Formal Letter - Writing Formal Letters E.g.., Letter of Complaint, Letter of Requisition, Email Etiquette, Job Application withCV/Resume.			
4.	**UNIT - IV** Chapter entitled **'Art and Literature' by Abdul Kalam** **Vocabulary**: Standard Abbreviations in English **Grammar:** Redundancies and Clichés in Oral and Written Communication. **Reading**: Survey, Question, Read, Recite and Review (SQ3R Method) – Exercises for Practice **Writing:** Writing Practices- Essay Writing-Writing Introduction and Conclusion– Précis Writing.	22.04.2024	07.05.2024	11
5.	**UNIT - V** **'Go, Kiss the World' by Subroto Bagchi** **Vocabulary**: Technical Vocabulary and their Usage **Grammar:** Common Errors in English (Covering all the other aspects of grammar which were not covered in the previous units) **Reading:** Reading Comprehension-Exercises for Practice **Writing:** Technical Reports - Introduction – Characteristics of a Report – Categories of Reports Formats- Structure of Reports (Manuscript Format) - Types of Reports - Writing a Report.	10.05.2024	11.06.2024	09

Total No. of Instructional periods available for the course: 48 Hours

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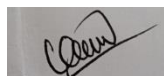
CSE-A
SCHEDULE OF INSTRUCTIONS - COURSE PLAN

Unit No.	Lesson No.	Date	No. of Periods	Topics / Sub-Topics	Objectives & Outcomes Nos.	References (Textbook, Journal)
1.	1	9/Feb/24	1	Tenses	1 1	English: Language, Context and Culture
	2	12/Feb/24	1	Tenses	1 1	English: Language, Context and Culture
	3	13/Feb/24	2	Toasted English-Introduction	1 1	English: Language, Context and Culture
	4	16/Feb/24	1	Toasted English	1 1	English: Language, Context and Culture
	5	17/Feb/24	1	Toasted English	1 1	English: Language, Context and Culture
	6	19/Feb/24	2	Toasted English	1 1	English: Language, Context and Culture
	7	20/Feb/24	1	Prepositions	1 1	English: Language, Context and Culture
	8	23/Feb/24 24/Feb/24	2	Articles	1 1	English: Language, Context and Culture
2.	1	1/Mar/24	1	Appro JRD-Introduction	2 2	English: Language, Context and Culture
	2	2/Mar/24	1	Appro JRD-Introduction	2 2	English: Language, Context and Culture
	3	4/Mar/24	2	Appro JRD	2 2	English: Language, Context and Culture
	4	5/Mar/24	2	Appro JRD	2 2	English: Language, Context and Culture
	5	12/Mar/24	1	Appro JRD	2 2	English: Language, Context and Culture
	6	12/Mar/24	1	Appro JRD	2 2	English: Language, Context and Culture
	7	15/Mar/24	1	Appro JRD	2 2	English: Language, Context and Culture
	8	16/Mar/24	1	Skimming & Scanning	2 2	English: Language, Context and Culture
	9	18/Mar/24	2	Appro JRD-Textual Grammar	2 2	English: Language, Context and Culture

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			19/Mar/24			
3.	1	22/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	2	23/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	3	26/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	4	30/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	5	6/Apr/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	6	8/Apr/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	7	15/Apr/24	2	Lessons from online learning that should stick after the pandemic-Grammar	3 3	English: Language, Context and Culture
	8	16/Apr/24	1	Resume Writing	3 3	English: Language, Context and Culture
	9	20/Apr/24	1	Letter Writing	3 3	English: Language, Context and Culture
4	1	22/Apr/24	1	Art and Literature-Introduction	4 4	English: Language, Context and Culture
	2	23/Apr/24	1	Art and Literature-Introduction	4 4	English: Language, Context and Culture
	3	26/Apr/24	1	Art and Literature	4 4	English: Language, Context and Culture
	4	27/Apr/24	1	Art and Literature	4 4	English: Language, Context and Culture
	5	29/Apr/24	1	Art and Literature	4 4	English: Language, Context and Culture

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	6	30/Apr/24	1	Art and Literature	4 4	English: Language, Context and Culture
	7	3/May/24	1	Art and Literature	4 4	English: Language, Context and Culture
	8	4/May/24	1	Art and Literature-Grammar	4 4	English: Language, Context and Culture
	9	6/May/24	1	Essay Writing	4 4	English: Language, Context and Culture
	10	7/May/24	1	SQ3R Method	4 4	English: Language, Context and Culture
5	1	10/May/24	1	Go, Kiss the World-Introduction	5 5	English: Language, Context and Culture
	2	13/May/24	1	Go, Kiss the World-Introduction	5 5	English: Language, Context and Culture
	3	14/May/24	1	Go, Kiss the World	5 5	English: Language, Context and Culture
	4	17/May/24	1	Go, Kiss the World	5 5	English: Language, Context and Culture
	5	18/May/24	1	Go, Kiss the World	5 5	English: Language, Context and Culture
	6	20/May/24	1	Go, Kiss the World	5 5	English: Language, Context and Culture
	7	21/May/24	2	Go, Kiss the World-Grammar	5 5	English: Language, Context and Culture
	8	7/Jun/24	1	Report Writing	5 5	English: Language, Context and Culture
	9	11/Jun/24	1	Revision	1, 2, 3, 4, 5 1, 2, 3, 4, 5	English: Language, Context and Culture

Signature of HOD

Signature of faculty

Date:

Date:

Note:
1. Ensure that all topics specified in the course are mentioned.
2. Additional topics covered, if any, may also be specified in bold.
3. Mention the corresponding course objective and outcome numbers against each topic.

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CSE-B
SCHEDULE OF INSTRUCTIONS - COURSE PLAN

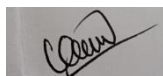| Unit No.	Lesson No.	Date	No. of Periods	Topics / Sub-Topics	Objectives & Outcomes Nos.	References (Textbook, Journal)
1.	1	6/Feb/24	1	Tenses	1 1	English: Language, Context and Culture
	2	7/Feb/24	1	Tenses	1 1	English: Language, Context and Culture
	3	8/Feb/24	1	Toasted English-Introduction	1 1	English: Language, Context and Culture
	4	13/Feb/24	1	Toasted English	1 1	English: Language, Context and Culture
	5	14/Feb/24	1	Toasted English	1 1	English: Language, Context and Culture
	6	15/Feb/24	1		1	English: Language, Context and Culture
	7	17/Feb/24	1	Toasted English	1	English: Language, Context and Cultu
	8	220/Feb/24	1	Prepositions	1	English: Language, Context and Culture
	9	21/Feb/24	1	Articles	1	English: Language, Textual Grammar
	10	22/Feb/24	1	Articles	2	English: Language, Textual Grammar English: Language, Textual Grammar
	11	24/Feb/24	1	Articles	2	
	12	27/Feb/24	1	Articles	2	
2	1	2/Mar/24	1	Appro JRD-Introduction	2 2	English: Language, Context and Culture
	2	2/Mar/24	1	Appro JRD	2 2	English: Language, Context and Culture
	3	5/Mar/24	1	Appro JRD	2 2	English: Language, Context and Culture
	4	6/Mar/24	1	Appro JRD	2 2	English: Language, Context and Culture

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	5	7/Mar/24	1	Appro JRD	2 2	English: Language, Context and Culture
	6	12/Mar/24	1	Appro JRD	2 2	English: Language, Context and Culture
	7	13/Mar/24	1	Skimming & Scanning	2 2	English: Language, Context and Culture
	8	14/Mar/24	1	Skimming & Scanning	2 2	English: Language, Context and Culture
	9	16/Mar/24	1	Appro JRD-Textual Grammar	2 2	English: Language, Context and Culture
	10	19/Mar/24	1	Appro JRD-Textual Grammar	2 2	English: Language, Context and Culture
3.	1	21/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	2	23/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	3	26/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	4	27/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	5	28/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	6	30/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	7	4/Apr/24	1	Lessons from online learning that should stick after the pandemic-Grammar	3 3	English: Language, Context and Culture

Department of Humanities and Sciences

	8	6/Apr/24	1	Resume Writing	3 3	English: Language, Context and Culture
	9	6/Apr/24	1 1	Letter Writing	3	English: Language, Context and Culture English: Language,
	10	6/Apr/24	1	Letter Writing	3	Context and Culture
4	1	10/Apr/24	1	Art and Literature-Introduction	4 4	English: Language, Context and Culture
	2	16/Apr/24	1	Art and Literature-Introduction	4 4	English: Language, Context and Culture
	3	18/Apr/24	1	Art and Literature	4 4	English: Language, Context and Culture
	4	20/Apr/24	1	Art and Literature	4 4	English: Language, Context and Culture
	5	23/Apr/24	1	Art and Literature	4 4	English: Language, Context and Culture
	6	24/Apr/24	1	Art and Literature	4 4	English: Language, Context and Culture
	7	25/Apr/24	1	Art and Literature	4 4	English: Language, Context and Culture
	8	27/Apr/24	1	Essay Writing	4 4	English: Language, Context and Culture
	9	30/Apr/24	1	SQ3R Method	4 4	English: Language, Context and Culture
5	1	1/May/24	1	Go, Kiss the World-Introduction	5 5	English: Language, Context and Culture
	2	2/May/24	1	Go, Kiss the World-Introduction	5 5	English: Language, Context and Culture

Department of Humanities and Sciences

	3	4/May/24	1	Go, Kiss the World- text	5 5	English: Language, Context and Culture
	4	7/May/24	1	Go, Kiss the World	5 5	English: Language, Context and Culture
	5	8/May/24	1	Go, Kiss the World-Grammar	5 5	English: Language, Context and Culture
	6	9/May/24	1	Go, Kiss the World	5 5	English: Language, Context and Culture
	7	4/Jun/24	1	Report Writing	5 5	English: Language, Context and Culture
	8	6/Jun/24	1	Report Writing	5 5	English: Language, Context and Culture
	9	12/Jun/24	1	Revision	1, 2, 3, 4, 5 1, 2, 3, 4, 5	English: Language, Context and Culture

Signature of HOD
Date:

Signature of faculty
Date   :

Note:
4. Ensure that all topics specified in the course are mentioned.
5. Additional topics covered, if any, may also be specified in bold.
6. Mention the corresponding course objective and outcome numbers against each topic.

A.Y. 2023-24

Department of Humanities and Sciences

CSE-C
SCHEDULE OF INSTRUCTIONS - COURSE PLAN

Unit No.	Lesson No.	Date	No. of Periods	Topics / Sub-Topics	Objectives & Outcomes Nos.	References (Textbook, Journal)
1.	1	05/Feb/24	1	Tenses	1 1	English: Language, Context and Culture
	2	06/Feb/24	1	Tenses	1 1	English: Language, Context and Culture
	3	09/Feb/24	1	Toasted English-Introduction	1 1	English: Language, Context and Culture
	4	12/Feb/24	1	Toasted English	1 1	English: Language, Context and Culture
	5	13/Feb/24	1	Toasted English	1 1	English: Language, Context and Culture
	6	16/Feb/24	2	Toasted English	1 1	English: Language, Context and Culture
	7	17/Feb/24	1	Prepositions	1 1	English: Language, Context and Culture
	8	19/Feb/24 20/Feb/24	2	Articles	1 1	English: Language, Context and Culture
2.	1	23/Feb/24	1	Appro JRD-Introduction	2 2	English: Language, Context and Culture
	2	24/ Feb/24	1	Appro JRD-Introduction	2 2	English: Language, Context and Culture
	3	26/ Feb/24	1	Appro JRD	2 2	English: Language, Context and Culture
	4	27/ Feb/24	1	Appro JRD	2 2	English: Language, Context and Culture
	5	01/ Mar/24	1	Appro JRD	2 2	English: Language, Context and Culture
	6	02/Mar/24	1	Appro JRD	2 2	English: Language, Context and Culture
	7	04/Mar/24	1	Appro JRD	2 2	English: Language, Context and Culture
	8	05/Mar/24	1	Skimming & Scanning	2 2	English: Language, Context and Culture

24
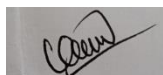
Department of Humanities and Sciences

	9	11/Mar/24 12/Mar/24	2	Appro JRD-Textual Grammar	2 2	English: Language, Context and Culture
3.	1	15/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	2	16/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	3	18/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	4	19/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	5	22/Mar/24 23/Mar/24	2	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	6	26/Mar/24	1	Lessons from online learning that should stick after the pandemic	3 3	English: Language, Context and Culture
	7	30/Mar/24	1	Lessons from online learning that should stick after the pandemic-Grammar	3 3	English: Language, Context and Culture
	8	06/Apr/24	1	Resume Writing	3 3	English: Language, Context and Culture
	9	08/Apr/24 15/Apr/24	2	Letter Writing	3 3	English: Language, Context and Culture
4	1	16/Apr/24	1	Art and Literature-Introduction	4 4	English: Language, Context and Culture
	2	19/Apr/24	1	Art and Literature-Introduction	4 4	English: Language, Context and Culture
	3	20/Apr/24	1	Art and Literature	4 4	English: Language, Context and Culture
	4	22/Apr/24	1	Art and Literature	4 4	English: Language, Context and Culture

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	5	23/Apr/24	1	Art and Literature	4 4	English: Language, Context and Culture
	6	26/Apr/24	1	Art and Literature	4 4	English: Language, Context and Culture
	7	27/Apr/24	1	Art and Literature	4 4	English: Language, Context and Culture
	8	29/Apr/24 30/Apr/24	2	Art and Literature-Grammar	4 4	English: Language, Context and Culture
	9	03/May/24	1	Essay Writing	4 4	English: Language, Context and Culture
	10	04/May/24	1	SQ3R Method	4 4	English: Language, Context and Culture
5	1	06/May/24	1	Go, Kiss the World-Introduction	5 5	English: Language, Context and Culture
	2	07/May/24	1	Go, Kiss the World-Introduction	5 5	English: Language, Context and Culture
	3	10/May/24	1	Go, Kiss the World	5 5	English: Language, Context and Culture
	4	13/May/24	1	Go, Kiss the World	5 5	English: Language, Context and Culture
	5	17/May/24	1	Go, Kiss the World	5 5	English: Language, Context and Culture
	6	20/May/24	1	Go, Kiss the World	5 5	English: Language, Context and Culture
	7	23/Jun/24	1	Go, Kiss the World-Grammar	5 5	English: Language, Context and Culture
	8	06/Jun/24	1	Report Writing	5 5	English: Language, Context and Culture
	9	12/Jun/24	1	Revision	1, 2, 3, 4, 5 1, 2, 3, 4, 5	English: Language, Context and Culture

Signature of HOD   Signature of faculty

Date: Date:

Note:
7. Ensure that all topics specified in the course are mentioned.
8. Additional topics covered, if any, may also be specified in bold.
9. Mention the corresponding course objective and outcome numbers against each topic.

A.Y. 2023-24

Department of Humanities and Sciences

LESSON PLAN (U-I)

Lesson No: 01,02   Duration of Lesson: 100 min

Lesson Title: Tenses- Present and Past Tenses
Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Vocabulary.
- To understand the concept of Tenses
- To develop reading skills through effective strategies
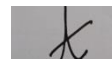
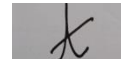Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

> 10 minutes for taking attendance
> 70 min for lecture delivery
> 20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

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Department of Humanities and Sciences

LESSON PLAN (U-I)

Lesson No: 03,04   Duration of Lesson: 100 min

Lesson Title: Toasted English

Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Vocabulary, and Grammar
- To know the difference between American and British language
- To understand the concept of American Accent

Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

10 minutes for taking attendance 70 min for lecture delivery 20 min for doubts session

Assignment / Questions:

(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-I)

Lesson No: 05,06   Duration of Lesson: 100 min

Lesson Title: Toasted English, Common Errors
Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Grammar
- To develop error spotting skills through effective strategies
- To understand the concept of Tenses

Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

10 minutes for taking attendance 70 min for lecture delivery 20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

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LESSON PLAN (U-I)

Lesson No: 07,08   Duration of Lesson: 100 min

Lesson Title: Toasted English Textual Grammar, common Errors, Articles
Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Vocabulary and Grammar
- To develop error spotting skills through effective strategies
- To understand Articles

Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

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Department of Humanities and Sciences

LESSON PLAN (U-I)

Lesson No: 09, 10, 11   Duration of Lesson: 100 min

Lesson Title: Articles,Prepositions

Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Grammar
- To develop Grammatical skills through effective strategies

Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:

(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

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Department of Humanities and Sciences

LESSON PLAN (U-II)

Lesson No: 01,02,03   Duration of Lesson: 2hr30 min

Lesson Title: Introduction to Appro JRD, Background
Instructional / Lesson Objectives:

- To Develop study skills and communication skills in various professional situations
- To familiarize students about values
- To provide information on Reading Skills

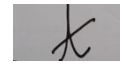Teaching AIDS   : PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance
20 for revision of previous class
70 min for lecture delivery
30 Reading Activity
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

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Department of Humanities and Sciences

LESSON PLAN (U-II)

Lesson No: 04, 05,6   Duration of Lesson: 2 hours 30min

Lesson Title: Appro JRD
Instructional / Lesson Objectives:

- To Develop study skills and communication skills in various professional situations
- To familiarize students about values
- To understand students the concept of success

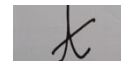Teaching AIDS   : PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance
20 for revision of previous class
70 min for lecture delivery
30 Reading Activity
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences
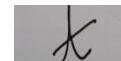
LESSON PLAN (U-II)

Lesson No: 07,08,09   Duration of Lesson: 2 hours 30min

Lesson Title: Appro JRD
Instructional / Lesson Objectives:

- To Develop study skills and communication skills in various professional situations
- To familiarize students about values
- To understand students the concept of success

Teaching AIDS   : PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance
20 for revision of previous class
70 min for lecture delivery
30 Reading Activity
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-II)

Lesson No: 10,11,12   Duration of Lesson: 2hr30 min

Lesson Title: Appro JRD Textual Grammar, Skimming and Scanning

Instructional / Lesson Objectives:

- To understand students the concept of success
- To provide information on Reading skills
- To Develop reading skills of the students

Teaching AIDS   : PPTs, Digital Board

Time Management of Class   :

15minutes for taking attendance
20 for revision of previous class
70 min for lecture delivery
30 Reading Activity
15 min for doubts session

Assignment / Questions:

(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-III)

Lesson No: 01,02   Duration of Lesson: 100 min

Lesson Title: Introduction to Lessons from online learning that should stick after the pandemic

Instructional / Lesson Objectives:

- To make students understand the concept of Digital Learning
- To understand the difficulties faced during COVID-19
- To identify effective strategies to teach online

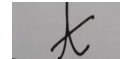Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

> 10 minutes for taking attendance
> 20 for revision of previous class
> 55 min for lecture delivery
> 15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-III)

Lesson No: 03,04   Duration of Lesson: 100 min

Lesson Title: Lessons from online learning that should stick after the pandemic

Instructional / Lesson Objectives:

- To make students understand the concept of Digital Learning
- To understand the difficulties faced during COVID-19
- To identify effective strategies to teach online

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance
20 for revision of previous class
55 min for lecture delivery
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-III)

Lesson No: 05,06,07   Duration of Lesson: 2hr 30 min

Lesson Title: Lessons from online learning that should stick after the pandemic, Letter Writing

Instructional / Lesson Objectives:

- To make students understand the concept of Digital Learning
- To understand the difficulties faced during COVID-19
- To identify effective strategies to teach online
- To develop letter writing skills
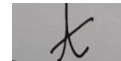
Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance
20 for revision of previous class
70 min for lecture delivery
30 Reading Activity
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-III)

Lesson No: 08,09,10   Duration of Lesson: 2hr 30 min

Lesson Title: Letter Writing, Resume Writing and CV

Instructional / Lesson Objectives:

- To make students understand Resume Writing
- To understand about the difference between resume and CV
- To develop writing skills

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance 20 for revision of previous class 70 min for lecture delivery 30 Reading Activity 15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-IV)

Lesson No: 01,02   Duration of Lesson: 100 min

Lesson Title: Introduction to Art and Literature

Instructional / Lesson Objectives:

- To Develop awareness on Arts and literature
- To learn about importance of Reading books
- To understand the importance of arts in one's life

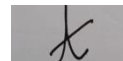Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance 15for revision of previous class 60 min for lecture delivery 15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-IV)

Lesson No: 03,04   Duration of Lesson: 100 min

Lesson Title: Art and Literature Lesson

Instructional / Lesson Objectives:

- To Develop awareness on Arts and literature
- To learn about importance of Reading books
- To understand the importance of arts in one's life

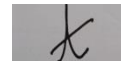Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

> 10 minutes for taking attendance
> 15for revision of previous class
> 60 min for lecture delivery
> 15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-IV)

Lesson No: 05,06   Duration of Lesson: 100 min

Lesson Title: Art and Literature Lesson

Instructional / Lesson Objectives:

- To Develop awareness on Arts and literature
- To learn about importance of Reading books
- To understand the importance of arts in one's life

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance
15for revision of previous class
60 min for lecture delivery
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-IV)

Lesson No: 07,08   Duration of Lesson: 100 min

Lesson Title: Art and Literature Lesson Grammar-SQ3R Method

Instructional / Lesson Objectives:

- To Develop Reading Skillsof the students
- To learn about importance of Reading books
- To understand the grammatical components of the lesson

Teaching AIDS   :PPTs, Digital Board
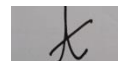Time Management of Class   :

10 minutes for taking attendance
15for revision of previous class
60 min for lecture delivery
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-IV)

Lesson No: 09,10   Duration of Lesson: 100 min

Lesson Title: Essay Writing and SQ3R Method

Instructional / Lesson Objectives:

- To Develop writing skills of the students in English
- To learn about Essay writing
- To understand the concept with techniques

Teaching AIDS   :PPTs, Digital Board
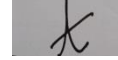Time Management of Class   :

10 minutes for taking attendance
15for revision of previous class
60 min for lecture delivery
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Department of Humanities and Sciences

Signature of faculty

LESSON PLAN (V)

Lesson No: 01,02,03   Duration of Lesson: 2hr30 min

Lesson Title: Introduction to Go, Kiss the world

Instructional / Lesson Objectives:

- To make students understand the concept of ethics
- To familiarize students on importance of values
- To understand importance life
- To provide information on report writing

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

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15 minutes for taking attendance
20 for revision of previous class
70 min for lecture delivery
30 min for Activity
15min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Department of Humanities and Sciences

Signature of faculty

LESSON PLAN (V)

Lesson No: 04,05,06   Duration of Lesson: 2hr30 min

Lesson Title: Go, Kiss the world

Instructional / Lesson Objectives:

- To make students understand the concept of ethics
- To familiarize students on importance of values
- To understand importance of ethics and values in our life.

Teaching AIDS   :PPTs, Digital Board
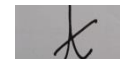Time Management of Class   :

15 minutes for taking attendance
20 for revision of previous class
70 min for lecture delivery
30 min for Activity
15min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Department of Humanities and Sciences

Refer assignment-II

Signature of faculty

LESSON PLAN (V)

Lesson No: 07,08,09,10   Duration of Lesson: 3hr20 min

Lesson Title: Report Writing

Instructional / Lesson Objectives:

- To make students understand the concept of Report
- To familiarize students on importance of writing skills
- To provide techniques to writereport writing

Teaching AIDS   :PPTs, Digital Board
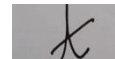Time Management of Class   :

15 minutes for taking attendance 20 for revision of previous class 120 min for lecture delivery 30 min for Activity 15min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Department of Humanities and Sciences

Signature of faculty

LESSON PLAN (U-I)

Lesson No: 01,02   Duration of Lesson: 100 min

Lesson Title: Tenses- Present and Past Tenses
Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Vocabulary.
- To understand the concept of Tenses
- To develop reading skills through effective strategies

Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Department of Humanities and Sciences

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-I)

Lesson No: 03,04   Duration of Lesson: 100 min

Lesson Title: Toasted English
Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Vocabulary, and Grammar
- To know the difference between American and British language
- To understand the concept of American Accent

Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

10 minutes for taking attendance 70 min for lecture delivery 20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-I)

Lesson No: 05,06   Duration of Lesson: 100 min

Lesson Title: Toasted English, Common Errors

Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Grammar
- To develop error spotting skills through effective strategies
- To understand the concept of Tenses

Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-I)

Lesson No: 07,08   Duration of Lesson: 100 min

Lesson Title: Toasted English Textual Grammar, common Errors, Articles
Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Vocabulary and Grammar
- To develop error spotting skills through effective strategies
- To understand Articles

Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-I)

Lesson No: 09,10   Duration of Lesson: 100 min

Lesson Title: Articles

Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Grammar
- To develop Grammatical skills through effective strategies

Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:

(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-I)

Lesson No: 11,12   Duration of Lesson: 100 min

Lesson Title: Prepositions
Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Grammar
- To develop Grammatical skills through effective strategies

Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

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10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-II)

Lesson No: 01,02,03   Duration of Lesson: 2hr30 min

Lesson Title: Introduction to Appro JRD, Background
Instructional / Lesson Objectives:

- To Develop study skills and communication skills in various professional situations
- To familiarize students about values
- To provide information on Reading Skills

Teaching AIDS   : PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance 20 for revision of previous class 70 min for lecture delivery 30 Reading Activity 15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-II)

Lesson No: 04, 05   Duration of Lesson: 100min

Lesson Title: Appro JRD
Instructional / Lesson Objectives:

- To Develop study skills and communication skills in various professional situations
- To familiarize students about values
- To understand students the concept of success

Teaching AIDS   : PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

Signature of faculty

A.Y. 2023-24

Department of Humanities and Sciences

LESSON PLAN (U-II)

Lesson No: 06, 07   Duration of Lesson: 100min

Lesson Title: Appro JRD
Instructional / Lesson Objectives:

- To Develop study skills and communication skills in various professional situations
- To familiarize students about values
- To understand students the concept of success

Teaching AIDS   : PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-II)

Lesson No: 08, 09,10   Duration of Lesson: 2hr30 min

Lesson Title: Appro JRD Textual Grammar, Skimming and Scanning
Instructional / Lesson Objectives:

- TTo understand students the concept of success
- To provide information on Reading skills
- To Develop reading skills of the students

Teaching AIDS   : PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance 20 for revision of previous class 70 min for lecture delivery 30 Reading Activity 15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-III)

Lesson No: 01,02   Duration of Lesson: 100 min

Lesson Title: Introduction to Lessons from online learning that should stick after the pandemic

Instructional / Lesson Objectives:

- To make students understand the concept of Digital Learning
- To understand the difficulties faced during COVID-19
- To identify effective strategies to teach online

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance 20 for revision of previous class 55 min for lecture delivery 15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-III)

Lesson No: 03,04   Duration of Lesson: 100 min

Lesson Title: Lessons from online learning that should stick after the pandemic

Instructional / Lesson Objectives:

- To make students understand the concept of Digital Learning
- To understand the difficulties faced during COVID-19
- To identify effective strategies to teach online

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

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10 minutes for taking attendance
20 for revision of previous class
55 min for lecture delivery
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-III)

Lesson No: 05,06,07   Duration of Lesson: 2hr 30 min

Lesson Title: Lessons from online learning that should stick after the pandemic, Letter Writing

Instructional / Lesson Objectives:

- To make students understand the concept of Digital Learning
- To understand the difficulties faced during COVID-19
- To identify effective strategies to teach online
- To develop letter writing skills

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance
20 for revision of previous class
70 min for lecture delivery
30 Reading Activity
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-III)

Lesson No: 08,09,10   Duration of Lesson: 2hr 30 min

Lesson Title: Letter Writing, Resume Writing and CV

Instructional / Lesson Objectives:

- To make students understand Resume Writing
- To understand about the difference between resume and CV
- To develop writing skills

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance
20 for revision of previous class
70 min for lecture delivery
30 Reading Activity
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-IV)

Lesson No: 01,02   Duration of Lesson: 100 min

Lesson Title: Introduction to Art and Literature

Instructional / Lesson Objectives:

- To Develop awareness on Arts and literature
- To learn about importance of Reading books
- To understand the importance of arts in one's life

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance 15for revision of previous class 60 min for lecture delivery 15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-IV)

Lesson No: 03,04   Duration of Lesson: 100 min

Lesson Title: Art and Literature Lesson

Instructional / Lesson Objectives:

- To Develop awareness on Arts and literature
- To learn about importance of Reading books
- To understand the importance of arts in one's life

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance 15for revision of previous class 60 min for lecture delivery 15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-IV)

Lesson No: 05,06   Duration of Lesson: 100 min

Lesson Title: Art and Literature Lesson

Instructional / Lesson Objectives:

- To Develop awareness on Arts and literature
- To learn about importance of Reading books
- To understand the importance of arts in one's life

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance
15for revision of previous class
60 min for lecture delivery
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-IV)

Lesson No: 07,08,09   Duration of Lesson: 2 hours 30min

Lesson Title: Art and Literature Lesson Grammar-SQ3R Method

<u>Instructional / Lesson Objectives:</u>

- To Develop Reading Skillsof the students
- To learn about importance of Reading books
- To understand the grammatical components of the lesson

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance
20 for revision of previous class
70 min for lecture delivery
30 Reading Activity
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (V)

Lesson No: 01,02,03   Duration of Lesson: 2hr30 min

Lesson Title: Introduction to Go, Kiss the world

Instructional / Lesson Objectives:

- To make students understand the concept of ethics
- To familiarize students on importance of values
- To understand importance life
- To provide information on report writing

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

15 minutes for taking attendance 20 for revision of previous class 70 min for lecture delivery 30 min for Activity 15min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (V)

Lesson No: 04,05,06   Duration of Lesson: 2hr30 min

Lesson Title: Go, Kiss the world

Instructional / Lesson Objectives:

- To make students understand the concept of ethics
- To familiarize students on importance of values
- To understand importance of ethics and values in our life.

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

15 minutes for taking attendance 20 for revision of previous class 70 min for lecture delivery 30 min for Activity 15min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (V)

Lesson No: 07,08,09   Duration of Lesson: 2hr30 min

Lesson Title: Report Writing

Instructional / Lesson Objectives:

- To make students understand the concept of Report
- To familiarize students on importance of writing skills
- To provide techniques to write report writing

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

15 minutes for taking attendance 20 for revision of previous class 70 min for lecture delivery 30 min for Activity 15min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4& 1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-I)

Lesson No: 01,02   Duration of Lesson: 100 min

Lesson Title: Tenses- Present and Past Tenses
Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Vocabulary.
- To understand the concept of Tenses
- To develop reading skills through effective strategies

Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-I)

Lesson No: 03,04   Duration of Lesson: 100 min

Lesson Title: Toasted English

<u>Instructional / Lesson Objectives:</u>

- To improve the language proficiency of students in English with an emphasis on Vocabulary, and Grammar
- To know the difference between American and British language
- To understand the concept of American Accent

Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

10 minutes for taking attendance 70 min for lecture delivery 20 min for doubts session

Assignment / Questions:

(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-I)

Lesson No: 05,06   Duration of Lesson: 100 min

Lesson Title: Toasted English, Common Errors
Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Grammar
- To develop error spotting skills through effective strategies
- To understand the concept of Tenses

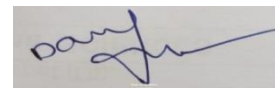Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-I)

Lesson No: 07,08   Duration of Lesson: 100 min

Lesson Title: Toasted English Textual Grammar, common Errors, Articles
Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Vocabulary and Grammar
- To develop error spotting skills through effective strategies
- To understand Articles

Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-I)

Lesson No: 09,10   Duration of Lesson: 100 min

Lesson Title: Articles, Prepositions
Instructional / Lesson Objectives:

- To improve the language proficiency of students in English with an emphasis on Grammar
- To develop Grammatical skills through effective strategies
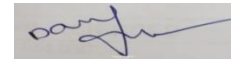
Teaching AIDS   :PPTs, Digital Board

Time Management of Class   :

10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment – I

Signature of faculty

A.Y. 2023-24

Department of Humanities and Sciences

LESSON PLAN (U-II)

Lesson No: 01,02,03   Duration of Lesson: 2hr30 min

Lesson Title: Introduction to Appro JRD, Background
Instructional / Lesson Objectives:

- To Develop study skills and communication skills in various professional situations
- To familiarize students about values
- To provide information on Reading Skills

Teaching AIDS   : PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance 20 for revision of previous class 70 min for lecture delivery 30 Reading Activity 15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-II)

Lesson No: 04, 05   Duration of Lesson: 100min

Lesson Title: Appro JRD
<u>Instructional / Lesson Objectives:</u>

- To Develop study skills and communication skills in various professional situations
- To familiarize students about values
- To understand students the concept of success

Teaching AIDS   : PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-II)

Lesson No: 06, 07   Duration of Lesson: 100min

Lesson Title: Appro JRD
Instructional / Lesson Objectives:

- To Develop study skills and communication skills in various professional situations
- To familiarize students about values
- To understand students the concept of success

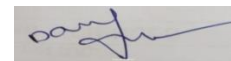Teaching AIDS   : PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance
70 min for lecture delivery
20 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-II)

Lesson No: 08, 09,10   Duration of Lesson: 2hr30 min

Lesson Title: Appro JRD Textual Grammar, Skimming and Scanning
Instructional / Lesson Objectives:

- TTo understand students the concept of success
- To provide information on Reading skills
- To Develop reading skills of the students

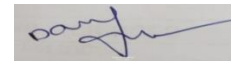Teaching AIDS   : PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance 20 for revision of previous class 70 min for lecture delivery 30 Reading Activity 15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment – I

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-III)

Lesson No: 01,02,03   Duration of Lesson: 2hr30 min

Lesson Title: Introduction to Lessons from online learning that should stick after the pandemic

Instructional / Lesson Objectives:

- To make students understand the concept of Digital Learning
- To understand the difficulties faced during COVID-19
- To identify effective strategies to teach online

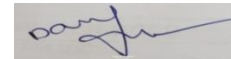Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance
20 for revision of previous class
70 min for lecture delivery
30 Reading Activity
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-III)

Lesson No: 04,05   Duration of Lesson: 100 min

Lesson Title: Lessons from online learning that should stick after the pandemic

Instructional / Lesson Objectives:

- To make students understand the concept of Digital Learning
- To understand the difficulties faced during COVID-19
- To identify effective strategies to teach online
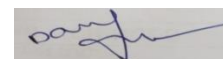
Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance
20 for revision of previous class
55 min for lecture delivery
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-III)

Lesson No: 06,07,08   Duration of Lesson: 2hr30 min

Lesson Title: Lessons from online learning that should stick after the pandemic, Letter Writing

Instructional / Lesson Objectives:

- To make students understand the concept of Digital Learning
- To understand the difficulties faced during COVID-19
- To identify effective strategies to teach online
- To develop letter writing skills

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance 20 for revision of previous class 70 min for lecture delivery 30 Reading Activity 15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-III)

Lesson No: 09,10,11   Duration of Lesson: 2hr 30 min

Lesson Title: Letter Writing, Resume Writing and CV

Instructional / Lesson Objectives:

- To make students understand Resume Writing
- To understand about the difference between resume and CV
- To develop writing skills

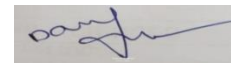Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

15minutes for taking attendance
20 for revision of previous class
70 min for lecture delivery
30 Reading Activity
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-IV)

Lesson No: 01,02   Duration of Lesson: 100 min

Lesson Title: Introduction to Art and Literature

Instructional / Lesson Objectives:

- To Develop awareness on Arts and literature
- To learn about importance of Reading books
- To understand the importance of arts in one's life

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance
15for revision of previous class
60 min for lecture delivery
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-IV)

Lesson No: 03,04   Duration of Lesson: 100 min

Lesson Title: Art and Literature Lesson

Instructional / Lesson Objectives:

- To Develop awareness on Arts and literature
- To learn about importance of Reading books
- To understand the importance of arts in one's life
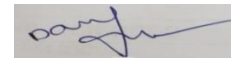
Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance
15for revision of previous class
60 min for lecture delivery
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-IV)

Lesson No: 05,06   Duration of Lesson: 100 min

Lesson Title: Art and Literature Lesson

Instructional / Lesson Objectives:

- To Develop awareness on Arts and literature
- To learn about importance of Reading books
- To understand the importance of arts in one's life
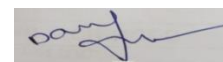
Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance
15for revision of previous class
60 min for lecture delivery
15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-IV)

Lesson No: 07,08   Duration of Lesson: 100 min

Lesson Title: Art and Literature Lesson Grammar-SQ3R Method

Instructional / Lesson Objectives:

- To Develop Reading Skillsof the students
- To learn about importance of Reading books
- To understand the grammatical components of the lesson

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

> 10 minutes for taking attendance
> 15for revision of previous class
> 60 min for lecture delivery
> 15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (U-IV)

Lesson No: 09,10,11   Duration of Lesson: 2Hrs30 min

Lesson Title: Essay Writing and SQ3R Method

Instructional / Lesson Objectives:

- To Develop writing skills of the students in English
- To learn about Essay writing
- To understand the concept with techniques

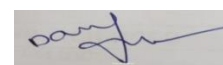Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

10 minutes for taking attendance 15for revision of previous class 60 min for lecture delivery 15 min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (V)

Lesson No: 01,02,03   Duration of Lesson: 2hr30 min

Lesson Title: Introduction to Go, Kiss the world

Instructional / Lesson Objectives:

- To make students understand the concept of ethics
- To familiarize students on importance of values
- To understand importance life
- To provide information on report writing

Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

---

15 minutes for taking attendance
20 for revision of previous class
70 min for lecture delivery
30 min for Activity
15min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (V)

Lesson No: 04,05,06   Duration of Lesson: 2hr30 min

Lesson Title: Go, Kiss the world

Instructional / Lesson Objectives:

- To make students understand the concept of ethics
- To familiarize students on importance of values
- To understand importance of ethics and values in our life.
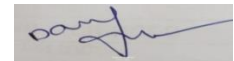
Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

15 minutes for taking attendance 20 for revision of previous class 70 min for lecture delivery 30 min for Activity 15min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

LESSON PLAN (V)

Lesson No: 07,08,09   Duration of Lesson: 2hr30 min

Lesson Title: Report Writing

Instructional / Lesson Objectives:

- To make students understand the concept of Report
- To familiarize students on importance of writing skills
- To provide techniques to writereport writing
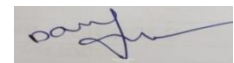
Teaching AIDS   :PPTs, Digital Board
Time Management of Class   :

15 minutes for taking attendance
20 for revision of previous class
70 min for lecture delivery
30 min for Activity
15min for doubts session

Assignment / Questions:
(Note: Mention for each question the relevant Objectives and Outcomes Nos.1,2,3,4 &1,3..)

Refer assignment-II

Signature of faculty

Department of Humanities and Sciences

ASSIGNMENT – 1

This Assignment corresponds to Unit No. 1

Question No.	Question	Objective No.	Outcome No.
1	Explain the process of "toasting" of language, according to R.K Narayan?	1	1
2	Explain the difference between American Vs British English.	1	1

Signature of HOD

Signature of faculty

Date:

Date:

A.Y. 2023-24

Department of Humanities and Sciences

ASSIGNMENT – 2

This Assignment corresponds to Unit No. 2

Question No.	Question	Objective No.	Outcome No.
1	Describe Sudha Murthy's first experience of gender discrimination.	2	2
2	Describe Sudha Murthy's feelings about Pune,and the impact that moving to Pune has had on her life.	2	2

Signature of HOD

Date:

Signature of faculty

Date:

Department of Humanities and Sciences

ASSIGNMENT – 3

This Assignment corresponds to Unit No. 3

Question No.	Question	Objective No.	Outcome No.
1	What were the changes brought in education during Covid-19	3	3
2	What are the four take aways related to online learning that should be retained post-pandemic?	3	3

Signature of HOD   Signature of faculty
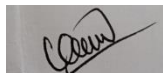
Date: Date:

Department of Humanities and Sciences

ASSIGNMENT – 4
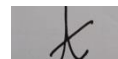
This Assignment corresponds to Unit No. 4

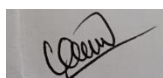| Question No.	Question	Objective No.	Outcome No.
1	Explain in detail about Kalam's Favourite books.	4	4
2	Discover how do the different arts influence human civilization?	4	4

Signature of HOD

Signature of faculty
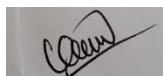
Date:

Date:

A.Y. 2023-24

Department of Humanities and Sciences

ASSIGNMENT – 5

This Assignment corresponds to Unit No. 5

Question No.	Question	Objective No.	Outcome No.
1	What are the lessons taught by Bagchi's father?	5	5
2	Apply Bagchi's views on values and ethics.	5	5

Signature of HOD

Date:

Signature of faculty

Date:

Department of Humanities and Sciences

EVALUATION STRATEGY

Target (s)

  a. Percentage of Pass   : 95%

Assessment Method (s) (Maximum Marks for evaluation are defined in the Academic Regulations)

  a. Daily Attendance

  b. Assignments

  c. Online Quiz (or) Seminars

  d. Continuous Internal Assessment

  e. Semester / End Examination
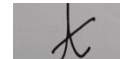
List out any new topic(s) or any innovation you would like to introduce in teaching the subjects in this semester

Case Study of any one existing application

Signature of HOD   Signature of faculty
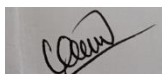
Date: Date:
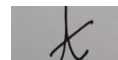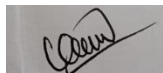
Department of Humanities and Sciences

CSE-A

COURSE COMPLETION STATUS

Actual Date of Completion & Remarks if any

Units	Remarks	Objective No. Achieved	Outcome No. Achieved
Unit 1	completed on 24.02.2024	1	1
Unit 2	completed on 19.03.2024	2	2
Unit 3	completed on 20.04.2024	3	3
Unit 4	completed on 07.05.2024	4	4
Unit 5	completed on 12.06.2024	5	5

Signature of HOD

Date:

Signature of faculty

Date:

A.Y. 2023-24
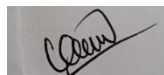
Department of Humanities and Sciences

CSE-B
COURSE COMPLETION STATUS

Actual Date of Completion & Remarks if any

Units	Remarks	Objective No. Achieved	Outcome No. Achieved
Unit 1	completed on 27.02.2024	1	1
Unit 2	completed on 19.03.2024	2	2
Unit 3	completed on 06.04.2024	3	3
Unit 4	completed on 30.04.2024	4	4
Unit 5	completed on 12.06.2024	5	5

Signature of HOD   Signature of faculty

Date: Date:

A.Y. 2023-24
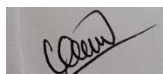
Department of Humanities and Sciences

CSE-C
COURSE COMPLETION STATUS
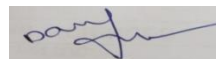
Actual Date of Completion & Remarks if any

Units	Remarks	Objective No. Achieved	Outcome No. Achieved
Unit 1	completed on 24.02.2024	1	1
Unit 2	completed on 19.03.2024	2	2
Unit 3	completed on 20.04.2024	3	3
Unit 4	completed on 07.05.2024	4	4
Unit 5	completed on 11.06.2024	5	5

Signature of HOD

Date:

Signature of faculty

Date:

A.Y. 2023-24

Department of Humanities and Sciences

Mappings

1. **Course Objectives-Course Outcomes Relationship Matrix**
   (Indicate the relationships by mark "X")

Course-Outcomes / Course-Objectives	1	2	3	4	5
1	H				
2		H			
3			H		
4				H	
5					H

2. **Course Outcomes-Program Outcomes (POs) & PSOs Relationship Matrix**
   (Indicate the relationships by mark "X")

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1							L	L	L	H	L				M
CO2							L	H	M	M	M				M
CO3								L	L	H	M				L
CO4								M	L	M	L				M
CO5								H	M	H	M				H

Department of Humanities and Sciences

Rubric for Evaluation

Performance Criteria	Unsatisfactory	Developing	Satisfactory	Exemplary
	1	**2**	**3**	**4**
Research & Gather Information	Does not collect any information that relates to the topic	Collects very little information some relates to the topic	Collects some basic Information most relates to the topic	Collects a great deal of Information all relates to the topic
Fulfill team role's duty	Does not perform any duties of assigned team role.	Performs very little duties.	Performs nearly all duties.	Performs all duties of assigned team role.
Share Equally	Always relies on others to do the work.	Rarely does the assigned work - often needs reminding.	Usually does the assigned work - rarely needs reminding.	Always does the assigned work without having to be reminded
Listen to other team mates	Is always talking never allows anyone else to speak.	Usually doing most of the talking-- rarely allows others to speak.	Listens, but sometimes talks too much.	Listens and speaks a fair amount.

Department of Humanities and Sciences

Mid-I and Mid-II question papers

Anurag
ENGINEERING COLLEGE
An Autonomous Institution
(Approved by AICTE, New Delhi & Affiliated to JNTUH)

NAAC A+

Aroutchapalli (V&M), Kodad, Suryapet (Dt.), Telangana – 508 206
www.anurag.ac.in

I B.TECH II SEMESTER I MID EXAMINATIONS – APRIL 2024

Branch : B.Tech. (CSE – AI&ML)   Max. Marks :30M
Date : 02 – Apr – 2024   Time : 120
Subject : English for Skill Enhancement, EN204HS

PART – A

ANSWER ALL QUESTIONS   10 X 1M = 0M

Q.No	Question		CO	BTL
1.	What is the name of Hollywood actor in Toasted English Lesson? (A). Moolgaokar (B). Mark Robert (C). Mark Twain (D). Mark Stevens	( )	CO1	1
2.	When did Toasted English publish? (A). 1970 (B). 1972 (C). 1974 (D). 1976	( )	CO1	1
3.	R..K Narayan wished to have _____ brand of English. (A). American (B). Bharat (C). London (D). British	( )	CO1	1
4.	What is Toasted English according to American restaurants? (A). English (B). Cup Cake (C). roast (D). Change	( )	CO1	1
5.	In which year sSudha Murty Completed her Masters? (A). 1970 (B). 1972 (C). 1974 (D). 1976	( )	CO2	1
6.	How many members are there in Interview panel? (A). 3 (B). 4 (C). 5 (D). 6	( )	CO2	1
7.	Name the hometown of Sudha Murthy. (A). Hubli (B). America (C). Mumbai (D). Pune	( )	CO2	1
8.	In which year Sudha Murthy resigned to her job at TELCO? (A). 1980 (B). 1981 (C). 1982 (D). 1983	( )	CO2	1
9.	Recognize the meaning of the word 'Valiant'. (A). fear (B). brave (C). selfish (D). Foolish	( )	CO3	1
10.	Who made valiant efforts to adjust to digital technology in Covid-19? (A). Students (B). Teachers (C). Parents (D). None of these	( )	CO3	1

PART – B

ANSWER ANY FOUR   4 X 5M = 0M

Q.No	Question	CO	BTL
11.	Illustrate how the Americans have simplified the language. Give examples.	CO1	2
12.	Explain the process of "toasting" of language, according to R.K Narayan?	CO1	2
13.	Describe Sudha Murthy's feelings about Pune, and the impact that moving to Pune has had on her life.	CO2	2
14.	Develop a paragraph in your own words what Sudha Murthy wrote in her post card to JRD Tata . What reply did she receive?	CO2	3
15.	List out the problems faced by the students during Covid-19 pandemic?	CO3	2
16.	What were the changes brought in education during Covid-19	CO3	2

Department of Humanities and Sciences

I B.TECH II SEMESTER II MID EXAMINATIONS - JUNE 2024

Branch : B.Tech. (CSE & AI&ML)   Max. Marks : 30M
Date : 19-Jun-2024   Session : Morning   Time : 120 Min
Subject : English for Skill Enhancement,EN204HS

PART - A

ANSWER ALL THE QUESTIONS   10 X 1M = 10M

Q.No	Question		CO	BTL
1.	What is Synchronous learning? (A). Offline classes (B). Offline Material (C). Online Physical classes (D). Online recorded classes	( )	CO3	1
2.	What is the meaning of the word "foster". (A). Difficult (B). Develop (C). Learn (D). Play	( )	CO3	1
3.	Book's are our eternal _____ (A). Enemies (B). Relatives (C). Companions (D). Neighbours	( )	CO4	2
4.	'Light from Many Lamps' edited by _____ (A). Abdul Kalam (B). Watson (C). Lillian Eichler (D). Subroto Bagchi	( )	CO4	2
5.	The lesson Art and Literature is taken from? (A). Wings of fire (B). Thirukkural (C). Indomitable Spirit (D). Mahabaratha	( )	CO4	2
6.	Who stayed at Rashtrapati Bhavan to picturise the natural beauty of the Mughal Gardens? (A). Jayakanthan (B). Uday Shankar (C). Manav (D). Abdul Kalam	( )	CO4	1
7.	What is the occupation of Bagchi's father? (A). District Education Officer (B). District Health Officer (C). District Employment Officer (D). District Revenue Officer	( )	CO5	1
8.	Subroto's father was a District Employment Officer in _____ (A). Howra, Bengal (B). Koraput,Orissa (C). Kolapur,Bihar (D). Solapur, Karnataka	( )	CO5	2
9.	Who said 'Go, kiss the world'? (A). Father (B). Brother (C). Mother (D). Teacher	( )	CO5	1
10.	Who gave a slogan 'Jai Jawan, Jai Kissan'? (A). Chandra Bose (B). Lal Bahadur shastri (C). Krishna Shastri (D). Gandhi	( )	CO5	1

PART - B

ANSWER ANY FOUR   4 X 5M= 20M

Q.No	Question	CO	BTL
11.	Illustrate the changes brought in your studies by COVID-19.	CO3	1
12.	What are the four take aways related to online learning that should be retained post-pandemic?	CO3	1
13.	Develop an essay on importance of reading books.	CO4	3
14.	Explain in detail about Kalam's Favourite books.	CO4	2
15.	Describe Bagchi's childhood life.	CO5	2
16.	List out the three lessons taught to Bagchi by his father and mother.	CO5	1

Department of Humanities and Sciences

Continuous Internal Assessment (R-22)

Programme**: B.Tech**   Year: **I/II**   Branch: **CSE – A**   Course: **Theory**   A.Y: **2023-24**

Course: **English for Skill Enhancement**   Section: **A**   Faculty Name: **Dr.A.ARAVIND**

S. No	Roll No	MID-I (35M)	MID-II (35M)	Avg. of MID I & II	Viva-Voce/Poster Presentation (5M)	Total Marks (40)
1	22C11A0549	18	14	16	5	21
2	22C11A05H5	14	AB	7	7	07
3	23C11A0501	20	20	20	5	25
4	23C11A0502	25	27	26	5	31
5	23C11A0503	18	20	19	5	24
6	23C11A0504	17	20	19	5	24
7	23C11A0505	19	19	19	5	24
8	23C11A0506	23	25	24	5	29
9	23C11A0507	25	27	26	5	31
10	23C11A0508	22	19	21	5	26
11	23C11A0509	24	27	26	5	31
12	23C11A0510	24	26	25	5	30
13	23C11A0511	25	27	26	5	31
14	23C11A0512	24	24	24	5	29
15	23C11A0513	25	26	26	5	31
16	23C11A0514	25	25	25	5	30
17	23C11A0515	28	28	28	5	33
18	23C11A0516	16	19	18	5	23

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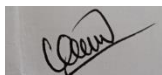
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20	23C11A0519	24	28	26	5	31
21	23C11A0520	24	25	25	5	30
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25	23C11A0524	18	24	21	5	26
26	23C11A0525	23	AB	12	5	17
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28	23C11A0527	26	28	27	5	32
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31	23C11A0530	27	29	28	5	33
32	23C11A0531	21	21	21	5	26
33	23C11A0532	18	18	18	5	23
34	23C11A0533	21	25	23	5	28
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37	23C11A0536	26	30	28	5	33
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43	23C11A0542	25	26	26	5	31
44	23C11A0543	26	28	27	5	32
45	23C11A0544	26	26	26	5	31
46	23C11A0547	20	20	20	5	25

A.Y. 2023-24

Department of Humanities and Sciences

47	23C11A0548	26	26	26	5	31
48	23C11A0549	22	24	23	5	28
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56	23C11A0557	27	28	25	5	30
57	23C11A0558	22	24	23	5	28
58	23C11A0560	25	28	27	5	32

No. of Absentees: 0

Total Strength: 58

Signature of HOD

Date:

Signature of faculty

Date:

A.Y. 2023-24

Department of Humanities and Sciences
Continuous Internal Assessment (R-22)

Programme**: B.Tech**   Year: **I/II**   Branch: **CSE-B**   Course: **Theory**   A.Y: **2023-24**

Course: **English for Skill Enhancement**   Section: **B**   Faculty Name: **G.VENKATESWARLU**

S. No	Roll No	MID-I (35M)	MID-II (35M)	Avg. of MID I & II	Viva-Voce/Poster Presentation (5M)	Total Marks (40)
1	23C11A0561	28	25	27	5	32
2	23C11A0562	25	26	26	5	31
3	23C11A0563	29	26	28	5	33
4	23C11A0564	25	25	25	5	30
5	23C11A0565	29	30	30	5	35
6	23C11A0566	28	29	29	5	34
7	23C11A0567	30	27	29	5	34
8	23C11A0568	29	23	26	5	31
9	23C11A0569	29	28	29	5	34
10	23C11A0570	27	24	26	5	31
11	23C11A0571	13	AB	7	AB	7
12	23C11A0572	28	23	26	5	31
13	23C11A0573	23	23	23	5	26
14	23C11A0574	18	22	20	5	25
15	23C11A0575	30	26	28	5	33
16	23C11A0576	30	26	28	5	33
17	23C11A0577	18	21	20	5	25
18	23C11A0578	30	27	29	5	35
19	23C11A0579	25	20	23	5	28

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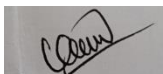
20	23C11A0580	23	26	25	5	30
21	23C11A0581	28	28	28	5	33
22	23C11A0582	29	24	27	5	32
23	23C11A0583	20	28	24	4	28
24	23C11A0584	21	22	22	5	27
25	23C11A0585	29	28	29	5	34
26	23C11A0586	22	17	20	5	25
27	23C11A0587	27	22	25	5	30
28	23C11A0589	25	18	22	5	27
29	23C11A0590	29	28	29	5	34
30	23C11A0591	29	27	28	5	33
31	23C11A0592	19	21	20	5	25
32	23C11A0593	25	24	25	5	30
33	23C11A0594	17	13	15	4	19
34	23C11A0595	30	29	30	5	35
35	23C11A0596	27	23	25	5	30
36	23C11A0597	26	28	27	5	32
37	23C11A0598	23	28	26	5	31
38	23C11A0599	14	22	18	5	23
39	23C11A05A0	27	21	24	5	29
40	23C11A05A1	28	29	29	5	34
41	23C11A05A2	28	29	29	5	34
42	23C11A05A3	20	25	23	4	27
43	23C11A05A4	22	29	26	5	31
44	23C11A05A5	24	29	27	5	32

Department of Humanities and Sciences

45	23C11A05A6	28	26	27	5	32
46	23C11A05A7	18	25	22	5	27
47	23C11A05A8	24	AB	12	3	15
48	23C11A05A9	26	AB	13	4	17
49	23C11A05B0	24	AB	12	3	15
50	23C11A05B1	27	24	26	5	31
51	23C11A05B2	26	22	24	5	29
52	23C11A05B3	26	23	25	5	30
53	23C11A05B4	26	25	26	5	31
54	23C11A05B5	29	23	26	5	31
55	23C11A05B6	29	26	28	5	33
56	23C11A05B7	25	27	26	5	31
57	23C11A05B8	29	27	28	5	33
58	23C11A05B9	22	28	25	5	30
59	23C11A05C0	29	29	29	5	34

No. of Absentees: 0

Total Strength: 59

Signature of HOD

Signature of faculty

A.Y. 2023-24

Department of Humanities and Sciences

Continuous Internal Assessment (R-22)

Programme**: B.Tech**   Year: **I/II**   Branch: **CSE-C**   Course: **Theory**   A.Y: **2023-24**

Course: **English for Skill Enhancement**   Section: **C**   Faculty Name: **P.Dasharadha**

S. No	Roll No	MID-I (35M)	MID-II (35M)	Avg. of MID I & II	Viva-Voce/Poster Presentation (5M)	Total Marks (40)
1	23C11A05C1	32	33	33	5	38
2	23C11A05C2	31	31	31	5	36
3	23C11A05C3	35	33	34	5	39
4	23C11A05C4	35	35	35	5	40
5	23C11A05C5	32	34	33	5	38
6	23C11A05C6	35	34	35	5	40
7	23C11A05C7	34	34	34	5	39
8	23C11A05C8	34	30	32	5	37
9	23C11A05C9	33	30	32	5	37
10	23C11A05D0	35	34	35	5	40
11	23C11A05D1	29	28	29	5	34
12	23C11A05D3	34	33	34	5	39
13	23C11A05D4	22	14	18	5	23
14	23C11A05D5	31	25	28	5	33
15	23C11A05D6	33	31	32	5	37
16	23C11A05D7	34	28	31	5	36
17	23C11A05D8	34	33	34	5	39
18	23C11A05D9	30	27	29	5	34

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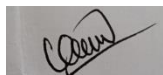
19	23C11A05E0	33	34	34	5	39
20	23C11A05E1	27	30	29	5	34
21	23C11A05E2	35	34	35	5	40
22	23C11A05E3	29	28	29	5	34
23	23C11A05E4	34	33	34	5	39
24	23C11A05E5	30	30	30	5	35
25	23C11A05E6	31	31	31	5	36
26	23C11A05E7	34	32	33	5	38
27	23C11A05E8	27	32	30	5	35
28	23C11A05E9	31	33	32	5	37
29	23C11A05F0	29	23	26	5	31
30	23C11A05F1	32	31	32	5	37
31	23C11A05F2	35	35	35	5	40
32	23C11A05F3	32	31	32	5	37
33	23C11A05F4	35	33	34	5	39
34	23C11A05F5	31	32	32	5	37
35	23C11A05F6	29	29	29	5	34
36	23C11A05F7	35	33	34	5	39
37	23C11A05F8	29	34	32	5	37
38	23C11A05F9	32	34	33	5	38
39	23C11A05G0	27	AB	14	5	19
40	23C11A05G1	34	33	34	5	39
41	23C11A05G2	29	32	31	5	36
42	23C11A05G3	26	34	33	5	38
43	23C11A05G4	33	31	32	5	37
44	23C11A05G5	32	34	33	5	38
45	23C11A05G6	26	28	27	5	32

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46	23C11A05G7	33	32	33	5	38
47	23C11A05G8	32	32	32	5	37
48	23C11A05G9	35	32	34	5	39
49	23C11A05H0	27	27	27	5	32
50	23C11A05H1	35	34	35	5	40
51	23C11A05H2	34	33	34	5	39
52	23C11A05H3	34	33	34	5	39
53	23C11A05H4	35	30	33	5	38
54	23C11A05H5	21	29	25	5	30
55	23C11A05H6	33	34	34	5	39
56	23C11A05H7	35	34	35	5	40

No. of Absentees: 00

Total Strength: 56

Signature of HOD   Signature of faculty

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ANURAG ENGINEERING COLLEGE

(An Autonomous Institution)

(Approved by AICTE, New Delhi, Affiliated to JNTUH, Hyderabad, Accredited by NAAC with A+ Grade)
Ananthagiri (V & M), Kodad, Suryapet (Dist), Telangana.

Program			YEAR	SEMESTER	MID EXAMINATION
B.Tech. ✓	M.Tech.	M.B.A.	I	II	I

HALL TICKET NO.	Regulation R22	Branch or Specialization: CSE
2 3 c 1 1 A 0 5 9 0	Signature of Student: A. Meena	

Course: ESE

Signature of invigilator with date: 2/4/24

Signature of the Evaluator:

Q.No. and Marks Awarded

1	2	3	4	5	6	7	8	9	10	11

Maximum Marks	30	Marks Obtained	29

(Start Writing From Here)

PART-B

11. The Americans and Indians drove the British out the country but they adopted the english language.

The Americans made the English language easy and left up the passive voice. They made some find some keywords kept for there convinence to speak easy language.

+ for example instead "Trespassing prohibited" they use the word "Newly planted" "Don't walk" the word written on the Notic Board.

'Oh yeah', yes this words are used. The British english should speak formally. Americans modified the language and make them for easy to use the language. "check" is word Americans use this word in many situations. In America the word "check" meaning is "to found", the word

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In street bazers the Americans using some words. "Ticket" is word. the In London bus, they use ticket should be take. they use "thank you" for giving this ticket. They Don't say "yeah darling", "Yeah sir". they "yes" for their easy conversation between two persons.

like the above examples Americans use some keywords for their convenience. they made their language easy to convey the words RK Narayan wished to have bharat brand of englis

14. sudha murthy is a post graduate student IISc campus. The girl who is living ladies hostel. Other girls are presuning in other research of deparment of science. oh day when sudha murthy was going to her hostel. she saw an auditoriam and their is a advatisement that is the poster is about job requirment. Young comengineers with excellence academics and communication skills persons are required for: this job. the job advantisement from the famous automobile company TELCO. There is a small line at the end of the poster. is "girls should not apply". sudha murthy was fuming. she takes this as a challenge. she is taken gave up about gender discrimination. she

no idea about who is the kat head of Tata's company. Later she thought that JRD Tata was the head of Telco company. She saw in a newspaper.

In the postcard she addressed the JRD and started writting. In India who started first automobile company. Your are doing such a great job. There is education acadamy that you were establied. But you are not against about gender equality.

After some days, she receive a telegrame from Tata's company. The telegram is about the interview in pune. My friend advised me to utilize this oppourtunity and attend the interview. The pune change my life in many ways. There a panel with six members. They whishpering about the letter written by me. Sudha murthy lose her fear and confidently she attend the interview they asked some questions about academics she said answers rudelly. She is taken aback by her rudeness. After sometime she receive that she was selected for the job.

12. Rasipuram krishnaswami iyer Narayanswami was his full name of R.k narayan is famous for short stories and novels. His published many languages India and Europe. The

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Toasted english essay mainly deals about the difference between American english and British english. once up an a time Britishers use english language. The indians and Americans drove the Britishers out side the Country but they adopted english language.

The Americans made english language easy to speak. They found some keywords and set the different meanings for the keywords for their convience. This process is known as "toasting" of language.

for examples Americans. Instead of "Treepassing probited" they change the word into "newly planted don't walk." the on the notice board. like this the Americans toasted the language.

R.k narayan said that in street Bazars they use some words. In london Bus they use Ticket; Ticket should be take. They use "thankyou" for giving ticket. They don't use "yeah Darling" "yeah sir". But they use "yes" for the conversation.

R.k naryan said Indians should modiefy the language in quinc. And made language Convent to speak.

13. sudha murthy is computer science enginee student. she applied for the job in TELmi

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about on womens. After some days she received a telegram from JRD company. she utilized the oppourtunity. she attends the interview. there a panel with six members. how as so this six members are whisphering about me that the girl wrote a letter. JRD. I think so thought that I would not select for the job. I am afrid of fearness. I attend the interview. they asked me some technical questions and answered the questions impolitly.

th. she was taken dback by the rudness that she is shows in front of six members. their oldman said that how hard work to do. in the TATA's company. After some time, I received that, I was selected for the job. I sudha murthy feels regreat about letter. that was was send to JRD. The pune changes her life. She meet a young men in pune and they become best friend dater they got married.

Sudha murthy did not saw the JRD Tata till her transfer from pune to Bombay. One day sh sudha murthy was to submit the reports to the chair person mr. mooglokar. But suddenly JRD Tata enter into the Company. chair Mr. mooglokar introduced me in a nice wa I prayed And Tata should

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In 1982 sudha murthy is resinged to her job. she went near JRD tata, JRD Tata advised that "Never start with diffidence" and "start with confidence". JRD said the after you are successful and give back to society. It was the sudha murthy feelings about pune, and the impact made on her life.

this is message given to TO

PART-A

1. [D] ✓
2. [C] ✓
3. [B] ✓
4. [B] ✓
5. [C] ✓
6. [D] ✓
7. [A]
8. [B] α
9. [B] ✓
10. [B] ✓

20 + 9

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Program			YEAR	SEMESTER	MID EXAMINATION
B.Tech.	M.Tech.	M.B.A.	I	II	II

HALL TICKET NO.: 2 3 C 1 1 A 0 5 9 4

Regulation: R22 Branch or Specialization: CSE

Course: English for Skill Enhancement

Signature of Student: SK. Mukheed.

Signature of invigilator with date: 19/6/24

Signature of the Evaluator:

Q.No. and Marks Awarded										
1	2	3	4	5	6	7	8	9	10	11

Maximum Marks: 30   Marks Obtained: 13

(Start Writing From Here)

Part-A

1. D

2. A

3. B

4. C

5. C

6. B

7. C

8. B

9. C
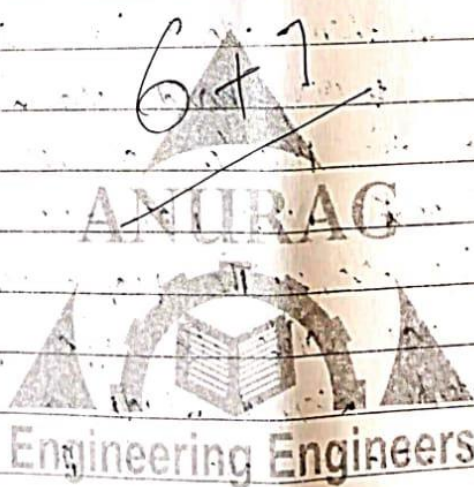
Part-B

11) Covid-19 has bought many changes in the world. It kept us call for lockdown for a year. The main thing that has come is about the studies. Due to covid the not only schools but offices and many other work have been stopped. But the government did not want to stop over work. So the governments have started to do few things in online like online classes, online sharing, online works and many more. The main thing that we are here to discuss is about online studies. Due to online studies may of the students started to bunk the online classes. There were no smart mobiles near most of the students and they can't even effort for the mobiles. If there was mobile also but most of them don't have internet acces. We students felt to very hard to study in the online classes. Due to the problem of net internet issueses. Most of the students were not able to express their doubts in online classes. The people who are economically poor they were not able to effor for a mobile. Most of the students stopped studying due to lack of mobile and internet. Due to COVID-19 the government has passed all the students for a year and promoted than for the next class. There were just multiple choice Questions and answers. Which is easy to copy in the internet. And most of the Teachers started to record the classes and keep them or upload them in the social media so that students can study from the social media any time.

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Bagchi is a founder of a comani. He stopped see. we are here to see how was Bagchi's childhood life. Bagchi has 4 brother including him there are 5 members. In His childhood there was no current, no electricity, No much food resources. they struggled. They were lack of running water Taps. They were poor family. His dad works in a government office. His father has got a Transport to another office in koraput, orissa. The office was very far for his father to Travel from his house to office. So the government office has arranged a car for his father to Travel to the office. His father Told the all the brother not to call him driver or anything else. He Told them TO call him as Raju uncle. He Told Then TO give respect TO the older once either they are in the Trafic or out side. we must give the respect To the older once.

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NAME : N. KRANTHI

HALL TICKET NO : 23C11A0575

$$\frac{25}{5} = 5$$

Branch : CSE-B.

1) What are four takeaways related to online learning that should be relatained post pandemic?

One of many change COVID-19 brought in education was an immediate switch to online learning, Institutions started to keep education moving, while briding the physical between teacher and learner traditionally trained teachers made brave efforts to adjust to technology by recording lessons posting videos and creating breakout rooms Bridging physical distance through technology alone doesn't adress learner needs.

The four ways related to online learning that should be retained post pandemic are:

1. Flexibility
2. Accesibility
3. Global Collaboration
4. Technology Integration.

1. Flexibility: The flexibility offered by online learning allowing students to learn at their own space and on their own schedule, should be retained this accumodates diverse learning styles and personal commitments.

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2) ACCESSIBILITY: Online learning has the potential to make deducation more accessible to individuanage with disabilites those in remote loactions & remot those with time constrains retaining this accessitoo aspect post pandemic can ensure education reaches a broder audience.

3) Global collaboration: online learning enables collaboration among students and educations from around the world. postering a global perspective and Facilitaling cross-cultural exchanges maintainir oppurtunities for global collaboration can enrich learning, experiences and broaden students horizons

4) Technology Integration: The Integration of various technologies online learning such as virtual reality, A I driven adaptive learning platforms and interactive multimedia resources should be continued post pandemic. This should prepares students for the digital skills needed in 21st century workfor and enhances engagement & interactively in learning.

2. What do the authors mean by the phrase "Learning to learn online".

"Learning to learn online" refers to the process of acquiring ta skills, stratagies and mindset necessary to effectirely enagage in online learning environmet It Ioovles not only mastering digital platforms

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Manage time efficiently, collaborate with others remotely and adopt to various online learning tools and resources In essence, It's about acquiring the skills needed to become a successful and Independent learner in an online setting.

The pandemic introduced one size its all educational method fails to address student needs younger learners seek physical spaces and adult learners value the convenience OF connecting with faculty & classmates There are common inequities like to the internet and lack of financial resources in online learning emergency online education used dull instruments and ignoring student needs. The motto of online education is pandemic is preparing all the students to learn online or offline.

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AME: N. KRANTHI

HALL TICKET NO: 23CIIA0575

BRANCH: CSE-B

1) Why should children be encouraged to read books?

Encouraging children to read book is vital for several reasons.

1. Develops language skills: Reading exposes children to new vocabulary, sentence structures & grammers, enchancing their language proficiency

2. Improves literacy: Regular reading enchances literacy skills such as reading comprehension writing & critical thinking, which are essential for academic success.

3. Expands knowledge: Books introduce children to various subjects, cultures & perspectives, broadening their understanding of the world around them.

4. Roots imagination & creativity: Reading stimulates imagination allowing children to explore imagination wolds, characters & scenarios, fostering creativity.

5. Enhances concentration & focus: Reading requires sustained attenting, helping children develop concentration & focus skills essential for academic and personal growth.

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6. **Promotes Empathy:** Books often depict diverse characters & situations, encouraging children to empathize with others & understand different view points.

7. **Relax stress:** Reading can be a relaxing activity, offering children an escape from everyday stressors and promoting mental well being.

Overall, reading is a fundamental skill opens, doorstep life long learning & personal growth making it crucial to encourage children to engage with books from an early age.

2) "Kalam believed that students of art & literature are important contributors to transforming India to a developed nation" do you agree with the statement elaborate?

Yes I agree with the statement students of art & literature play a crucial role in transforming India into a developed nation for several reasons:

1. Cultural preservation & promotion
2. Critical thinking & creativity
3. Social awareness & empathy
4. Self power and global influence
5. Communication and expression
6. Inspiration and Identity Formation

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1. **Cultural preservation and promotion:** Art and literature are Integral parts of a nation's Cultural Identity Students studying these disciplines contribute to preserving and promoting India's rich Cultural heritage, which is essential for national cohesion heritage & pride

2. **Critical thinking & Creativity:** Art & literature Cultivate critical thinking skills and foster creativity These abilities are vital for Innovation & problem solving which are essential for driving economic growth & Societal development.

3. **Social Awareness & Empathy:** Through their study of literature and engagement with various forms of art students develop a deeper understanding fosters empathy social awareness, which are fundamental for addressing social inequalities & fostering inclusive development.

4. **Soft power and Global influence India's:** India's soft power lies in its cultural exports including literature, cinema, music, & visual arts. Students of art & literature contribute to enhancing India's soft Increasing its influence & attractiveness as a destination for Investment, tourism & Cultural exchange.

5. Communication and expression effective:

Communication is essential for Fastering collaboration, negotiation & diplomacy students of art & literature hone their communications skills through writing, public speaking & artistic expression, contributing to better dialogue & understanding among diverse stake holders with in India & globally.

6. Inspiration and Identity Formation: Art and literature inspire individuals and communicates shaping their Identities & aspiration by engaging with works of art & literature that reflect diverse perspectives and experiences students contribute to the India's cultural landscape but also play a crucial role in shaping its future as a developed and culturally vibrant nation.

e :- N. Kranthi

Assignment :-

T NO :- 23C11A0575

Sec :- B

Why should children be encouraged to read books,

Encouraging children to read books is vital for several reasons.

1. Develops language skills :- Reading exposes children to new vocabulary, sentence structures, and grammar, enhancing their language proficiency.

2. Improves literacy :- Regular reading enhances literary skills such as reading comprehension, writing and critical thinking, which are essential for academic success.

3) Expands knowledge :- Books introduce children to various subjects, cultures and perspectives, broadening their understanding of the world around them.

4) Boosts imagination and creativity :- Reading simulates imagination, allowing children to explore imaginary worlds, characters and scenarios, fostering creativity.

5) Enhances concentration and focus :- Reading requires sustained attention, helping children develop concentration and focus skills essential for academic and personal growth.

6) Promotes empathy :- Books often depict diverse characters and situations, encouraging children to empathize with others and understand different view points.

7) Reduces stress :- Reading can be a relaxing activity offering children an escape from everyday stressors and promoting mental well-being.

Overall, reading is a fundamental skill that opens doors to lifelong learning and personal growth, making it crucial to encourage children to engage with books from an early age.

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) "kalam believed that students of art and literature are important contributors to transforming India into a developed nation" do you agree with the statement elaborate.

ii) Yes, I agree with the statement students of art and literature play a crucial role in transforming India into a developed nation for several reasons :-

1. Cultural preservation and promotion.
2. Critical thinking and creativity.
3. Social awareness and empathy.
4. Soft power and Global influence.
5) Communication and expression.
6) Inspiration and Identity formation.

) Cultural preservation and Promotion:—Art and literature are integral parts of a nations cultural identity. Students studying these disciplines, contribute to preserving and promoting India's rich cultural heritage, which is essential for national cohension and pride.

b) Critical thinking and creativity:- Art and literature cultivate critical thinking skills and foster creativity. These abiliti -es are vital for innovation and problem solving which are essential for driving economic growth and society development.

) Social awareness and empathy:- Through their study of literature and engagement with various forms of art Students develops a deeper understanding of human experiences, societal issues, and historical contexts This understanding inclusive development.

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Soft power and Global influence:—

India's soft power lies in its cultural exports, includin g literature, cinema, music and visual arts. students of art and literature contribute to enhancing India's oft increasing its influency and attractiveness.

ii) Communication and expression:— effective Communica tion is essential for fostering collaboration, nega tiation and diplomancy students of art and literat -ure their communication skills through writing, Pub -lic speaking, and artistic expression contributing to better dialogue and understanding among diverse Stakeholders within India and globally.

iii) Inspiration and Identity formation:— Art and literat -ure inspire individuals and communicates, shaping their identities and aspiration. By engaging with works of art and literature that reflect perspectives and experiences, students contribute to the formation of a more inclusive and resilient national identity.

overall, students of art and literature are not only importa nt contributors of India's cultural landscape but also play a crucial role in shaping its future as a developed and culturally vibrant nation.

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Course materials like Notes, PPT's, etc.

UNIT-I Toasted English
R.K Narayan
Summary

"Toasted English" is a well-known essay by R.K Narayan. He is one of the best Indian novelists in English. He has published more than ten novels and short stories. His works have been translated into many Indian and European Languages. His famous works include :The Guide, The English Teacher and A Tiger for Malgudi. Narayan is known for his simple language and realistic characters. "Toasted English" is a half-humorous, half-serious essay about how the same language English differs from one country to another.

In the essay, the difference between American and British English has been shown in an amusing way. The author tells that like Indians, Americans also drove the British out of their country but adopted English. The Americans used the English Language in an easy way and left the use of passive voice. They also gave up formalism and used certain keywords for their convenience. This process of modifying English is called "Toasting". For e.g Instead of "Trespassing Prohibited", they say 'Newly Planted, don't walk' on the notice board. The new words became very handy because they could be used for multiple meanings.

'Ok', 'Yeah', and 'Yes', are more commonly used expressions. Narayan mentions the Example of the word "Check" which may safely be labeled the American National Expression. While The British uses this word according to the definitions, the American uses it anywhere. I'll check means I'll find out, examine verify. 'Your check' means your ticket, token 'Check girl' is one who takes care of your coat, umbrella, or anything you have.

Further R.K. Narayan discusses the bazaar status of English. It is used in a polite way in London. The conductor will never say, "Ticket, Ticket on a London bus, but simply go near the passenger and say, "Thank you" on receiving the fare and issuing the ticket also. We have no need to use 'Yes Sir, 'yes darling' with the words yes. The words yes, okay are self-sufficient word that needs no

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suffix to show any special respect. "Yeah" seals the sentence without any fuss to continue the dialogue or conversation. 'Yeah' is spoken in a short-base of tongue grant.

R. K. Narayan feels that the time has come when English should come out in the open in dusty streets and become the language of the common man. Like Americans, it should also adapt according to the Indian needs and atmosphere. He does not want the mongrelization of English. Grammatical rules should have remained the same. Like 'Toasted English, India should develop a Bharat brand of English. One should not have to think before speaking. The author wants that Indian English should have its own identity- its "Swadeshi Stamp". It should be unique and distinct from the present English.

UNIT-II Appro JRD
Sudha Murty
Summary

Sudha Murty, a well – known social worker and author, is renowned for her noble mission of providing computer and library facilities in all government schools of Karnataka. She is the Chairperson of the Infosys Foundation.

It was probably April of 1974. Bangalore was getting warm and Gulmohars were blooming at the IISc campus. She was the only girl in her postgraduate department and was staying at the ladies' hostel. Other girls were pursuing research in different departments of Science. One day, while on the way to her hostel from their lecture hall, she saw an advertisement on the notice board. It was a standard job requirement notice from the famous automobile company TELCO. It stated that the company required young, bright engineers, hardworking and with an excellent academic background.

At the bottom was a small line: 'Lady Candidates need not apply.' She read it and was very upset. For the first time in her life, she was up against gender discrimination. Though she was not keen on taking up the job, she saw it as a challenge. She had done extremely well in academics, better than most of her male peers. She knows that in real life academic excellence is not enough to be successful. After reading the notice she went fuming to her room. She decided to inform the topmost person in Telco about the injustice the company was perpetrating. She got a postcard and started to write but there was

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a problem. She did not know who headed Telco. She thought it must be one of the Tatas. She knew JRD Tata was the head of the Tata Group. She saw his picture in the newspaper.

She took the card, addressed it to JRD and started writing. She remembered clearly what she wrote: The great Tatas have always been pioneers. They are the people who started the basic infrastructure industries in India, such as iron and steel, chemicals, textiles, and locomotives. They have cared for higher education in Indiasince1900 and they were responsible for the establishment of the Indian Institute of Science. But she was surprised how accompany such as TELCO was discriminating based on gender.

She posted the letter and forgot it. Less than ten days, she received a telegram stating that she had to appear for an interview at Telco's Pune based company. She was taken aback by the telegram. Her hostel mate told her that she should utilize the opportunity. She felt as much at home in Pune as she did in Hubli, her hometown. The place changed her life in so many ways. She went to TELCO's Pimpri office for the interview. There were six people on the panel and they whispered that this was the girl who wrote to JRD Tata. She heard somebody whispering as soon as she entered the room. By then she knew for sure that she would not get the job. The realization abolished all fear from her mind. So she was rather cool while the interview was being conducted. Even before the commencement of the interview she reckoned the panel as if they were biased, so she gave the answer rather impolitely. She hoped that this was only a technical interview.

They were taken aback by her rudeness, and she was ashamed of her attitude. The panel asked her technical questions and she answered all of them. Then an elderly gentleman with an affectionate voice explained the difference between factory and academics. She was a young girl from small-town Hubli and her world had been a limited place. She did not know the ways of large corporate houses and their difficulties. Finally, after a long interview, she was told she was successful. She had never thought she would take up a job in Pune. She met a shy young man from Karnataka and they became good friends and finally got married.

JRD Tata was the uncrowned king of the Indian industry. She was scared to meet him, but she did not get an opportunity to meet him till she was transferred to Bombay. One day she had to show some reports to Mr. Moolgaokar, chairman, in Bombay House, when suddenly JRD walked in. That was the first time she saw 'appro JRD'. Appro means 'our' in Gujarati. This was the affectionate term by which

people at Bombay House called him. She was feeling very nervous, remembering her postcard episode, Mr. Moolgaokar introduced her nicely. Jeh, this young woman is an engineer and a postgraduate too. She is the first woman to work on the TELCO shop floor. JRD looked at me. She was praying to God that he would not ask her any questions about her interview. Instead, he remarked it was nice that girls were getting into engineering in our country. After that, she used to see JRD on and off.

In 1982 she had to resign from her job at TELCO. When she thought of leaving the company she wanted to meet JRD Tata. When she met him he gave suggestion to her to be confident and must give back to society. Finally, she considered JRD a great man, an extremely busy person, who valued one postcard written by a young girl seeking justice. Her love and respect for the house of Tatas remained undiminished by the passage of time. She always looked up JRD and considered him to be her role model- for his simplicity, generosity, kindness and the care he took for his employees.

UNIT-III DIGITAL LEARNING

Summary

One of the many changes COVID-19 brought in education was an immediate switch to online learning. Institutions started to keep education moving, while bridging the physical distance between teacher and learner. Traditionally trained teachers made brave efforts to adjust to technology by recording lessons, posting videos and creating breakout rooms. Bridging physical distance through technology alone doesn't address learner needs. Posting materials online, recording lectures and discussions themselves don't create a collaborative learning environment. Athabasca University is leading online university in Canada. It has been offering MBA, M. Nursing and M. Ed. programmes for 28 years.

The experience of online pioneers highlights four distinct aspects of online learning:

1. Learning to learn online
2. Designing online teaching with purpose
3. Blending space and time online
4. Covid-19 began the disruption, AI will continue it

1. Learning to learn online

The pandemic introduced one-size-fits-all educational method fail to address student needs. Younger learners seek physical spaces and adult learners value the convenience of connecting with

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faculty and classmates. There are common inequities like poor access to the internet and lack of financial resources in online learning. Emergency online education used dull instruments and ignoring student needs. The motto of online education in pandemic is preparing all the students to learn in online or offline.

2. Designing online teaching with purpose

Effective teaching must have active and engaging roles for individual students, whether designed for traditional or distance education. Online course and teaching design should be learner-centered rather than content-centered. Effective online course material requires instructors and skilled course developers and takes months rather than weeks to prepare the material. Technological tools should be brought back to the physical or hybrid classroom with online teaching approaches that increase active and collaborative learning.

3. Blending space and time online

Pandemic education popularized the vocabulary of synchronous and asynchronous learning. Synchronous learning is physical classrooms through online, digital teaching, while asynchronous learning means working independently with materials designed for a physical classroom. Students come together in time and space through blended, collaborative, synchronous and asynchronous online learning in Athabasca. This is different from traditional undergraduate classrooms, where students learn material on a fixed schedule.

5. **COVID-19 began the disruption, AI will continue it**

The pandemic proved how education approaches can change to improve student learning outcomes outside the physical classroom. They were able to practice working as a team, problem solving, conflict resolution, ethical reasoning, and leadership while working on an assigned project. Students received immediate, detailed feedback from an AI coach. Research suggests that adopting online and AI tools needs to be purposeful and need student support. Planned carefully and taken together, these steps improve on traditional approaches by making education truly open, accessible and complete.

UNIT-IV-ART AND LITERATURE
A.P.J. ABDUL KALAM
Summary:

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Art and Literature is an extract from the book 'Indomitable Spirit', which was written by Dr. Avul Pakir Jainulabhudin Abdul Kalam, who was the eleventh President of India and the father of India's missile technology. During his tenure as President, he launched several missiles such as Trishul, Agni, Prithvi, among others. He was awarded several prestigious awards, including Padma Bhushan in 1981, Padma Vibhushan in 1990, and India's highest civilian award, the Bharat Ratna, in 1997.

Abdul Kalam highlights the importance of art and literature in human life. He emphasizes that art and literature have the ability to help civilizations survive by providing a means of adaptation to change. Ancient philosophers and scientists have developed human civilizations through their works in literature, poetry, and art. The Indian civilization, for instance, has absorbed the dynamic changes of multicultural impact, resulting in a society of a billion people with multiple cultures, languages, and religions but with a united mind.

Abdul Kalam also talks about the importance of books in our lives. He says that coming into contact with a good book is an everlasting enrichment of life and that a good book becomes a permanent companion. He cites the example of Albert Einstein, who experienced a wonder in the form of a little book on Euclidean plane geometry given to him by his mentor Max Talmud. This book opened Einstein's mind to the realm and concept of pure thought and helped him explore universal truths, limited only by the power of his mind.

The former President shares his favorite books, which include Light From Many Lamps edited by Lillian Eichler Watson, Thiruvalluvar's Thirukkural, and Man the Unknown by Dr Alexis Carrel. He explains that these books have been close companions in his life and have helped him in different ways. Light From Many Lamps helped him through difficult times, Thirukkural provided him with an excellent code of conduct for life, and Man the Unknown taught him the importance of treating both the mind and the body in case of illness.

Abdul Kalam also discusses the important role authors play in human life. He says that a good book from an author is a source of great knowledge and wealth for many generations. Sometimes, the importance of a book's message becomes more apparent with the passage of time when society realizes its value. He mentions Jayakanthan, a Tamil author who was awarded the 38th Jnanpith award, and his statement that going past the reader is the author's success. The author's role is not only to provide a route for the reader to traverse but also to inspire and elevate the mind. Uday

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Shankar, who is regarded as the father of modern dance in India, gave an altogether new and wholesome definition to Indian dance and music.

In conclusion, Abdul Kalam believes that literature and art have the power to elevate the human mind and serve as conscience keepers of society. Through the works of great thinkers and writers, the younger generation can be inspired and reminded of their capacity for greatness and the need for an indomitable spirit to conquer any signs of weakness and despair. The galaxy of our thinkers and writers can facilitate the creation of enlightened leaders among our youth, ensuring that mankind endures adversities and succeeds in its journey of life.

UNIT-V-'Go, Kiss the World'
Subroto Bagchi

Summary

"Go, Kiss the World" is a speech delivered by Subroto Bagchi on July 2, 2004 to students at the Indian Institute of Management, Bangalore. The speech focuses on a different perspective of success and highlights the values of life that the speaker learned from his parents. Bagchi was the youngest of five brothers and grew up as the son of a small- government servant. His father was a District Status Officer in Koraput, Orissa, where there was no electricity, no nearby primary school, and no running water. As a result, Bagchi was home-schooled until he was eight years old. His family moved frequently due to his father's job transfers, and his mother always set up a new home for the family.

Bagchi's parents provided the foundation of his life and value system, which still shapes his definition of success today. His father, as a District Status Officer, was given a jeep by the government, but he refused to use it for personal work. He believed that the jeep was a valuable resource given by the government and not his personal property, so he only used it for touring the interiors and walked to work on normal days. He also taught Bagchi and his brothers to respect the government's resources and never sit in the jeep unless it was stationary.

This early lesson in governance was a valuable one that many corporate managers learn later in life or sometimes never learn. Bagchi's father treated the jeep driver with respect and taught the children to address him with the suffix "dada" in public or private. Bagchi passed on this lesson to his own children, and they now call their driver "Raju Uncle" instead of just "my driver."

Bagchi's day started with the family huddled around his mother's chulha, an earthen fireplace where she cooked for the family. Each morning, the family would have tea and read the editorial page of The Statesman's "mofussil" edition, which was delivered one day late. This ritual was meant to show

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the children that the world was larger than Koraput district and help them understand the importance of considering others. Bagchi's father taught him that business begins and ends with consideration for others and demonstrated this by telling him to leave the newspaper and toilet the way he wanted to find it.

As children, Bagchi and his brothers were impressed with advertisements for radios but did not have one. When they asked their father for a radio, he replied that he already had five radios, alluding to his five sons. Similarly, when they asked about a house of their own, he said that he already owned five houses, implying that material possessions are not the measure of personal success or well-being. Bagchi's mother and he collected branches and built a fence around the government house they lived in, and she would plant small trees after lunch each day. When white ants destroyed the plants, she mixed ash from the chulha into the soil, and the trees bloomed. This experience taught Bagchi that success often requires persistence and hard work, regardless of the obstacles.

In conclusion, "Go, Kiss the World" shares the story of his parents, who were not wealthy in a conventional sense but were rich in terms of values, heart, and integrity. He encourages the students to look beyond themselves, embrace the world and its people, and give more back to life than they take from it.