



KOTTAKKAL FAROOK ARTS AND SCIENCE COLLEGE

DEPARTMENT OF ENGLISH

ANNUAL REPORT

2019-20

ANNUAL REPORT 2019-2020

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MOTTAKAL FAROOK ARTS & SCIENCE COLLEGE
PARAPPUR P.O. - 676 503

DEPARTMENT OF ENGLISH

ANNUAL REPORT 2019-2020

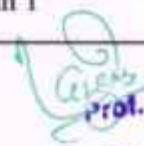
Bachelor of Arts in English Language and Literature programmes not only serve as platforms for in-depth exploration of literary and linguistic disciplines but also equip students with critical thinking, analytical, and communication skills essential for a diverse array of careers. Through a combination of theoretical knowledge and practical applications, students gain a nuanced understanding of literature, language, and culture. The learning outcomes extend beyond academic achievements to include heightened cultural awareness, improved written and oral communication, and the ability to analyze and interpret complex texts. Additionally, our degree programmes instill creativity and foster a lifelong appreciation for literature, nurturing well-rounded individuals prepared for the challenges of the globalized world.

Department of English of our college offers UG Course (B.A English Language and Literature along with Journalism and Social and Cultural History of Britain as its Complementary Course.

BA ENGLISH LANGUAGE AND LITERATURE 2019-2020 SYLLABUS

PROGRAMME	COURSE CODE	SEMESTER	TITLE OF THE COURSE	HRS/WK	CREDITS
Common Course	ENG1A01	1	Transactions: Essential English Language Skills	4	3
Common Course	ENG1A02	1	Ways With Words: Literatures in English	5	3
Common Course	ARB1A07	1	Language Skills in Arabic		
	HIN1A07		Prose and Drama	4	4
	MAL1A01		Malayala Sahithyam 1		
Core Course	ENG1B01	1	Introducing Literature	6	5
Complementary Course	HIS1(2)C03	1	Social and Cultural History of Britain 1	6	4




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Common Course	ENG2A03	2	Zeitgeist: Reading on Contemporary Culture	4	4
Common Course	ENG2A04	2	Writing for Academic and Professional Success	5	4
Common Course	ARB2A08(1) HIN2A08(1) MAL2A02	2	Appreciating Arabic Literature, Grammar and Translation Malayala Sahithyam 2	4	4
Core Course	ENG2B01	2	Appreciating Poetry	6	5
Complementary Course	JOU1(2)CO1	2	Introduction to Communication Journalism	6	4
Common Course	ENG3A05	3	Signatures: Expressing the Self	5	4
Common Course	ARB3A09 HIN3A09 MAL3A03	3	Reading Arabic Prose and Poetry Poetry in Hindi Malayala Sahithyam 3	5	4
Core Course	ENG3B01	3	Reading Drama	4	4
Core Course	ENG3B02	3	Reading Fiction	5	4
Complementary Course	JOU3C01	3	History of Mass Media in India	3	2
Complementary Course	HIS3C03	3	Social And Cultural History of Britain: History of Revolutions and Era of Colonialism	3	2
Common Course	ENG4A06	4	Spectrum: Literature and Contemporary Issues	5	4
Common Course	ARB4A10 HIN4A10 MAL4A10	4	Arabic Literature and Culture Novel and Short Stories Malayala Sahithyam 4	5	4



Core Course	ENG4B01	4	Modern English Literature	5	4
Core Course	ENG4B02	4	Methodology of Humanities	4	4
Complementary Course	JOU4(3)C01	4	Corporate Communication and Advertising	3	2
Complementary Course	HIS4C03	4	Social and Cultural History of Britain: History of Victorian and Post-colonial Developments	3	2
Core Course	ENG5B01	5	Indian Writings in English	5	4
Core Course	ENG5B02	5	Language and Linguistics	5	4
Core Course	ENG5B03	5	Methodology of Literature	5	4
Core Course	ENG5B04	5	Informatics	5	4
Open Course		5		3	3
Core Course	ENG6B01	6	Literary Criticism	5	4
Core Course	ENG6B02	6	Literatures in English: American and Post Colonial	5	4
Core Course	ENG6B03	6	Women's Writings	5	4
Core Course	ENG6B05	6	Writing for the Media	5	4
Core Course	ENG6B15/16/ 17/18/19/ 20	6	Electives – World Classics in Translation	3	3
Core Course	ENG5B05(Pr)/ ENG6B05(Pr)	5 and 6	Project / Research Methodology	2 per semester	2

Our department is dedicated to providing high quality education that equips students with the knowledge and skills necessary to succeed in the dynamic and ever changing world of language and literature. Through coursework, discussions, and projects, students embark on a journey of self-discovery, honing their ability to interpret, critique, and contribute meaningfully to the world of ideas. In essence, degree programmes in English serve as transformative experiences, molding students into adept thinkers, communicators, and contributors to society.



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CERTIFICATE COURSE CURRICULUM 2019-2020

The Department of English introduced two different certificate courses to the students in second semester and third semester respectively. The curriculum of certificate courses are aimed to develop studious knowledge of language and literature rather than academic endeavours.

The English Department offered a certificate course in "Creative Writing Poetry" for first year students during the academic year 2019-2020. This initiative aims to foster literary creativity, enhance writing skills, and provide a platform for students to express themselves through the art of poetry. The course aims to cultivate students' ability to express their thoughts, emotions, and experiences through the medium of poetry. Students will be exposed to various poetic forms, styles, and techniques, fostering a comprehensive understanding of the diverse landscape of poetry. The course encourages students to critically analyse both classical and contemporary poetry, enhancing their ability to appreciate and deconstruct poetic works.

ENGCCP01 : CERTIFICATE COURSE IN CREATIVE WRITING POETRY

Total working hours: 36

Course Description:

The 36-hour certificate course in Creative Writing Poetry is designed for aspiring poets who want to hone their craft and develop their skills in writing poetry. Through this course, students will explore different techniques, styles, and forms of poetry, and learn how to express their thoughts and emotions in a creative and meaningful way. The course is suitable for beginners as well as those with some experience in writing poetry.

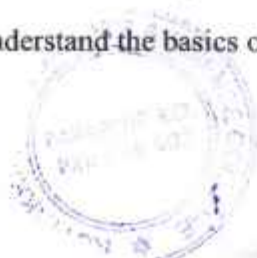
Course Overview:

This course is divided into six modules, each covering a different aspect of poetry writing. The modules include an introduction to poetry, poetry techniques and forms, the creative process of writing poetry, poetic language and imagery, editing and revising, and publishing and sharing poetry. Through a combination of lectures, workshops, exercises, and assignments, students will gain the skills and knowledge needed to write poetry effectively.

Learning Objectives:

By the end of this course, students will be able to:

- Understand the basics of poetry and its various forms and techniques



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- Identify and apply poetic devices, such as metaphors, similes, and imagery
- Explore their creativity and develop their unique voice as a poet
- Edit and revise their poetry to improve its quality and impact
- Understand the process of publishing and sharing poetry with others

Course Outcomes:

Upon completing this course, students will:

- Have a basic understanding of poetry and its various forms and techniques
- Be able to identify and use different poetic devices to enhance their writing
- Develop their own voice and style as a poet
- Be able to edit and revise their poetry to improve its quality and impact
- Understand the process of publishing and sharing their poetry with others

Syllabus

Module 1: Introduction to Poetry (6 hours)

- What is poetry?
- Different forms of poetry
- Understanding poetic devices

Module 2: Poetry Techniques and Forms (8 hours)

- Writing techniques and styles
- Sonnets, Haikus, and other poetic forms
- Exploring rhyming and meter

Module 3: The Creative Process of Writing Poetry (6 hours)

- Finding inspiration for poetry
- Developing your writing process
- Exploring different topics and themes for poetry

Module 4: Poetic Language and Imagery (6 hours)

- Understanding the power of words in poetry
- Using imagery to enhance your writing
- Writing with sensory details and emotion



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Module 5: Editing and Revising (6 hours)

- The importance of editing and revising poetry
- Understanding the revision process
- Tips for improving your poetry

Module 6: Publishing and Sharing Poetry (4 hours)

- Understanding the process of publishing poetry
- Tips for sharing your poetry with others
- Opportunities for publishing and sharing your poetry

The English Department has introduced a certificate course on literary translation for second-year students during the academic year 2019-2020. The course aims to familiarize students with the principles and techniques of literary translation, emphasizing the nuances of language and cultural context. Students engage in critical analysis of literary texts to understand the complexities of language, style, and cultural subtleties, which are integral to successful translation. The course incorporates practical translation exercises, allowing students to apply theoretical knowledge to real-world scenarios. This hands-on approach enhances their translation skills and fosters a deeper understanding of the craft. The certificate course spans one semester, consisting of both theoretical and practical components. The structure is designed to provide a comprehensive understanding of literary translation. The teachers from the Department dealt with the sessions by engaging 36 hours of class. All students from the second year BA English participated in the programme. At the end of the programme, an exam was conducted and certificates were distributed.

ENGCCLT02 : CERTIFICATE COURSE IN LITERARY TRANSLATION

Total working hours: 36

Course Description:

The certificate course in Literary Translation is designed to provide students with an in-depth understanding of the art of literary translation, including the practical skills needed to produce high-quality translations. The course covers a wide range of topics related to literary translation, such as translation theory, language skills, cultural awareness, and editing and revision techniques.

Course Overview:

The course covers the fundamental concepts and practices of literary translation. The course will be delivered through a mix of lectures, discussions, and practical exercises. Participants will



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work on sample texts in various genres, such as poetry, short stories, and novels, to develop their translation skills.

Learning Objectives:

1. To develop an understanding of literary translation theory and practice.
2. To develop language skills needed for literary translation.
3. To enhance cultural awareness and sensitivity.
4. To learn editing and revision techniques for literary translations.
5. To develop the ability to produce high-quality literary translations.

Course Outcomes:

1. A solid understanding of literary translation theory and practice.
2. Improved language skills for literary translation.
3. Increased cultural awareness and sensitivity.
4. Proficiency in editing and revision techniques for literary translations.
5. The ability to produce high-quality literary translations.

Syllabus

Module 1: Introduction to Literary Translation (4 hours)

- Definition of Literary Translation
- Brief History of Literary Translation
- Literary Translation Theory

Module 2: Language Skills for Literary Translation (8 hours)

- Vocabulary Building
- Grammar and Syntax
- Style and Register
- Idiomatic Expressions

Module 3: Cultural Awareness and Sensitivity (8 hours)

- Understanding Cultural Context
- Cross-Cultural Communication
- Translation as Cultural Mediation

Module 4: Editing and Revision Techniques for Literary Translation (8 hours)



- Principles of Editing and Revision
- Techniques for Improving Translation Quality
- Editing for Style, Grammar, and Syntax

Module 5: Translation Practice (8 hours)

- Translation Exercises in Various Genres
- Peer Review and Feedback



INSTRUCTIONAL METHODS

The physical learning atmosphere significantly influences students' degree program completion. A well-maintained and technologically advanced environment contributes to a positive educational experience, ultimately impacting the institution's overall academic quality.

Adequate and well-equipped classrooms are essential for effective learning. Our department has maintained spacious classrooms with modern amenities to facilitate a conducive learning environment. The availability of common spaces for students encourages collaboration and informal learning. These spaces contribute to a holistic educational experience.

The institution boasts a well-stocked library with a diverse collection of academic resources. This facilitates research and supports students in their coursework.



FACULTY

Faculties in a department play a crucial role in delivering quality education, fostering research and mentoring students. Their expertise and commitment are vital for the overall success and growth of the department.

Name of the Faculty	Qualification	Mobile Number	Designation
Sreenath M	MA, MCJ	9745048244	Head of the Department
Madhu K	MA, B.Ed, SET	9447718860	Department Coordinator
Naufal VK	MA, B.Ed, SET	9605059294	Assistant Professor
TK Fahcema	MA	9496363316	Assistant Professor
Bindhulatha KPC	MA	9447843550	Assistant Professor
Yasmin KK	MA, B.Ed, SET	9544729469	Assistant Professor
Rajitha AP	MA	9746827931	Assistant Professor
Fathima Al Zahra	MA, B.Ed, KTET, PGDCA	8086911066	Assistant Professor
Parveena Vadakkan	MA	8606370842	Assistant Professor
Mohammed Shafi CH	MA	9645253445	Assistant Professor
Naseera NK	MA	9446471053	Assistant Professor




ROLES AND RESPONSIBILITIES OF FACULTIES

The faculties dedication influences the department's reputation and directly impacts the quality of education provided. The responsibilities of faculties include maintaining high teaching standards and contributing to the academic community.

Responsibility Area	Staff in Charge
Action Plan	Sreenath M
IQAC File In charge	Madhu K
Career Advisor	Yasmin KK
Special Programmes Coordinator	Bindhulatha KPC
Staff Editor	Madhu K
Certificate Course	Naseera NK Parveena Vadakkan
English Association	TK Faheema
Documentation	Sreenath M
Newsletter, Journals, Magazines	Yasmin KK
Seminars	Parveena Vadakkan
Debate Club	Fathima Al Zahra
Student-Mentor Leader	Mohamed Shafi CH
Project and Viva	Sreenath M
Faculty Development Programmes	Rajitha AP
Department and Staff Tour	Mohammed Shafi CH
Media Club Coordinator	Sreenath M
Alumni Coordinator	Naufal VK
Women Cell	Naseera NK
Anti Ragging Squad	Sreenath M Naufal VK Fathima Al Zahra
Forums	Yasmin KK
Drama Club	Madhu K Rajitha AP




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FUNCTIONING OF COMMITTEES

The Department formed many committees for the smooth and elegant functioning of the department.

1) Departmental Academic Committee

Chairman : Sreenath M

Members : Naufal VK

Madhu K

Parveena Vadakkan

Student Rep : Nimna EK

Alumni Rep : Libliya (2013-2016)

External Faculty: Dr. Anas Babu (MES College, Mampad)

The Department Academic Committee is responsible for overseeing the academic programs and curricular activities. It made discussions on curriculum updates, faculty feedback, examination patterns, and the implementation of academic policies.

2) Internal Examination Committee

Coordinator : Naufal VK

Members : Fathima Al Zahra

Parveena Vadakkan

Bindhulatha KPC

The Internal Examination Committee is responsible for evaluating students' performance in internal assessments and projects. It includes discussions on assessment methods, grading criteria, assessment schedules, and student performance analysis.

3) Grievance Redressal Cell

Convenor : Bindhulatha KPC

Members : TK Faheema

Madhu K

Mohammed Shafi CH




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The Grievances and Redressal Committee deals with student grievances and ensures their timely resolution. During committee meetings a discussion made on grievances raised, actions taken, and decisions made to address student concerns.

4) Tour/IV Committee

Coordinator : Mohammed Shafi CH

Members : Bindhulatha KPC

Madhu K

The Tour or Industrial Visit (IV) Committee is responsible for organizing educational tours and industrial visits for students. It gave an outline of the planning, budgeting, and execution of such tours/IVs.

On December 21 to 22 of 2019, Kottakkal Farook Arts and Science College organized a trip to Munnar for the final year students of the English Department with a group of enthusiastic students and four faculty members. Mohammed Shafi C.H, one of the faculty members of the department was the tour coordinator. The other members who accompanied the trip were Madhu K, Bindhulatha KPC and Rajitha A.P.




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5) Experiential Learning

Coordinator: Bindhulatha KPC

Experiential Learning Programme committee oversees the implementation of experiential learning programmes that provide practical exposure to the students.

Semester	Experiential Learning Activities	Learning Outcomes
First Semester	ANALYSIS OF INDIAN WRITERS IN ENGLISH AND THEIR WORKS	<ul style="list-style-type: none"> It gives a detailed study of Indian Writing in English and background study and it's origin.
Second Semester	COMPARING AND CONTRASTING THE WRITING STYLES OF J. K ROWLING AND EARNEST HEMINGWAY	<ul style="list-style-type: none"> It helps to make connection with different authors and their works and the difference in their approach in literature



Third Semester	COMPARING THE PROSE STYLES OF AUTHORS GABRIEL GARCIA MARQUEZ AND VIRGINIA WOOLF	<ul style="list-style-type: none"> ● It helps to comprehend the writing style and the different techniques they used in their writings.
Fourth Semester	ANALYZING JANE AUSTEN'S NARRATIVE STYLE, CHARACTER DEVELOPMENT AND SOCIETAL THEMES IN REFERENCE OF ANY WORKS LIKE PRIDE AND PREJUDICES, SENSE AND SENSIBILITY, EMMA.	<ul style="list-style-type: none"> ● It helps to understand Jane Austen as an author and her adopted approach in her literature ● It helps to examine Victorian literature and literary trends in that time
Fifth Semester	POST COLONIAL READING OF INDIAN ENGLISH LITERATURE IN WORKS SUCH AS THE GOD OF SMALL THINGS, SWAMI AND FRIENDS, THE HOUSE OF SPIRITS	<ul style="list-style-type: none"> ● It helps to Read texts in different perspectives • It aimed to get detailed study of theory and theory application in literature
Sixth Semester	ANALYZING PROSE STYLE, NARRATIVE TECHNIQUES AND THEMES IN CONTEMPORARY FICTION	<ul style="list-style-type: none"> ● It helps to compare and contrast the narrative techniques and themes of contemporary fiction and traditional fiction

6) Extension Activity Programme

Coordinator: Madhu K

Extension activities play a major strategic role in enriching the educational experience of students. These initiatives extend beyond the traditional classroom setting, fostering holistic development and societal engagement among students.

Description of the Activity	Learning Outcomes
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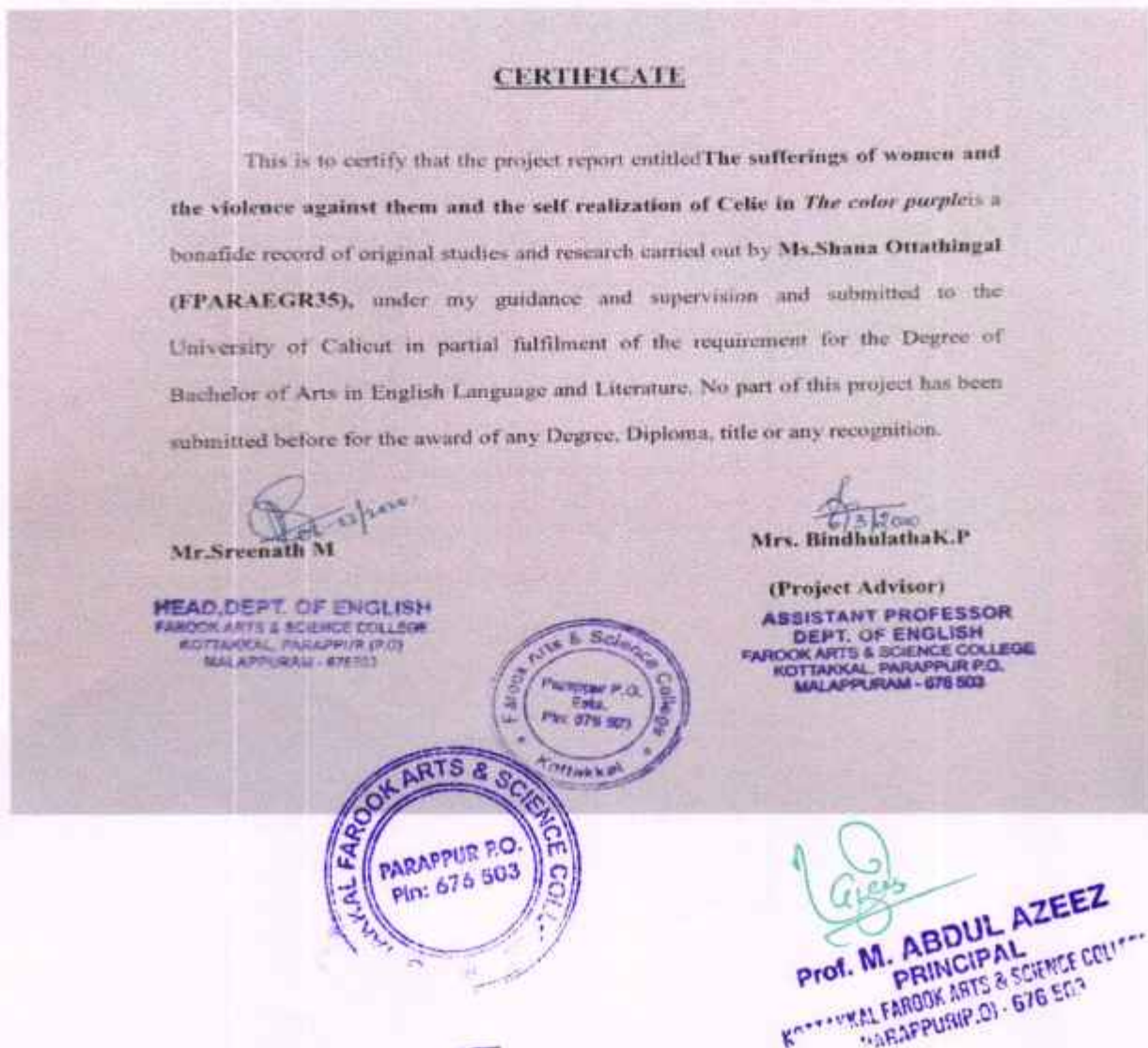


<p>Basic English Tutoring to Children</p>	<ul style="list-style-type: none"> • It helps children to comprehend the basics of English language • It helps them to hear new words and phrases, which can improve their vocabulary and understanding ability. • It helps to develop a positive association with language through reading and writing.
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7) Project Certification

Coordinator: Sreenath M

Projects play a pivotal role in degree programmes, serving as integral components that bridge theoretical knowledge with practical application. It also serve as transformative experiences that prepare students for the challenges of the professional world.



CERTIFICATE

This is to certify that the project report entitled **The intersection of social, political and private living issues in Khaled Hosseini's *The Kite Runner***, is a bona fide record of original studies and research carried out by **Ms. Nimna. E.K (Reg: FPARAEGR19)**, under my guidance and supervision and submitted to the University of Calicut in partial fulfilment of the requirement for the Degree of Bachelor of Arts in English Language and Literature. No part of this project has been submitted before for the award of any Degree, Diploma, title or any recognition.


Mr. Sreenath. M
HEAD, DEPT. OF ENGLISH
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Madhu. K
(Project Advisor)

ASSISTANT PROFESSOR
DEPT. OF ENGLISH
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CERTIFICATE

This is to certify that the project report entitled **Domestic Harmony and Familial Relationship in *The Dark Room*** is a bona fide record of original studies and research carried out by **Ms. Aliya Muthu Beevi. PK, (Reg. no. FPARAEGR23)** under my guidance and supervision and submitted to the University of Calicut in partial fulfilment of the requirement for the Degree of Bachelor of Arts in English Language and Literature. No part of this project has been submitted before for the award of any Degree, Diploma, title or any recognition.


Mr. Sreenath M
HEAD, DEPT. OF ENGLISH
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Mrs. Faheema T.K
(Project Advisor)

ASSISTANT PROFESSOR
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DEPARTMENT OF ENGLISH
PROJECT DETAILS (2017-2020)

Sl No	University Reg	Name	Primary Text(s) Chosen	Name of the Author(s)	Topic	Thrust Area
1	FPARAEGR01	Fathima Sinsiya N	The White Tiger	Aravind Adiga	Aravind Adiga's The White Tiger : A Representation of Indian Reality	Corruption and Search for Identity
2	FPARAEGR02	Hilsha Ak	The Dark Holds No Terrors	Sashi Deshpande	The Quest for Self Exploration in Sashi Deshpande's The Dark Holds No Terrors.	Feminism and Quest for Identity
3	FPARAEGR03	Jinan M	Akkramashi and Thottiyude Makan	Thakazhi Shivashankara Pillai	Comparative study between Akkramshi and Thottiyude Makan	Dalith system
4	FPARAEGR08	Shahma CH	Lord of The Flies	William Golding	Civilization and Savagery in William Golding's Lord Of The Flies	Civilization and Symbolism of Power
5	FPARAEGR13	Farhana Febin	Across The Black Waters	Mulk Raj Anand	Mulk Raj Anand's Across The Black Waters as a Great War Fiction	War and Death
6	FPARAEGR17	Jumaila Shiril	Coolie	Mulk Raj Anand	Social Realism: Reflection and Identity in Mulk Raj Anand's Coolie	Social Realism and Caste system
7	FPARAEGR18	Najiya	No Turning Back	Beverley Naidoo	Complex Shades of Good and Evil in a Confidently Described South Africa in Beverley Naidoo's No Turning Black	Post apartheid and Searching for Shelter
8	FPARAEGR19	Nimna EK	The Kite Runner	Khaled Hosseini	The Intersection of Social, Political and Private Living Issues in Khaled Hosseini's The Kite Runner	Human sufferings and Living Issues
9	FPARAEGR20	Saneera Alambattil	Lolitha	Vladimir	Humbert as a Pedophile and Ethical Content in Vladimir's Lolitha	Pedophile and Ethical Contents



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10	FPARAEGR21	Semeema	To Sir With Love	E R Braithwaite	The Discourse of "The other" in Braithwaite's To Sir With Love	Racism and Transformaton of hate to Love
11	FPARAEGR23	Aliya Muthu Beevi	The Dark Room	RK Narayan	Domestic Harmony and Familial Relationship in RK Narayan's The Dark Room	Domestic Disharmony and Quest for Identity
12	FPARAEGR25	Farhana K	Room on the Roof	Ruskin Bond	Loneliness and Identity in Ruskin Bond's Room on the Roof	Man and Nature, Quest For Identity
13	FPARAEGR26	Hiba	The Namesake	Jhumpha Lahiri	Elements of Cultural Conflicts In Jhumpha Lahiri's The Namesake	Cultural Alienation and Loss of Identity
14	FPARAEGR28	Majidha Rinsha	Arrow of God	Chinua Achebe	Tradition versus Modernity in Chinua Achebe's Arrow of God	Identity issue and Arrival of Christianity
15	FPARAEGR29	Manjima KP	Karukku	Bama	The Voice of Marginalized A study of Bama's Karukku	Dalith system and caste Oppression
16	FPARAEGR30	Rameesa	The Great Gatsby	F Scott Fitzgerald	The Great Gatsby: Unrequited Love and the Pursuit of the Amerian Dream	American Dream, Love and Relationship
17	FPARAEGR31	SabeebaThasni	Everything I Never Told You	Celeste Ng	The Complexities of Asian American Identity in Celeste Ng Everything I never Told You	Marginalization and Identity
18	FPARAEGR32	Thasleenu Sahira	The Alchemist	Paulo Coelho	Searching For the Purpose of Life in Paulo Coelho's The Alchemist	Fate and Dream
19	FPARAEGR33	Vismaya	A Thousand Splendid Suns	Khaled Hosseini	Female Identity in Afganisthan Against the Religious Oppression in Khaled Hosseini's A Thousand Splendid Suns	Female Bonding and Education of women
20	FPARAEGR34	Sona Shaji	Indhulekha	O Chandhumenon	Women's Education and Social Transformation in Indhulekha	Education and Social Transformation
21	FPARAEGR35	Shana Ottathingal	The Color Purple	Alice Walker	The Sufferings of Women and Violence Against them and the Self realization in Alice Walker's The Color Purple	Sufferings of Women and Self Realization



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22	FPARAEGR36	Fathima Marva PP	The English Teacher	RK Narayan	Love and Spirituality in RK Narayan's The English Teacher	Love and Spirituality
23	FPARAEGR37	Ummu Salma P	The Bluest Eye	Toni Morrison	The White Beauty Standards and Consequences of Racism In Toni Morrison's The Bluest Eye	Racism and Beauty Standards



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FILE DOCUMENTATION: MINUTES OF ALL COMMITTEES

The effective recording of minutes is crucial for ensuring transparency, accountability, and continuity in decision-making processes and English Department keeps minutes of the Department Academic Committee, Internal Examination Committee, Grievances and Redressal Committee, Tour or IV Committee, and Experiential Learning Committees.

- 1) **Department Academic Committee:** The Department Academic Committee is responsible for overseeing the academic programs and curricular activities. Accurate minutes of its meetings are essential to record discussions on curriculum updates, faculty feedback, examination patterns, and the implementation of academic policies. These minutes serve as a valuable resource for monitoring the progress of academic initiatives and ensuring compliance with the institution's academic standards.
- 2) **Exam Committee:** The Exam Committee plays a critical role in overseeing the examination process and ensuring its smooth conduct. Accurate minutes are maintained during committee meetings, covering discussions on exam schedules, question paper setting, evaluation processes, and result declaration. These minutes serve as essential records to maintain the integrity and fairness of the examination system.
The Internal Examination Committee is responsible for evaluating students' performance in internal assessments and projects. Detailed minutes are maintained to document discussions on assessment methods, grading criteria, assessment schedules, and student performance analysis. These minutes aid in maintaining consistency and quality in internal evaluations.
- 3) **Grievances and Redressal Committee:** The Grievances and Redressal Committee deals with student grievances and ensures their timely resolution. During committee meetings, minutes are recorded to document grievances raised, actions taken, and decisions made to address student concerns. These minutes play a vital role in maintaining transparency and accountability in the grievance redressal process.
- 4) **Tour or IV Committee:** The Tour or Industrial Visit (IV) Committee is responsible for organizing educational tours and industrial visits for students. Minutes are kept during committee meetings to outline the planning, budgeting, and execution of such tours/IVs. These minutes assist in evaluating the effectiveness of the tours/IVs and provide insights for future planning.
- 5) **Experiential Learning Committees:** Experiential Learning Committees oversee the implementation of experiential learning programs that provide practical exposure to students. Detailed minutes are maintained during committee meetings, capturing discussions on program design, industry collaborations, student feedback, and program evaluation. These minutes aid in continuously enhancing the experiential learning initiatives.



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FACULTY LEARNING FORUM

It is an internal meeting forum of faculty members scheduled casually on Fridays. This forum's objectives are to discuss aspects of daily work schedules, happenings, problems related to academics, and discipline issues. It is to explore various teaching platforms, pedagogies, facilities in higher education, to provide a platform for professional dialogues on new developments in the realm of English Literature, and to encourage and foster the research culture amongst faculty members.

Topics discussed in the Learning Circles during the year:

- Assessment tied with course goals
- Sharing the best practices in teaching and learning
- Effective handling of large classes
- How does student-teacher & student-student interaction affects learning
- Technological developments and its influences in language learning
- New trends in language acquisition
- Conducting various literary activities
- Maintenance of students centred activities

FACULTY PROFESSIONAL DEVELOPMENT PROGRAMMES

The Faculty Professional Development programs are held on the last Friday of every month and are coordinated and conducted by representatives from the Department of English and attended by all faculties in the department. Mr Madhu K facilitated as the faculty coordinator for the Department of English. The various topics came under the discussion are:

- A talk based on the implementation of certificate courses and its curriculum
- Orientation programmes for newly joined faculty members on Mastersoft, LMS, SOP etc.
- Scope, flexibility and availability of digital resources
- Effective implementation of mentor-mentee policies

STUDENTSHIP

This section carries information about students, academic monitoring to ensure timely handling of classes, learner-centric initiatives taken by the department, and student development and



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support services. The cultural and extracurricular activities, the industrial and village visits, and extension activities are also mentioned.

1) Academic Monitoring

- Possibilities of virtual classroom platforms
- Timely handling/ delivery of classes/ topics
- Coverage of topics Sem- wise within stipulated time.
- Result Analysis
- Action Taken for time-bound semester plan coverage.

2) Learner Centric Initiatives

1) Advisory System:

The class advisor or tutor is an experienced faculty member assigned to a specific group of students to provide academic and personal guidance. They act as mentors and facilitators, ensuring the overall well-being and academic success of their assigned students.

- a. Naufal VK – Third Year BA English
- b. TK Faheema – Second Year BA English
- c. Madhu K – First Year BA English

2) Slow learner-centric classes:

Department conducted an Induction programme and a test based on it to find out slow learners and advanced learners. This programme gave a picture of these two categories.

Department also conducted periodic assessments to track students' academic progress and identify those who may be struggling to keep up with the pace of the curriculum. Our teachers closely observe students' performance in class, their engagement level, and participation to identify signs of slow learners.

Once identified, slow learners are provided with additional support through remedial classes, tutoring, or special education programs tailored to their individual needs. Department implemented various learning support systems, such as study groups and peer tutoring, to assist slow learners in catching up with their peers. Department created personalized learning plans for each identified slow learner to address their specific learning challenges and set achievable goals. Progress of slow learners is regularly monitored, and adjustments are made to their learning plans as needed to ensure steady improvement.

3) Advanced learner-centric activities:



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Department identified advanced learners based on their consistently high academic performance in specific subjects or across multiple subjects. Department utilized standardized tests or gifted education programs to identify students with exceptional abilities in various areas.

Action Taken Report for Advanced Learners:

Enrichment Programs: Advanced learners are encouraged to participate in enrichment programs, workshops, and competitions to challenge their intellect further. Department offered advanced learners opportunities to explore more challenging topics and projects beyond the standard curriculum. Teachers employ differentiated instruction techniques to cater to the unique needs of advanced learners, fostering a conducive learning environment. Advanced learners are provided With mentorship and guidance to pursue their interests and talents, guiding them towards suitable career paths.

4) Special activity-oriented programmes

English Department conducted special activity-oriented programmes to students. These programmes are designed to enhance students' language skills, foster creativity, and provide practical exposure to real-world applications of English language and literature. Various special activity-oriented programs implemented by the English Department are:

- Creative Writing Workshops:

The English Department conducts regular creative writing workshops to nurture students' writing abilities and foster their creativity. These workshops cover various genres such as poetry, short stories, and fiction writing. Students are encouraged to express themselves freely and receive valuable feedback from experienced faculty members, leading to significant improvements in their writing skills.

- Literary Debates and Public Speaking:

To enhance students' communication and critical thinking skills, the English Department organizes literary debates and public speaking events. These activities provide students with opportunities to articulate their ideas, engage in constructive discussions, and build confidence in public speaking.

- Drama and Theatre Productions:

The department hosts drama and theatre productions, allowing students to explore the world of acting, directing, and stage management. These activities not only deepen their understanding of literature but also promote teamwork and creativity as they collaborate to bring literary works to life.

- Literary Festivals and Competitions:




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The department organizes literary festivals and competitions that celebrate language, literature, and creativity. These events provide a platform for students to showcase their talents, exchange ideas, and interact with renowned authors and scholars.

3) Students Development and Support Service

The Student Development and Support Service at our institution is committed to fostering holistic growth and well-being among students. It implemented targeted tutoring programs to assist students in challenging courses, resulting in a noticeable improvement in academic performance.

It conducted leadership development programs to nurture students' leadership skills, encouraging them to take on active roles in student organizations.

It ensured the availability of support services for students with diverse needs, including accessibility accommodations for exams and lectures.

SUPPLY OF STUDY MATERIALS

Faculties provided useful study materials related to their subject area other than the textbook. It helped students to get more information related to particular topics. These Materials are available in College D Space.

GROUP LEARNING (Supplemental Learning)

The Department provided supplemental learning atmosphere to the students, especially to the slow learners, to enable them to face university exams confidently and enthusiastically.

Students were provided with the supplemental classes for the following subjects:

- Social and Cultural History of Britain (Second Year Students)
- Language and Linguistics (Final Year Students)
- Methodology of Humanities (Second Year Students)
- Literary Criticism and Theory (Third Year Students)
- World Classics in Translation(Third Year Students)

DOCUMENTATION OF ACADEMIC ACTIVITIES

KEEP OF TEACHERS DIARY



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Every faculty member in the English Department has diligently maintained their respective teacher's diary up to date. This ensures that a comprehensive and accurate record of their academic and administrative activities is available for assessment and improvement purposes. They regularly update their lesson plans, outlining the curriculum content, teaching methodologies, and assessment strategies. They also members record their assigned duties and responsibilities, including committee memberships, administrative tasks, and extracurricular activities. This promotes transparency and accountability in the department's functioning.

2) CLASS ADJUSTMENT DURING FACULTY LEAVE

The students were effectively engaged and continued their learning during the absence of regular faculty members. The department adopted a comprehensive approach that involved engaging students with other qualified faculty members. Highly competent and experienced substitute faculties were assigned to conduct the classes during the leave period. Additionally, students made frequent visits to the department's bookshelves, taking advantage of the diverse collection of literature and reference materials.

3) STUDENT ATTENDANCE MONITORING AND MENTORING BY ADVISORS

The English Department has implemented an efficient class monitoring system that involves regular assessments, class observations, and feedback sessions to gauge students' progress. The system ensures that student performance is closely monitored, and appropriate interventions are made when necessary.

- The mentoring program in the English Department plays a crucial role in providing personalized guidance and support to students. Each advisor is assigned a group of students to mentor throughout the academic year. The mentors actively engage with their mentees, discussing their academic goals, strengths, and areas for improvement.
- The English Department keeps a comprehensive record of leaves taken by students to monitor their attendance and identify patterns that may affect their academic performance. Early intervention measures are taken when students show a consistent pattern of absenteeism.
- Regular communication with parents is a key aspect of the mentoring program. Advisors regularly update parents on their child's progress, areas for improvement, and overall well-being. This collaborative approach fosters a strong support system for students, leading to improved learning outcomes.

4) SUPPLIMENTAL LEARNING

English Department implemented supplemental learning system to provide additional support and enrichment to students. There are two essential components of the system: peer tutoring and the role of advanced learners in facilitating supplemental learning. These initiatives aim to foster



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a conducive learning environment that caters to the diverse needs of students and promotes collaborative learning within the department.

- 1) Peer Tutoring: The English Department has established a peer tutoring program to enable students to receive academic assistance from their peers who excel in specific subjects or skills. Peer tutors are carefully selected based on their academic achievements, communication skills, and willingness to help others. The peer tutoring sessions provide one-on-one or small group support to struggling students, enabling them to overcome challenges and improve their understanding of course material.
- 2) Role of Advanced Learners in Supplemental Learning: Advanced learners in the English Department play a vital role in the supplemental learning system. They act as mentors and facilitators, supporting their fellow students' academic growth through various means.
- 3) Mentoring Slow Learners: Advanced learners assist slow learners by providing additional explanations, sharing study strategies, and offering constructive feedback on their assignments. This peer-to-peer support empowers slow learners and helps them build confidence in their abilities.
- 4) Leading Study Groups: Advanced learners organize and lead study groups where students collaboratively discuss and analyse course material. These study sessions encourage active participation and promote a deeper understanding of the subject matter.

5) EXPERIENTIAL LEARNING PROGRAMME

Experiential learning goes beyond traditional classroom settings, offering students practical, hands-on experiences that enrich their educational journey. Experiential learning provides students with real-world applications of theoretical concepts, deepening their understanding. Practical exposure helps bridge the gap between academic knowledge and practical skills. Promoting and integrating experiential learning activities in degree programmes is pivotal for fostering well-rounded, skilled, and adaptable individuals who are better equipped to navigate the complexities of the modern world.

The following topics were chosen as the topic of each semesters Experiential Learning Activity:

- ❖ First Semester- ANALYSIS OF INDIAN WRITERS IN ENGLISH AND THEIR WORKS
- ❖ Second Semester- COMPARING AND CONTRASTING THE WRITING STYLES OF J. K ROWLING AND EARNEST HEMINGWAY
- ❖ Third Semester- COMPARING THE PROSE STYLES OF AUTHORS GABRIEL GARCIA MARQUEZ AND VIRGINIA WOLF
- ❖ Forth Semester- ANALYZING JANE AUSTENS'S NARRATIVE STYLE, CHARACTER DEVELOPMENT AND SOCIETAL THEMES IN REFERENCE OF



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- ❖ Fifth Semester- POST COLONIAL READING OF INDIAN ENGLISH LITERATURE IN WORKS SUCH AS THE GOD OF SMALL THINGS, SWAMI AND FRIENDS, THE HOUSE OF SPIRITS
- ❖ Sixth Semester- ANALYZING PROSE STYLE, NARRATIVE TECHNIQUES AND THEMES IN CONTEMPORARY FICTION

6) EXTENSION ACTIVITY ACTIVITIES

Extension activities play a major strategic role in enriching the educational experience of students. These initiatives extend beyond the traditional classroom setting, fostering holistic development and societal engagement among students.

Engaging in extension activities helps students connect with the local community. This fosters a sense of responsibility, empathy, and social awareness, creating socially responsible individuals who understand the needs of the community and contribute meaningfully.

Extension activities complement academic learning, contributing significantly to the overall development of students. They instil a sense of responsibility, foster practical skills, and nurture individuals who are not just academically proficient but also socially aware and actively engaged in making a positive impact on the world around them.

7) PROJECT CERTIFICATION

The final year Project undertaken by our students revolves around the central theme of improving educational quality through innovative initiatives. The project aligns with the mission of our institution to foster holistic development and academic excellence.




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CERTIFICATE

This is to certify that the project report entitled **Elements of Cultural Conflicts in *The Namesake*** is a bona fide record of original studies and research carried out by **Ms. Hiba (Reg. No: FPARAEGR26)**, under my guidance and supervision and submitted to the University of Calicut in partial fulfilment of the requirement for the Degree of Bachelor of Arts in English Language and Literature. No part of this project has been submitted before for the award of any Degree, Diploma, title or any recognition.


Mr. Sreenath. M

**HEAD, DEPT. OF ENGLISH
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Mr. Naufal.V.K

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**ASSISTANT PROFESSOR
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CERTIFICATE

This is to certify that the project report entitled **Domestic Harmony and Familial Relationship in *The Dark Room*** is a bona fide record of original studies and research carried out by **Ms. Aliya Muthu Beevi. PK, (Reg. no. FPARAEGR23)** under my guidance and supervision and submitted to the University of Calicut in partial fulfilment of the requirement for the Degree of Bachelor of Arts in English Language and Literature. No part of this project has been submitted before for the award of any Degree, Diploma, title or any recognition


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DEPARTMENT OF ENGLISH

Sl No	Year	Date, Month	Semester	No: Of Students	Venue	Beneficiaries	Extension Activity
1	2019	July 25	Fifth Semester	28	Ward 31, kizhakekund	Local community	Literacy awareness campaign
2	2019	August,5	Third Semester	22	Anganwadi 1, Ward31, kizhakekund	Anganwadi children	Reading session to pre-primary students
3	2019	December,12	First Semester	24	Public library, Parappur	Local community	Community reading programme in public library,
4	2020	January,5	Fourth Semester	26	AMUPS, Parappur,IUHSS Parappur	Students	English tutoring session for school students
5	2020	March,5	Second Semester	25	FEMHSS, KOTTAKKAL	9th standard	Letter writing competition



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EXTENSION ACTIVITIES

2019-20

1.LITERACY AWARENESS CAMPAIGN

The literacy Awareness Campaign organized by the Department of English for fifth semester students focused on emphasizing the connection between Kottakkal Farook Arts and Science and the neighbouring community in Ward Number 31, Kizhakkekundu Panchayath, on July 25th, 2019. Literacy awareness campaign aimed to cultivate a love for reading and writing among individuals of all ages and backgrounds, particularly those facing literacy barriers and focused mainly on digital literacy. Our fifth semester students are ready to offer digital literacy awareness, equipping individuals with the skills to navigate the internet, utilize online resources, and communicate effectively in the digital realm.

The campaign also helped to connect people with resources that can help them improve their literacy skills. Also, it helped bridge the Digital Divide, Individuals gained essential digital literacy skills, enabling them to access online resources, communicate effectively, and participate fully in the digital era. The success of this campaign underscores the importance of continued efforts to promote literacy and foster a lifelong love of learning'



Students leading literacy awareness campaign.

Outcome: Enhanced Literacy Skills and Strengthened Community Engagement and Resource Connectivity

2.READING SESSION TO PRE-PRIMARY STUDENTS

A Reading Session was conducted by 3rd semester students, Department of English for pre-primary students in Anganwadi, Ward number 31, Kizhakkekundu Panchayath, as an extension and outreach activity on August 15, 2019. The session was conducted by a group of students of



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English Language and Literature and included a variety of activities, such as storytelling, singing and dancing.

Reading is an essential skill that is necessary for success in school and in life. However, many children do not have access to books or opportunities to read on a regular basis. This reading session was conducted to provide pre-primary students with the opportunity to experience the joy of reading and to develop their literacy skills. A group of selected students led the session, which included a variety of activities.

The reading session was a success in promoting literacy and instilling a love of reading in young children. The children enjoyed the activities and were eager to learn more about the stories. The feedback from the teachers and parents was positive, and they requested that more reading sessions be conducted in the future. By providing children with the opportunity to experience the joy of reading, this kind of programmes help them to develop the skills they need to succeed in school and in life.



College Students Engaging with Pre-Primary Kids: Extension Activity at Anganwadi.

Outcome: Fostered Early Literacy and Joy of Reading and Positive Community Impact and Demand for Continued Activities.

3.COMMUNITY READING PROGRAMME WAS CONDUCTED AT THE PUBLIC LIBRARY IN PARAPPUR PANCHAYATH

On 12th December 2019, Community Reading Programme was conducted by first semester students at the Public Library in Parappur Panchayath with the objective of promoting literacy and engaging senior citizens through the shared enjoyment of reading. The event, attended by 42 students from Kottakkal Farook Arts and Science College and 33 senior citizens from the Parappur Panchayath community, began at 10.30 AM with an introduction to the importance of reading and the program's goals. The students paired with senior citizens for shared reading sessions of selected literature, encouraging discussions and personal reflections. The senior citizens actively participated, sharing fond memories and appreciating the engagement. Feedback forms indicated a positive response and interest in future programs. The outcomes



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included enhanced socialization, increased exposure to literature, intellectual stimulation, and strengthened intergenerational connections.

Outcomes : Enhanced Intergenerational Engagement and Socialization and Increased Exposure to Literature and Intellectual Stimulation

4. ENGLISH TUTORING SESSION CONDUCTED IN NEAR BY SCHOOLS OF PARAPPUR PANCHAYATH

On 5th march 2020, English tutoring sessions were conducted Fourth semester students in nearby schools of Parappur Panchayath with the objective of enhancing students' English language skills through interactive sessions and practical exercises. The activity began with an introduction to the importance of English proficiency in a globalized world, followed by engaging activities such as vocabulary games (Word Bingo and Word Chain), reading comprehension exercises, role-playing scenarios, pronunciation practice, and creative writing tasks. These activities aimed to expand vocabulary, improve reading skills, practice conversational English, enhance pronunciation, and foster creative writing. Emphasis was placed on creating a supportive environment where students felt comfortable practicing and improving their English language skills.



Empowering Through Education: English Tutoring Session by a Students.



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Outcomes : Increased Student Engagement and Confidence and Improved English Language Skills.

5.LETTERWRITNG COMPITITION

On March 5, 2020, second-semester students from Kottakkal Farook Arts and Science College organized a letter writing competition at Farook English Medium Higher Secondary School as part of their extension and outreach activities, targeting 9th standard students. This initiative aimed to enhance literacy, creativity, and effective communication among school students, while fostering community engagement among college students. The competition's primary objectives were to improve writing skills, encourage self-expression, establish a connection between college and school students, and highlight the importance of letter writing in the digital age. The event was meticulously planned over a month, involving coordination with the school's administration, promotion through announcements, preparation of resources such as stationery and example letters, and training of college volunteers to assist and judge the competition.

The event commenced with a welcome speech by the school principal and an introduction to the significance of letter writing by the college's extension and outreach committee coordinator. The competition's theme, "Write a letter to a future self, describing your goals and aspirations," saw 20 enthusiastic participants from the 9th standard. Students were allotted one hour to craft their letters, which were subsequently evaluated by a panel of judges based on creativity, clarity, grammar, and adherence to the theme. Winners were awarded prizes, recognizing their outstanding efforts. The competition was highly successful, achieving significant student engagement, enhanced writing skills, and stronger community bonds. Positive feedback from both students and teachers highlighted the initiative's value. Overall, the event not only showcased students' writing talents but also underscored the enduring importance of letter writing, providing college students with valuable experience in event management and community service.



Letter Writing Competition

Outcomes : To improve writing skills and foster creativity among 9th standard students through the practice of letter writing. And to strengthen community bonds by promoting meaningful interactions and collaborations between college and school students.



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STUDENT SUPPORT AND DEVELOPMENT ACTIVITIES

The student support and student development initiatives that have been undertaken in this academic year are presented.

1. Mentoring for students
2. Bridge/ Orientation courses
3. Digital Textbook Support
4. Project Skilling Orientation for 5th Sem UG& 3rd Sem PG.
5. Special Coaching provided for supplementary examinations

1) MENTORING

Mentoring groups were formed under various mentees to process their needs on time.

- The special students who needed extra time mentored and with the help of the office of examinations extra time was provided both for mid-semester and end-semester exams.
- The students were continuously mentored in regarding of their academics. They were motivated and continuously encouraged to seek help from the teachers of the subjects in which they are weak.
- The students were constantly encouraged to participate in all the co-curricular and inter-class events to help them develop self-confidence.
- Result analysis of Mid-semester exams of the special students was done separately to know their performance.

In the weekly departmental meetings issues related to these students were discussed.

An effort was made to bring them together to study core papers with an assistance from teachers and a few senior students (supplemental learning) who were good at the subject. It was observed that this group study helped them in looking at each other's notes and getting their doubts cleared. Buddies were identified from their own classes to help them with any doubts regarding the subjects or any other thing. They became friendly with their seniors during these learning atmosphere and so took help from them too. At the end of each semester their scores in all subjects were taken note of and they were advised and helped accordingly. Students who had attendance issues were constantly monitored and mentored and helped to sort out the same.

2) BRIDGE/ ORIENTATION PROGRAMMES



DEPARTMENT INDUCTION PROGRAMME

INCEPTUM 2019

Student Induction Programme aims to ensure that students feel welcomed, supported, and prepared to begin their studies in the English Department.

Course Overview

The English Department's Two – Week Bridge course integrated reading, writing, and group discussions covering poetry, drama, and fiction. The primary focus was on improving skills in understanding and interpreting literature, while also providing guidance on academic writing conventions, citing sources, and formatting. Additionally, students engaged in collaborative presentations on literary topics.

The objectives of the Department of English Student Induction Programme are:

- a) To introduce students to the faculty, staff, and resources available within the English Department.
- b) To provide students with an overview of the academic programs and courses offered by the English Department.
- c) To familiarize students with the expectations and requirements for successful study in the English Department.
- d) To help students develop the skills necessary to succeed academically, including critical reading, writing, and research skills.
- e) To provide students with information about academic and professional opportunities available to them within the English Department, as well as outside of the department.
- f) To encourage students to become active members of the English Department community and to participate in departmental events and activities.
- g) To provide students with the support and guidance necessary to achieve their academic and professional goals.

Contents:



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Day 1: Literary Studies an Introduction

Hour 1: Introduction to the course and expectations from the students. (Sreenath M)

Hour 2: Understanding the basics of literary analysis. (Naufal VK)

Hour 3: Analysis of a short story. (Faheema TK)

Day 2: Poetic Insight

Hour 1: Introduction to poetry. (Rajitha AP)

Hour 2: Analysing poetic language and techniques. (Madhu .K)

Hour 3: Analysis of a poem. (Yasmin. K)

Day 3: Interpreting Drama

Hour 1: Introduction to drama. (Fathima –Al-Zahra)

Hour 2: Understanding dramatic conventions and techniques. (Mohamed Shafi .CH)

Hour 3: Analysis of a play. (Bindhu Latha KPC)

Day 4: Creative Story Telling

Hour 1: Understanding the basics of academic writing.(Naufal.VK)

Hour 2: Writing a literature review. (Parveena Vadakkan)

Hour 3: Writing a critical analysis. (Yasmin .KK)

Day 5: Prelude to Fictional World

Hour 1: Introduction to the novel. (Madhu .K)

Hour 2: Understanding narrative techniques. (Faheema TK)

Hour 3: Analysis of a novel excerpt. (Bindhu Latha KPC)

Day 6: Journalistic Fundamentals

Hour 1: Introduction to communication and journalism.(Sreenath M)

Hour 2: Scope and opportunities of journalism. (Sreenath M)

Day 7: Introduction to British history




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Hour 1: Scope and the significance of Social and Cultural history of Britain. (Naseera NK)

Hour 2: Relationship between literature and history. (Naufal VK)

These are the main contents of Departmental Induction Programme. The purpose of these modules are to bridge the gap between what the students need to know before they can start taking the advanced courses in the college level and what they are actually aware of from the intermediate level.

This report outlines the results of a bridge course conducted by the English Department for the academic year 2019-20, to help incoming students transition from high school English to the expectations of college-level courses. The course was designed to develop critical reading and analytical writing skills, effective communication skills, and familiarity with the conventions of academic writing.

Assessment Summary

The course assessment included an initial diagnostic writing evaluation followed by essays – each exploring poetry, drama, and fiction. These essays prompted students to analyze literary themes, techniques, and cultural contexts with evidence-based arguments. The group presentation aimed to refine communication skills and encourage in-depth literary discussions. Finally, a comprehensive final exam tested students' comprehension of literary analysis, interpretation, and research methodologies.

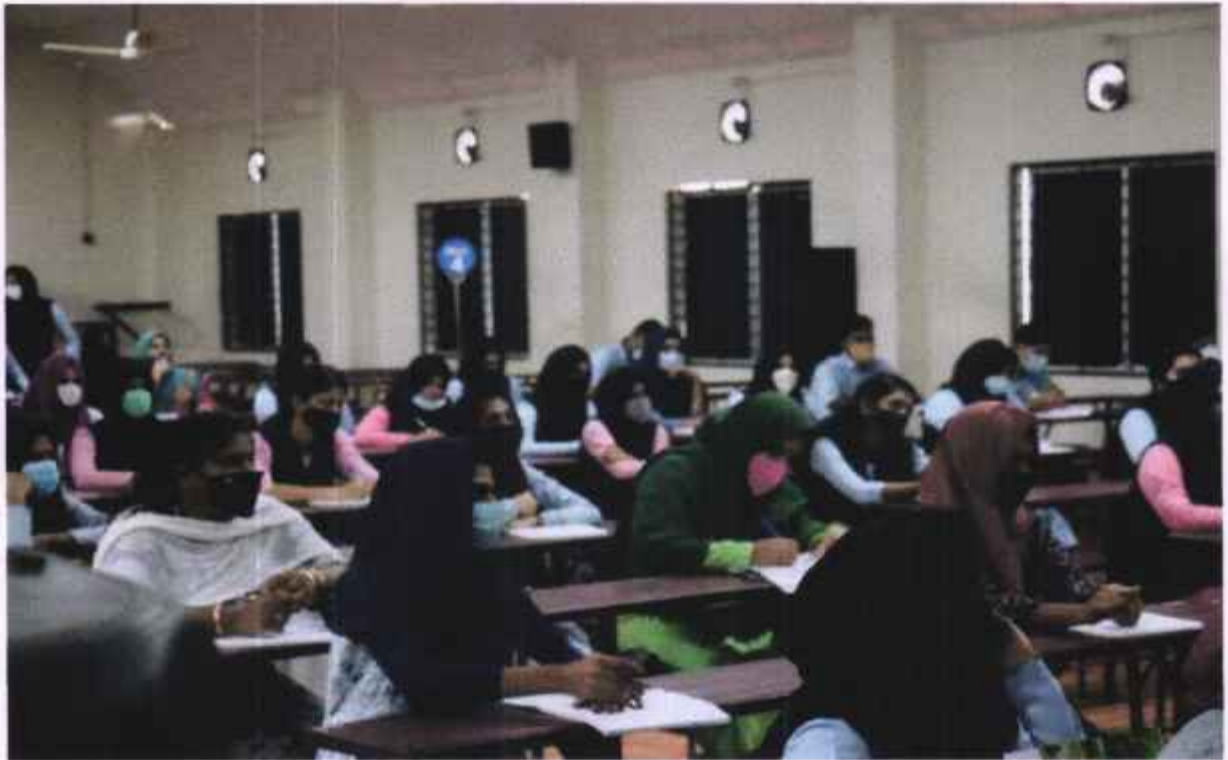
Achievements and Analysis

The outcomes of the bridge course were promising. Students exhibited marked improvements in critical reading, analytical writing, and collaborative communication skills. Their essays showcased a profound understanding of literary concepts, supported by strong evidence. The group presentations demonstrated insightful interpretations of the discussed literary themes.

In summary, the English Department's bridge course effectively facilitated the transition from high school English to college-level academics. It notably advanced students' critical thinking, analytical writing, and communication proficiencies. The assessment results highlighted substantial progress in students' ability to analyse literature and conduct research. Continuing this course for incoming students is strongly recommended to further support their success in the English Department's academic curriculum.




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3) DIGITAL TEXTBOOK SUPPORT

The Department of English provides digital textbooks to the students of the department to broaden their intellectual horizons and to aid in their regular classroom teachings. The list of textbooks is given in DSPACE and students can download or read a book, either prescribed or recommended from their home or a place of their ease. Free textbook references are available at DSpace.

4) PROJECT SKILLING ORIENTATION FOR 5TH UG.

English Department offered project orientation programmes to the final year students. These initiatives aim to enhance students' research and analytical skills, encourage independent thinking, and provide practical exposure to real-world applications of English language and literature. There are various project orientation programmes implemented by the English Department.

Each final year student is assigned a faculty mentor who provides personalized guidance and support throughout the project development process. Mentors offer feedback on research proposals, literature reviews, and drafts, ensuring that students stay on track and produce high-quality research work.



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 PARAPPUR P.O. KOTTAKKAL, MALAPPURAM DISTRICT, KERALA - 676503

The project orientation programmes encourage students to explore interdisciplinary approaches to English language and literature. Students are encouraged to incorporate insights from other fields, such as history, sociology, or cultural studies, into their projects, promoting a holistic understanding of the subject matter.




Prof. M. ABDUL AZEEZ
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5) COACHING FOR SUPPLEMENTARY EXAMINATIONS

Special coaching was given to second-year students writing the supplementary exams by faculty members so that they can clear the exam with confidence. The support was extended outside class hours in the months of December 2019 and January 2020 through different types of physical platforms.

CURRICULAR, CO-CURRICULAR, EXTRA CURRICULAR, AND EXTENSION ACTIVITIES

1) ENGLISH ASSOCIATION INAUGURATION 2019-2020

The Inauguration of Association ETINCELLE-2k19-20 was held on 12th January, 2019. The event was formally inaugurated by the chief guest, Mr. Sunil Kumar Mannil, (Assistant Professor, Central University of Kashmir) in the presence of Principal, HOD, other staff members and students of the Department. Association Secretary Vismaya welcomed the gathering. Mr. Sreenath M presided the inauguration ceremony. Some cultural programmes were also arranged along with. This was followed by Vote of Thanks by Sameema.




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2) CATHARSIS

The English Department, in collaboration with the Literary Club, organized a one-day writing workshop, CATHARSIS on 19th December. The workshop aimed to provide a platform for budding writers and enthusiasts to enhance their writing skills, learn from experienced professionals, and foster a sense of literary community. Renowned personalities, Pro. Alavi Kutty (Retired Professor, PSMO College, Tirurangadi) and Dr. Abubakar. K.K (Govt. Victoria College, Palakkad) were invited to conduct sessions and share their expertise with the participants. The event began at 10.am with a welcome address by Mrs. TK Faheema, one of the faculty members of the English Department, which was presided over by Mr. Sreenath M, the Head of the English Department. The session was inaugurated by the Principal Prof. Abdul Azeez with his inaugural speech. The event left a lasting impact on the attendees, inspiring them to continue their literary pursuits with renewed passion and determination.




ABDUL AZEEZ
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KOTTAKKAL FAROOK ARTS AND SCIENCE COLLEGE

Department of English in association with

Literary Club

presents

**A ONE-DAY WRITING
WORKSHOP**

CATHARSIS



Thursday, 19th December 2019



Seminar Hall



Time: 10:00 AM



**DR. ABUBAKAR K.K.
ASSISTANT PROFESSOR
GOVT. VICTORIA COLLEGE,
PALAKKAD**



**RETD. PROF. ALAVIKUTTY. K
PSMO COLLEGE,
TIRURANGADI**



Azeez
**Prof. M. ABDUL AZEEZ
PRINCIPAL
KOTTAKKAL FAROOK ARTS & SCIENCE COLLEGE
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