



KOTTAKKAL FAROOK ARTS AND SCIENCE COLLEGE

DEPARTMENT OF ENGLISH

ANNUAL REPORT

2021-22

ANNUL REPORT 2021-2022

INDEX

Sl no	Contents	Page No
1	Introduction	1-4
2	Certificate Course Curriculum	5-9
3	Faculty and Roles and Responsibilities of the Faculties	10-11
4	Functioning of the Committees	11-31
5	File Documentation- Minutes of all Committees	32
6	Faculty Learning Programme	33
7	Faculty Development Programmes	33
8	Studentship	33-36
9	Online Class	36-37
10	Documentation of Academic Activities	38-41
11	Student Support and Development Activities	41-52
12	Co-curricular, curricular, Extension Activities	53-58



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ANNUAL REPORT 2021-22

INTRODUCTION


The COVID-19 pandemic presented unprecedented challenges to all academic institutions worldwide, and the Department of English at our institution was no exception. In response to the closure of physical classrooms, the department swiftly transitioned to online learning platforms. This involved the adoption of virtual classrooms, video conferencing tools, and asynchronous learning methods to ensure continuity in education. The department worked diligently to adapt the curriculum for online delivery, emphasizing digital resources, e-books, and multimedia content to maintain the quality of education and meet learning objectives. And with the reduction of COVID 19 issues, classes are back to its physical mode from September and October onwards.

The central objective of B.A English Language and Literature programme is to enrich our students with communication and reading skills in English. English department is a guide to those who want to explore the world of literature. It aims to prepare every student professionally fit for placement programmes in every academic year. We provide various orientation programmes and bridge courses to familiarize our students with the course and the curriculum.

Department of English of our college offers UG Course (BA English Language and Literature along with Journalism and Social and Cultural History of Britain as its Complimentary courses).

SEMESTER COURSE DETAILS-UG				
DEPT. OF ENGLISH-B.A. PROGRAMME				
PROGRAMME	COURSE CODE	TITLES OF COURSE	H/W	NO. OF CREDITS
I SEMESTER				
Common Courses	ENG1A01	Transactions: Essential English Language Skills	4	3
	ENG1A02	Ways With Words: Literatures in English	5	3
	ARB1A07(1)	Language Skills in Arabic	4	4
	HIN1A07(1)	Prose and Drama		
MAL1A01	Malayala Sahithyam I			
Core Course	ENG1B01	Introducing Literature	6	5
Complementary Type I Course	HISI(2)CO3	Social and Cultural History of Britain: I	6	4
Audit Course	AUD1E01	Environment Studies	0	4
II SEMESTER				
Common Courses	ENG2A03	Zeitgeist: Reading on Contemporary Culture	4	4
	ENG2A04	Writing for Academic and Professional Success	5	4
	ARB2A08(1)	Appreciating Arabic	4	4
	HIN2A08(1)	Literature, Grammar and		
MAL 2A02	Translation Malayalam Sahithyam 2			





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Core Course	ENG2B01	Appreciating Poetry	6	5
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ComplementaryType2Course1	JOU1(2)CO1	Introduction to Communication Journalism	6	4
Audit Course	AUD1E01	Environment Studies	0	4
III SEME STER				
Common Courses	ENG3A05	Signatures: Expressing the Self	5	4
	ARB3A09 HIN3A09 MAL3A0 9	Reading Arabic Prose and Poetry Poetry in Hindi Malayala Sahithyam3	5	4
	ENG3B03	Appreciating Prose	4	4
	ENG3B04	English Grammar and Usage	5	4
Core Courses				
ComplementaryType2Course2	HIS4(3)C03	Social and Cultural History of Britain:II	6	4
Audit Course	AUD3E03	Human Rights/Intellectual Property Rights/Consumer Protection	0	4
IV SEME STER				
Common Courses	ENG4A06	Spectrum: Literature and Contemporary Issues	5	4
	ARB4A10 HIN4A10 MAL4A1 0	Arabic Literature and Culture Novel and Short Stories Malayala Sahithyam4	5	4
	ENG4B05	Appreciating Fiction	5	4
	ENG4B06	Literary Criticism	4	4
Core Courses				
ComplementaryType1Course2	JOU4(3)C01	Journalistic Practices	6	4
Audit Course	AUD4E04	Gender Studies/Gerontology	0	4
V SEME STER				
Core Courses	ENG5B07	Appreciating Drama and Theatre	5	4
	ENG5B08	Literary Theory	5	4
	ENG5B09	Language & Linguistics	5	4
	ENG5B10	Indian Writing in English	5	4
Open Course	ENG5D03	Appreciating Literature	3	3
Project	ENG5B05(Pr)	Project/Research Methodology*	2	0
VI SEMES TER				
Core Courses	ENG6B11	Voices of Women	5	4
	ENG6B12	Classics of World Literature	5	4
	ENG6B13	Film Studies	5	4
	ENG6B14	New Literature in English	5	4
			Creative-Writing for the Media	3




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Project	ENG6B05(Pr)	Project/Research Methodology	2	2
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Our department is dedicated to providing a 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.

At our department, students can expect to engage with a diverse faculty that brings a wealth of experience and expertise in the areas of prose, poetry, fiction, drama, literary theory and criticism etc. Our faculty members are committed to providing a comprehensive and challenging curriculum that prepares students for a wide range of career opportunities.



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CERTIFICATE COURSE CURRICULUM

The English Department offered a certificate course in "Disability Studies" to the second year BA English students during the academic year 2021-22. Disability Studies is an academic discipline that examines the experiences of people with disabilities. The graduate certificate programme in disability studies focused on the creation of new knowledge and consequent practical implications in the area of disability. This course provided an overview of the relatively new field of Disability Studies, enabling students to think critically about conventional conceptualizations of disability and normality of body and mind. The programme also covered various aspects of disability, including the social, medical and economic perspectives and provided an overview of disability related laws and policies. 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.

1) Odd semester certificate programme: (June to September)

Name of the Course: ENGCCLT02 : CERTIFICATE COURSE IN DISABILITY STUDIES

Total number of hours: 36

Course Description:

The certificate course in Disability Studies is a comprehensive program that aims to provide an understanding of disability and the challenges faced by people with disabilities in society. The course covers various aspects of disability, including the social, medical, and economic perspectives, and provides an overview of disability-related laws and policies. The course is designed to equip participants with knowledge and skills that will enable them to work towards creating an inclusive society that values diversity and supports the inclusion of people with disabilities.

Course Overview:

The course is a 36-hour program that consists of lectures, discussions, case studies, and group activities. The course covers the following topics:

1. Introduction to Disability Studies
2. Social and Medical Models of Disability
3. Disability Rights and Laws
4. Inclusive Education
5. Assistive Technology
6. Employment and Disability
7. Disability and the Media
8. Disability and Culture

Learning Objectives:

Upon completion of the course, participants will be able to:

1. Understand the social and medical models of disability and their implications for people with disabilities.



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2. Understand disability-related laws and policies and their impact on people with disabilities.
3. Identify barriers to inclusion and strategies to promote inclusion of people with disabilities in society.
4. Understand the importance of assistive technology in improving the lives of people with disabilities.
5. Understand the challenges faced by people with disabilities in education and employment and strategies to address them.
6. Critically analyse media representations of disability.
7. Understand the role of culture in shaping perceptions of disability.

Course Outcomes:

Upon completion of the course, participants will have gained the knowledge and skills to:

1. Advocate for the rights of people with disabilities.
2. Design and implement inclusive programs and services.
3. Support the inclusion of people with disabilities in education and employment.
4. Use assistive technology to improve the lives of people with disabilities.
5. Challenge negative stereotypes and representations of disability in the media.
6. Recognize and appreciate the diversity of cultures and their attitudes towards disability.

Syllabus:

Module 1: Introduction to Disability Studies (4 hours)

- Defining Disability
- Historical Perspectives
- Disability Studies as an Interdisciplinary Field
- Key Concepts in Disability Studies

Module 2: Social and Medical Models of Disability (6 hours)

- The Medical Model of Disability
- The Social Model of Disability
- Criticisms of the Medical Model
- Advantages of the Social Model

Module 3: Disability Rights and Laws (6 hours)

- Disability Rights Movements
- Disability-Related Laws and Policies
- The Americans with Disabilities Act (ADA)
- The United Nations Convention on the Rights of Persons with Disabilities (CRPD)

Module 4: Inclusive Education (4 hours)

- The Importance of Inclusive Education
- Barriers to Inclusion in Education
- Strategies for Promoting Inclusion in Education
- The Role of Teachers in Inclusive Education

Module 5: Assistive Technology (4 hours)

- Definition of Assistive Technology



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- Types of Assistive Technology
- Examples of Assistive Technology
- The Impact of Assistive Technology on the Lives of People with Disabilities

Module 6: Employment and Disability (6 hours)

- The Importance of Employment for People with Disabilities
- Barriers to Employment for People with Disabilities
- Strategies for Promoting Employment for People with Disabilities
- The Role of Employers in Promoting Employment for People with Disabilities

Module 7: Disability and the Media (4 hours)

- Representations of Disability in the Media
- Stereotyping and Stigmatization in Media Representations of Disability
- Positive and Negative Examples of Disability Representation in Media
- Strategies for Challenging Negative Stereotypes of Disability in the Media

Module 8: Disability and Culture (4 hours)

- Diversity of Cultures and Attitudes Towards Disability
- Cross-Cultural Perspectives on Disability
- Cultural Stereotypes and Stigmatization of Disability
- Strategies for Promoting Cultural Understanding and Appreciation of Disability

English Department offered a certificate course in "Media and Journalism" to the first year BA English students during the academic year 2021-22. The programme offered extensive knowledge in the field of Mass Communication and Journalism. The course was curated to impart the best knowledge using both theoretical and practical modules, it focused on making students understand the professional aspects of the industry. The course made students gain expertise in the field through expert guidance and practical exposure from the very best. The teachers from the department dealt with the sessions by engaging 36 hours of class. All students from the first year BA English participated in the programme. The programme was concluded by giving away certificates to the successful candidates.

2) Even semester certificate programme: (November to March)

Name of the Course: ENGCCMJ01 : CERTIFICATE COURSE IN MEDIA AND JOURNALISM

Total No.of Hours: 36 hours

Course Description:

This certificate course in Media and Journalism provides learners with a foundational understanding of the media industry and the essential skills required for a career in journalism.



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The course covers key topics such as news reporting, writing, media ethics, and digital media technologies.

Course Overview:

The course aims to introduce learners to the fundamentals of media and journalism, focusing on practical skills and ethical considerations. Through a combination of theoretical lessons and hands-on exercises, learners will develop their communication, research, and critical thinking skills needed for effective journalism.

Course Outcome:

- Produce well-researched and well-written news articles and reports.
- Apply ethical guidelines and standards in media and journalism practices.
- Utilize various digital media tools and platforms for media production.
- Analyse and critically evaluate media content for its accuracy and credibility.
- Understand the social, political, and cultural implications of media and journalism.

Learning Objectives:

- Understand the role and importance of media and journalism in society.
- Demonstrate proficiency in news gathering, reporting, and writing.
- Apply ethical principles and standards in media and journalism.
- Utilize digital media technologies for effective storytelling.
- Develop critical analysis and evaluation skills of media content.

Syllabus (30 hours):

Module 1: Introduction to Media and Journalism (4 hours)

- Overview of media's role in society
- Introduction to different forms of journalism
- Ethical principles in journalism

Module 2: News Reporting and Writing (8 hours)

- Basics of news gathering and research
- Writing news articles and reports
- Interviewing techniques

Module 3: Digital Media Technologies (6 hours)

- Introduction to digital media tools and platforms
- Using social media for news dissemination
- Multimedia storytelling techniques




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Module 4: Media Ethics and Responsibilities (6 hours)

- Ethical considerations in journalism
- Accuracy, fairness, and objectivity in reporting
- Privacy and legal aspects of journalism

Module 5: Media Analysis and Critical Thinking (6 hours)

- Understanding media bias and misinformation
- Evaluating news sources for credibility
- Developing critical thinking skills in media consumption

Grading Policy

The grading policy may include criteria such as attendance, participation, assignments, quizzes, exams, and overall performance in the course.

Assignments and Assessments

The assignments and assessments for this course may include quizzes, tests, oral presentations, writing assignments, peer reviews, and a final exam. These activities aim to assess learners' understanding of professional English communication and help them improve their speaking and writing skills. Through these assessments, learners can demonstrate their mastery of the course material and receive feedback to further enhance their language proficiency.

As an English UG student at our college, he/she will have access to a range of resources and opportunities, including industry visits, workshops, and seminars, which will help them gain practical experience and stay up-to-date with the latest trends and developments in the field of English Language and Literature.

We also offer a range of extracurricular activities, including clubs, societies, and sports teams, which provide students with the opportunity to develop their leadership, teamwork, and communication skills while pursuing their interests outside the classroom.

At our English UG Department, we believe in providing a holistic education that nurtures the intellectual, social, and personal development of our students. We are committed to fostering a culture of excellence, innovation, and lifelong learning that prepares our graduates to become leaders and change-makers in the business world and beyond.




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FACULTY


Faculty members play a crucial role in a department's success. They contribute to academic excellence, mentor students, and shape the overall learning environment. The quality and dedication of faculty members significantly impact the overall effectiveness and reputation of a department.

Name of the faculty	Qualification	Mobile number	Designation
Sreenath M	MA(Eng), MCJ, SET	9745048244	Head of the Department
Madhu K	MA, B.Ed, SET	9447718860	Department Coordinator
Naufal VK	MA, B.Ed, SET	9605059294	Assistant Professor
Sarika M	MCJ, SET	9048499772	Assistant Professor
TK Faheema	MA	9496363316	Assistant Professor
Bindhulatha KPC	MA	9447843550	Assistant Professor
Yasmin KK	MA, B.Ed, SET	9544729469	Assistant Professor
Safa PK	MA	7736255115	Assistant Professor
Amina MurshidaKP	MA, B.Ed, NET	8086560265	Assistant Professor
Parveena Vadakkan	MA	8606370842	Assistant Professor
Anjali KG	MA(His), MA(Pol), MA(Gen.Stu.)	7736684469	Assistant Professor

ROLES AND RESPONSIBILITIES ALLOTTED TO FACULTIES

Responsibility Area	Staff in Charge
Action Plan	Sreenath M
Certificate Course	Madhu K




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	TK Faheema
IQAC File In charge	Madhu k
Career Advisor	Yasmin KK
English Association	TK Faheema
Language Lab	Safa PK
Documentation	Yasmin KK
Newsletter	Sarika M
Departmental Club	TK Faheema
Seminars	Parveena Vadakkan
Journals, Magazines	Naufal VK
Textbook Library	Parveena Vadakkan
Digital Resources	TK Faheema
Online Classes	Bindhulatha KPC
Student Mentor Leader	Madhu K
Project and Viva	Sreenath M
Placement and Internship	Yasmin KK
Question Bank	Safa PK
Sports	Anjali KG
Faculty Development Programmes	Sreenath M
Staff Tour	Bindhulatha KPC
Outreach Activities	Anjali KG
Media Club Coordinator	Sarika M
Alumni Coordinator	Amina Murshida KP
Women Cell	Anjali KG

FUNCTIONING OF THE 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

Sarika M




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Parveena Vadakkan

Student Rep : Nisari Jabin

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 : Safa PK

Parveena Vadakkan

Bindulatha 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 : Safa PK

Members : Sarika M

Madhu K

Anjali KG

Naufal VK

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 : Bindulatha KPC

Members : Naufal VK

TK Faheema

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





On March 12th, 2022, Kottakkal Farook Arts and Science College organized an enriching and memorable two-day trip to Vagamon, Idukky, Kerala with a group of 35 enthusiastic students and 4 faculty members. Mr. Madhu K, Mr. Naufal V.K, Mrs. Yasmin KK, Miss Safa P.K are the escorting faculties from the department. Vagamon is a quiet and picturesque Hill Station in Kerala, Situated on the border between the Idukky and Kottayam districts. The place offers lush greenery, gushing waterfalls and winding roads making it an ideal tourist spot. The trip aimed to provide both educational and recreational experiences, fostering friendship among students and enhancing their appreciation for the cultural and natural beauty of the region. The trip commenced on March 12th, 2022, with a late evening departure from the college campus. The students boarded a comfortable bus for the journey to Vagamon.



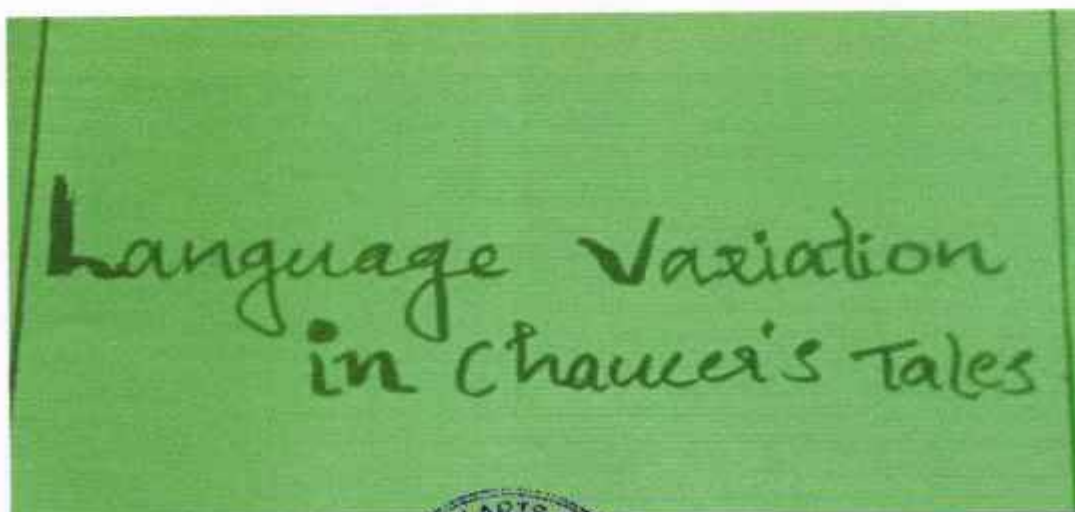

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5) Experiential Learning

Coordinator: Safa PK

Experiential Learning Committees oversee the implementation of experiential learning programs that provide practical exposure to students. English Department has conducted Experiential Learning Projects during the academic year of 2021-2022. It has planned to give different topics related on English Language and Literature among students in each semesters. Every students in each semesters submitted their projects on time.



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Sl No	Semester	Experiential Learning Project	Learning Objectives
1	First Semester	Grammatical Expressions in Subject – Verb Agreement Grammatical Expressions in Tenses	To familiarize with basic grammatical rules of English language To aware of different types of sentence patterns Easy handling of English language Detailed analysis of the structural rules of English language Examine the study of tenses of English language
2	Third Semester	Introduction to Indian Writings in English Gender Inequality in “Colour Purple” by Alice Walker	To get an awareness of Indian English Literature and authors The establishment of English education in India and its developments Critical evaluation of gender roles in our society and its reflection on literature Detailed observation of “Feminism” and its objectives
3	Fifth Semester	Linguistic Innovations in Burgess’ Novel An Introduction To “The Fault in Our Stars” by John Green	Study about Burgess and his major contributions to novel To get an idea about language and linguistics connected with aspects of human language Analyse how students are able to apply their observations in Burgess’ novels To develop critical study and analysis of texts To enhance interest to read several texts and authors
4	Second Semester	Alienation and isolation in “The Zoo Story”	To comprehend the idea of alienation and isolation in the “Zoo Story”



15

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		Isolation in "Swan Song"	Critically evaluate the text To comprehend the writing style of Anton Chekhov
5	Fourth Semester	The Role of Mother in "Mother's Day" The Power of the Sea in "Riders and the Sea"	To enhance reading and critical skills of students To connect with famous literary works
6	Sixth Semester	Language Control in Huxley's "Dystopia" Language Variation in Chaucer's Tale	To analyse linguistic skills used by authors To engage with different kinds of learning experiences

6) Community Engagement and Outreach Activities

Coordinator: Anjali KG

English Department has decided to conduct Community Engagement and Outreach Activities as a part of Extension Activity. It included two types of activities which helped students to explore their potentials. They are:

A reading session was conducted by Department of English for pre-primary students in Anganwadi of Ward number 31 as an extension and outreach activity on November 21, 2021. The purpose of the session was to promote literacy and instil a love of reading in young children. The session was conducted by a group of students and included a variety of activities, such as storytelling, singing and dancing. The children were engaged throughout the session and showed enthusiasm for reading. The reading session was conducted in a classroom at a Anganwadi. A group of selected students led the session, which included a variety of activities. The students read aloud children's stories and sang many nursery rhymes. The children were enjoyed the session and they participated in the activities and asked questions about the stories. The feedback from the teachers and parents was positive, and they requested that more reading sessions be conducted in the future.




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DEPARTMENT OF ENGLISH

Sl No	Year	Date, Month	Semester	No: Of Students	Venue	Beneficiaries	Extension Activity
1	2021	October,25	FIFTH SEMESTER	45	Ward 31, Kottakkal municipality	Local community	Empowerment through education
2	2021	October,28	THIRD SEMESTER	59	Rajah's High School,AUP School Parappur, IUHSS Parappur,PKMH SS,Edarikkode	Students	Basic writing workshop
3	2021	December,6	FIRST SEMESTER	28	Anganwadi 1,Ward 31	Children	Basic English language education
4	2022	January,12	FOURTH SEMESTER	26	KFASC Digital Library	Parents	Digital literacy workshop
5	2022	, March 10	SECOND SEMESTER	45	KFASC Library	Local community	Family literacy initiative




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PARAPPURIP.O) - 676 503

EXTENSION ACTIVITIES

2021-22

1. EMPOWERMENT THROUGH EDUCATION : AN INITIATIVE FOR AN EDUCATED SOCIETY IN WARD 31 OF KOTTAKKAL MUNICIPALITY

On February 17, 2022, the English Department students of Kottakkal Farook Arts and Science College embarked on an ambitious initiative titled "Empowerment Through Education" in Ward 31 of Kottakkal Municipality. This program aimed to foster educational empowerment within the adopted village, emphasizing literacy, essential skills development, and awareness on crucial issues like health and environmental conservation. Through interactive workshops, skill development sessions, and awareness campaigns, participants were engaged in enhancing their understanding of the value of education and acquiring practical knowledge for personal and professional growth. With 45 students and 46 villagers actively involved, the program showcased a collaborative effort towards community development and mutual understanding.



OUTCOME : Preliminary assessments highlight positive outcomes, including increased awareness, skills development, and enhanced community cohesion. Ultimately, the success of the program underscores the college's commitment to community engagement and social responsibility, laying the groundwork for a more educated and empowered society within the adopted village.




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2. BASIC ENGLISH LANGUAGE EDUCATION FOR ANGANWADI CHILDREN

The Department of English at Kottakkal Farook Arts and Science College, in collaboration with a group of college students, initiated an extension activity to enhance basic English language skills among Anganwadi children in Ward 31 of Kizhakkekundu on February 25, 2022. Through engaging sessions filled with interactive games and daily vocabulary moments, the children were introduced to simple English vocabulary related to everyday objects, colors, numbers, and greetings. The incorporation of fun activities not only captured the children's attention but also led to increased engagement and enthusiasm for learning. As a result, the children demonstrated improved recognition and usage of basic English words, alongside gaining confidence in attempting to speak and interact in English. Furthermore, the collaborative nature of the activities promoted teamwork and communication skills, enhancing the children's overall social development. .



OUTCOME: This initiative highlights the potential for educational institutions and community organizations to collaborate in providing holistic learning opportunities for children from marginalized backgrounds, fostering language development and overall well-being through a supportive and interactive learning environment.

3. BASIC WRITING WORKSHOP AT NEARBY SCHOOLS TO ENHANCE STUDENTS WRITING SKILLS



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The Department of English at Kottakkal Farook Arts and Science College organized Basic Writing Workshops on March 8, 2022, at nearby schools in Kottakkal Municipality, Parappur Panchayath, and Edrikkode Panchayath. The workshops aimed to enhance students' writing skills, particularly focusing on different types of letters such as request letters and official letters. Divided into six groups, 59 English students facilitated practical sessions where school students were taught through interactive activities, exercises, and examples. The workshops not only equipped students with practical knowledge in letter writing but also fostered a collaborative learning environment, with college students mentoring school students to improve their writing abilities. Feedback forms were distributed to evaluate the effectiveness of the workshops, ensuring continuous improvement for future outreach activities.

OUTCOME : Overall, the Basic Writing Workshops successfully achieved their objectives of enhancing students' writing skills and promoting collaborative learning between college and school students, highlighting the department's commitment to empowering students through practical education initiatives.

4. DIGITAL LITERACY WORKSHOPS FOR THE RESIDENTS OF WARD 31 , KOTTAKKAL MUNICIPALITY

On March 24, 2022, 1st-year English students from Kottakkal Farook Arts and Science College organized a Digital Literacy Workshop at the Digital Library for the residents of Ward 31 in Kottakkal Municipality. The workshop aimed to bridge the digital divide by empowering participants with essential digital skills necessary for socio-economic advancement in today's digital era. Divided into four sessions, the workshop covered topics such as digital communication, understanding digital media, online learning tools, and critical thinking and problem-solving. Participants engaged in interactive discussions, practical exercises, and hands-on activities to gain proficiency in digital communication, critical media analysis, and problem-solving techniques. Feedback forms were distributed to gather participants' feedback, which will be instrumental in refining future workshops.

OUTCOME : The workshop's success underscores the college's commitment to community engagement and empowerment, promoting digital inclusion and socio-economic advancement within the community.




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SL No	Description of the Activity	Learning Objectives
1	Reading session for Pre-primary students	<p>It helps children comprehend important early literacy skills, such as phonemic awareness, print awareness, and vocabulary.</p> <p>It helps them to hear new words and phrases, which can improve their vocabulary and improve their understanding of language.</p> <p>It ignites imaginations and creativity, as they engage with the characters, settings, and plot of the story.</p> <p>To develop a positive association with community through reading , making them more likely to enjoy reading independently.</p> <p>Reading sessions can introduce new concepts, teach social-emotional skills, and promote diversity and inclusion.</p>
2	Literacy Awareness Campaign	<p>It allows students to refine their communication skills, including verbal and written expressions.</p> <p>To provide opportunities to contribute to their communities, fostering a sense of social responsibility and promoting literacy as a means of empowerment.</p> <p>To encourage others by promoting a love for reading and lifelong learning, which are essential for personal growth and societal development.</p> <p>Critically analyse and interpret digital content, recognizing biases and misinformation.</p>



21

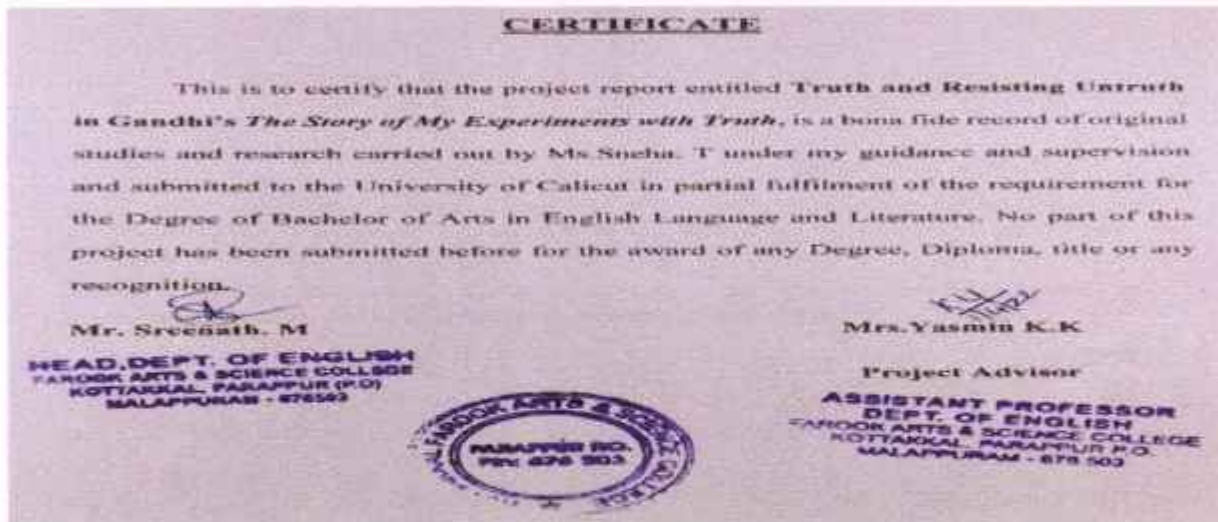
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		Engage actively and positively in digital communities, promoting responsible and inclusive online interactions.
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7) Project Certification

Coordinator: Sreenath M

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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Kottakkal Farook Arts and Science College

Department of English
Project Details 2019-2022

ROLL NO.	Name	Primary Text(s) Chosen	Name of the Author(s)	Name of the topic	Thrust area	Project Advisor
19ENG1	Asna V	The Bluest Eye	Toni Morrison	White Oppression and Black Resistance in Toni Morrison's The Bluest Eye	Oppression of women, racial feelings	Sreenath M
19ENG2	Farsana P	To kill a Mockingbird	Harper lee	Racial Prejudice and Ethnic Conflict in Harper Lee's To Kill Mockingbird	Racial inequality experienced by African Americans	Amina Murshidha
19ENG3	Fathima Murshida EK	Coolie	Mulk Raj Anand	Coolie: A Vivid Representation of Colonial India	Cast discrimination and colonialism	Parveena Vadakkan
19ENG4	Jaseekka Jasmin	The Running Man	Stephen king	Dystopia : A Vision of Bleak Future in the Light of Stephen King's The Running Man	Dysopian fiction	Safa PK
19ENG5	Hushna.p	Old man and the sea	Ernest hemingway	Struggle and Survival in Ernest Hemingway's The Old Man and The Sea	The sufferings of protagonists and how he survived with nature	Madhu K
19ENG6	Jasneena k	Wuthering heights	Emily Bronte	Love and Passion in Emily Bronte's Wuthering Heights ,a Gothic Novel	Romanticism	Yasmin K




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19ENG7	Jusaina.M	The handmaides tale	Margarat Atwood	Discourse and Oppression in Margaret Atwood's The Handmaid's Tale	How to survive and not become a victim	Fahema TK
19ENG8	Jusna P	THE GRAPS OF WRATH	JOHN STEINBECK	The Theme of Religion and Family in John Steinbeck's The Grapes of Wrath	THE ISSUES OF MIGRANT WORKERS IN CALIFORNIA	Bindhulatha KPC
19ENG9	Murshida.PP	The Great Gatsby	F.Scott Fitzgerald	The Great Gatsby: A Notion of the American Dream	American Dream, society and class,love and marriage	Rajitha AP
19ENG10	Najiya. Oc	Howards End	E. M. Forster	Class Culture and Gender Conflicts in E.M Forster's Howards End	Value of family relationship	Naufal VK
19ENG11	Najiya Thasni	By the light of my father's smile	Alice walker	Child Abuse and Sexuality in By the Light of My Father's Smile by Alice Walker	celebration of sexuality, its absolute usefulness in the accessing of one's mature spirituality, and the father's role in assuring joy or sorrow in this arena for his female children." It explores the richness and coherence of alternative culture.	Naufal VK

24



Alice

19ENG12	Safreena	Warrior of the light	Paulo Coelho	Embracing the Uncertainty of Life	In every short passage of the story invites us to live out our dreams, to embrace the uncertainty of life, and to rise to our own unique destiny.	Rajitha AP
19ENG13	Shajeeha kv	The story of my Life	Helen keller	The power of Preseverance in Helen Keller's The Story of My Life	Power of perseverance to overcome great obstacles.	Bindhulatha KPC
19ENG14	Shana P	To sir, with love	E R Braithwaite	Racial Prejudice in E.R Braithwaite's To Sir With Love	Racial prejudice, power of education.	Faheema TK
19ENG15	Shifana Thasni . M	Great expectations	Charles Dickens	The Theme of Society and Education in Dicken's Great Expectations	Affection, loyalty, & conscience are more important social advancement, wealth, & class	Yasmin K
19ENG16	Mohamed Shamil Vadakkan	Titus Andronicus	William Shakespeare	Representation of Female Roles and Vengeance in Shakespeare's Titus Andronicus	Revenge and gender politics	Madhu K
19ENG17	Mohammed Shahanad	The catcher in the Rye	J.D Salinger	Loss of Innocence and Religion in Jerome Salinger's The Catcher in the Rye	Protection of innocence especially of children	Safa PK
19ENG18	Muhammed Farhan KT	The Kite Runner	Khaled hosseini	Human Relationships and Transculturalism in Khaled Hosseini's The Kite Runner	Male Relationship	Fayiza Amana

5



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19ENG19	Muhammed Suhail K	Half of a Yellow Sun	Chimamanda Ngozi Adichie	Consequences of War and Postcolonial Trauma in Chimamanda Ngozi Adichie's Half of a Yellow Sun	War and Violence	Amina Murshidha
19ENG20	Ayisha pk	Kim by Rudyard Kipling	Rudyard Kipling	The Imperial Message in Rudyard Kipling's Novel Kim	Youth, Duty, destiny and fate	Sreenath M
19ENG21	Farsha Jabin	BRICK LANE	MONICA ALI	Diasporic Elements and Themes of Identity in Monica Ali's Brick Lane	MUSLIM IMMIGRANT CULTURE IN LONDON	Sreenath M
19ENG22	Fathima Afra P	Native Son	Richard Wright	Racism and Sense of Fear in Richard Wright's Native Son	Racism	Amina Murshidha
19ENG23	Fathima Asna	One Hundred Years of Solitude	Gabriel Garcia Marquez	Magical Realism and Solitude in Gabriel Garcia Marquez's One Hundred Years of	Magical Realism	Fayiza Amana
19ENG24	Fathima Hasna k	Don quixote	Miguel de Cervantes	Self Invention, Glass Identity and Social change in Don Quixote	The chivalry books leads him to decide to become a knight-errant, and he assumes the name Don Quixote.	Safa PK
19ENG25	Fathima Rinsha.k	Akkarmashi/the outcaste	Sharan Kumar limbale	Atrocities Against Dalits In India, An Analysis in the Light of Sharankumar Limbale's The Outcaste	Caste discrimination and question of identity	Madhu K



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19ENG27	Husna sherin k	WINGS OF FIRE	A.P.J ABDUL KALAM, ARUN TIWARI	Kalam as an Indian Aerospace Scientist in Wings of Fire	Hardwork and Dedication	Yasmin K
19ENG28	Jasmiya	A Thousand Splendid Sun's	Khaled Hosseini	Endurance and Struggle of Women in A Thousand Splendid Suns by Khaled Hosseini	Women rights in Afghanistan, Endurance	Faheema TK
19ENG29	Lemya k	Murder on the orient express	Agatha christie	Detective Fiction and Morality of Murder in Murder on the Orient Express	The morality of Murder/Detective Fiction	Bindhulatha KPC
19ENG30	Marva	Hang woman	K.R.Meera	Approach of Feminism and Patriarchy in K.R Meera's Hangwomen	Feminism	Rajitha AP
19ENG31	Rufaidha	The book thief	Markus zusak	Literacy and Power of words in the Book Thief by Markus Zusak	Historical novel. Major themes are death, friendship, and war	Naufal VK
19ENG33	Shadhi	ARROW OF GOD	Chinua Achebe	Multi Dimensional Conflicts in Chinua Achebe's Arrow of God	Igbo culture and colonial conflicts	Sreemath M
19ENG34	Shaniya Reem CT	Jane Eyre	Charlotte Bronte	Gender Roles and Construction of Masculinity in Charlotte Bronte's Jane Eyre	Family, gender, love and independence	Amina Murshidha

99



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19ENG35	Shilujas	The Alchemist	Paulo Coelho	Dream and Spirituality in Paulo Coelho's The Alchemist	•dream , fate , spirituality	Fayiza Amana
19ENG36	Afna sherin pk	Brick Lane	Monica Ali	Diasporic Elements and Themes of Identity in Monica Ali's Brick Lane	Identity crisis	Safa PK
19ENG37	Akshaya.p	The Guide	RK Narayan	The Guide: A Tale of Psychological Transformation	Transformation, Dishonesty	Madhu K
19ENG39	Anakha V	SIDDHARTH A	HERMANN HESSE	Self Realization, Spirituality and Nature in Siddhartha	SELF -REALISATION	Yasmin K
19ENG40	Anila. P	The Weave Of My Life	Urmila pawar(translated by maya pandit, foreword by wandana sonalkar)	Dalit Feminist Consciousness in Urmila Pawar's The Weave of My Life	Casteism, Violence (upper caste)	Faheema TK
19ENG41	Ashika.p	The adventures of Tom sawyer	Mark Twain	Adventures of Tom Sawyer: An Anecdote of an Extremely Mischievous Boy	friendship, imagination, truth, and falsehood.	Bindhulatha KPC
19ENG42	Athira. C	Fasting, feasting	Anita Desai	Victimization of Women in Anitha Desai's Fasting,Feasting	Indian and western cultural traditions, Life of womens in Indian patriarchy society	Rajitha AP

19ENG43	Baby shahna.p	Woman on the Edge of Time	Marge Piercy	Motherhood, Women liberation and Social change in Women on the Edge of Time by Marge Piercy	Motherhood, Women's liberation, and social change	Naufal VK
19ENG44	Fathima nahda	Midnight's children	Salman Rushdie	Midnight Children: A Postcolonial Analysis	Nationality, post colonialism, magical	Naufal VK
19ENG45	Fathima Riswana	The Dark Room	R. K Narayan	Social Consciousness in The Dark Room	The Dark Room is about a dominant and self-centered husband, Ramani living with his wife Savitri and three children	Rajitha AP
19ENG47	Haritha. K N	THE INHERITANCE OF LOSS	KIRAN DESAI	Colonialism and Discrimination in Kiran Desai's The Inheritance of Loss	Colonialism and discrimination	Bindhulatha KPC
19ENG48	Hiba Fathima	Sons and Lovers	D H Lawrence	Family Relationship: Analysis of oedipus rex	Family relationship, relationship between mother and son, oedipus complex	Faheema TK
19ENG49	Hiba sulthana	The adventures of huckleberry finn	Mark twain	Racism and Liberation from Slavery in Mark Twain's The Adventures of Huckleberry Finn	Liberation of slavery and racism	Yasmin K
19ENG50	Hisana.T	The colour purple	Alice walker	Female Companionship and Treatment of Black Feminism in The Color Purple by Alice walker	Racism, Religion	Fayiza Amana



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19ENG51	Jaseela Ek	A Fine Balance	Rohinton Mistry	Poverty, Financial Struggles and Injustice Suffered by Parsis in Rohinton Mistry's A Fine	The poverty and injustice suffered by people in india	Madhu K
19ENG52	Naja khalid ch	The God of small things	Arundhato Roy	Patriarchal Society in Arundhati Roy's The God of Small Things	Life of Indian Women , Class and politics , cultural identities, small things, Family and social obligation, Love and sexuality	Safa PK
19ENG53	Pournami. A	The Red-Haired Woman	Orhan Pamuk	Orhan Pamuk's The Red Haired Women: A Mirror of Sophocle's Oedipus Rex and Ferdowsi's Rostam and Sohrab	The enigma of fathers and son, Secularism	Fayiza Amana
19ENG54	Riswana narghees. Pk	Goat days	Benyamin. Translated by Dr. Joseph koyippally	Slavery, Suppression and Violence in Benyamin's Goat Days	Diaspora, immigration, slavery, violence, suppression	Amina Murshidha
19ENG55	Sana illathodi	Joothan-A Dalit's Life	Om prakash valmiki Translator : Arun prabha mukherjee	History of Discrimination and Humiliation of Dalits in Om Prakash Valmiki's Joothan	Discrimination and humiliation	Sreenath M
19ENG56	Shamnas.p	Black Boy	Richard Wright	Effect of Racial Segregation and Hunger in Black Boy by Richard Wright	Racism	Naufal VK



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19ENG57	Sharanniya As	When i hit you	Meena Kandasamy	Protest Against Misogyny as Portrayed in Meena Kandasamy's When I Hit You	Feminist study and Gender oppressive	Rajitha AP
19ENG58	Shibila.k.k	Forrest Gump	Winston groom	Love as a Major Theme in Winston Groom's Forrest Gump		Bindhulatha KPC
19ENG59	Vijay k. P	Ladies coupe	Anita nair	Patriarchy and Women Empowerment in Anitha Nair's Ladies Coupe	Feminism	Faheema TK
19ENG60	Sneha T	AN AUTOBIOGRAPHY OR THE STORY OF MY EXPERIMENTS WITH TRUTH	M. K GANDHI	Truth and Resisitng Untruth in Gandhi's The Story of My Experiments with Truth	Truth and Non-Violence	Yasmin K
19ENG61	Angala sherin	Imagine Me Gone (novel)	Adam Haslett	Imagine Me Gone: A Tale of Depression and Disillusionment	mental illness,affluent family's struggle and psychological point of view of the novel.	Madhu K




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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 sit-together discussion forum of faculty members scheduled casually or a casual sit-together on a particular day, or say Friday's last hour or week's last working day if Saturday happens to be. 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 pedagogies 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
- Virtual classroom platforms and its varieties
- Sharing the best practices in teaching and learning
- Effective handling of large classes
- How does student-teacher & student-student interaction affects learning
- Participation of students in literary activities
- Technological developments and its influences in language learning
- New trends in language acquisition

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
- Digital Resources Training
- Orientation programmes for newly joined faculty members on Mastersoft, LMS, SOP etc.
- Scope of Experiential Learning and Outreach activities
- 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 support services. The cultural and extracurricular activities, the industrial and village visits, and extension activities are also mentioned.

1) Academic Monitoring

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




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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.

Madhu K – Third Year BA English

TK Faheema – Second Year BA English

Naufal VK – First Year BA English

Slow learner-centric classes:

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

Identification Process for Slow Learners:

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.

Action Taken Report for 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.

2) Advanced learner-centric activities:

Identification Process for Advanced Learners:

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.




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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.

3) 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.

- Language Learning through Film Screening:

To make language learning engaging and interactive, the English Department organizes film screenings of English-language movies and documentaries. Students analyse the language used in these films, facilitating a better understanding of colloquial expressions, cultural contexts, and linguistic nuances.




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- **Language Immersion Programmes:**

The English Department offers language immersion programs to provide students with first-hand experience of English-speaking cultures. These programs include study tours, exchange programs, and internships abroad, giving students exposure to diverse linguistic and cultural environments.

- **Literary Festivals and Competitions:**

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.

ONLINE CLASSES

The importance of online classes during COVID-19 is substantial, contributing significantly to education continuity and addressing the challenges posed by the pandemic. Online classes enable uninterrupted learning during lockdowns and social distancing measures, ensuring students can continue their education without disruption.

Online classes mitigate the risk of virus transmission by eliminating the need for physical presence in crowded classrooms, promoting the safety and well-being of students, teachers, and the community. Online classes make education accessible to a broader audience, including those who may face geographical barriers, health issues, or other challenges that limit their ability to attend traditional in-person classes.




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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.



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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(for the second year student)
- Literary theory (Final Year Students)
- Language and Linguistics (Final Year Students)
- Introducing Literature(Second Year Students)

DOCUMENTATION OF ACADEMIC ACTIVITIES

UPKEEP OF TEACHERS DIARY

The diaries serve as an essential tool for faculty members to record and organize their lesson plans, duties, responsibilities, and student monitoring strategies, promoting effective teaching and learning practices.

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. These plans are aligned with the institution's academic objectives and provide a clear roadmap for delivering quality education. 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. They document their strategies for monitoring student progress, performance, and engagement. These records enable the identification of students who may need additional support and facilitate interventions to enhance overall learning outcomes.

CLASS ADJUSTMENT DURING FACULTY LEAVE

The students were effectively engaged and continued their learning during the absence of regular faculty members. To ensure minimal disruption to the students' learning, 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. The substitutes were well-versed in the subject matter and had a good understanding of the curriculum. During the faculty leave, students actively utilized various academic resources available in the department. They made extensive use of the digital library, accessing e-books, online journals, and research materials pertinent to their coursework. The language lab was also utilized for language practice and enhancement, fostering proficiency in written and spoken English. Additionally, students made frequent visits to the department's bookshelves, taking advantage of the diverse collection of literature and reference materials.

STUDENT ATTENDANCE MONITORING AND MENTORING BY ADVISORS



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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.

- **Mentoring Program:** 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.
- **Tracking Leaves Taken by Students:** 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.
- **Connecting with Parents:** 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.

SUPPLEMENTAL 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 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.

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.

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.



39

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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.

CERTIFICATE

This is to certify that the project report entitled **Racism and Sense of Fear in Richard Wright's *Native Son***, is a bona fide record of original studies and research carried out by Mrs. Fathima Afra P. 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
FAROOK ARTS & SCIENCE COLLEGE
KOTTAKKAL, PARAPPUR (P.O.)
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Mrs. Amina Murshida KP
Project Advisor
ASSISTANT PROFESSOR
DEPT. OF ENGLISH
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CERTIFICATE

This is to certify that the project report entitled **Truth and Resisting Untruth in Gandhi's *The Story of My Experiments with Truth***, is a bona fide record of original studies and research carried out by Ms. Sneha, T 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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Mrs. Yasmin K.K
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04


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CERTIFICATE

This is to certify that the project report entitled *Patriarchal Society in Arundhati Roy's The God of Small Things*, a bona fide record of original studies and research carried out by Ms. Naja Khalid CH under my guidance and supervision and submitted to the University of Calicut in partial fulfillment 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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Ms. SAFA P K

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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. English Lab
5. Project Skilling Orientation for 5th Sem UG & 3rd Sem PG.
6. Special Coaching provided for supplementary examinations

1. MENTORING

Mentoring groups were formed under various mentees.

- **SPECIAL MENTORING DONE:** Extra time for Exams- 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.
- **MENTORING FOR WEAK SUBJECTS:** The students were continuously mentored regarding their academics. They were motivated and continuously encouraged to seek help from the teachers of the subjects in which they are weak.
- **ENCOURAGEMENT TO PARTICIPATE IN ASSOCIATION AND CULTURAL ACTIVITIES:** The students were constantly encouraged to participate in all the co-curricular and inter-class events to help them develop self-confidence. One of the special students is also a member of the Theatre Club of the department.
- **MID SEM RESULT ANALYSIS:** Result analysis of Mid-semester exams of the special students was done separately to know their performance. It was found that compared to the first year, the second-year students fared better.

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



11

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An effort was made to bring them together to study core papers on campus with 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 meetings 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. ORIENTATION PROGRAMMES FOR FIRST YEARS

A ten-day departmental-level orientation for the first semester BA English students was organized with a special timetable before the commencement of regular sessions. The main objective was to orient the students to KFASC academic culture with a focus on presentation and writing and referencing skills.

On the first-year students were given a college-level induction program in the main auditorium along with the PTA gathering. Here the students were briefed about the rules and regulations of the department with respect to dress-code, discipline, attendance, the various clubs, associations, and other activities. This was clubbed with the Fresher's "welcome program" organized by the senior students.



SCHEDULE OF INDUCTION AND BRIDGE COURSES 2021-2022

A 2-week long induction programme for the UG students entering the institution:

The College Induction Ceremony is the official welcome for first-year students and their families. This is a time for everyone – students, parents, faculty, and staff – to meet one another.



42

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talk about the college, and articulate some of the ideals that define us as a place of learning and growth.

The Induction Programme is designed with objects:

- Planned event to educate the new entrants about the environment of the college, and connect them with the people in it.
- The incumbents learn about the institutional policies, processes, practices, culture and values.
- To make the newly joined students feel comfortable in their new environment.
- Create confidence to slow learners that they are supported continually.
- To give a summary of the programme outcomes, programme specific outcomes and course outcomes.
- To bridge the gap between previous knowledge and the course opted.
- Set a healthy daily routine.
- Develop awareness, sensitivity and understanding of the self, about people around them, about society at large, and nature.
- Sensitize them towards exploring their academic interests and activities.
- Reducing competition and making them work for excellence, and to achieve skills.
- Promote bonding within them.
- Build relations between teachers and students.
- Form a broader view of life, and building of character.
- Vision, mission and values of the college.
- Expose the students to a sense of larger purpose and self-exploration.

The time during the Induction Programme is:

- 1) To identify slow learners and advanced learners.
- 2) Used to overcome deficiency in English Communication.
- 3) Periods can be used to overcome some critical lacunas that students might have, in their main subjects by running crash courses, so when the normal courses start after the induction programme, the student can overcome the lacunas substantially.
- 4) Campus rules and regulations, attendance leave, discipline uniform rules, etiquette, exam rules, hall ticket, canteen, parking rules, anti-ragging initiatives etc.
- 5) Provision of anti-ragging cell/squad, complaints grievances redressal cell, etc.
- 6) Familiarization to Dept., /digital library/sports /arts facilities clubs/student support activities.
- 7) Familiarisation of student activities in various areas.
- 8) The students are oriented on the system environment followed in the college (ERP, LMS, MAILING& MESSAGING, online exams etc).
- 9) Method of study of coaching and guidance offered and what they want to acquire additionally. (add on courses)
- 10) Importance of writing exams and completion of the course in time, to mend their future.
- 11) They are also shown the laboratories, & other facilities in the campus.



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- 12) Selection of student coordinators, NSS volunteers, various club memberships, etc.
- 13) Providing class advisor allocation information.
- 14) Moving to the formation of Mentor-mentee groups. (UGC guidelines to follow)

Student's Induction thus could cover a number of different aspects (SAGE):

Socializing: Meeting other new students, senior students, student's union, Lectures by Eminent People.

Associating: Visits to college premises, visits to Dept./Branch/ Programme of study & important places on campus, local area, and city and so on.

Governing: Rules and regulations, student support etc.

Experiencing: Subject lectures, study skills, small-group activities, physical activity, creative and performing arts, literary activities, universal human values, etc.

PROGRAMME 2021-22

e-BELL

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

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

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

Listening skills

Objectives:

To identify the importance of listening in effective communication

To memorize the concepts by active listening

To help students to improve their language competence

To enable the students to identify native usages in English



44


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Content

Introduction-significances of listening skill

Listening as an integral part of communication skill

How to improve listening skill (ppt)

Active listening- listening process and different type of listening

How to be active listener

Good and bad listening habits

Types of listeners

Barriers to listening

Activity 1

Play an audio clip (story telling) – students are asked to listen the audio clip- they are asked to answer the questions

Activity 2

Audio clip (conversation)- students are asked to write the context and complete the conversation

Activity 3

Audio clip (song) – students are asked to write the lyrics of the song

Speaking skills

Objectives:

To enhance the skills of academic speaking

To develop the ability to communicate in different situations

To avoid conversational taboos and use correct tone in inter personal interactions.

Activities for speaking skills

1. A minute to speak: teacher will show a few shuffled flashcards to students. Students will pick anyone card without looking at it and will have to speak depicting or describing the picture or object on card for one minute.
2. Describe my favourite cartoon/film character: teacher will ask students to describe his/her favourite cartoon character or describe any favourite instance of the cartoon character.
3. It's Your Turn: Teach a Class!

Teach a class! Is a fun activity for advanced ESL students. In this activity, you assign each pair a grammar, vocabulary or culture point that they'll have to teach to the class. The pair works together to prepare activities and lesson plans and teaches the point to the class.



Unlike many of these other activities, the conclusion portion of this activity is built right in: when the pair teaches the class, the teacher should play the role of the student, but you may evaluate the lesson at the end and feel free to correct any mistakes the “teachers” make!

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Reading skills

Objectives:

Students will be able:

- To understand basic concepts and essential aspects of reading.
- To read and comprehend a given passage easily.
- To think critically while reading.
- To improve the quality of reading.
- To give titles for a passage independently after reading.

Content:

- Essential key aspects of reading.

(Phonemic awareness, vocabulary, fluency, spelling)

- Different types of reading.

(Skimming, scanning, intensive, extensive)

- Critical thinking
- How to improve reading skills
- Comprehension of a given passage.

Activities:

- Memorise the word
 - Words are displayed for a limited time
 - Identify identical words
 - Memorise and utter the word
- Word search bingo
 - Letters are displayed randomly as a puzzle
 - Identify hidden words from the puzzle



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- Identify the headline
- Read the given text
- Create a headline

- Reading aloud
- Provide a passage
- Read and evaluate the passage

Writing skills

Objectives:

- To enhance the basic writing skills
- To enable the students to write an official letter, assignments, CV etc.
- To familiarize the students the basic idea of an academic essay

Activities for writing skills

- 1. Vocabulary story: students will be provided with 20 words. They will have to choose any 10 words out of those 20 and will have to construct a meaningful story or a conversation between two people using those words.
- 2. Complete the phrase: Teacher will give phrase to students and they will have to complete that phrase and make a meaningful experiential or imaginative story.
- 3. Resume composition: Teacher will give the basic idea of resume composition & make them write one.
- 4. Letter Drafting: Students are introduced to different types of letters and assign tasks to draft different types of letters.
- 5. Punctuations: Students will be introduced to different punctuation marks and their appropriate usages.



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ENGLISH DEPARTMENT INDUCTION PROGRAMME 2021-22

EXORDIUM 22

Outcomes:

- a) Exposure to college life in a structured and supportive learning community.
- b) Team building ability and leadership qualities.
- c) Foster positive relationships with peers, faculty, and staff at the College.

Day 1

Know Your Course

Session 1 (Sreenath M)

- Scope and significance of the course
- Course overview
- Giving an outline of the bridge programme
- Introducing faculties of the department

Session 2(Naufal VK)

- A brief comparison of learning processes in plus two and UG
- Activity oriented- constructive method
- How literature learning different from language learning (ppt)

Day 2

Language of Imagination


Session 1(Naufal VK)

- What is literature?
- Qualities of literature

- Evolution of literature as a discipline
- Different genres in literature
- Different approaches in learning literature

Session 2(Madhu K)




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- A brief introduction about Art in general
- Its aims and objectives
- Why art is needed?
- Introduction to world of literature in general
- Introduction to some of the major writers.

Malayalam

Basheer- M. T Vasudevan Nair- O. V. Vijayan – V. K. N- Madhavikutti.

English

Shakespeare- Milton.-T. S. Eliot – Charles Dickens – Leo Tolstoy – Marquez-Tagore- Chinua Achebe -Virginia Wolf- Arundhati Roy

Day 3

Let's Fry English

Session 1(Amina Murshida KP)

- Parts of speech
- Passive Voice
- Direct and Indirect speech

Session 2(Bindhulatha KPC)

- Beginning of language
- Sounds in phonetics
- categorisation of sounds with examples

Session 3(Yasmin KK)

- Auxiliary verbs,
- Tenses,
- Question Tags,
- Negative Sentence

Day 4

Let's Speak Loudly

Session 1(Faheema TK)



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Daily Life implementation

Avoid asking 'What' & Avoid Saying 'No'

- Learn some polite phrases.

- Translate

- Giving them a sentence in Malayalam and ask them to translate

- Picture Talk

- Show them a picture and ask them to describe it

Session 2(Safa PK)

Identifying the subtitles:

- Showing a film clip with a single dialogue in it.

- Letting the students to identify the subtitles from given video clips.

Show and Tell:

- In this, students will be asked to speak a few sentences about a given word.

Session 3(Parveena Vadakkan)

- Explain the term language, types of language (formal & informal language)

- Use of language (communication)

- Types of communication- (Verbal & nonverbal communication)

- Define phrasal verbs & idioms with examples

Session 4(Yasmin KK)

Title: Disagreeing politely.

Activity: Creating different Situations before Students.

Title: Mind Mapping.

Activity: Identifying different works of authors.

Day 5

Session 1(Fayisa Amana)

Imagining poetry

Session 2(Faheema TK)




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Introduction to general fiction

Day 6

Session 1(Bindhulatha KPC)

Introduction to phonetics and pronunciation

Session 2(Sarika M)

Introduction to Journalism

Journal Making

Day 7

Session 1(Anjali KG)

Introduction to British History

Session 2(Sreenath M)


Films and Literature

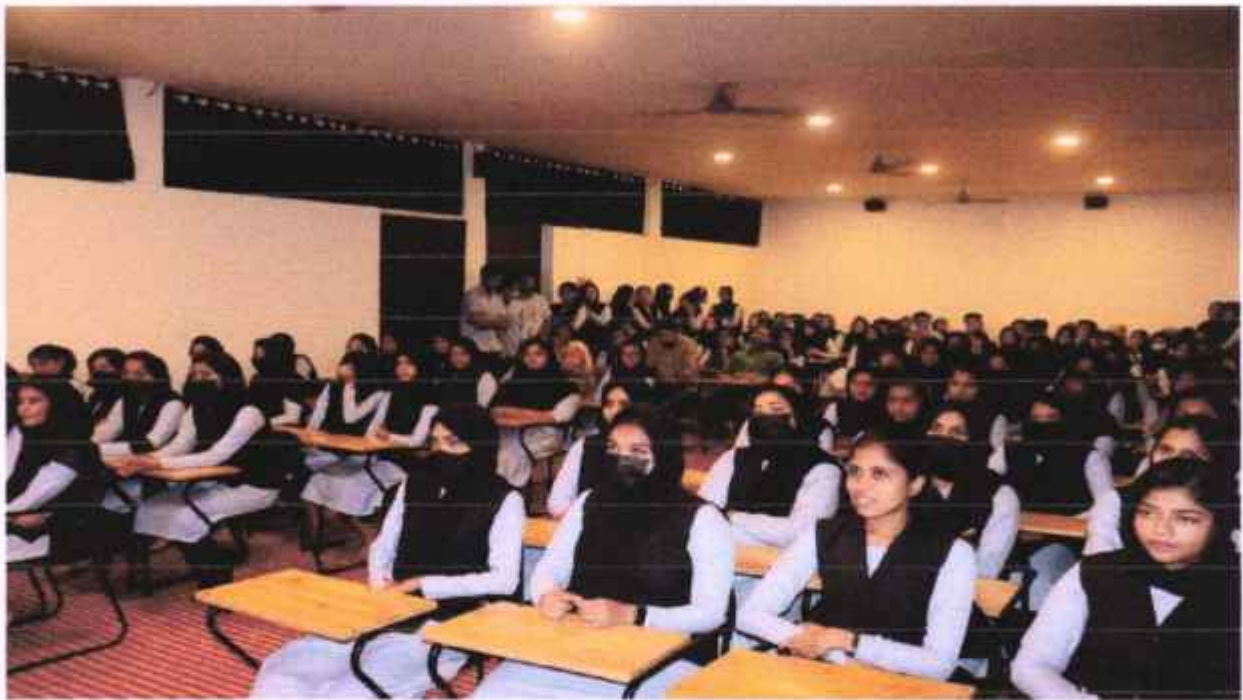
Day 8 (Aiswarya K)

Language Games

Magazine Making




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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. LANGUAGE LAB

Language Labs provide a dedicated space for students to practice and refine their language skills. Through interactive exercises, audio-visual materials, and pronunciation drills, students can improve their listening, speaking, and overall language proficiency.

Speaking and Pronunciation Practice: English language labs facilitate practical speaking exercises and pronunciation practice. This is crucial for language learners, as it helps them develop clear communication skills and reduces the fear of public speaking.

Language Labs expose students to various accents, speech patterns, and listening exercises. This aids in improving listening comprehension, an essential skill for effective communication in English.

Language Labs expose students to authentic spoken English in various accents, speeds, and contexts. This enhances listening comprehension skills, a crucial component of language proficiency.

5. PROJECTS & 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.

Research Seminars and Workshops: The English Department organizes research seminars and workshops to guide final year students through the process of selecting a research topic, conducting literature reviews, and formulating research questions. These sessions also introduce students to various research methodologies, helping them design effective research projects.

Faculty Mentoring: 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.

Interdisciplinary Projects: 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.

6. 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 2021 and January 2022. Following are the subjects for which special coaching was provided during the year.

CO-CURRICULAR, CULTURAL AND EXTRACURRICULAR ACTIVITIES AND EXTENSION ACTIVITIES

• SEMINAR ON CURRENT TRENDS

“The Benefits of Mindful Reading: Enhancing Comprehension, Retention and Well-Being”

On 10 August, 2021, at 8:00 AM, a webinar on “The Benefits of Mindful Reading: Enhancing Comprehension, Retention and Well-Being” took place, offering a profound exploration of how the practice of mindfulness can significantly enhance comprehension, retention, and overall well-being. The speaker, Assistant Professor Mr Unnikrishnan Government College, Tanur, delved into the essence of mindful reading, explaining how the deliberate act of reading with presence and awareness can sharpen one's comprehension skills, fostering a deeper connection with the text.




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- **CLUBS AND ASSOCIATION ACTIVITIES**

1. Basheer Commemoration Day

On July 5th, the English Department in association with Literary Club organized a commemorative day to celebrate the life and works of Basheer, a renowned Malayalam writer. The event began at 10 am with a welcome address by Mr. Madhu. K, one of the faculty members of English Department, which was presided over by Mr. Sreenath M, the Head of the English Department. The event was inaugurated by the Principal Prof. Abdul Azeez with his inaugural speech. This online event aimed to pay tribute to Basheer's literary contributions and inspire a deeper appreciation for his unique storytelling style and profound themes. The event included various activities, with a particular focus on illustrating scenes from Basheer's famous works.



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2. Inauguration of English Association

The English Association convened on 18 November 2022 at seminar Hall, with an air of anticipation and excitement, as we were honoured to have Mrs. Bishara as our esteemed chief guest for the event. The event commenced with a warm welcome to all attendees, followed by a gracious introduction to Mrs. Bishara, highlighting her significant contributions to the field of English literature and education. She shared anecdotes from her illustrious career, inspiring both students and faculty members alike. The event featured interactive sessions where attendees had the opportunity to interact directly with Mrs. Bishara, asking questions and seeking advice.

3. Women Empowerment Awareness Class

A Women Empowerment Awareness Class by Sarika M, one of the faculty members of the English Department, was held on 8th March, 2022. The programme was a resounding success in terms of raising awareness, promoting discussions, and inspiring individuals to take action towards women's empowerment. The event fostered a more inclusive and gender-sensitive environment within the institution, promoting a positive change in attitudes and behaviours.



• EXTENSION AND OUTREACH ACTIVITIES

English Department has decided to conduct Community Engagement and Outreach Activities as a part of Extension Activity. It included two types of activities which helped students to explore their potentials. They are:

A reading session was conducted by Department of English for pre-primary students in Anganwadi of Ward number 31 as an extension and outreach activity on November 21, 2021. The purpose of the session was to promote literacy and instil a love of reading in young children. The session was conducted by a group of students and included a variety of activities, such as storytelling, singing and dancing.

A group of literature students of Department of English organized a literacy awareness campaign at neighbouring premises of college on January, 2022. The goal of the



56

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campaign was to raise awareness of the importance of literacy and to encourage people to read and write more. 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.



- **LECTURES, PROGRAMMES AND EVENTS**

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