



KOTTAKKAL FAROOK ARTS AND SCIENCE COLLEGE

DEPARTMENT OF ENGLISH

ANNUAL REPORT

2018-19

ANNUAL REPORT 2018-2019

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DEPARTMENT OF ENGLISH

ANNUAL REPORT 2018-2019


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 2018-2019 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



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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.



CERTIFICATE COURSE CURRICULUM 2018-2019

During the academic year 2018-19, Kottakkal Farook Arts & Science College's Internal Quality Assurance Cell (IQAC) & Certificate Course Board of Studies meticulously curated a diverse set of certificate courses aimed at enhancing the interdisciplinary skills and cultural knowledge for the students. Six courses were offered, three for second-year students and three for first-year students, across various departments, allowing for interdisciplinary learning environment.

From June to September 2018, second-year students engaged in specialized courses such as "Indian Art and Culture" coordinated by Naseera. N.K for the History department, "Entrepreneurship and Innovation" under the guidance of Mujeeb T.P, and "Project Management" led by Divya Neettath, offered by Department of Commerce & Management each spanning 32 hours.

For the first-year students, between November 2018 and March 2019, the curriculum included courses like "Public Speaking and Presentation Skills" coordinated by Naufal V.K for the English department, "Kerala Culture Studies" handled by Rahul. T. K offered by Department of Political Science, and "Tutorial Sessions in Common Household Maintenance" guided by Suhail K offered by the Physics department, also each lasting 32 hours.

These carefully selected courses allowing for interdisciplinary learning environment were designed to broaden students' perspectives, enhance practical skills, foster an appreciation of cultural heritage, thus contributing significantly to their holistic development.

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.




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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
Sonish O	MA, B.Ed, SET, HDCA	9961302496	Department Coordinator
Madhu K	MA, B.Ed, SET	9447718860	Assistant Professor
Naufal VK	MA, B.Ed, SET	9605059294	Assistant Professor
TK Faheema	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
Mohammed Ashraf C	MA	9847352415	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	Bindhulatha KPC Parveena Vadakkan
English Association	TK Faheema
Documentation	Sreenath M



Newsletter, Journals, Magazines	Yasmin KK
Seminars	Sonish O
Debate Club	Fathima Al Zahra
Student-Mentor Leader	Madhu K
Project and Viva	Sreenath M
Faculty Development Programmes	Rajitha AP
Department and Staff Tour	Sonish O
Media Club Coordinator	Sreenath M
Alumni Coordinator	Naufal VK
Women Cell	Naseera NK
Anti Ragging Squad	Sreenath M Sonish O Aiswarya P
Forums	Mohammed Ashraf C
Drama Club	Aiswarya P TK Faheema

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

Safa PK

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



(Signature)
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Coordinator : Naufal VK

Members : Fathima Al Zahra

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

Sonish O

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.

TOUR REPORT-2018

The excursion named MAJESTIC GATEWAY: MUNNAR was organised by the staffs and students of English Department, Farook Arts and Science College, Kottakkal. There were Twenty students and these students accompanied by three teachers of English Department. It was two-day trip to Theni and Munnar held from December 10th. The first destination was Theni. The next destination was Munnar.

The trip aimed to refreshment and creating beautiful memories and friendship among students. Throughout the journey the teachers provided valuable insights, making the experience not just fun but educational too.




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5) Experiential Learning

Coordinator: Naseera K

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

EXPERIENTIAL LEARNING ACTIVITY REPORT

An Experiential learning activity conducted by the English Department are listed below as:

- JANE AUSTEN AS A VICTORIAN AUTHOR
- ANALYZING RHYME, IMAGERY AND SIGNIFICANCE OF ROBERT FROST'S LITERARY WORKS
- A DETAILED STUDY OF WILLIAM SHAKESPEARE AS A CANONICAL FIGURE IN ENGLISH LITERATURE
- ANALYZE SHORT STORY: A LITERARY GENRE
- A STUDY OF OLD INDIAN ENGLISH LITERATURE AND MODERN INDIAN ENGLISH LITERATURE
- A CONTRASTIVE STUDY OF MODERN LITERATURE AND CONTEMPRORY LITERATURE

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.




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Students developed a greater ability to analyze complex issues, construct logical arguments, and think on their feet.

- Improved Public Speaking

- Participants showed significant improvement in their public speaking skills, including clarity, articulation, and confidence.

- Broadened Perspectives

Engaging with diverse topics and opposing viewpoints helped students broaden their understanding and appreciate different perspectives.

- Increased Confidence

Regular practice and feedback boosted students' self-confidence and reduced anxiety about public speaking and presentations.

Conclusion

The Debate Club successfully achieved its objectives, significantly benefiting the participating students and the school community. The programme not only enhanced students' debating skills but also contributed to their overall personal and academic development. The positive feedback from students, teachers, and parents underscores the value of such initiatives.



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Debate Club

Introduction

The Debate Club was established in A U P School ,Parappur as part of extension and outreach activities by third semester students of Department of English, Kottakkal Farook Arts and Science College on August 8, 2018. The initiative aimed to develop critical thinking, public speaking, and argumentation skills among students. It provided a platform for students to engage in intellectual discussions, articulate their thoughts, and gain confidence in expressing their viewpoints.

Objectives

1. To enhance students' critical thinking and analytical skills.
2. To improve public speaking and persuasive communication abilities.
3. To foster a culture of healthy debate and intellectual engagement.
4. To provide students with opportunities to explore diverse perspectives on various topics.
5. To build confidence and teamwork through structured debate formats.

Programme Details

Initial workshops were held to introduce students to the basics of debating, including debate structures, rules, and effective argumentation techniques. Students participated in mock debates to practice their skills in a supportive environment. These debates covered a wide range of topics, allowing students to explore different issues and viewpoints. After each debate, participants received constructive feedback from judges and peers to help them improve. Regular evaluations were conducted to track students' progress and address areas needing improvement.

Outcomes

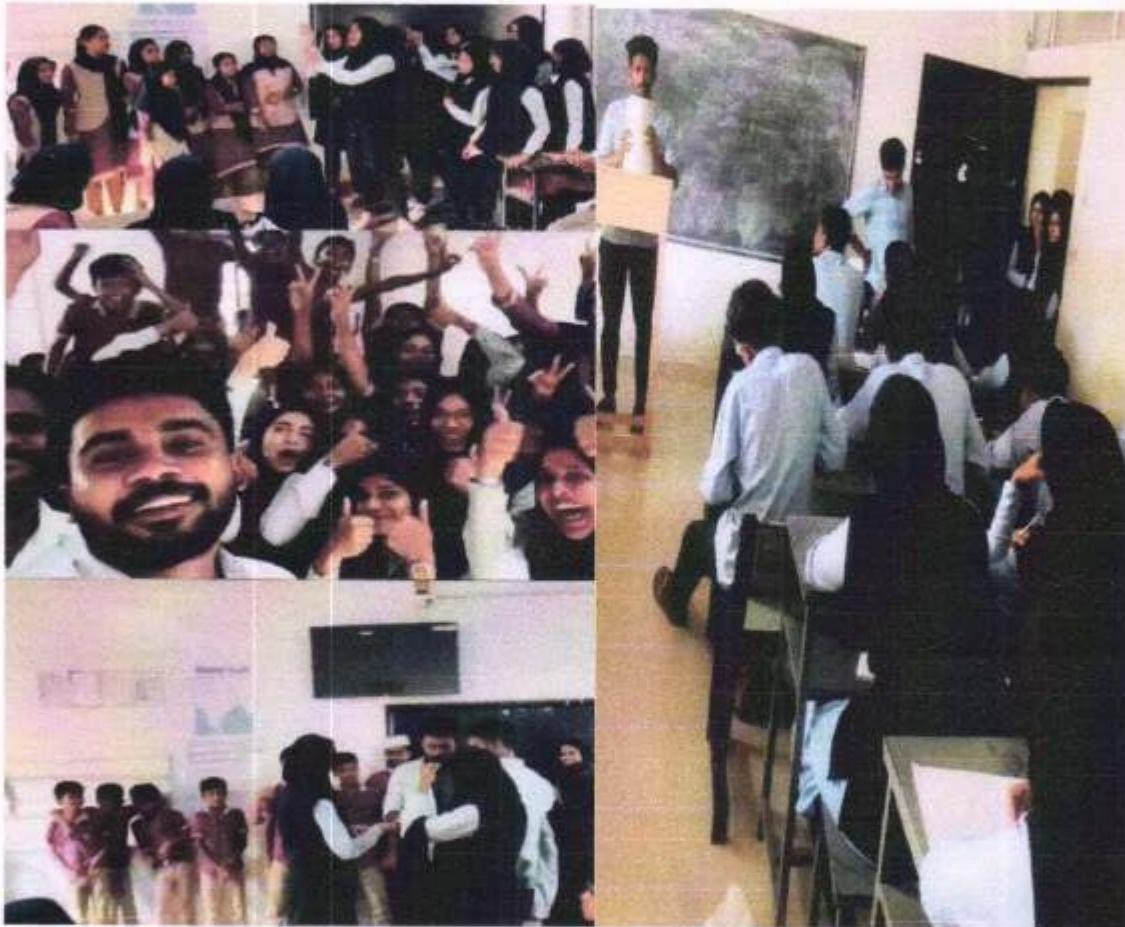
- Enhanced Critical Thinking




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learners. Future plans include expanding these programmes to more schools and incorporating digital reading resources to adapt to changing educational needs. The feedback from the participants and attendees was overwhelmingly positive. Many appreciated the initiative and expressed their interest in more such activities in the future. The event successfully met its objectives and highlighted the importance of reading and continuous learning.

The college students gained valuable experience in event management and community engagement, while the school students benefited from the knowledge shared and the spirit of healthy competition.



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3. Storytelling Workshops

- Professional storytellers conducted workshops to teach students the art of storytelling. This interactive session aimed to enhance creativity and presentation skills.

4. Book Fair

- A book fair was set up with a diverse collection of books available for students to explore and purchase at discounted prices.

5. Reading Competitions

- Various competitions, such as 'Read Aloud', 'Speed Reading', and 'Comprehension Quiz', were held to make reading fun and competitive.

Outcomes:-

1. Enhanced Reading Interest

- There was a noticeable increase in students' interest in reading. Teachers reported that many students started bringing books to school and discussing them with peers.

2. Improved Literacy Skills

- Students showed improvement in reading speed, comprehension, and vocabulary. The interactive and engaging nature of the programmes helped retain their interest.

3. Community Engagement

- The programmes fostered a sense of community among students, teachers, parents, and local authors. This collaborative effort contributed to a supportive learning environment.

4. Positive Feedback

- Feedback from students, teachers, and parents was overwhelmingly positive. Many appreciated the innovative approach and expressed interest in similar future activities.

Conclusion

The Reading Day programmes were successful in achieving their objectives and had a positive impact on the participating schools. The initiative highlighted the importance of reading and demonstrated effective ways to cultivate a reading culture among young




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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.

Reading Day Programme

Introduction

The Reading Day programmes were organized as part of the community extension and outreach activities by fifth semester students of Kottakkal Farook Arts and Science College in nearby schools. The programmes conducted over a period of June 19 to June 22. The primary objective was to promote reading habits among students, enhance their literacy skills, and foster a love for books and learning. These events took place in nearby Farook English Medium Higher Secondary School.

Objectives

1. To encourage students to develop a regular reading habit.
2. To improve literacy and comprehension skills.
3. To introduce students to a variety of literary genres.
4. To engage students in interactive and enjoyable reading activities.
5. To build a community culture around reading and learning.

Activities Conducted

1. Reading Sessions

- Daily reading sessions were organized where volunteers read stories and books aloud to the students. This included a mix of children's literature, contemporary stories, and culturally relevant texts.

2. Book Exchange Program

- Students were encouraged to bring books from home and exchange them with their peers. This promoted sharing and gave students access to a variety of books.




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- 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.

An Experiential learning activity conducted by the English Department are listed below as:

- JANE AUSTEN AS A VICTORIAN AUTHOR
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- A DETAILED STUDY OF WILLIAM SHAKESPEARE AS A CANONICAL FIGURE IN ENGLISH LITERATURE
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- A STUDY OF OLD INDIAN ENGLISH LITERATURE AND MODERN INDIAN ENGLISH LITERATURE
- A CONTRASTIVE STUDY OF MODERN LITERATURE AND CONTEMPRORY LITERATURE

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.



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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) 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.



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

1) UPKEEP OF TEACHERS DIARY

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 ATTENDANCE DURING FACULTY LEAVE




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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:

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.



- 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. Sonish O – Third Year BA English
- b. Aiswarya P – Second Year BA English
- c. TK Faheema – 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:

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 rich and challenging learning environment. Advanced learners are provided




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addressed the impact of technology on mental health and strategies for balancing technology use.

In the afternoon, Ms. Aiswarya P, an ASAP trainer, conducted a session on "Time Management for Academics" from 2:00 PM to 4:00 PM. The session provided effective time management techniques to help faculty and staff manage their workloads more efficiently.

Day 6: Friday, 08-06-2018

Mr. Husnul Jasim, Assistant Professor at Moulana College, led a session on "Creating a Supportive Campus Culture" from 10:00 AM to 12:30 PM. The session discussed strategies to create a supportive and inclusive campus environment.

The afternoon session, from 2:00 PM to 4:00 PM, was a group discussion on "Policies and Practices for Wellness," where participants shared their insights and suggestions for promoting wellness on campus.

Day 7: Saturday, 09-06-2018

The final day featured a session on "Work-Life Integration: Practical Tips" from 10:00 AM to 11:30 AM. This session provided actionable tips for integrating work and personal life harmoniously.

The Programme concluded with a Valedictory Session and Certificate Distribution from 11:45 AM to 1:00 PM, recognizing the participation and engagement of all attendees.

The Faculty Development Programme 2018-19 at Kottakkal Farook Arts and Science College was a resounding success, offering valuable insights and practical strategies to enhance the well-being and professional development of faculty and staff. The diverse range of sessions, led by expert trainers and professionals, provided a comprehensive approach to promoting mental health, work-life balance, and overall wellness on campus. The positive feedback from participants underscores the programme's effectiveness and its impact on fostering a healthier, happier academic environment.

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

- Possibilities of virtual classroom platforms
- Timely handling/ delivery of classes/ topics
- Coverage of topics, Sem wise within stipulated time.
- Result Analysis



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environment. The FDP was formally inaugurated by Mr. Bhrammanayakam Mahadevan, a renowned personality development trainer. The event included felicitations from Mr. Muhammed Labeeb M, Vice Principal, and Mr. Mubarak N, Staff Secretary. Mrs. Nandini PC, HOD of the Department of Commerce & Management, concluded the ceremony with a vote of thanks.

The first technical session, titled "The Importance of Mental Health in Academia," was conducted by Ms. Shalu Wisal, a psychologist, from 11:15 AM to 1:00 PM. The session emphasized the crucial role mental health plays in the academic success and personal well-being of educators.

After a lunch break, the afternoon session focused on "Stress Management Techniques for Educators," led by Mr. Shafi Pulppara, a JCI trainer. The session, held from 2:00 PM to 4:00 PM, provided practical strategies for managing stress effectively in a demanding academic environment.

Day 2: Monday, 04-06-2018

The day began with a session on "Physical Fitness: Integrating Exercise into a Busy Schedule" by Mr. Muhammed Haneefa K T, a certified fitness trainer, from 10:00 AM to 12:30 PM. He demonstrated simple yet effective exercises that could be easily incorporated into daily routines.

Post-lunch, from 2:00 PM to 4:00 PM, a panel discussion on "Work-Life Balance: Challenges and Solutions" was held. The discussion addressed the common challenges faced by faculty and staff and explored practical solutions to achieve a better work-life balance.

Day 3: Tuesday, 05-06-2018

Dr. Saibunnisa, a dietitian from Modern Hospital Ponnani, led a session on "Nutrition for Optimal Performance" from 10:00 AM to 12:30 PM. The session underscored the importance of a balanced diet in maintaining energy levels and cognitive function. The afternoon session, from 2:00 PM to 4:00 PM, was an interactive session on "Mindfulness and Meditation Practices" by Mr. Mujeeb T P, a yoga trainer. Participants engaged in practical mindfulness exercises to reduce stress and enhance mental clarity.

Day 4: Wednesday, 06-06-2018

The day started with an "Emotional Intelligence in the Workplace" session from 10:00 AM to 12:30 PM led by Mr. Kamarudheen P, Mental health consultant. The session highlighted the importance of emotional intelligence in improving workplace relationships and performance.

After lunch, Mr. Naufal K, a JCI trainer, conducted a session on "Team Building and Collaboration Exercises" from 2:00 PM to 4:00 PM. The session included various activities designed to foster teamwork and collaborative skills among participants.

Day 5: Thursday, 07-06-2018

The morning session from 10:00 AM to 12:30 PM, focused on "Technology and Mental Health: Finding a Balance," was led by Mr. Mohammed Riyas, an HR trainer. The session



- 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

FACULTY DEVELOPMENT PROGRAMME ON

"HEALTHY MINDS, HAPPY CAMPUSES: PROMOTING WELLNESS AND WORK-LIFE BALANCE FOR FACULTY AND STAFF"

REPORT

Introduction

The Internal Quality Assurance Cell (IQAC) of Kottakkal Farook Arts and Science College (KFASC) successfully organized a Faculty Development Programme (FDP) titled "Healthy Minds, Happy Campuses: Promoting Wellness and Work-Life Balance for Faculty and Staff" from June 2 to June 9, 2018. The objective was to enhance faculty and staff members' well-being and professional efficiency by equipping them with effective stress management and wellness techniques. The program saw the enthusiastic participation of 52 teaching faculty members and 20 non-teaching staff members.

Day 1: Saturday, 02-06-2018

The program commenced with an Inauguration Ceremony from 10:00 AM to 11:00 AM. The session began with a prayer, followed by a welcome speech from Mr. Muhammed Safwan, IQAC Coordinator. Prof. M. Abdul Azeez, Principal, delivered the Presidential Address, highlighting the significance of mental health and well-being in the academic



- 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.

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:




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CERTIFICATE

This is to certify that the project report entitled **Power Abuse in George Orwell's *Animal Farm*** is a bona fide record of original studies and research carried out by **Ms.FATHIMA RINSA KK**, 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 Vijayan
HEAD, DEPT. OF ENGLISH
FAROOK ARTS & SCIENCE COLLEGE
KOTTAKKAL, PARAPPUR (P.O)
MALAPPURAM - 676503




Mr.MADHU. K
Project Advisor
ASSISTANT PROFESSOR
DEPT. OF ENGLISH
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CERTIFICATE

This is to certify that the project report entitled **The Portrayal of Racism And Violence in Richard Wright's *Black Boy***, is a bona fide record of original studies and research carried out by **Ms. Jussaina K. 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 Vijayan
HEAD, DEPT. OF ENGLISH
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Mrs.Fahema.T.K
(Project Advisor)
ASSISTANT PROFESSOR
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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.




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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.

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Story Through Chain

Introduction

The event "Story Through Chain" was organized as part of extension and outreach activities aimed at promoting creativity, collaboration, and narrative skills among schoolstudents. The programme was conducted on March 6,2019 by second semester students of Department of English. This innovative storytelling activity involved participants collectively creating a story, each student contributing a part to form a cohesive narrativechain.

Objectives

1. To foster creativity and imagination among students.
2. To enhance collaborative and teamwork skills.
3. To improve narrative and writing abilities.
4. To engage students in a fun and interactive storytelling experience.
5. To build confidence in expressing ideas and contributing to group activities.

Programme Details

1. Introduction and Ice-Breaker Session


- The event began with an introductory session where facilitators explained the concept and rules of "Story Through Chain." An ice-breaker activity was conducted to make students comfortable and excited about the event.

2. Story Initiation

- The facilitator started the story with an engaging opening sentence or scenario. Each student was then invited to contribute the next part of the story, building on what the previous student had said.

3. Interactive Storytelling




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- The story chain continued with each student adding their unique twist, character, or event to the narrative. This interactive process encouraged spontaneity and creativity.

4. Writing and Illustrating:

- Students were given time to write down their contributions and illustrate their parts of the story. This activity helped in enhancing their writing skills and artistic expression.

5. Group Discussion

- After completing the story chain, a group discussion was held where students reflected on the story they created, discussing key themes, characters, and plot developments.

6. Story Compilation and Presentation

- The final story, along with illustrations, was compiled into a booklet or digital format. Selected students were invited to present the complete story to the group, fostering public speaking skills.

7. Feedback and Evaluation

- Facilitators provided constructive feedback on students' contributions, highlighting strengths and areas for improvement. Students also shared their experiences and what they learned from the activity.

Outcomes

- Enhanced Creativity

The event significantly boosted students' creative thinking and imagination as they contributed to an evolving story.

- Improved Teamwork

- Students learned to collaborate effectively, building on each other's ideas and working towards a common goal.

- Developed Narrative Skills




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Participants improved their narrative and writing skills, learning how to structure a story and develop characters and plot.

- Increased Confidence

- The activity helped build students' confidence in expressing their ideas and participating in group discussions.

- Positive Feedback

The event received positive feedback from students, teachers, and parents. Participants enjoyed the interactive format and the opportunity to contribute creatively.

Conclusion

The "Story Through Chain" event successfully met its objectives, providing a platform for students to explore their creativity and collaborate with peers. The positive response from the school community highlights the event's effectiveness in promoting narrative skills and teamwork. Future iterations of this event can build on this success, incorporating additional elements to further enhance the learning experience.



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Book Drive

Introduction

The Book Drive Extension and Outreach Activity was conducted by a group of college students of first semester from Farook Arts and Science College to promote literacy and provide educational resources to underprivileged communities. The activity took place from December 11 to December 13, involving extensive planning, collaboration, and execution. The primary objective was to collect books and distribute them to schools, libraries, and community centers lacking sufficient educational materials.

Objectives

- **Promote Literacy:** Encourage reading habits among children and adults in underserved communities.
- **Resource Provision:** Supply educational institutions with necessary reading materials.
- **Community Engagement:** Foster a sense of community and social responsibility among students.
- **Sustainability:** Create a sustainable model for ongoing book donations and literacy support.

Impact and Outcomes

- **Enhanced Literacy Rates:** Increased access to reading materials contributed to improved literacy rates in targeted communities.
- **Positive Feedback:** Received positive feedback from schools and community centres regarding the quality and utility of the books.
- **Student Development:** Participating college students developed organizational, leadership, and communication skills.
- **Sustained Engagement:** Established a foundation for future book drives and continuous support to the beneficiary communities.




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Conclusion

The Book Drive Extension and Outreach Activity was a resounding success, meeting its objectives of promoting literacy and providing educational resources to underserved communities. The dedication and hard work of the college students, coupled with strong community support, made this initiative impactful and sustainable. The experience not only benefited the recipients but also enriched the students' understanding of social responsibility and community service.




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Elocution Programme conducted in FEMHSS

Introduction

The elocution program conducted at Farook English Medium Higher Secondary School by fourth semester students of Kottakkal Farook Arts and Science College aimed to enhance public speaking skills among higher secondary school students while fostering community engagement and educational outreach. This report details the planning, execution, outcomes, and recommendations of this initiative.

Date: January 3, 2019

Objectives

- Skill Development: Improve students' confidence and proficiency in public speaking and elocution.
- Community Engagement: Strengthen ties between College and the local community through educational initiatives.
- Inspiration: Encourage students to express themselves articulately and creatively.
- Mutual Learning: Foster a culture of learning and mentorship between college students and school children.

Execution

- Preparation Workshops: Conducted workshops for participating students on elocution techniques, speech delivery, and confidence-building exercises.
- Competition Day: Organized the elocution competition where participants delivered speeches on topics ranging from personal experiences to societal issues.
- Judging: Invited faculty members and external judges to evaluate speeches based on content, delivery, and overall presentation.




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- Feedback and Awards: Provided constructive feedback to participants and awarded prizes to winners and encouraged participants.

Outreach Activities

- Community Involvement: Engaged parents and community members as audience and supporters during the competition.
- Publicity: Promoted the event through school newsletters, local media outlets, and social media platforms to raise awareness and encourage participation.
- Continued Engagement: Established a follow-up plan to maintain contact with participants and offer ongoing support in public speaking skills.

Impact and Outcomes

1. Skill Enhancement: Improved public speaking abilities and confidence among participating students.
2. Community Connection: Strengthened bonds between College students, faculty, and the local school community.
3. Inspiration and Motivation: Inspired students to explore and express their thoughts and ideas effectively.
4. Feedback Loop: Received positive feedback from school administration, teachers, and parents regarding the program's impact on students' development.

Conclusion

The elocution program at Farook School served as a successful extension and community engagement initiative, achieving its objectives of enhancing public speaking skills among school students while fostering collaboration between our college and the local community. The dedication and efforts of students and faculty contributed significantly to its success.




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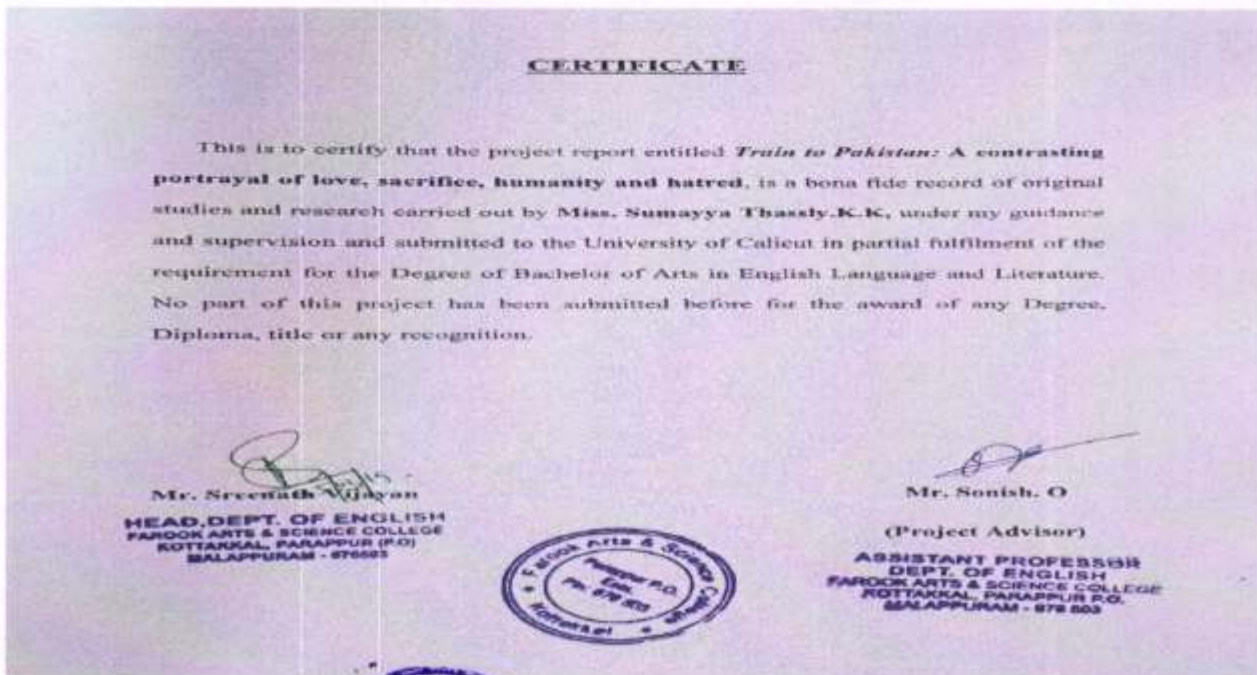
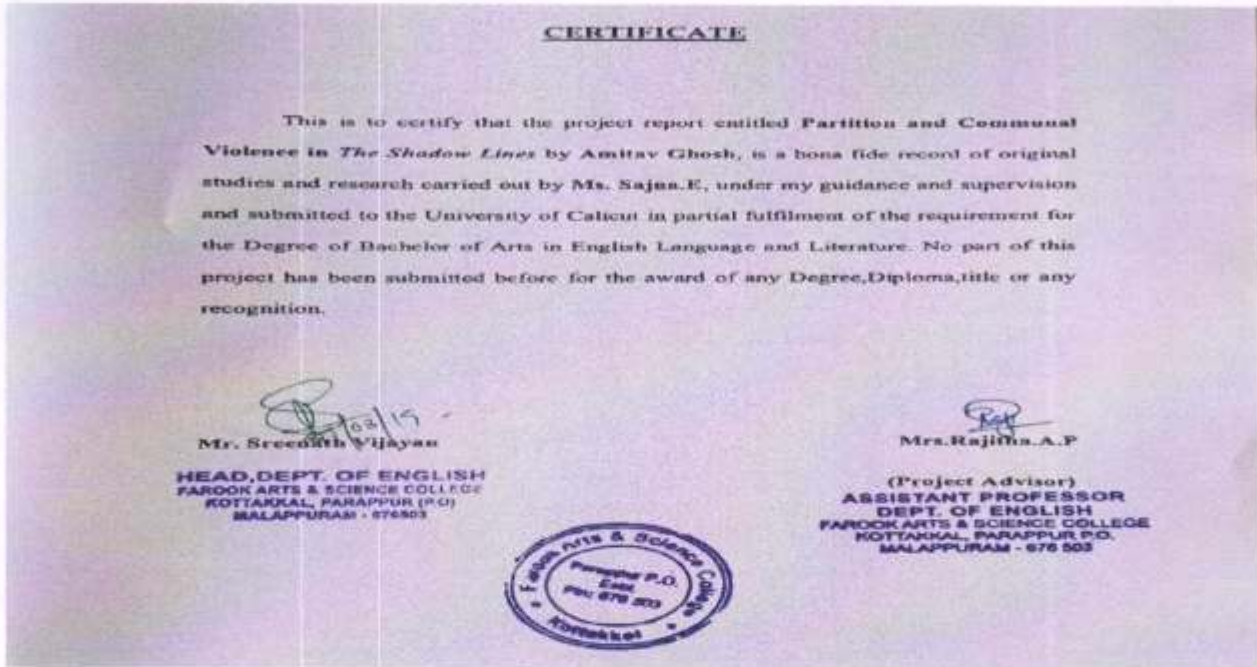
A handwritten signature in green ink, appearing to read 'Azeez'.

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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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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.

Mentor – Mentee File

2018-2019

Mentor	Mentees	Register Number	Phone Number
Sreenath M	Farsana	FPASAEGR01	+91 9567125542
	Fathima Shabana	FPASAEGR02	
	Fathima Thasni	FPASAEGR03	
	Hiba	FPASAEGR04	
	Lubanath	FPASAEGR07	+91 8281117567



Naufal VK	Rahima Shirin Pokkat	FPASAEGR08	+91 9605593776
	Rasha Sherin P	FPASAEGR09	+91 9947355255
	Safa	FPASAEGR10	+91 9072890667
Sarika M	Shamla T	FPASAEGR11	+91 7560908240
	Ahammed Aslah P	FPASAEGR12	
	Anagha R Marar	FPASAEGR13	+91 7034826410
	Anusha C	FPASAEGR14	+91 9446875812
TK Faheema	Aslaha Feby	FPASAEGR15	+91 9207071678
	Fathima Fidha	FPASAEGR16	
	Fathima Rushna	FPASAEGR18	+91 8848745721
	Husna Zahia Kollanthodi	FPASAEGR19	+91 9188735315
Bindhulatha KPC	Prabitha P	FPASAEGR20	+91 9188420478
	Rufaidha P	FPASAEGR21	+91 8137005442
	Rumaisa	FPASAEGR22	+91 8089615823
	Sara Nargees	FPASAEGR23	+91 9746070991
Sonish O	Shifa U	FPASAEGR24	+91 9778119640
	Shobhika A	FPASAEGR25	+91 8590459928
	Sivamanjima	FPASAEGR26	+91 9605404864
	Sneha	FPASAEGR27	+91 6238940180
Rajitha AP	Sneha Sajeesh	FPASAEGR28	+91 6238092430
	Fathima Jafla K	FPASAEGR29	+91 9539883536
	Jaseekka Jasmin	FPASAEGR30	+91 9778184117
	Malufa Thasneem C K	FPASAEGR31	+91 9746339045
Naseer	Nehma P	FPASAEGR32	+91 8137961294
	Nidha	FPASAEGR33	
	Rehma P	FPASAEGR34	+91 7306040014



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Aiswarya P	Shahina	FPASAEGR36	+91 7994605802
	Sinu Jasna K	FPASAEGR37	
	Farhana K	FPASAEGR39	+91 9745941103
	Mufeedha TV	FPASAEGR41	
Fathima Al Zahra	Sharafins T	FPASAEGR42	
	Fousiya V	FPASAEGR43	

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

NEXUS 2018

Bridge Course Report

The English Department conducted a two-week bridge course during the 2018-19 academic year to help incoming students transition from high school English to the rigorous expectations of college-level courses. The primary objectives were to develop critical reading and analytical writing abilities, foster effective communication skills, and familiarize students with the conventions of academic writing.

Emphasis was placed on enhancing skills in interpreting literature while providing guidance on academic writing standards, properly citing sources, and adhering to formatting guidelines. Additionally, students collaborated on presentations exploring various literary topics. Student progress was evaluated through multiple measures. A group presentation allowed students to hone their communication abilities through in-depth literary discourse.



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of. M. ABDUL AZEEZ
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Outcomes and Analysis

The bridge course yielded promising results. Participants demonstrated considerable improvement in their critical reading, analytical writing, and collaborative communication proficiencies. The group presentations showcased insightful interpretations and facilitated dynamic exchanges regarding the explored literary themes.

In conclusion, the English Department's bridge course proved highly effective in easing students' transition into college-level English curriculum. Substantial progress was observed in their critical thinking abilities, analytical writing skills, and capacities for literary research and discourse.

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 reinforce foundational concepts in English language and literature
2. To develop essential academic skills for success in the English program
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.

Following are the modules prepared for Department 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. In brief the contents of the modules are presented as follows.

COURSE CONTENT

DAY 1: Introduction to University-level English Studies

- Orientation to the English programme and its requirements
- Understanding the expectations and rigor of university-level coursework
- Developing critical thinking and analytical skills



DAY 2, 3: Language Skills

- Grammar review (parts of speech, sentence structure, punctuation)
- Vocabulary building techniques
- Academic writing skills (paragraph structure, essay organization, citation styles)
- Reading comprehension strategies

DAY 4, 5, 6, 7: Literary Analysis

- Introduction to literary genres (poetry, drama, fiction, non-fiction)
- Understanding literary elements (plot, character, setting, symbolism, etc.)
- Applying literary theories and critical approaches
- Strategies for writing literary analyses

BRIDGE COURSE SCHEDULE

DAY 1 - 11-09-2018: Introduction to University-level English Studies

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: Developing critical thinking and analytical skills (Fathima Al Zahra)

DAY 2 - 12-09-2018: Language Skills

Hour 1: Grammar review - Parts of Speech (Faheema TK)

Hour 2: Sentence structure. (Madhu .K)

Hour 3: Punctuation. (Rajitha AP)

Day 3 - 13-09-2018: Language Skills

Hour 1: Vocabulary building techniques (Fathima –Al-Zahra)

Hour 2: Academic writing skills (paragraph structure, essay organization, citation styles)
Bindhulatha KPC


Hour 3: Reading comprehension strategies (Sarika M)

Day 4- 16-09-2018: Introduction to Literary Genres

Hour 1: Introduction to Literary Genres (Naufal.VK)



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Hour 2: , Reading Drama (Sonish OK)

Hour 3: Appreciating Fiction (Faheema TK)

Day 5 - 17-09-2018: Understanding literary elements

Hour 1: Plot, character, setting, symbolism, etc. (Madhu K)

Hour 2: Understanding narrative techniques. (Rajitha AP)

Hour 3: Analysis of a novel excerpt. (Sarika M)

Day 6 - 18-09-2018: Applying literary theories and critical approaches

Hour 1: Major Theories. (Sreenath M)

Hour 2: Critical Reading. (Sonish OK)

Day 7 - 19-09-2018: Strategies for Writing Literary Analyses

Hour 1: Language and Rhetorical devices (Bindhulatha KPC)

Hour2: Narrative Techniques. (Aiswarya K)

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.

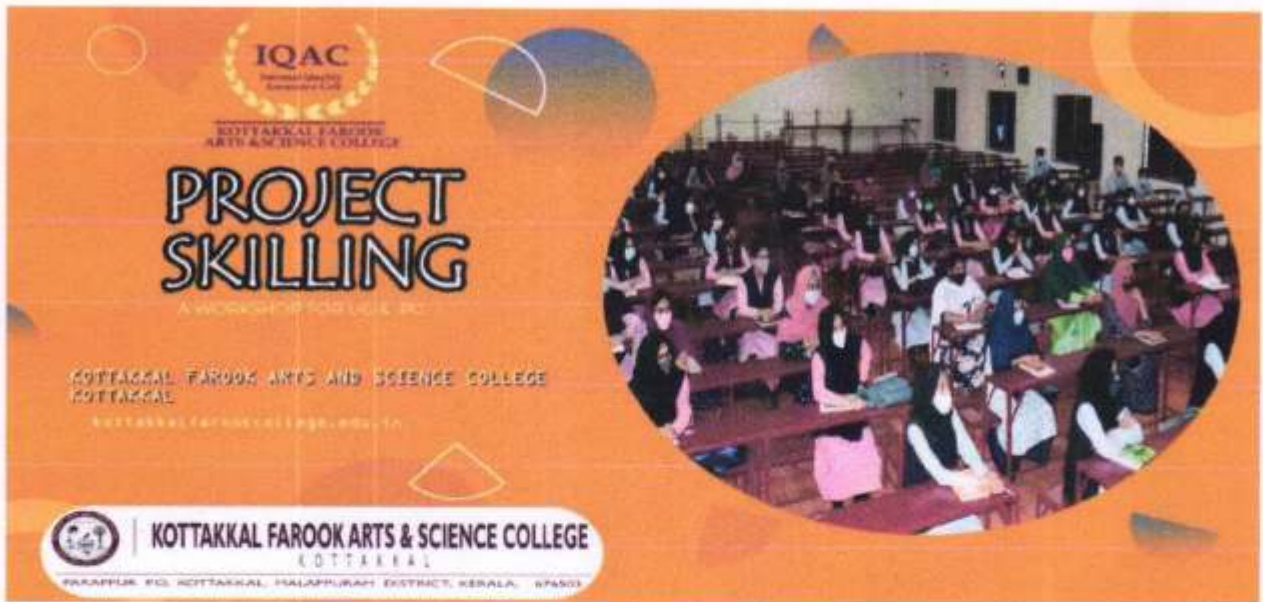
4) PROJECT SKILLING ORIENTATION FOR 5TH UG.

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.



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.



Invited faculty is giving instructions for the students

5) COORDINATING FOR SUPPLEMENTARY EXAMINATIONS



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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 ACTIVITIES

ENGLISH LECTURE SERIES

Lecture -1

THE GOTHIC GENRE IN LITERATURE

THURSDAY
20 DECEMBER 2018

TIME
10 AM

VENUE
COLLEGE SEMINAR HALL

SANGEETH
Assistant Professor
IKTM Arts and Science College

DEPARTMENT OF ENGLISH | INTERNAL ASSURANCE CELL

1. An Invited Lecture on "The Gothic Genre in Literature"

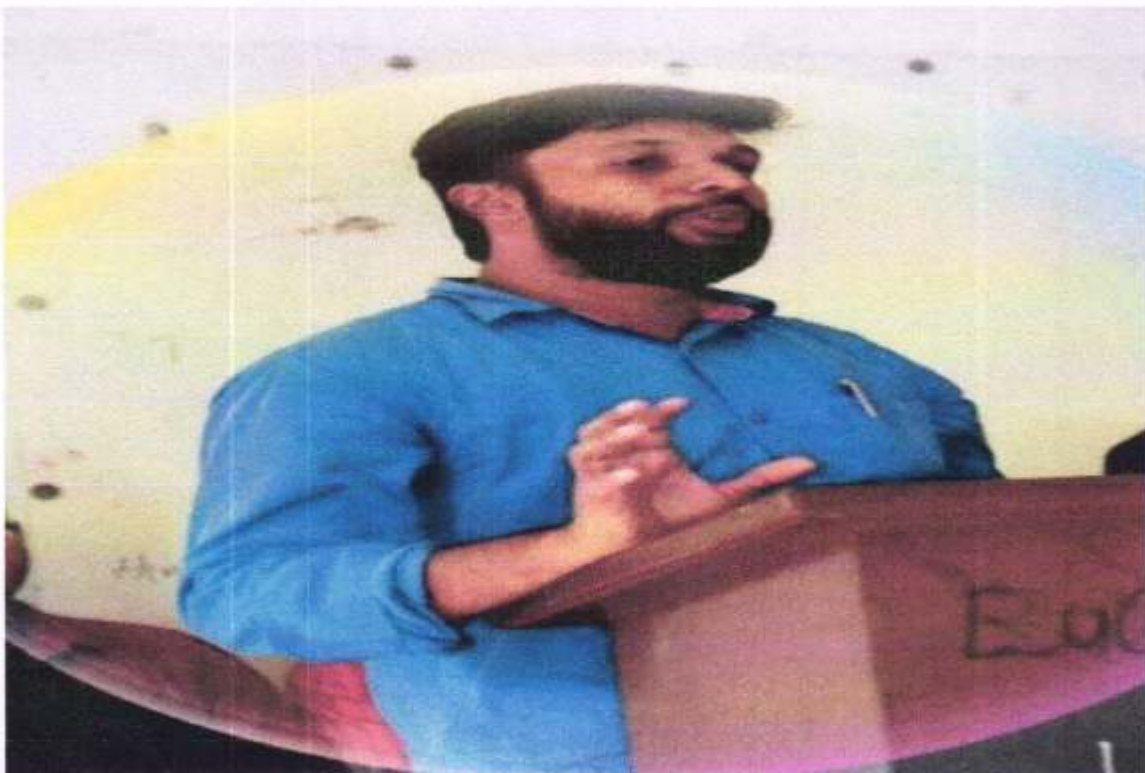
The Department of English organized a seminar on 20 December 2018. The event was aimed at exploring the role of Gothic Genre in English literature and its Evolution. The talk was delivered by Sangeeth. A, Assistant Professor, IKTM Arts College. The event began at 10.00 am with a welcome address by Mrs. TK Faheema, one of the faculty members of the English Department. The welcome address was presided over by Mr. Sreenath M, the Head of the English Department. The Principal Prof. Abdul Azeez inaugurated the session with his inaugural speech. The event was attended by the final year and second year students and faculty members of the Department. During the session, the resource person discussed the Gothic literature as a genre characterized by dark, mysterious and supernatural elements designed to evoke fear and suspense. It originated in



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the late 18th century with works like Horace Walpole's "The Castle of Otranto." Key features include eerie settings, supernatural occurrences, intense emotions, and themes of decay, isolation, and forbidden knowledge. Notable works include Mary Shelley's "Frankenstein" Emily Bronte's "Wuthering Heights" and Bram Stoker's "Dracula." Gothic literature continues to influence modern horror and thriller genres, exploring the darker aspects of human experience and the uncanny. The lecture series talk on "The Gothic Genre in Literature" was an exciting and engaging event that highlighted the importance of Gothic as a genre of literature. The speakers offered exciting insights into gothic readings its significance, also suggested many authors. The event was a great success, and the organizers looked forward to organizing similar events in the future.



2. A Seminar on "Comparative Analysis of Love and Relationships in the Works of Jane Austen and Emily Brontë"

The Department of English conducted the seminar on 4 January 2019 in the Seminar Hall at 10.30AM. Mr. Abdul Azeez, the honourable Principal, presided over the session. He also illuminated the students with his valuable speech. Mrs Bishara M, gave an insight to the topic "Comparative Analysis of Love and Relationships in the Works of Jane Austen and Emily Brontë". The speaker talked about how Jane Austen and Emily Brontë both explore love and relationships in their novels, but with distinct approaches. Austen's works, like "Pride and Prejudice," often highlight social class, propriety, and marriage as a practical and societal construct. Her characters navigate misunderstandings and personal growth to find mutual respect and companionship. In contrast, Brontë's "Wuthering Heights" presents a darker, more



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passionate, and often destructive vision of love, emphasizing emotional intensity, obsession, and the consequences of societal rejection. Austen's love stories tend to resolve with harmony and social order, whereas Brontë's often end in turmoil and tragedy. The session was followed by a vote of thanks proposed by Mrs Bindhulatha. The students of the department actively participated in the seminar. They also presented papers on themes related to their syllabus. The paper reading session was followed by a brief round of intensive discussion about the different issues raised by the paper presenters. The members of the department and guests from other departments were pleasantly surprised with the erudition and depth of the students. The seminar was followed by a sumptuous lunch. In short, the session was an extremely enriching experience for all present.

SEMINAR

TOPIC: COMPARATIVE ANALYSIS OF LOVE AND RELATIONSHIPS IN THE WORKS OF JANE AUSTEN AND EMILY BRONTË

DATE
04.01.2019

TIME
AT 10:30AM

SEMINAR HALL

GUEST: MRS. BISHARA M
ASSISTANT PROFESSOR
MALABAR COLLEGE OF ADVANCED
STUDIES, VENGARA

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3. A Seminar on “Globalization and Cultural Identity: Navigating Tradition and Modernity in the 21st Century”

The seminar of the Department of English was held on 17 January 2019, Thursday. It was inaugurated and presided over by the honourable Principal Prof. Abdul Azeez. He also focused on the importance and relevance of the English language and urged the students to read more. Professor Saffa Parammal delivered her illuminating and enlightening talk on the topic “Globalization and Cultural Identity: Navigating Tradition and Modernity in the 21st Century”. Her rich illustration, penetrating presentation and ornate style not only mesmerized the packed hall but also supplied a special essence to the whole English family. The members of other departments graced the occasion by their presence. The active collaboration and decorous



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guidance of the members of the English department made the occasion lively and colourful. The speaker explored the balance between preserving cultural identities and adapting to globalization. She highlighted challenges like cultural homogenization, loss of traditions, and language endangerment, but also noted opportunities in cultural hybridization, revitalization movements, intercultural dialogue, and supportive policies. Case studies such as Bollywood's blend of tradition and modernity, indigenous knowledge systems, and language preservation initiatives illustrated these dynamics. Professor Parammal concluded by emphasizing the need for thoughtful navigation to ensure cultural diversity in a globalized world, followed by an engaging Q&A session. The vote of thanks was given by Prof. Yasmin KK.

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SEMINAR

"Globalization and Cultural Identity:
Navigating Tradition and Modernity in the
21st Century"

AT 10:30AM
17 JANUARY 2019
SEMINAR HALL



SAFFA PARAMMAL
GUEST FACULTY IN
ENGLISH
NSS COLLEGE,
MANJERI

4. A Workshop on "Active Listening: Enhancing Communication Skills"

On 25 June 2018, the Department of English conducted a workshop titled "Active Listening: Enhancing Communication Skills" for graduate students, at 1.30pm. The event aimed to underscore the significance of active listening as a critical component of effective communication. The workshop was led by Riyas PT from GGVHSS Wandoor, a renowned expert in communication studies, who provided valuable insights into the principles and practices of active listening. The speaker emphasized the importance of being fully present during conversations, avoiding distractions, and employing techniques such as paraphrasing and summarizing to ensure understanding. The interactive session included practical exercises, allowing participants to practice active listening skills in real-time scenarios.



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The workshop proved to be highly beneficial for the graduate students, who appreciated the opportunity to refine their communication abilities. Feedback from the attendees highlighted the practical applicability of the skills learned and the engaging nature of the workshop. Many students noted a newfound awareness of their listening habits and expressed a commitment to incorporating active listening into their daily interactions. The Department of English plans to continue offering such workshops to support students in their academic and professional development, reinforcing the department's commitment to fostering comprehensive communication skills.

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WORKSHOP

Riyas P T
GGVHSS
Wandoor

Date: 25 June 2018
Time: 1:30pm
Venue: Seminar Hall

**Topic: Active Listening: Enhancing
Communication Skills**

5. Report on the Reading Competition Programme

The Department of English successfully conducted a Reading Competition Programme on the 4th of January, 2019, as part of our ongoing Language and Communication Skills Programme. The event took place in the semina hall and saw enthusiastic participation from students across various departments. The primary objectives of this programme were to enhance reading and comprehension skills among students, foster a deeper appreciation for literature, and improve overall communication abilities. A total of 50 students participated in the competition, showcasing their reading proficiency and interpretative skills through various literary pieces.



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The participants were judged based on their clarity, pronunciation, expression, and comprehension.



The panel of judges comprised esteemed faculty members from the English Department: Fathima Al Zahra, T K Faheema and Bindulatha KPC. The competition began at 10:00 AM with a welcome speech by the Head of the English Department, Mr. Sreenath M. He highlighted the importance of reading and communication skills in the academic and personal development of students. The event proceeded with individual readings by the participants, who had selected passages from a diverse range of literary genres, including classic novels, contemporary fiction, and poetry. The competition featured a diverse selection of readings, reflecting the wide-ranging interests and reading habits of the students. Many participants exhibited exceptional reading and



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interpretative skills, making it a tough competition for the judges. An interactive session followed, where judges provided feedback and tips to students for improving their reading skills.

The winners of the competition were: Fathima Simsiya (II BA English) in first place, Shabeeba (II BA English) in second place, and Sara Narghese (I BA English) in third place. The winners were awarded certificates and prizes by the Principal, who praised the efforts of the students and the organizing committee. The event concluded with a vote of thanks delivered by Madhu K, expressing gratitude to the Principal, faculty members, participants, and the audience for their support and active participation. The Reading Competition Programme was a resounding success, achieving its objectives of enhancing reading and communication skills among students. It provided a platform for students to showcase their talents and engage with literature in a meaningful way. The Department of English looks forward to organizing more such events in the future to continue fostering a love for literature and effective communication skills.

6) Association Inauguration

The inauguration of English Association 'eka 2018-19' was held on 12th January 2019. The chief guest for the occasion was Mr. Zainul Abid, BBC Reporter, Indian Correspondent. The event was formally inaugurated by the chief guest in the presence of Principal, HOD, other staff members and students of the Department. Association Secretary Mishayal Beegam welcomed the gathering and Sreenath M, Head of the Department presided over the inauguration ceremony. The chief guest gave a scintillating speech on the importance of studying literature. He enlightened the students by telling them how studying English Literature opens up a world of inspiration and creativity and develops skills that are essential for today's global environment. A debate entitled 'Relevance of Literature in Modern Era' was also held after, which ensured maximum active participation. Some cultural programmes were also arranged along with. This was followed by Vote of Thanks by Nehla Hanan, the student editor.



BA

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7) STUDENTS ACHIEVEMENTS

The Department of English is proud to acknowledge the outstanding achievements of its students in various competitions. Anagha Marar, a first-year B.A. English student, demonstrated remarkable talent by securing the first prize in the Light Music competition. Her melodious voice and dedication to music have not only brought honor to herself but also to our department.

Jinsha Jasmin, also a first-year B.A. English student, showcased her exceptional writing skills by winning the second prize in the English Story Writing competition. Her ability to craft compelling narratives reflects her creativity and mastery of the English language.

Additionally, Vismaya and her team from the second year B.A. English programme exhibited exemplary teamwork and cultural prowess by clinching the first prize in the Thiruvathira competition. Their synchronized performance and dedication have brought recognition to our department on a cultural platform.

These achievements are a testament to the diverse talents and capabilities of our students in the Department of English, showcasing their academic, artistic, and cultural strengths while bringing pride and recognition to our institution.



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