



KOTTAKKAL FAROOK ARTS AND SCIENCE COLLEGE

DEPARTMENT OF ENGLISH

ANNUAL REPORT

2020-21

ANNUAL REPORT 2020-2021

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	9-11
4	Functioning of the Committees	11-20
5	File Documentation- Minutes of all Committees	21
6	Faculty Learning Programme	22
7	Faculty Development Programmes	22
8	Studentship	22-24
9	Online Class	25-28
10	Documentation of Academic Activities	28-32
11	Student Support and Development Activities	33-40
12	Co-curricular, curricular, Extension Activities	41-44




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DEPARTMENT OF ENGLISH

ANNUAL REPORT 2020-2021

It is crucial to reflect on the transition from traditional classrooms to online platforms during the 2020-2021 academic year amid the COVID-19 pandemic. The sudden shift necessitated a paradigm change in teaching methodologies and assessment strategies. The COVID-19 pandemic compelled educational institutions to swiftly adapt to online teaching methods, replacing traditional face-to-face interactions with virtual platforms. This transition aimed at ensuring continuity in education while prioritizing the safety of students and faculty.

Zoom emerged as a cornerstone in facilitating online classes. Its interactive features, including video conferencing, screen sharing, and breakout rooms, facilitated real-time engagement. The platform played a pivotal role in replicating the classroom experience virtually, fostering teacher-student interaction and peer collaboration. The reliance on digital resources became paramount during this period. E-books, online journals, and educational websites became essential tools for delivering content. Faculty had to curate and adapt resources to suit online learning, promoting a diversified approach to course materials.

Online classes brought forth challenges in maintaining student engagement. The importance of active student participation became evident, necessitating innovative teaching methods, interactive sessions, and regular assessments. Monitoring and encouraging participation became a key focus for educators to ensure a meaningful learning experience. Efforts were made to streamline course delivery to meet academic timelines. Strict adherence to schedules, effective use of online platforms, and clear communication were crucial in ensuring that students could complete their courses on time. Flexibility in adapting to individual learning paces also played a role in accommodating diverse student needs.

In short, the 2020-2021 academic era marked a transformative period in education, with online classes becoming a norm.

BA ENGLISH LANGUAGE AND LITERATURE 2020-2021 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 HIN1A07	1	Language Skills in Arabic Prose and Drama	4	4



(Signature)
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	MAL1A01		Malayala Sahithyam I		
Core Course	ENG1B01	1	Introducing Literature	6	5
Complementary Course	HIS1(2)C03	1	Social and Cultural History of Britain I	6	4
Audit Course	AUD1E01	1	Environmental Studies	0	4
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	ENG2B02	2	Appreciating Poetry	6	5
Complementary Course	JOU1(2)CO1	2	Introduction to Communication Journalism	6	4
Audit Course	AUD1E01	2	Environmental Studies	0	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	ENG3B03	3	Appreciating Prose	4	4
Core Course	ENG3B04	3	English Grammar and Usage	5	4
Complementary Course	HIS4(3)C03	3	Social and Cultural History of Britain: II	6	4



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Audit Course	AUD3E03	3	Human Rights/ Intellectual Property Rights/ Consumer Protection	0	4
Common Course	ENG4A06	4	Spectrum: Literature and Contemporary Issues	5	4
Common Course	ARB4A10 HIN4A10 MAL4A10	4	Arabic Literature and Culture Novel and Short Stories Malayala Sahithyam 4	5	4
Core Course	ENG4B05	4	Appreciating Fiction	5	4
Core Course	ENG4B06	4	Literary Criticism	4	4
Complementary Course	JOU4(3)C01	4	Journalistic Practices	6	4
Audit Course	AUD4E04	4	Gender Studies/ Gerontology	0	4
Core Course	ENG5B07	5	Appreciating Drama and Theatre	5	4
Core Course	ENG5B08	5	Literary Theory	5	4
Core Course	ENG5B09	5	Language and Linguistics	5	4
Core Course	ENG5B10	5	Indian Writing in English	5	4
Core Course	ENG6B11	6	Voices of Women	5	4
Core Course	ENG6B12	6	Classics of World Literature	5	4
Core Course	ENG6B13	6	Film Studies	5	4
Core Course	ENG6B14	6	New Literatures in English	5	4
Core Course	ENG6B15/16/ 17/18/19 /20	6	Electives	3	3
Core Course	ENG6B21/ ENG6B22	5 and 6	Project / Research Methodology	2 per semester	2

The Academic year 2021-22 was innovative with an experimental shift from offline to online mode.



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Under the Head of the Department, Mr. Sreenath, M and Department Coordinator Naufal, V.K, every plan on upcoming classes were implemented and monitored. Timetable and Class schedule were arranged accordingly with due consideration on the network and other gadget-related issues of the students. Online classes were provided three hours per day and other associated notes and assignments were given in LMS Edmodo. With feedback and analysis, necessary changes were made accordingly. An online orientation class was envisaged as the new beginning for the first-year students and the final year class was given the utmost care and attention to let them have the opportunity of direct classes, initially on alternate days and then regularly.

Semester classes, Assignments & Internal Exams were planned during each Department Meeting. Guidelines and directions were given at all Department meetings about the conduct of Seminars, internal examinations, and other online programs. Various coordinators were selected to implement and monitor various programs envisaged. Three Class Advisors were given charge of three consecutive classes and were entrusted with the task to keep all necessary files regarding online participation and consolidated internal marks of the student.



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CERTIFICATE COURSE CURRICULUM 2020-2021

The English Department offered a certificate course in "Women's and Gender Studies" to the second year BA English students during the academic year 2020-2021. The Women's and Gender Studies Graduate Certificate Course provided an opportunity for students to gain a more inclusive knowledge of women and gender issues in society, including feminist studies. The course was holistically designed for undergraduate students. It encompasses an interdisciplinary framework that enables the learner to seek answers to critical questions pertaining to gender and its associated fraternities. The aim was to empower the learner with the ability to examine socio-economic, political, psychological as well as cultural conundrum about gender. The teachers from the department dealt with the sessions by engaging 36 hours of class. All the sessions were attended enthusiastically by the students. Students have shown an exceptional participation with their intriguing questions and proactive participation. There were quizzes and assignments conducted for the assessment of the students. The students were given completion certificate on the basis of their attendance, assignments and exam.

Course Name: ENGCCGS02 : CERTIFICATE COURSE IN WOMEN'S AND GENDER STUDIES

Time: 36 hours

Course Description:

This certificate course in Women's and Gender Studies aims to introduce students to the interdisciplinary field of gender studies. Through a range of theoretical and practical approaches, students will explore the complex and diverse ways in which gender shapes our social, cultural, political, and economic lives. Students will critically engage with key issues and debates in the field, including gender inequality, intersectionality, feminist theory, and social justice.

Course Overview:

The course will consist of 36 hours of lectures, discussions, and assignments. Each session will be interactive and participatory, encouraging students to engage critically with the material and each other. The course will be divided into four modules, each focusing on a different aspect of gender studies.

Learning Objectives:

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

1. Understand key concepts and debates in the field of gender studies
2. Analyse the intersectionality of gender with other social categories like race, class, sexuality, and ability
3. Critically evaluate feminist theories and their contributions to social justice movements.



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4. Develop analytical skills for identifying and challenging gender inequality in everyday life.

Course Outcomes:

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

1. Identify and analyse the ways in which gender intersects with other social categories in their own lives and in society more broadly
2. Critically evaluate social norms and practices that perpetuate gender inequality and discrimination
3. Apply feminist theories and perspectives to real-world issues and problems
4. Develop strategies for promoting gender equality and social justice in their personal and professional lives.

Syllabus:

Module 1: Introduction to Gender Studies (8 hours)

- Defining Gender and Sexuality
- The Social Construction of Gender
- Historical Perspectives on Gender
- Intersectionality: The Intersection of Gender with other Social Categories

Module 2: Feminist Theory (10 hours)

- Liberal Feminism
- Radical Feminism
- Marxist and Socialist Feminism
- Postmodern Feminism
- Queer Theory

Module 3: Gender and Society (10 hours)

- Gender Inequality in the Workplace
- Gender and Politics
- Gender and Health
- Gender and Violence
- Gender and Technology

Module 4: Gender and Culture (8 hours)

- Gender and the Media
- Gender and Popular Culture
- Gender and Religion
- Gender and Art

English Department offered a certificate course in "Children's and Young Adult Literature" to the first year BA English students during the academic year 2020-21. Children's and Young Adult



Literature is a genre with its own traditions and histories. The Certificate course examined formal and critical shifts that have occurred over the course of the history of children's literature, introduce theoretical developments, and survey the history of literature for children and young adults. It helped students to understand how these books have evolved over time and the impact they have on young people. The course also demonstrated a good understanding of modern as well as contemporary children's and young adult literature in English by critically analysing and interpreting a selection of texts. 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.

Course Name: ENGCCAL01 : CERTIFICATE COURSE IN CHILDREN'S AND YOUNG ADULT LITERATURE

Total No.of Hours: 36

Course Description:

This certificate course in Children's and Young Adult Literature is designed to introduce learners to the world of literature specifically aimed at young readers. The course provides an in-depth exploration of various genres, themes, and formats of children's and young adult literature.

Course Overview:

The course aims to familiarize learners with the historical and cultural significance of children's and young adult literature, provide a critical analysis of key literary works, and develop an appreciation for the unique literary conventions of this genre. Through a combination of lectures, discussions, and individual assignments, learners will be able to explore various aspects of children's and young adult literature and develop their analytical and creative skills.

Learning Objectives:

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

1. Understand the historical and cultural significance of children's and young adult literature
2. Identify key themes and conventions of children's and young adult literature
3. Analyse and critically evaluate children's and young adult literature
4. Develop an appreciation for the unique literary conventions of this genre
5. Create original works of children's and young adult literature

Course Outcomes:

Upon successful completion of this course, learners will be able to:

1. Recognize different genres, themes, and formats of children's and young adult literature



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2. Demonstrate an understanding of the historical and cultural context of children's and young adult literature
3. Evaluate the literary merits of children's and young adult literature
4. Apply literary conventions and techniques to create original works of children's and young adult literature

Syllabus:

Module 1: Introduction to Children's and Young Adult Literature (4 hours)

- Historical and cultural significance of children's and young adult literature
- Overview of key genres and themes

Module 2: Literary Conventions of Children's and Young Adult Literature (8 hours)

- Plot, character, and setting
- Point of view, tone, and mood
- Use of language and imagery

Module 3: Analysis of Children's and Young Adult Literature (10 hours)

- Critical evaluation of key works
- Exploration of themes and literary techniques
- Analysis of literary elements

Module 4: Creating Children's and Young Adult Literature (8 hours)

- Writing for children and young adults
- Developing ideas and concepts
- Techniques for effective storytelling

Module 5: The Future of Children's and Young Adult Literature (6 hours)

- Trends and innovations in children's and young adult literature
- Emerging themes and genres

INSTRUCTIONAL METHODS

The COVID-19 academic era prompted a widespread adoption of online classes as a primary instructional method. This approach proved crucial in maintaining educational continuity while ensuring the safety of students and faculty.

Educational institutions rapidly embraced various digital tools and platforms to facilitate online learning. Learning Management Systems (LMS), video conferencing apps, and collaborative software became essential for delivering lectures, conducting discussions, and sharing resources.



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Online classes offered a level of flexibility that traditional classrooms couldn't provide. Students could access lectures and course materials at their own pace, accommodating diverse learning styles and time constraints. This flexibility helped bridge geographical barriers, allowing students to participate from different locations.

Educators had to adapt their teaching methods to suit the online environment. Strategies like asynchronous learning, interactive online sessions, and multimedia-rich content became prevalent. This shift encouraged creativity in instructional design, aiming to maintain engagement and enhance the learning experience.

The move to online instruction also presented challenges, such as internet connectivity issues, digital literacy disparities, and difficulties in replicating hands-on experiences. To address these challenges, institutions implemented solutions like providing offline resources, conducting tech support sessions, and leveraging alternative assessment methods.

Maintaining student engagement in virtual classrooms was a priority. Interactive features in video conferencing tools, discussion forums, and collaborative projects were utilized to foster student participation. Educators explored innovative ways to create a sense of community and interaction among students.

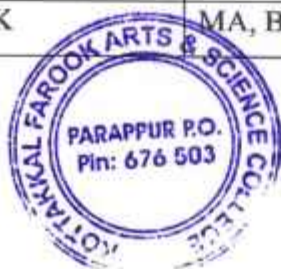
ASSESSMENT AND EVALUATION

Traditional methods of assessment underwent modifications to suit the online format. Open-book exams, project-based assessments, and continuous evaluation gained prominence. Ensuring academic integrity and fair evaluation methods became focal points in the online learning environment.

FACULTY

Faculties in a department play a crucial role in shaping the academic environment. They are key to delivering quality education, fostering research, and mentoring students. A strong faculty contributes to the department's reputation, attracting talented students and fostering a dynamic learning community. 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, 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



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Rajitha AP	MA, B.Ed	9746827931	Assistant Professor
Safa PK	MA	7736255115	Assistant Professor
Parveena Vadakkan	MA	8606370842	Assistant Professor
Mohammed Shafi CH	MA	9645253445	Assistant Professor
Rasheed OK	MA	7736725654	Assistant Professor
Naseera NK	MA(His), B.Ed	9446471053	Assistant Professor

ROLES AND RESPONSIBILITIES OF FACULTIES

Faculty play a pivotal role in a department by fostering academic excellence, guiding students, and conducting research. Their responsibilities include curriculum development, maintaining high teaching standards, and contributing to the academic community. The faculty's dedication influences the department's reputation and directly impacts the quality of education provided.

Responsibility Area	Staff in Charge
Action Plan	Sreenath M
IQAC File In charge	Madhu K
Career Advisor	Mohammed Shafi CH
Special Programmes Coordinator	Rasheed OK
Certificate Course	Yasmin KK Mohammed Shafi CH
English Association	Rajitha AP
Documentation	Yasmin KK
Newsletter, Journals and Magazines	Sarika M
Seminars	Parveena Vadakkan
Textbook Library	Parveena Vadakkan
Digital Resources	TK Faheema
Online Classes	Sreenath M
Student-Mentor Leader	Madhu K
Project and Viva	Sreenath M
Question Bank	Safa PK
Faculty Development Programmes	Sreenath M
Department and Staff Tour	Rasheed OK
Media Club Coordinator	Sarika M
Alumni Coordinator	Naufal VK



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FUNCTIONING OF COMMITTEES

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

1) Departmental Academic Committee

Chairman : Sreenath M

Members : Naufal VK

Madhu K

Sarika M

Safa PK

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

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 : Naufal VK

Members : TK Faheema

Madhu K

Mohammed Shafi CH




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

4) Tour/IV Committee

Coordinator : Mohammed Shafi CH

Members : Bindhulatha KPC

TK Faheema

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. But due to COVID 19 issues, the department rejected the conduction of tours.

5) Experiential Learning

Coordinator: Bindhulatha KPC

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

English Department conducted an Experiential Learning Programme during the academic year of 2020-21. Due to the pandemic of Covid 19, every institutions shifted their learning platforms into virtual platforms. So a topic has divided among students in each semesters. Teachers provided guidelines for setting up home based activities and provided extra materials to read and encouraged the active participation of the students. Every students had submitted their project on time as a virtual content and document.



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ENCHANTED MELODIES:

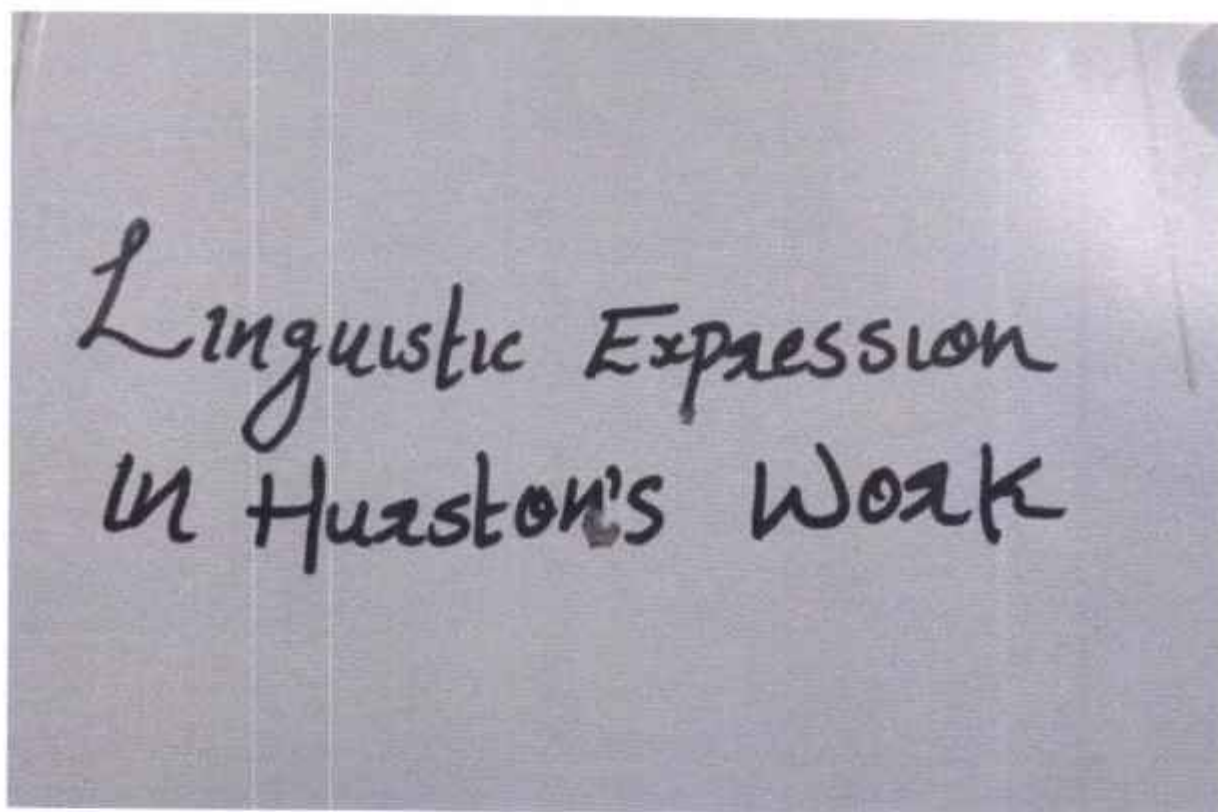
Unravelling Rhyme, Imagery, and Transcendence in 'Ode to a Nightingale' by John Keats

SL No	Semester	Experiential Learning Project	Learning Objectives
1	First Semester	An Introduction To "Great Expectations"	To get a detailed analysis of the text Study of Charles Dickens as a famous novelist and his major contributions to literature
2	Third Semester	Exploring Elegance: A Study of Rhyme, Imagery and meaning in "She Walks in Beauty" by Lord Byron	To get knowledge about different types of ornamental figures in literature. To get information about Byron as a poet
3	Fifth Semester	Language and Social Changes in Stocket's Works	To analyse how language and society is inter connected To examine how societal changes reflect in language and language acquisition
4	Second Semester	Enchanted Melodies: Unravelling Rhyme, Imagery and Transcendence in "Ode to a Nightingale" by John Keats	The study of romantic poets and their texts To examine the poetic features of the text



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5	Fourth Semester	Visions of Apocalypse: Exploring Rhyme, Imagery and Modern Themes in Yeats' "Second Coming"	To analyse various movements in literature and authors associated with that movements. To analyse thematic supremacy of poets in each moments
6	Sixth Semester	Linguistic Expressions in Hurston's Works	To get knowledge about linguistic varieties in the world How language is applied in Hurston's Works



6) Project Certification

Coordinator: Sreenath M

Project guides were assigned to V Sem students. Students were asked to submit their selected topics by July 15 prior to which they have a reading of the primary text. In its due course of meetings, Committee approved the topics of Project Work. Students under the constant guidance and supervision took care to submit introduction by September 15 and was able to end up most part of the project work by January.



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CERTIFICATE

This is to certify that the project report entitled **Human Rights Violation and Quest for Freedom in Twelve Years a Slave**, is a bona fide record of original studies and research carried out by Ms. Sivamanjima.S, 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.


Mr. Sreebath. M

HEAD,DEPT. OF ENGLISH
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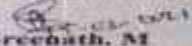

Mrs. Yasmin.K.K

Project Advisor
ASSISTANT PROFESSOR
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CERTIFICATE

This is to certify that the project report entitled **Dichotomy between Nationalism versus Patriotism in Rabindranath Tagore's The Home and the World**, is a bona fide record of original studies and research carried out by Ms. Sneha K. K., 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.


Mr. Sreebath. M

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Mrs. Bindhu Latha K.P.C

Project Advisor
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PROJECT DETAILS 2018-2021

Sl No	University RegNo	Name	Primary Text(s) Chosen	Name of the Author(s)	Topic	Thrust area	Project Advisor
1	FPASAEGR01	FARSANA	Disgrace	J.M Coetzee	J.M Coetzee's <i>Disgrace</i> : A Traumatic Tale of Post-Apartheid South Africa	Apartheid System and Dynamics of Power	Sreenath M
2	FPASAEGR02	FATHIMA SHABANA	Lord of Flies	William Golding	Desire for power in William Golding's <i>Lord of the Flies</i>	Power and Civilization	Rajitha AP
3	FPASAEGR04	HIBA	The Naughtiest Girl In the School	Enid Blyton	Childhood Conflicts in Enid Blyton's <i>The Naughtiest Girl in the School</i>	Childhood Conflict	Mohamed Shafi
4	FPASAEGR07	LUBANATH	Untouchable	Mulk Raj Anand	The Injustice in Mulk Raj Anand's <i>Untouchable</i>	Class Struggle and Injustice	Bindhu Latha KPC
5	FPASAEGR08	RAHIMA SHIRIN POKKAT	One Part Women	Perumal Murugan	Cultural Clutches and God Images in Perumal Murugan's <i>One Part Woman</i>	Culture Clutches and Interpretation of God Images	Faheema TK
6	FPASAEGR09	RASHA SERIN P	The Grapes of Wrath	John Steinbeck	The Elements of Great Depression Conflicts in <i>The Grapes of Wrath</i> by John Steinbeck	Inhumanity Depression	Naufal VK




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7	FPASAEGR10	SAFA	A Room's of One's Own	Virginia Woolf	Feminist Concern in Virginia Woolf's <i>A Room of One's Own</i>	Feminism and Poverty	Yasmin KK
8	FPASAEGR12	AHAMMED ASLAHP	Fahrenheit 451	Ray Bradbury	Freedom and Censorship in Bradbury's <i>Fahrenheit 451</i>	Freedom and Censorship	Abdul Rasheed OK
9	FPASAEGR13	ANAGHA R MARAR	The Krishna Key	Aswin Sanghi	Demystifying Krishna: An Analysis of Aswin Sanghi's <i>The Krishna Key</i>	Krishna in Mahabaratha and Vedic Age	Bindhu Latha KPC
10	FPASAEGR14	ANUSHA.C	A Fine Balance	Rohinton Mistry	A Struggle for Identity and Survival in Rohinton Mistry's <i>A Fine Balance</i>	Class Struggle, Survival and Identity	Faheema TK
11	FPASAEGR15	ASLAHA FEBY AP	Cry ,The Beloved Country	Alan Paton	The Life between Crime and Freedom in Alan Paton's <i>Cry, the Beloved Country</i>	Crime ,Punishment and Liberty	Mohamed shafi
12	FPASAEGR16	FATHIMA FITHA.P.V	The White Tiger	Aravind Adiga	Realities of Two India: India of Darkness and India of Lightness in <i>The White Tiger</i>	Indian life and Dark side of Indian life	Naufal VK
13	FPASAEGR18	FATHIMA RUSHNA	The Kite Runner	Khalid Hosseini	Ethnic Conflict and Racial Discrimination in Khalid Hosseini's <i>The Kite Runner</i>	PostColonialism and Racism	Rajitha AP
14	FPASAEGR19	HASNA ZAHIA KOLLANTHODI	Milkman	Anna Burns	Political Terror and Sexual Surveillance in Anna Burns' <i>Milkman</i>	Political Terror and Sexual Surveillance	Yasmin KK



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15	FPASAEGR20	PRABITHA . P	Anna Karenina	Leo Tolstoy	Hierarchy and Relationship Issues in Tolstoy's <i>Anna Karenina</i>	Hierarchy and Family Relations	Safa PK
16	FPASAEGR21	RUFAIDHA P	Thottiyude Makan	Thakazhi Shivasankara Pillai	Theme of Identity in <i>Thottiyude Makan</i>	Caste System and Identity	Abdul Rasheed OK
17	FPASAEGR22	RUMAISA	Beloved	Toni Morrison	<i>Beloved</i> : Perspectives of Trauma by Slavery on Physical and Psychological orders	Trauma and Slavery	Sreenath M
18	FPASAEGR23	SARA NERGEES.K	The Blind Lady's Descendants	Anees Salim	Shattered Stability: Psychological Trauma in Anees Salim's <i>The Blind Lady's Descendants</i>	Wounds and Voices ,Psychological Trauma	Madhu K
19	FPASAEGR24	SHIFA. U	A Passage to India	Edward Morgan Forster	Cultural Clashes and Religious Aspects in <i>A Passage to India</i> .	Culture and Religion	Faheema TK
20	FPASAEGR25	SHOBIKA A	Things Fall Apart	Chinua Achebe	Culture Conflicts and Colonial Concerns in Chinua Achebe's <i>Things Fall Apart</i>	Culture and Imperialism	Naufal VK
21	FPASAEGR26	SIVAMANJIMA S	Twelve Years a Slave	Solomon Northup	Human Rights Violation and Quest for Freedom in <i>Twelve Years a Slave</i>	Racism and Slavery	Yasmin KK
22	FPASAEGR27	SNEHA. K.K	The Home and the World	Rabindranath Tagore	Dichotomy between Nationalism versus Patriotism in Rabindranath Tagore's <i>The Home and the World</i>	Nationalism and religion ,Tadition and Modernism	Bindhu Latha KPC



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23	FPASAEGR28	SNEHA SAJEESH. P	Jane Eyre	Charlotte Bronte	Class Struggle and Gender disparity In <i>Jane Eyre</i>	Class struggle and gender	Abdul Rasheed OK
24	FPASAEGR29	FATHIMA JAFLA K	Emma	Jane Austen	Pride and Vanity in Jane Austen's <i>Emma</i>	Marriage and Social Class and Gender Limitation	Rajitha AP
25	FPASAEGR30	JASEEKKA JASMIN P	The Running Man	Stephen Edward King	Dystopia: A Vision of Bleak Future in the Light of Stephen King's <i>The Running Man</i>	Dystopian Fiction	Safa PK
26	FPASAEGR31	MALUFA THASNEEM C.K	Selected poems of Kamala das	KamalaSurayya	The Images of Love and Lust in Kamala Das's Selected Poems	Love and Lust	Sreenath M
27	FPASAEGR32	NEHMA. P	Cry The Peacock	Anitha Desai	Marital Relationship and Dissonance in <i>Cry, The Peacock</i>	Marital Relationship and Dissonance	Madhu K
28	FPASAEGR33	NIDHA	To Kill a MockingBird	Harper Lee	Racial Prejudice in Harper Lee's <i>To Kill a Mocking Bird</i>	Racism and Humanity	Faheema TK
29	FPASAEGR34	REHMA. P	Burmese Days	George Orwell	Elements of Imperialism in <i>Burmese Days</i> By George Orwell	Imperialism and History under British Rule	Naufal VK
30	FPASAEGR35	RESLY M	Wuthering Heights	Emily Bronte	<i>Wuthering Height</i> s: Tale of Love and Revenge	Love and Revenge	Yasmin KK
31	FPASAEGR36	SHAHINA	Journey to the Center of the Earth	Jules Gabriel Verne	A study on how Jules Verne's <i>Journey to the Center of the Earth</i> Shaped Science Fiction	Science Fiction and Cultural Impact	Abdul Rasheed OK



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32	FPASAEGR38	AHAMMED NIHAL P M	Sangati	Bama	The Plight of Dalit Women in India, An Analysis in the Light of Bama's <i>Sangati</i>	Dalit Feminism and Identity	Madhu K
33	FPASAEGR39	FARHANA.K	Uncle Tom's Cabin	Harriet Beecher	The Evil and Immortality of Slavery in <i>Uncle Tom's Cabin</i>	Enviornentalism and Human nature relationship	Mohamed shafi
34	FPASAEGR40	FATHIMA DILNA.U C	The Hungry Tide	Amitav Ghosh	An Eco-Critical Study of Amitav Ghosh's A White Tiger	Evil and Immortality of Slavery	Safa PK
35	FPASAEGR41	MUFEEDHA.T.V	Love in the Time of Cholera	Gabriel Garcia Marquez	Lovesickness as a form of Literal illness in <i>Love in the Time of Cholera</i>	Celebration of Death and Love sickness	Madhu K
36	FPASAEGR42	SHARAFINA . T	The Dark Room	RK. Narayan	The Freedom of Women and Individual Liberty in RK Narayan's <i>The Dark Room</i>	Freedom of Women and Individual Liberty	Mohamed shafi
37	FPASAEGR43	FOUSIYA V	Ladies Coupe	Anita Nair	Feministic Aspects in Anita Nair's <i>Ladies Coupe</i>	Feminism and Portrayal of Truth	Rajitha AP




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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 online 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 online platforms, pedagogies, facilities in higher education, to provide a platform for professional dialogues on new developments in the realm of English Literature, and to encourage and foster the research culture amongst faculty members.

Topics discussed in the Learning Circles during the year:

- Assessment tied with course goals
- Students' participation in online classroom activities.
- 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
- Virtual classroom facilities
- Orientation programmes for newly joined faculty members on Mastersoft, LMS, SOP etc.
- Scope, flexibility and availability of digital resources
- Effective implementation of mentor-mentee policies

STUDENTSHIP

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




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- Result Analysis
- Action Taken for time-bound semester plan coverage.

2) Learner Centric Initiatives

1) Advisory System:

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

- Madhu K – Third Year BA English
- TK Faheema – Second Year BA English
- Naufal VK – 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 conducive learning environment. Advanced learners are provided With mentorship and guidance to pursue their interests and talents, guiding them towards suitable career paths.

4) Special activity-oriented programmes

English Department conducted special activity-oriented programmes to students. These programmes are designed to enhance students' language skills, foster creativity, and



provide practical exposure to real-world applications of English language and literature. Various special activity-oriented programs implemented by the English Department are:

- **Creative Writing Workshops:**

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

- **Literary Debates and Public Speaking:**

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

- **Drama and Theatre Productions:**

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

- **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.

- **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:**

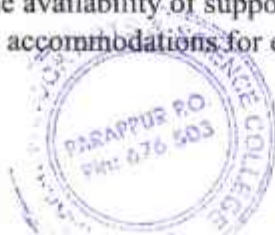
The department organizes literary festivals and competitions that celebrate language, literature, and creativity. These events provide a platform for students to showcase their talents, exchange ideas, and interact with renowned authors and scholars.

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.



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ONLINE CLASSES

The COVID-19 pandemic necessitated a swift transition from traditional face-to-face instruction to online classes, presenting numerous challenges and opportunities for the academic community.

Many faculty and students encountered challenges related to technology access and proficiency, exacerbating existing disparities. Maintaining student engagement in virtual classes proved challenging, with distractions at home and potential feelings of isolation.

Departments faced logistical challenges in coordinating the adoption of virtual platforms, necessitating training sessions and technical support for faculty. Ensuring a standardized approach to online teaching across departments posed challenges, requiring collaborative efforts to maintain quality and consistency.

Zoom emerged as a cornerstone in facilitating real-time interactions, maintaining the essence of face-to-face communication through features like video conferencing, breakout rooms, and screen sharing. Zoom's user-friendly interface contributed to the flexibility of scheduling classes, accommodating diverse time zones and individual preferences.

Traditional assessment methods were disrupted, requiring a re-evaluation of evaluation strategies to ensure fairness and academic integrity. And Departments adapted assessment methods to the online format, incorporating open-book exams, project submissions, and continuous evaluation. The integration of plagiarism detection tools and secure online exam platforms became essential for maintaining academic integrity.

The shift to online classes necessitated the diversification of digital resources, including e-books, online journals, and multimedia content. Digital resources enhanced accessibility, allowing students to engage with materials at their own pace and providing a repository for supplementary learning.

The transition to online classes during the COVID-19 academic era posed multifaceted challenges, from technological barriers to pedagogical adjustments. Departments faced coordination hurdles but demonstrated resilience in adapting to virtual platforms. The importance of Zoom in facilitating interactive learning was evident, and the flexibility of digital resources played a pivotal role in ensuring continued academic progress. The experiences during this period underscore the need for ongoing adaptation, professional development, and a collective commitment to navigating the evolving landscape of education.



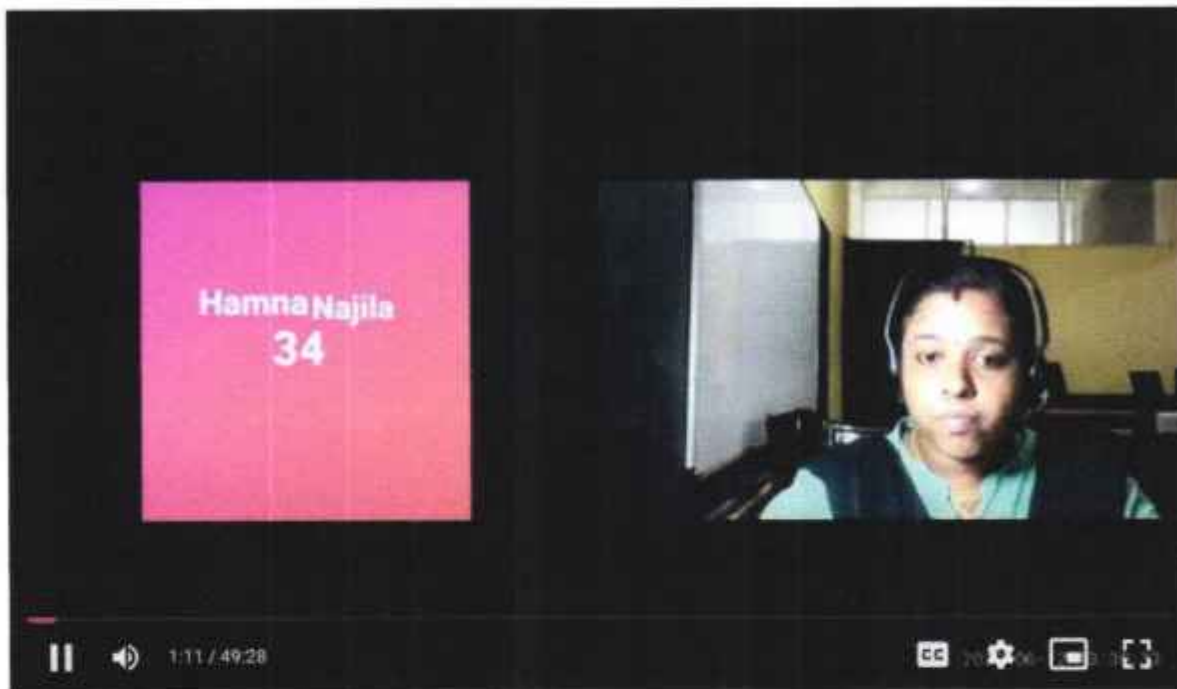

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SUPPLY OF STUDY MATERIALS

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.

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

1) UPKEEP OF TEACHERS DIARY




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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.

2) 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.

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.

- **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.

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.

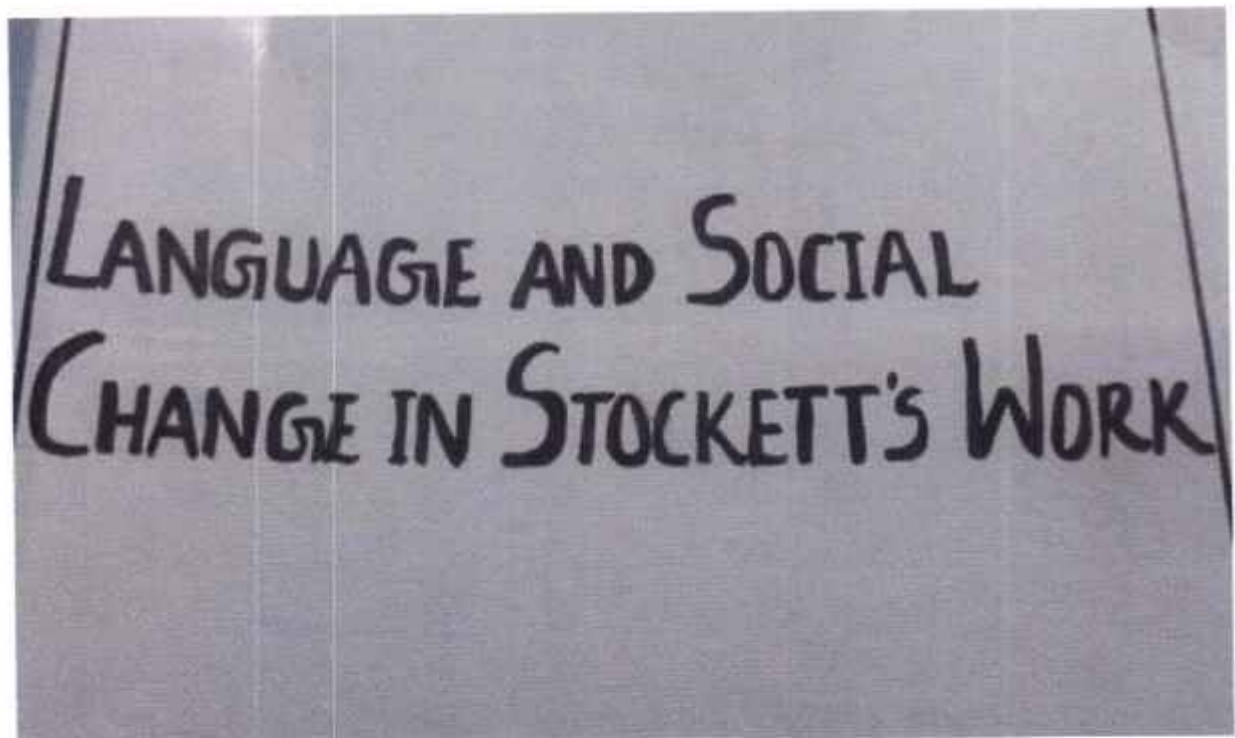
- 1) **Peer Tutoring:** The English Department has established a peer tutoring program to enable students to receive academic assistance from their peers who excel in specific subjects or skills. Peer tutors are carefully selected based on their academic achievements, communication skills, and willingness 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.
- 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

English Department conducted an Experiential Learning Programme during the academic year of 2020-21. Due to the pandemic of Covid 19, every institutions shifted their learning platforms into virtual platforms. So a topic has divided among students in each semesters. Teachers provided guidelines for setting up home based activities and provided extra materials to read and encouraged the active participation of the students. Every students had submitted their project on time as a virtual content and document.



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6) PROJECT CERTIFICATION

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




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CERTIFICATE

This is to certify that the project report entitled *Beloved; Perspectives of Trauma by Slavery on Physical and Psychological Orders*, is a bona fide record of original studies and research carried out by Ms. Rumaisa, under my guidance and supervision and submitted to the University of Calicut in partial fulfilment of the requirement for the Degree of Bachelor of Arts in English Language and Literature. No part of this project has been submitted before for the award of any Degree, Diploma, title or any recognition.


Mr. Sreenath. M

HEAD, DEPT. OF ENGLISH
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Mr. Sreenath. M

Project Advisor
ASSISTANT PROFESSOR
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CERTIFICATE

This is to certify that the project report entitled *Loneliness and identity in Ruskin Bond's Room on the Roof* is a bonafide record of original studies and research carried out by Ms. Farhana K (Reg.No.FPARAEGR25), 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

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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.

- **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 through online platforms 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.
- **MID SEM RESULT ANALYSIS:** Result analysis of Mid-semester exams of the special students was done separately to know their performance.

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

An effort was made to bring them together to study core papers on an online venue 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 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) ORIENTATION PROGRAMMES FOR FIRST YEARS




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A departmental-level orientation programme for the first semester BA English students was organized through Zoom Meeting 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 also given a college-level induction program in Zoom Meeting along with the PTA gathering. Here the students were briefed about the rules and regulations of the department with respect to online learning process and schedule, attendance, the various clubs, associations, and other activities.

DEPARTMENT OF ENGLISH BRIDGE PROGRAMME

24-11-2020 to 26-11-2020

Day 1 (24-11-2020 TUESDAY)

Session 1 (Sreenath M) 60 minutes

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

Session 2 (Naufal VK) 60 minutes

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

Session 3 (Shafi CH) 60minutes

Let's Fry English -Parts of speech -Passive Voice -Direct and Indirect speech

Day 2 (25-11-2020 WEDNESDAY)

Session 1(Naufal VK) 60 minutes

Language of Imagination -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) 60 minutes

Language of Imagination – 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

Session 3 (Bindhulatha KPC) 60minutes Let's Fry English -Beginning of language -Sounds in phonetics -categorisation of sounds with examples




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Day 3 (26-11-2020 THURSDAY)

Session 1(Faheema TK) 45 minutes

Let's Speak Loudly Daily Life implementation -Avoid asking 'What' & Avoid Saying 'No' – Learn some polite phrases.

Translation -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) 45 minutes

Let's Speak Loudly 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(Rajitha AP) 30 minutes

Let's Speak Loudly -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 K) 30 minutes

Title: Disagreeing politely. Activity: Creating different Situations before Students. Title: Mind Mapping. Activity: Identifying different works of authors.

Session 5 (Rasheed OK) 30 minutes

Let's Fry English -Auxiliary verbs -Tenses -Question Tags - Negative Sentence



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INTERNAL QUALITY ASSURANCE CELL

STUDENT INDUCTION PROGRAMME 2020-21

9/11/2020 (MONDAY) - 30/11/2020(MONDAY)

Date & Day	Session	Topic	Resource Person	Time	Meeting ID
12-11-2020 DAY 2	1	Know Your College / Departments	Prof.M. Abdul Azeez Principal, KFASC	10:00 AM - 11:00 AM	Meeting Id: 44155 44155 Password: Kfascug Or Meeting Link :https://us02web.zoom.us/j/4415544155?pwd=Aw02a2hzc2p1vuj6uud6nee4rxnidz09
	2	Familiarization of Clubs	Mujeeb.T.P Assistant Professor Department of Commerce	10:00 AM - 12:00 PM	Meeting Id: 44155 44155 Password: Kfascug Or Meeting Link: :https://us02web.zoom.us/j/4415544155?pwd=Aw02a2hzc2p1vuj6uud6nee4rxnidz09
16-11-2020 DAY 3	1	Language Skills - English	Noufal. V K Assistant Professor Department of English	10:00 AM - 11:00 AM	Meeting Id: 44155 44155 Password : Kfascug Meeting Link :https://us02web.zoom.us/j/4415544155?pwd=Aw02a2hzc2p1vuj6uud6nee4rxnidz09
	2	Language Skills- Malayalam	Ranjini Raj. V Assistant Professor Department of Malayalam	11:00 AM - 12:00 PM	Meeting Id: 44155 44155 Password : Kfascug Meeting Link :https://us02web.zoom.us/j/4415544155?pwd=Aw02a2hzc2p1vuj6uud6nee4rxnidz09



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17-11-2020 DAY 4	1	English Language Skills - Session 2	T.K Faheema Assistant Professor Department of English	10:00 AM - 12:00 PM	Meeting Id: 44155 44155 Password : Kfascug Meeting Link :https://us02web.zoom.us/j/4415544155?pwd=Aw02a2hzc2p1vuj6uud6nee4rxnidz09
18-11-2020 DAY 5	1	Health Fitness and Wellness	Dr. Sakkeer Hussain Director, Physical Education, University of Calicut	10:00 AM- 11:00 AM	Meeting Id: 44155 44155 Password : Kfascug Or Meeting Link :https://us02web.zoom.us/j/4415544155?pwd=Aw02a2hzc2p1vuj6uud6nee4rxnidz09
	2	Universal Human Values	Vineeth Vinnie Asap Trainer	11:00 AM 12:00 PM	Meeting Id: 44155 44155 Password : Kfascug Or Meeting Link :https://us02web.zoom.us/j/4415544155?pwd=Aw02a2hzc2p1vuj6uud6nee4rxnidz09
19-11-2020 DAY 6	1	Calicut University Ug Regulations - Cbess - B. A. English, B.a Economics & Politics	Sreenath.M HOD Department of English	10:00 AM 11:00 AM	Meeting Id: 44155 44155 Password : Kfascug Or Meeting Link :https://us02web.zoom.us/j/4415544155?pwd=Aw02a2hzc2p1vuj6uud6nee4rxnidz09
		Calicut University Ug Regulations - Cbess - B. Sc Physics & B. Sc Mathematics	Mubarak N HOD Department of Physics	11:00 AM 12:00 PM	Meeting Id: 44155 44155 Password : Kfascug Or Meeting Link :https://us02web.zoom.us/j/4415544155?pwd=Aw02a2hzc2p1vuj6uud6nee4rxnidz09
20-11-2020 DAY 7	1	Preparations for FA Opportunities	Saleem Faisal P Motivation Speaker	10:00 AM 12:00 PM	Meeting Id: 44155 44155 Password : Kfascug Or Meeting Link :https://us02web.zoom.us/j/4415544155?pwd=Aw02a2hzc2p1vuj6uud6nee4rxnidz09



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23-11-2020 DAY 8	1	English Launcher - Language Drills	1. Vineeth Vinnie 2. Sherinna Kalathil Motivational Trainers	10:00 AM 12:00 PM	Meeting Id: 44155 44155 Password : Kfascug Or Meeting Link :https://us02web.zoom.us/j/4415544155?pwd=Aw02a2hzc2p1dWU6d6nee4rxnidz09
30-11-2020 DAY 9	1	Health, Wellness & Fitness (Part 2)	Mohammed Haneefa K Certified Physical Trainer	10:00 AM 11:30 AM	Login Id: 4415544155 Password : Kfascug https://us02web.zoom.us/j/4415544155?pwd=Aw02a2hzc2p1dWU6d6nee4rxnidz09
	2	Creative Arts	Madhu Kozhuvil Assistant Professor Department of English	11:30 AM 12:00 PM	Login Id: 4415544155 Password : Kfascug https://us02web.zoom.us/j/4415544155?pwd=Aw02a2hzc2p1dWU6d6nee4rxnidz09
	3	Feedback Session	Prof: M Abdul Azeez Principal, KFASC	12:00 PM 12:30 PM	Login Id: 4415544155 Password : Kfascug https://us02web.zoom.us/j/4415544155?pwd=Aw02a2hzc2p1dWU6d6nee4rxnidz09




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Inaugural Session of Induction Programme & Bridge Classes 2020

INITIAL PHASE- Day 1 (09/11/2020 - Monday)

Time	Activity
10:00 AM - 10:30AM	Registration of all allotted students
10:30 AM - 10:45 AM	Welcome address by Prof. M. Abdul Azeez (Principal - Kottakkal Farook College)
10:45 AM - 10:55 AM	Induction address by Mr. Kareem M K (Vice President - Farook Educational Society)
10:55 AM - 11:05 AM	Vision and Mission statement of Farook institutions T. P Kunhu Sahib (Secretary - FES)
11:05AM - 11:15 AM	Inauguration of bridge classes by Marakkar Kutty Haji (Treasurer - FES)
11:15 AM - 11:25 AM	Presentation on the schedule of forth coming sessions, induction & bridge classes - by Mohammed Labeeb Mancheri (Vice-Principal)
11:25 AM - 11:35 AM	Messages from: K Moideen (Manager FES)
11:35 AM - 11:45 AM	Felicitations by College Union representatives Mohamed Faris (College Union Secretary) Mrs. Najiya Thesni (Student Editor)
11:45 AM - 12:00 PM	On student experiences at Farook Ihsanul Haque (Alumni President Farook)
12:00 PM - 12:10 PM	Interaction with students Q & A
12:10 PM - 12:20 PM	Vote of thanks by Asst. Prof. Beenamol N.S (Staff Secretary)



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.

5) COACHING FOR SUPPLEMENTARY EXAMINATIONS

Special coaching was given to second-year students writing the supplementary exams by faculty members so that they can clear the exam with confidence. The support was extended outside class hours in the months of December 2020 and January 2021 through different types of online platforms.

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

Basheer Commemoration Day

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 Mrs. TK Faheema, 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



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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. By honouring Basheer's contributions, the event aimed to inspire a new generation of readers and



writers, fostering a greater appreciation for Malayalam literature as a whole.



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Reading Week Celebration


The English Department in association with Literary Club conducted Reading Week special programmes from June 19 to 25. The programme was inaugurated by Mr. Sreenath M, Head of the Department. The event aimed to promote a love for literature, enhance reading skills, and encourage creative writing among the participants. The day was filled with various competitions, including an online literary quiz, short story writing, and book reviews. The event witnessed enthusiastic participation from students and faculty members.

**SAGACIOUS
2020**


**Reading week
special**

**ART & ILLUSTRATION
CONTEST**

June 24




KOTTAKKAL FAROOK ARTS & SCIENCE COLLEGE
LITERARY CLUB & ENGLISH ASSOCIATION
PRESENTS



**SAGACIOUS
2020**

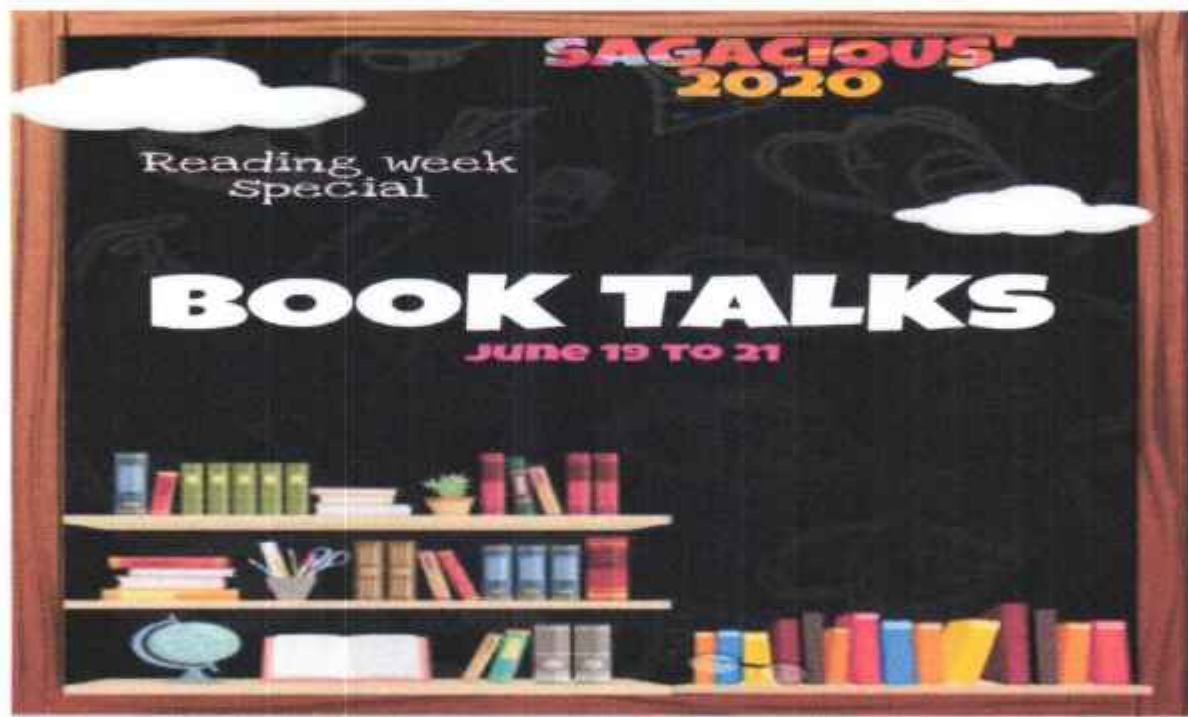
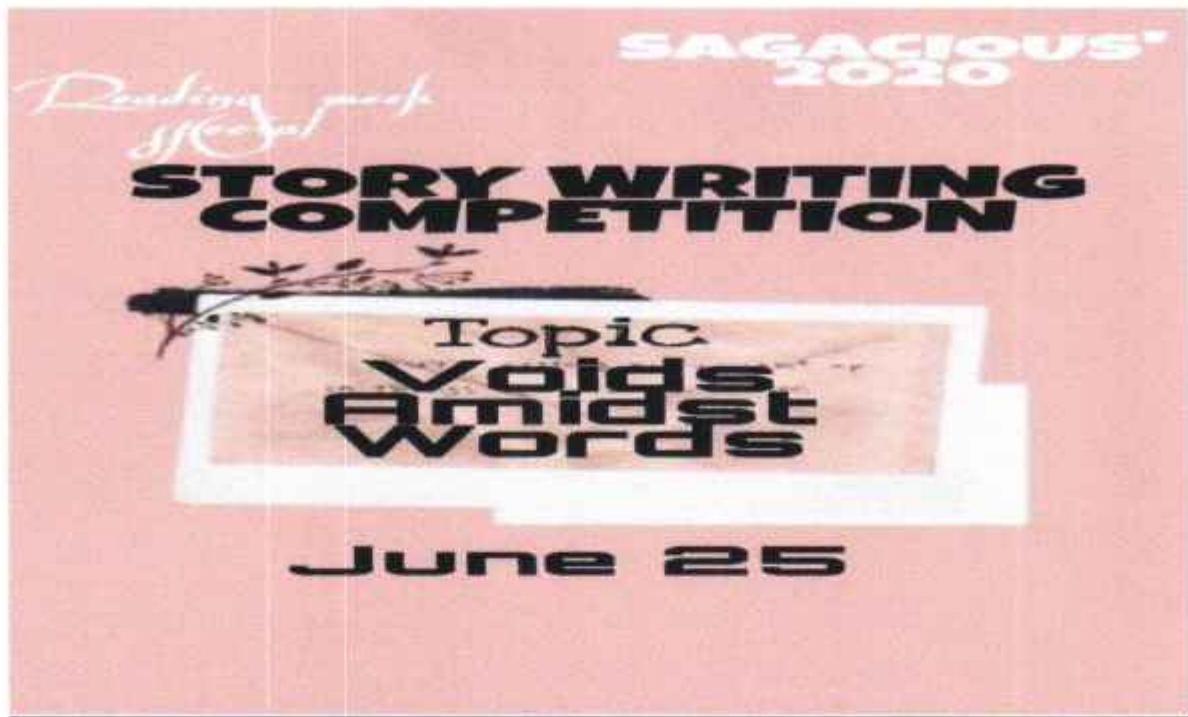
**Join us with book
talks**

**JUNE 19-25
READING
WEEK**



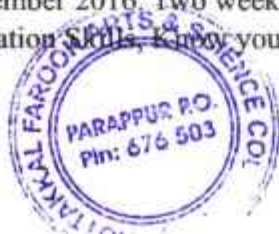


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Online PTA and First Sem Class Inauguration

Online PTA meeting along with inauguration of first year induction programmes were conducted on 9th November 2016. Two week Online induction programmes provided sessions on enhancing Communication Skills, Enjoy your Course, Universal Human Values, Health and Fitness.



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Association Inauguration

The Inauguration of Association “ Sagacious’20” was held on 12th January,2021. The event was formally inaugurated by the Principal in the presence of HOD, other staff members and students of the Department. Association Secretary Siva Manjima welcomed the gathering. Sreenath M presided the inauguration ceremony. Some Cultural Programmes were also arranged along with. This was followed by Vote of Thanks by Anagha. M


Women Empowerment Cell

Our department organized awareness classes on several gender issues and sensitized the female students to use internet resources and electronic devices caring for their safety, security, and privacy. A women empowerment debate was organized on the occasion of International women’s day on 8th March 2017.

Literary Club

Literary Club conducted various online programs from June 19th ‘Vayanadinam’ onwards. Several competitions in the form of online literary quiz, short story writing, book reviews, illustrations were conducted. . July 5th was celebrated as Basheer commemoration day and students actively engaged in online activities like illustrations from the famous works of Basheer.




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