

MA English I Semester Course Outcome

Unit I

- a) The learners are able to understand the importance of The Indo-European family of languages from which English has descended has eight branches including Eastern ones, like Indo-Iranian, Albanian, Armenian and Balto-Slavonic and the Western ones like Greek, Latin, Celtic and Teutonic.
- b) The learners came to know that Old English is an old form of the English language that was spoken by the Anglo-Saxons and their descendants in parts of what are now England and south-eastern Scotland between at least the mid-5th century and the mid-12th century.
- c) Middle English (ME) is collectively the varieties of the English language spoken after the Norman Conquest (1066) until the late 15th century.

Unit II

- a) The learners are able to understand Foreign Contribution to the Growth of Vocabulary: Influence of Greek, Latin, French and German on the English language.
- b) The learners are trained to what are linguistics (particularly morphology and lexicology), *word formation* refers to the ways in which new words are made on the basis of other words or morphemes.

Unit III

- a) The learners are understood the Noun clauses function as noun phrase complements within noun phrases.
- b) The learners are trained in a **verb phrase (VP)** is a syntactic unit composed of at least one verb and its dependents—objects, complements and other modifiers.
- c) The learners are able to differentiate between Coordination and Subordination. Coordination is joining two related ideas of equal importance. Subordination **is** joining two related ideas of unequal importance.

Unit IV

- a) This may include languages, **dialects**, **registers**, styles or other forms of **language**, as well as a **standard** variety
- b) The learners are able to understand Jargon is the vocabulary of a particular group or subculture such as computer geeks, engineers, drug users, and so on. Style is how an individual chooses to express oneself—urban, informal, erudite, wordy, etc. Register is how an individual communicates to fit a particular context or convey a specific mood/feeling.
- c) They can see differences between General American and Received Pronunciation for the standard accents in the United States and Britain.

Unit V

- a) The learners are trained to understand how indirect speech focuses more on the content of what someone said rather than their exact words.
- b) The learners are able to introduce you to different greetings, introductions, techniques for getting to know each other, and leaving remarks in English.
- c) Knowing how to address your colleagues and your boss to a newly acquired client is vital.

M.A Previous 2013-14
Semester II
Paper I Language Learning Theories

Programme Specific Outcomes

- PSO1: Understand An Introduction to Language and First Language Acquisition.
- PSO2: Study the Behaviorism and Learning.
- PSO3: Develop an understanding of Chomsky's Cognitive Theory and Cognitivism.
- PSO4: Analyzing Role of L1 and L2 acquisition and Inter Language.
- PSO5: Evaluating the Major Findings in L2 Research.

Course Outcomes

First Language Acquisition and Learning.

- CO1: To Study the Human Brain and its Functions, Stages of development in a child.
- CO2: To Understand Pavlov's Classical conditioning and its implications.
- CO3: To Analyze the Cognitivism and Learning Gestalt Theory and its implications in learning and teaching.
- CO4: To understand the Difference between First Language Acquisition and Second Language Learning.
- CO5: To Evaluate the Models of Second Language Acquisition.

Paper II English Language and Teaching I

Programme Specific Outcomes

- PSO1: Understand the Landmarks in the History of Modern Indian Education and History of English Language Teaching.
- PSO2: Study various techniques of teaching poetry, prose and Bilingual Method.
- PSO3: Develop an understanding of various approaches and methods.
- PSO4: Focus on communicative language teaching and task based learning.
- PSO5: Finding alternative to method and humanistic approach.

Course Outcomes

English Language Teaching

- CO1: To understand the History of English Language Teaching in India, Macaulay Minute, Three Language Formula, Kothari Commission and Ramamurthy Commission.
- CO2: To study the Role of English in India, Identifying Common Learner Errors.
- CO3: To develop an in-depth knowledge of various approaches and methods- Direct method, Reading method, Structural Method and Audio-Lingual Method.
- CO4: To Develop an overview of Communicative Competence and Linguistic Competence.
- CO5: To Evaluate the Silent Way, Total physical response Suggestopedia and Electric Method.

Paper III 20th Century English Literature I

Programme Specific Outcomes

PSO1: Understand the Concepts of Modernism, Symbolism and Surrealism.

PSO2: Introduces Poets of the Century WB Yeats and T.S.Eliot.

PSO3: Develop an understanding the Novels of D.H.Lawrence and Joseph Conrad.

PSO4: Focus on Virginia Woolf and E.M Foster very powerful writers of the century.

PSO5: Evaluates the famous play wrights of the century Saint Joan and J M Synge.

Course Outcomes

Background

CO1: The Background study introduces various concepts like Dada and Surrealism, Stream of Consciousness Technique.

Poetry

CO2: To introduce the major works of the poets of the century 'Easter Coming', 'Byzantium', 'The Waste Land'.

Fiction

CO3: To develop an analysis of texts 'sons and Lovers' and 'Heart of Darkness'.

Prose

CO4: To analyze the works 'A Room of One's Own' and 'Art for Art's Sake'.

Drama

CO5: To Evaluate 'Saint Joan', 'Riders to the Sea'.

Paper IV 20th Century English Literature II

Programme Specific Outcomes

PSO1: Understand concepts – Post Modernism and Existentialism.

PSO2: An overview of famous poets of the century – Ted Hughes, Philip Larken, Seamus Heaney.

PSO3: Develop an understanding of William Golding and Graham Greene.

PSO4: Analysis of the texts of Samuel Beckett and Tom Stoppard.

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CO3: To develop an analysis of texts 'Lord of the Flies' and 'Power and the Glory'.

Drama

CO4: To analyze the works – 'Waiting for Godot' and 'Indian Ink'.

Short Story

CO5: To Evaluate 'Lamb to the Slaughter', 'The Umbrella Man' and 'Sugar'.

Paper V Indian Writing in English II

Programme Specific Outcomes

- PSO1: Understand concepts – Decolonization and Counter Discourse.
- PSO2: An overview of famous poets of the century – Nissim Ezekiel, Kamala Das, A.K. Ramanujan.
- PSO3: Develop an understanding of Salman Rushdie and Shashi Deshpande.
- PSO4: Analysis of the texts of Girish Karnad and Mahesh Dattani.
- PSO5: Understand the short fiction of Bharathi Mukherjee and Anita Desai.

Course Outcomes

Background

CO1: The Background study introduces various concepts like Myth and Literature which helps to understand the text.

Poetry

CO2: To Introduce the major works of the poets of the century 'Enterprise', 'Poet, Lover and Birdwatcher', 'An Introduction', 'The Old Playhouse', 'River' and 'Love Poem For a Wife'

Fiction

CO3: To develop an analysis of 'Midnight's Children' and 'The Binding Vine'.

Drama

CO4: To analyze the works – 'Hayavadana' and 'Final Solutions'.

Short Fiction

CO5: To Evaluate 'A Wife's Story', 'Management of Grief', 'The Accompanist' and 'A Devoted Son'.

M.A Previous 2014-15

Semester II

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CO1: To understand the History of English Language Teaching in India, Macaulay Minute, Three Language Formula, Kothari Commission and Ramamurthy Commission.

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- PSO1: Understand concepts – Post Modernism and Existentialism.
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M.A Previous 2015-16
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Short Fiction

CO5: To Evaluate 'A Wife's Story', 'Management of Grief', 'The Accompanist' and 'A Devoted Son'.

M.A Previous 2016-17

Semester II

Paper II English Prose

Programme Specific Outcomes

- PSO1: Understand the Development of the English Essay and Translation of Bible.
- PSO2: Analyze the Essays of Bacon, *The Pilgrims Progress* and *Apologie for Poetry*.
- PSO3: Develop an understanding about Swifts 'The Battle of Rocks, Addison's *Sir Roger in Church*.
- PSO4: Analyzing Lamb's essays and Ruskin's 'unto this Last'.
- PSO5: Discussing Woolf's *A Room of One's Own* and *Politics and the English Language*.

Course Outcomes

Background, Essays, Prose

CO1: Origin and Development of English Essay, Utopia, Allegory, Satire and Translation of Bible

CO2: To understand the development of 'Of Studies', 'Of Truth', 'An Apologie for Poetry' and 'The Pilgrims Progress'.

CO3: To Analyze the Addison's 'Sir Roger in Church', Swift's 'The Battle of Books' and 'Preface to Shakespeare'.

CO4: An Overview of Lamb's Essays, Hazlitt's *The Indian Jugglers* 'On People with One Idea'

CO5: To get a Glimpse of Bertrand Russell's *The Ethics of War*, 'Education and Discipline', George Orwell's 'Politics and the English Language', 'Reflections on Gandhi'.

Paper III English Fiction

Programme Specific Outcomes

- PSO1: Understand The Rise of Novel, Realism and Magic Realism.
- PSO2: Analyze Daniel Defoe's Robinson Crusoe, Austen's Emma, and Bronte's Jane Eyre.
- PSO3: Develop an understanding of Dicken's Hard Times and Conrad's Heart of Darkness
- PSO4: Critical appreciation of Lawrence's Sons and Lovers and Zadie Smith's White Teeth.
- PSO5: Understand Rudyard Kipling's Lippeth and Roald Dahl's The Umbrella Man.

Course Outcomes

Background, Novels, Short Stories

- CO1: To Study 'The Rise of the Novel', Naturalism and Stream of Consciousness.
- CO2: A Critical Study of 'Robinson Crusoe' 'Emma' and 'Jane Eyre'.
- CO3: To Analyze 'Hard times', 'Tess of the Urbervilles', and 'Heart of Darkness'.
- CO4: The Analysis of 'sons and Lovers', 'Lord of the Flies' and 'White Teeth'.
- CO5: To Evaluate the short stories of 'Thrown Away', 'The Man Who Could Work Miracles' and 'Lamb to the Slaughter'.

Paper IV Women's writing

Programme Specific Outcomes

- PSO1: Indigenous Roots of Feminism: Culture, and to understand Gynocriticism
- PSO2: Analysis of Lanyer, Plath, Nicholes poetry.
- PSO3: Critical Appreciation of Wide Sargasso Sea, The Bluest Eye, Ameicanah.
- PSO4: To Study Mary Woostonecraft, Adrinne Rich, Suniti Namjoshi's works.

Course Outcomes

Background

- CO1: To Study Sex and Gender, Women's Liberation Movement, Women and the Canon, Black Feminist criticism.

Poetry

- CO2: To Understand the Poetry: 'Eve's Apology in Defense of Women', 'Lady Lazarus', 'Daddy', 'waterpot', 'The Fat Black Woman Goes Shopping' and 'Raisin eyes'.

Fiction

- CO3: To Develop Feminist view Point through Toni Morrison, Jean Rhys, Chimamanda Adichie.

Prose

- CO4: Feminism and Women Studies through 'Vindication of the Rights of Women' and 'From Feminist Fables'.

Paper V Twentieth Century Literary Criticism and Theory

Programme Specific Outcomes

PSO1: Understand New Criticism, Structuralism and Post Structuralism

PSO2: Analyze Brooks, Fry's writings.

PSO3: Critical Study of Foucault's, Barthes, Williams works.

PSO4: Evaluate works of Said, Showalter and Louis Gates.

Course Outcomes

Background, Literary theory and Criticism

CO1: An Introduction to Literary Theory, Psychoanalytical Criticism and Principles of Criticism.

CO2: To Analyze 'The Language of Paradox' and 'the Archetypes of Literature'.

CO3: To critically analyze 'The Unities of Discourse', 'The Death of the Author' and 'Literature'

CO4: To Evaluate 'Feminist Criticism in Wilderness' and Writing 'Race'.

M.A Previous 2017-18

Semester II

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Course out-come and programme out-come

Semester III (24 credits)

Paper I .ENG 301: English Language Teaching: Classroom Techniques and Practical English (5 Credits)

The components of this unit help students develop English Language teaching skills.

Paper II. ENG 302: American Literature—I (5 Credits)

Students acquire knowledge of American history , major literary events of america and read many authors under five genres..

Paper III. ENG 303: Indian Writing in English—I (5 Credits)

Students read Literary Movements and special qualities of Indian English Writing ,besides reading many significant texts of the Indian writers.

Paper IV. ENG 304: (A) Postcolonial Literature (4 Credits)

Students study Indian, African, Caribbean texts in terms culture, social and religion of post colonial era.

Paper V .ENG 305: (Inter-disciplinary)—Literature and Film (4 Credits)

Students learn similarities and differences of film making and writing.

Seminar: 2 hours per week (1 credit)

Semester IV (25 credits)

Paper I.ENG 401: English Language Teaching: Major Developments in L1 and L2 (5 Credits)

The components of this unit help students develop English Language teaching skills.

Paper II. ENG 402: American Literature-II (5 Credits)

Students acquire knowledge of American history , major literary eventsof America and read many authors under five genres..

Paper III. ENG 403: Indian Writing in English—II (5 Credits)

Students read Literary Movements and special qualities of Indian English Writing besides reading many significant texts of the Indian writers.

Paper IV. ENG 404: (A) Academic Writing and Research Methodology (4 Credits)

Components of this paper help students to acquire researching skills such as (a) Collecting primary material , secondary material. (b) Writing Bibiliography. (c) Writing critical articlecles

Paper V. ENG 405: (A) Project Work .(4 Credits)

Students take up the topics from their syllabus and write a critical document of 70 pages.

M.A. English Literature

Semester-1

Paper-1: The English Language: History, Description and Practice

Project Outcome:

- The learners get exposed to the history of Indo-European languages both existing and extinct languages.
- The learner learns about the characteristic features of Old English, Middle English and Modern English.
- The learner identifies the influence of other languages on the English language and learn the different processes in word formation and change of meaning.
- The learner practises to constitute and organize simple sentences along with gaining knowledge in forming structures of English noun phrases and verb phrases.
- The learner gets exposed to the differences in British English and American English and learn the standard dialect, register and style of the target language.
- The learner is trained to improve his/her communication skills and help her/him to use English in the classroom and outside the classroom efficiently.

Course Outcome:

- This paper introduces to the learners the various types of Indo-European languages and the characteristic features of Old, Middle and Modern English.
- It focusses on different processes involved in word formation and the contribution of foreign languages to the growth of vocabulary in English language.
- It exposes the learner to the types of simple sentences and semantic implications of co-ordination and sub-ordination.
- It emphasizes on learning the standard dialect, register and style.
- It trains the learner to use reporting verbs, degrees of comparison and master in using English in authentic situations.

Paper-4: English language and Phonetics

Project Outcome:

- The learner is exposed to the aspects related to verbal and non-verbal communication.
- The learner is trained to improve the pronunciation of the target language through the effective use of speech organs and identifying consonants and vowel sounds.
- The learner is trained to follow strictly the rules of word stress and tones of intonation.
- The learner will become aware of different levels of language description.

Course Outcome:

- The paper focusses on the features of human communication and its types.
- It emphasizes on phonetics that includes organs of speech, classification of sounds and description of consonants and vowel sounds.
- It focusses on word stress, aspects of connected speech and tones of intonation which help the learn to improve his/her pronunciation.
- The paper attempts a detailed study of the levels of language description: phonology, morphology and syntax.

Semester-2

Paper-1: English Language Teaching: History, Approaches and Methods

Project Outcome:

- The learner will learn about the landmarks in English education in India before independence and after independence.
- The learner will understand the role of English in India and learn the various objectives of teaching English as L2 in India.
- The learner learns the various theories related to Behaviourism and Cognitivism.
- The learner is exposed to the four language skills and their sub-skills.
- The learner will learn the different approaches and methods in language teaching and different types of syllabi.
- Learner is exposed to the types of Language Testing.
- Learner is trained to test the language skills.

Course Outcome:

- This paper provides the knowledge about how English was introduced in India and the role played by English in pre and post- independent India.
- It focusses on the theories of English language learning: Behaviourism and Cognitivism.
- It focusses on both the approaches and methods of language teaching.
- It provides an indepth analysis of LSRW and their sub-skills.
- It also provides an elaborated explanation of goals and objectives of curriculum and types of syllabi.
- It also focusses on various types of testing.

Semester-3**Paper-1: English Language Teaching: Classroom Techniques and Practical English****Project Outcome:**

- The learner is trained to identify and deal with the common errors and they are exposed to the techniques of teaching grammar, prose poetry and drama.
- The learner is trained to use classroom techniques effectively.
- The learner will learn how to use teaching aids in a language classroom.
- The learner learns the important techniques involved in teaching language through literature.
- The learner is trained to design language tasks from literary text.
- Learner is trained in practical English like how to participate in GD's, elocution, debate, presentation and trained to write letters and notices, memos etc.

Course Outcome:

- The paper helps the learner to deal effectively with error analysis theory and the techniques of teaching grammar, poetry, prose, drama and vocabulary.
- It mainly focusses on learner centred approach and expose the learner to the concepts of team teaching and teaching large classes.
- It emphasizes on effective use of teaching aids and the importance of language lab in acquiring L2.
- It focusses on teaching language through literature and the stylistic approach to the teaching of literature.

- It provides a platform for the learners to learn how to communicate effectively through letters, memos, notices, etc.
- It also focusses on essentials of presentation skills, mock interviews, GD's, etc.

Semester-4

Paper-1: English Language Teaching: Major Developments in L1 and L2

Project Outcome:

- The learner will be able to differentiate language learning from language acquisition and learn the functions of human brain in language acquisition.
- The learner is exposed to major findings in L2 research and the different models of L2 acquisition.
- The learner is trained to use the appropriate language learning strategies while learning the language.
- The learner will be aware of the relationship between language, society and culture and to find the current trends of World Englishes.
- The learner trained to design a standard test and learn the principles of designing ESP courses.

Course Outcome:

- This paper gives a detailed account of the human brain and its function in language acquisition and learning.
- This paper focusses on the major findings of L2 research and the models of L2 acquisition.
- It provides a brief description of types of language learning strategies and the different learning styles of the learners.
- It focusses on the importance of socio-linguistics, concept of post method pedagogy, World Englishes and New Englishes.
- It briefly mentions the principles of designing ESP courses.
- It provides the steps to design a standard test and also study the samples of competitive tests like TOEFL and IELTS.

Paper-4: Academic Writing and Research Methodology

Project Outcome:

- The learner is trained to write effectively by studying the factors like cohesion, coherence, accuracy, appropriacy, management of tone and tenor, etc. that effect writing.
- The learner is well trained in writing effective reports, essays, books reviews and film reviews.
- The learner is trained to avoid plagiarism and also trained to analyse and to interpret data collected.
- Learner is trained to prepare an outline for research articles and thesis.

Course Outcome:

- This paper focusses on various factors that influence the effective writing.
- It emphasizes on study skills and academic skills like note taking, note making, paraphrasing, summarizing, essay writing, report writing, writing book reviews, film reviews.
- It gives an in-depth knowledge on types of research and how to analyse and interpret the collected data.
- It exposes the learner to the two formats of documentation- APA and MLA styles.

Program Outcome for General English at Undergraduate level

General English for Undergraduate I and II year curriculum is designed with relevance to the need of the hour of communication skills. Students of Nizam College are a mix of foreign students from third world countries, rural students and urban students. Hence, the designed course caters to the developmental needs of this heterogeneous group, which is quite a challenge.

The activities therefore are designed with the learning objectives in the following areas

- The development of language skills
- The mastery of language
- The development of communication skills
- The inculcation of literary skills
- The development of study skills
- The development of soft skills
- Increasing their overall proficiency levels in English.

The program outcome is to ensure the learning of English language skills in use. The program specific outcome is to help the heterogeneous unique mix of students to help with their practical usage of English. The course is graded in I and II year with basics in I year and advanced skills in II year.

UG - B.A. (ML) Programme Outcome

The syllabus of BA (ML-English Literature) is a three year programme comprising of six semesters. The programme is designed as a gradient course starting from the modern and contemporary English literature, grading towards the classics of English literature. The student can easily relate to the contemporary literature, which further encourages him/her to explore the origins.

The programme outcomes for the student are as follows:

- The learner is able to describe, analyze, interpret, and evaluate features of literary texts in several genres, using appropriate literary and cultural terms and contexts ,
- The learner becomes proficient and critical readers of literary texts,
- The learner is trained to write clear, well-developed, well-supported critical essays about literature, while integrating quality sources,
- The learner is trained to plan, write, and revise substantial critical essays about literature with original insights and effective argument, organization, evidence, and analysis
- The learner is trained to write short critical essays about literature that integrate primary and secondary sources with correct documentation and appropriate English,
- The learner is trained to develop skills and values such as taking responsibility for work, confidence, cooperation, reflection and experience literature as an extension of life and a means for intellectual, aesthetic, personal growth and also foster creativity and social awareness.

UG - B.A. (ML) Course Outcome – I Semester

Paper I – Language and Literature I (Indian Literature in English)

This paper introduces to the learner both the aspects of English: Literature and Language. The focus of language as a means of communication emphasizes on both verbal and non verbal communication. An in depth analysis and learning is initiated into the four language skills Listening, Speaking, Reading and Writing. The learners also learn about varieties of English with reference to the unique variation of Indian English. The learner with an understanding of the elements of poetry and drama with an introduction into literary terminology, a student of literature should be thorough with. The learner will now be able to understand and appreciate higher order of language skills that are demonstrated in these genres. They also sample Indian writers and their work exploring the concept of literature within their context

UG - B.A. (ML) Course Outcome – II Semester

Paper II – Language and Literature II (British Literature of 20th Century)

This paper delves deeper into the phonology of English with a study on vowels and consonants and other components of language such as stress, syllable, word accent and contractions. It also trains the learner in listening, conversations and the power of positive markers in language. It further introduces definitions and major influences on literature such as Marxism, Modernism, Post Modernism and Feminism. Sample text/texts of all the major genre are introduced to the learner to create an overview and become a background on which the learner can work further. A broader sense of 20th century British Literature is established

UG - B.A. (ML) Course Outcome – III Semester

Paper III – Language and Literature III (British Literature of 19th Century)

As the learner proceeds to the next semester, he/she learns higher language skills and older concepts of literature than the earlier semester. Language and Communication is part of the impetus. Reading comprehension and Basics of writing help the learner comprehend the concepts of ‘organisation’, ‘expansion’, ‘abridgement’ and ‘creative writing’. Sample text/texts of all the major genre are introduced to the learner to create an overview and become a background on which the learner can work further. A broader sense of 19th century British Literature is established

UG - B.A. (ML) Course Outcome – IV Semester

Paper IV – Language and Literature IV (British Literature of 18th Century)

After three semester of language and literature, this semester enables the student equip themselves with the aspects related to effective academic writing by exposing them to ideas related to documentation. Further, the students are given an idea of 18th century British literature, restoration drama, neo-classical age and a glimpse of the development of the novel and various kinds of novel.

UG - B.A. (ML) Course Outcome – V Semester

Paper V – Language and Literature V (British Literature of 16th & 17th Centuries)

By the end of the Fifth semester, students would be familiar with aspects of writers and a few writings of Renaissance and University wits, Elizabethan age and Metaphysical age. Works of William Shakespeare, John Donne, John Milton and Francis Bacon. The unit of seminar and presentation skills should hone their speaking skills and equip them for effective presentations.

Paper VI- **Elective –A**: American Literature

After four semesters of exposure to British literature, the students who opt for American literature will get an idea of American literature. At the end of the semester, students would come out with movements and phases, and the struggles of America: slavery, racism, discrimination, American dream and individualism as reflected in works of Phyllis Wheatley, Mark Twain, Walt Whitman and H.D Thoreau

Elective- B: Post-Colonial Literature

After four semesters of exposure to British literature, the students who opt for American literature will be now introduced to Post-Colonial Literature. At the end of the course, the students should be familiar with concepts and ideas related to: Imperialism, Colonialism, Post colonialism, Diaspora and literature of Carribean , Australian and Nigerian witors such as: Edward Braithwaite, Judith Wright, Ngugi Wa Thiango, Wole Soyinka and Chinua Achebe.

UG - B.A. (ML) Course Outcome – VI Semester

Paper VII – Literary Appreciation and Criticism

At the end of the semester, students will be gaining knowledge of the tools of critical analysis to analyze poetry, fiction, drama, and prose. Students will be also aware of concepts such as neo-criticism, feminism and Psychoanalysis. This paper also familiarizes them with the genre of film as literature and helps them understand the techniques of film making and the issues of the genre.

UG - B.A. (ML) Course Outcome – VI Semester

Paper VIII – Project Work

After the seven semesters of studying literature and learning about academic writing and documentation, the students are able to take up some kind of research work as submit as a project. The students are given a choice of their topics from the works and writers they have studied earlier.