



# MANNAR THIRUMALAI NAICKER COLLEGE

A Co-educational, Autonomous and Linguistic Minority Institution

Affiliated to Madurai Kamaraj University

Re-accredited with "A" Grade by NAAC

Pasumalai, Madurai – 625 004 Tamil Nadu.

## SSR CYCLE - III

### CURRICULUM RELEVANCE TO THE LOCAL, REGIONAL, NATIONAL AND GLOBAL NEEDS

NAME OF THE PROGRAMME: B.A ENGLISH PROGRAMME CODE: UEN

### PROGRAMME OUTCOMES

**PO1:** Integrate the academic abilities and expertise gained from the study of humanities and arts and other similar fields, and gains requisite scope and breadth for a transdisciplinary context.

**PO2:** Demonstrate proficiency in the use of effective disciplinary techniques in research, critical study, artistic work and professional performance.

**PO3:** Communicate observations, recommendations and suggestions effectively, concisely and accurately, both verbally and in writing, to various types of audiences.

**PO4:** Articulate and apply principles, concepts, ethics and ideals resulting from an integrated view of their fields of research and to show knowledge and resolution of existing social and environmental issues

**PO5:** Apply professional ethics, accountability and equity in all their endeavours.

**PO6:** Use new tools, resources and technology to keep abreast with current developments in their discipline and practice life-long learning.



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### PROGRAMME SPECIFIC OUTCOMES

**PSO1:** Exhibit a range of basic literary communication skills and a concise overview of literary practices and functions.

**PSO2:** Assess the numerous literary genres and stylistic developments and compose objectively and imaginatively.

**PSO3:** Interpret literary texts as an area of research and as part of a larger network of local and global culture.

**PSO4:** Methodically evaluate existing scholarships and extend important problems and knowledge base in the area of English studies through digital tools and resources.

**PSO5:** Nurture greater evaluation and the values of conceptions of principles – both the literary values that help us in literary life at all times, and apply them properly.

**PSO6:** Channelize the passions of students in a constructive way to make more applied job preferences after the graduation.



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Sl. No	Course Code	Course Name	Nature of the Course Local, Regional, National and Global	Course Outcomes
1.	21UENG11	Communicative English-I	Global	<b>CO1:</b> To listen, understand, speak, read and write English efficiently <b>CO2:</b> To acquire the linguistic components required in various life situations <b>CO3:</b> To develop and integrate the use of reading and writing skills <b>CO4:</b> To read and write effectively and appropriately in real life situations <b>CO5:</b> To skim, scan, interpret and understand their readings
2.	21UENC11	British Poetry	Regional	<b>CO1:</b> To provide a historical perspective of British poetry. <b>CO2:</b> To interpret and appreciate the selected texts from the genre of poetry. <b>CO3:</b> To teach different genres of poetry. <b>CO4:</b> To make them admire poetry as a literary art. <b>CO5:</b> To apprehend various elements of poetry.
3.	21UENC12	Modern English Grammar and Usage	Global	<b>CO1:</b> To understand the basics of English grammar <b>CO2:</b> To learn the structure of sentences <b>CO3:</b> To transform sentences from one form to another <b>CO4:</b> To avoid common errors <b>CO5:</b> To use grammar properly



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4.	21UENA11	Literary Genres and Terms	Global	<p><b>CO1:</b> To equip the students with various literary genres</p> <p><b>CO2:</b> To empower the students to identify different figures of speech</p> <p><b>CO3:</b> To widen the perspective of students in analysing literary text</p> <p><b>CO4:</b> To introduce the students to major movements in literary arena</p> <p><b>CO5:</b> To acquaint the students with the differentiation of prose, poetry and other genres</p>
5.	21UENS11	Interpretation of Poetry	Global	<p><b>CO1:</b> To enlighten the students about language, form, subject and structure of poetry.</p> <p><b>CO2:</b> To cultivate a sense of passion for reading poems.</p> <p><b>CO3:</b> To guide them on various approaches towards interpreting poetry.</p> <p><b>CO4:</b> To encourage the students to create new poems.</p> <p><b>CO5:</b> To enable the students to understand and appreciate poetry.</p>
6.	21UVLG21	Value Education	Regional	<p><b>CO1:</b> To understand the meaning of values.</p> <p><b>CO2:</b> To interpret Indian culture in a scientific manner.</p> <p><b>CO3:</b> To assess the values of health, mind, aestheticism, spiritualism.</p> <p><b>CO4:</b> To evaluate the impact of society.</p> <p><b>CO5:</b> To appraise moral values in the society</p>
7.	21UENG21	Communicative English-II	Global	<p><b>CO1:</b> To achieve proficiency in language skills</p> <p><b>CO2:</b> To express fluently in various situations</p> <p><b>CO3:</b> To empower the students with speaking and writing skills</p> <p><b>CO4:</b> To speak and write effectively</p>



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				and appropriately in real life situations <b>CO5:</b> To enrich the grammatical skills
8.	21UENC21	Indian Writing in English	Regional	<b>CO1:</b> To empower students with Indian writers in the literary arena <b>CO2:</b> To emphasize students with Indianness in literatures before and after partition <b>CO3:</b> To explore students with critical appreciation of the literary text <b>CO4:</b> To widen socio-cultural approach of students, while examining a text <b>CO5:</b> To sensitize students with issues pertaining to multiculturalism, gender bias, social realism
9.	21UENC22	British Prose	Regional	<b>CO1:</b> To familiarize the phases of British Prose <b>CO2:</b> To inculcate a sense of appreciation for British Prose. <b>CO3:</b> To make the students enjoy the flair of literature through classical prose works. <b>CO4:</b> To introduce the possibilities of different prose style <b>CO5:</b> To criticize and enjoy the text prescribed
10.	21UENA21	Social History of England	Regional	<b>CO1:</b> To prepare the students with a basic knowledge of the political and social history of England with the special reference to important incidents and movements in English history. <b>CO2:</b> To understand politics, diplomacy and intellectual aspects. <b>CO3:</b> To develop a passion for literature and language



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				<b>CO4:</b> To motivate the learners interpret English Literature in its native context and background. <b>CO5:</b> To provide the learners a suitable perspective about the inventions and transportations of England
11.	21UENS21	English fore-Writing	Global	<b>CO1:</b> To enhance the quality of communication digitally. <b>CO2:</b> To impart knowledge about the various forms of electronic media. <b>CO3:</b> To facilitate learning about the online platforms and online content writing. <b>CO4:</b> To educate on the importance of emerging new media. <b>CO5:</b> To harness the potential of students to create e-writing.
12.	21UENG31	Communicative English-III	Global	<b>CO1:</b> To understand and evaluate the meaning of the Speaker. <b>CO2:</b> To develop communicative competence. <b>CO3:</b> To enable them to comprehend the thought and idea contained in the poems. <b>CO4:</b> To develop the ability to identify and use narrative tenses when writing <b>CO5:</b> To understand and explore the basics of English grammar
13.	21UENC31	British Drama	Regional	<b>CO1:</b> To introduce the origin and development of English drama and its various themes and forms of different ages and stages. <b>CO2:</b> To provide the insights, genres, conventions and experimentations associated with English Drama. <b>CO3:</b> To comprehend the development of trends in British



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				<p>drama</p> <p><b>CO4:</b> To understand the theme, structure and style in British drama.</p> <p><b>CO5:</b> To interpret and appreciate the selected texts.</p>
14.	21UENC32	<p><b>Introduction to English Language and Linguistics</b></p>	Global	<p><b>CO1:</b> To enable theoretical and practical knowledge of English Linguistics, phonetics and phonology.</p> <p><b>CO2:</b> To enable the students to get acquainted with correct English Pronunciation.</p> <p><b>CO3:</b> To introduce the phonetic symbols of the English language to the students.</p> <p><b>CO4:</b> To enable skill development in sound identification and discrimination and the control of speech production abilities.</p> <p><b>CO5:</b> To develop presentation skills in academic and professional environment</p>
15.	21UENA31	<p><b>History of English Literature</b></p>	Global	<p><b>CO1:</b> To enable the students to acquire an overview of the history of English literature,</p> <p><b>CO2:</b> To study about eminent writers down the ages, with a detailed description of the social background, along with historical and cultural perspective.</p> <p><b>CO3:</b> To enhance the students' knowledge of various contexts in which literature was created.</p> <p><b>CO4:</b> To differentiate literature of one period with that of another.</p> <p><b>CO5:</b> To analyze religious, social and political history of England</p>





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16.	21UENS31	Digital Literature	Global	<p><b>CO1:</b> To expand the understanding of the creative process through wide exposure to digital literature.</p> <p><b>CO2:</b> To enrich the discernment of knowledge by introducing theories, histories, and aesthetics of digital literature.</p> <p><b>CO3:</b> To get the students to be aware of an active digital literature community, to contribute and be a part of it.</p> <p><b>CO4:</b> To help the students demarcate print literature and digital literature.</p> <p><b>CO5:</b> To spread the impact of digital media, which enables and shapes different modes of creative and cultural expression.</p>
17.	21UENN31	English for Competitive Examinations	Regional	<p><b>CO1:</b> To provide knowledge on general English.</p> <p><b>CO2:</b> To train the students to face competitive exams.</p> <p><b>CO3:</b> To furnish the ways to crack competitive exams.</p> <p><b>CO4:</b> To enlighten the students with the needs of current society.</p> <p><b>CO5:</b> To cultivate the habit of self-equipment</p>
18.	21UENG41	Communicative English-IV	Global	<p><b>CO1:</b> To show them the path of character building.</p> <p><b>CO2:</b> To acquaint them with the style of essay writing.</p> <p><b>CO3:</b> To compare experiences with themes and issues brought up in Shakespeare's plays</p> <p><b>CO4:</b> To acquire the linguistic competence required in various professional situations.</p> <p><b>CO5:</b> To assimilate the correct patterns of language</p>





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19.	21UENC41	British Fiction	Regional	<p><b>CO1:</b> To Familiarize students with some master pieces of British Fiction</p> <p><b>CO2:</b> To make the students aware of the social problems of Great Britain from the themes of the Fiction.</p> <p><b>CO3:</b> To train the students in the simple literary discipline of sustained reading of prose writing of consideration length.</p> <p><b>CO4:</b> To appreciate and enjoy the intensity of British Literature and Culture.</p> <p><b>CO5:</b> To negotiate the text and its sensibilities.</p>
20.	21UENC42	Translation: Theory and Practice	Global	<p><b>CO1:</b> To understand the meaning, major themes, writers and the cultural representation</p> <p><b>CO2:</b> To remember and understand the theme of translation and appreciate the imagery used by Indian Writers in translated works.</p> <p><b>CO3:</b> To understand the dual nature of prose, poetry and analyze the texts and its thought and content</p> <p><b>CO4:</b> To understand and critically evaluate the impact of society on the lives of ordinary men and women across India through the prescribed translation works.</p> <p><b>CO5:</b> To understand, analyze and evaluate the Translation patterns in the prescribed works.</p>
21.	21UENA41	Myth and Literature	Global	<p><b>CO1:</b> To enable students with the origin of myths and its impact on literature.</p> <p><b>CO2:</b> To introduce students to different mythological approaches in literary texts.</p>



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				<b>CO3:</b> To explore western mythologies in wider perspectives. <b>CO4:</b> To familiarize students with mythological legends and tales. <b>CO5:</b> To expose students with Indian mythological stories in respect to notable epics.
22.	21UENS41	Mass Communication and Journalism	Global	<b>CO1:</b> To impart understanding of journalism and its important in the society. <b>CO2:</b> To develop skills related to media. <b>CO3:</b> To familiarize with latest technology incorporated and used in Mass Media. <b>CO4:</b> To enlighten the students with the need of current society. <b>CO5:</b> To kindle creative thinking in a professional way.
23.	21UENN41	Corporate Etiquette	Global	<b>CO1:</b> To impart employment opportunities in the society. <b>CO2:</b> To develop a professional conduct. <b>CO3:</b> To familiarize with the latest etiquette to cope up with changing trend. <b>CO4:</b> To Understand the concept of Corporate Etiquette <b>CO5:</b> To Summarize the principles of proper courtesy as practiced in the workplace
24.	21UENC51	American Literature	Global	<b>CO1:</b> To expose the students, the richness of American Literature through selected text <b>CO2:</b> To provide knowledge of the writers who have steered the American Literature <b>CO3:</b> To introduce the uniqueness, culture and diversity of American Literature <b>CO4:</b> To equip students to identify



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				ideas and themes of American literature <b>CO5:</b> To familiarize the students with the main currents of development.
25.	21UENC52	Women's Writing in English	Global	<b>CO1:</b> To introduce students to expand their knowledge of the range and long history of women's writing across the world. <b>CO2:</b> To expand students' knowledge about the relation between gender, sexuality and nationalism in each of the selected readings. <b>CO3:</b> To expand students critical vocabulary about representation, identity and nationalism. <b>CO4:</b> To expand students' ability to think, speak and write critically about the collective term women' <b>CO5:</b> To create knowledge among students about gender-based violence in the society.
26.	21UENC53	Literary Criticism	Global	<b>CO1:</b> To develop the skills for appreciating literature <b>CO2:</b> To introduce the various streams in literary criticism <b>CO3:</b> To introduce students to some of the major schools of literary theory. <b>CO4:</b> To introduce the developments in the literary theory of the late 20th century <b>CO5:</b> To train the students in critical thinking.
27.	21UENE51	New Literatures in English	Global	<b>CO1:</b> To enable students and provoke their perspectives on marginal writings <b>CO2:</b> To familiarize students with both literatures of the colonizers and colonized



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				<b>CO3:</b> To equip students with critical survey of the literature of subaltern <b>CO4:</b> To enhance students with literary and cultural heritage of third world countries <b>CO5:</b> To expose students to the artistic subtlety of the regional writings
28.	21UENE52	Literature of the Marginalized	Global	<b>CO1:</b> To gain a perspective between high and low cultures. <b>CO2:</b> To familiarize the students with the theme of subalternity. <b>CO3:</b> To provide insight into the struggles of people from around the world for rights and contribute proactively to social dynamics <b>CO4:</b> To introduce them the type of literature that has been sidelined down by the ages <b>CO5:</b> To understand how literature acts as a vehicle for voices of dissent and protest.
29.	21UENE53	Diasporic Literature	Global	<b>CO1:</b> To impart the knowledge of the diaspora perceptions of life. <b>CO2:</b> To make the students understand the issues related to rootlessness. <b>CO3:</b> To realise the importance of their own culture and land. <b>CO4:</b> To experience the taste of diaspora writings <b>CO5:</b> To develop interest in self-identity
30.	21UENE54	Canadian Literature	Regional	<b>CO1:</b> To provide an understanding of cultural diversity in Canada <b>CO2:</b> To familiarize the students with tendencies, trends that embody Canadian writing <b>CO3:</b> To focus on the historical, social and literary impacts that



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				<p>have helped Canada evolve its own literary tradition and identity</p> <p><b>CO4:</b> To help them understand Canadian response towards nature</p> <p><b>CO5:</b> To encourage the students to develop independent critical responses to the texts</p>
31.	21UENE55	Australian Literature	Regional	<p><b>CO1:</b> To give a broad overview of Australian Literature to the students.</p> <p><b>CO2:</b> To know the major historical development of Australians.</p> <p><b>CO3:</b> To introduce students some of the major literary genres and modes employed by Australian writers.</p> <p><b>CO4:</b> To acquire an idea of Australian culture and diversity</p> <p><b>CO5:</b> To keep the students informed of the Australian Literary background.</p>
32.	21UENE56	Caribbean Literature	Regional	<p><b>CO1:</b> To provide a socio-cultural perspective of Caribbean Writings.</p> <p><b>CO2:</b> To understand Caribbean history, culture, and identities as represented in literary texts canons using academic texts, cultural texts, and other sources.</p> <p><b>CO3:</b> To distinguish the strengths, weaknesses, and point of view in sources and texts of the course.</p> <p><b>CO4:</b> To analyze, compare, contrast themes and arguments across readings in different historical contexts and genres.</p> <p><b>CO5:</b> To interpret and appreciate the selected texts.</p>
33.	21UENS51	Disability Studies	Global	<p><b>CO1:</b> To provide various perspectives in understanding disability</p> <p><b>CO2:</b> To apprehend the</p>



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				<p>complexities of the social realities of the field of disability</p> <p><b>CO3:</b> To expose students to historical and contemporary disability issues</p> <p><b>CO4:</b> To provide theoretical and practical contexts for thinking about disability as a component of human diversity</p> <p><b>CO5:</b> To apprehend theory and praxis of various disabilities</p>
34.	21UENC61	Shakespeare	Global	<p><b>CO1:</b> To Understand and appreciate the plays of Shakespeare</p> <p><b>CO2:</b> To introduce analytical skill in reading Shakespeare's plays</p> <p><b>CO3:</b> To apply the criticism to the other works of Shakespeare</p> <p><b>CO4:</b> To assess the Elizabethan audience</p> <p><b>CO5:</b> To dramatize the writings of Shakespeare</p>
35.	21UENC62	English Language Teaching: Theory and Practice	Global	<p><b>CO1:</b> To know recent methods and trends in English Language Teaching.</p> <p><b>CO2:</b> To create interest in students to learn language teaching methods.</p> <p><b>CO3:</b> To encourage students to implement recent methods of teaching</p> <p><b>CO4:</b> To compare traditional teaching with ICT enabled</p> <p><b>CO5:</b> To make use of audio- visual aids for effective teaching</p>
36.	21UENPR1	Project and Viva- Voce	Global	<p><b>CO1:</b> Define a project</p> <p><b>CO2:</b> Discuss a major issue in a project</p> <p><b>CO3:</b> Apply the interpretative skills on a theme</p> <p><b>CO4:</b> Compare the work of art in</p>





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				comparison with others <b>CO5:</b> Create one's own project
37.	21UENE61	Children's Literature	Global	<b>CO1:</b> To introduce the students the history of children's literature <b>CO2:</b> To identify various techniques and themes <b>CO3:</b> To appreciate their own cultural heritage as well as others. <b>CO4:</b> To understand the changing culture of the children's world <b>CO5:</b> To analyse the perspectives of the young minds
38.	21UENE62	Eco Literature	Global	<b>CO1:</b> To create and impart the values of environment through literature <b>CO2:</b> To appraise the criticism on nature and its effects <b>CO3:</b> To make learners aware of endangered species <b>CO4:</b> To understand the relationship between nature and culture <b>CO5:</b> To expand ecological concern towards nature
39.	21UENE63	Pandemic Literature	Global	<b>CO1:</b> To educate the students about the pandemics with historical context. <b>CO2:</b> To instill an awareness among the students about the pandemics and epidemics through literature. <b>CO3:</b> To prepare them mentally and guide them towards accepting the reality. <b>CO4:</b> To sensitize the students about the spread of diseases. <b>CO5:</b> To make them develop a sense of humaneness and care for society in general.
40.	21UENE64	Travel Literature	Global	<b>CO1:</b> To enable the students, identify the genre of travel





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				<p>literature as an essential emerging domain.</p> <p><b>CO2:</b> To familiarize the students with cultures and practices prevalent in different countries.</p> <p><b>CO3:</b> To impart knowledge on landscapes from all over the world.</p> <p><b>CO4:</b> To expose the students to various types, techniques and forms of travel writing.</p> <p><b>CO5:</b> To cultivate a penchant for travel writing to further their research.</p>
41.	21UENE65	Refugee Literature	Regional	<p><b>CO1:</b> To understand the life of refugees</p> <p><b>CO2:</b> To explore their history, crisis and the prevalence of refugees.</p> <p><b>CO3:</b> To analyze the literary text on refugees, their experiences and their sacrifices.</p> <p><b>CO4:</b> To recognize the complexities of refugees native land and adopted land.</p> <p><b>CO5:</b> To impart the values of refugees and society.</p>
42.	21UENE66	Prison Literature	Global	<p><b>CO1:</b> To understand the life of prisoners</p> <p><b>CO2:</b> To explore the history and politics of prisons and imprisonments</p> <p><b>CO3:</b> To analyze the literary text of familiar politicians, their experiences and sacrifices to the society</p> <p><b>CO4:</b> To recognize the conventions of prison literary genre.</p> <p><b>CO5:</b> To impart the values of prison and society</p>
43.	21UENS61	Life writings	Global	<p><b>CO1:</b> To give an intensive study of forms and theories of life writing</p> <p><b>CO2:</b> To introduce them to various</p>



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				forms of writings <b>CO3:</b> To make them understand the nuances of life writing <b>CO4:</b> To expose them to critical and theoretical issues raised by various forms of life writing <b>CO5:</b> To introduce online form of life writing
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*R. Dhanalakshmi*

Signature of the HoD with Seal

**Dr. R. Dhanalakshmi**  
Associate Professor & Head  
English Research Department of English  
Mannar Thirumalai Naicker College (Autonomous)  
Pasumalai, Madurai-625004

Signature of the Principal with Seal



*[Signature]*  
PRINCIPAL  
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