



# 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.

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

NAME OF THE PROGRAMME: M.A. ENGLISH

PROGRAMME CODE: PEN

### PROGRAMME OUTCOMES

**PO1:** Appreciate the nuances of literary elements and techniques employed and the influence of society, culture, economy, politics and psychology in literatures around the world

**PO2:** Apply adequate research acumen along with a compendium of knowledge of documentation

**PO3:** Utilize well their verbal and nonverbal skills in their pursuit of success both in their personal and professional life.

**PO4:** Demonstrate their expertise as professionals with competence in English and exhibit their creative skills in the field of their interest.

**PO5:** Sustain their interest in literature and language throughout their life for achieving great heights of success.



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## PROGRAMME SPECIFIC OUTCOMES

**PSO1:** To appreciate the nuances of a literary text in its socio-political and psychological Contexts.

**PSO2:** To validate the literary discussions on history, culture, race, gender and ecology founding them on literary theories.

**PSO3:** To deliver the expertise in English Language Teaching using the contemporary ELT principles and methods.

**PSO4:** Exploring the field of interest in language and literature with the help of documentation standardized in MLA and APA styles.

**PSO5:** Assimilate their language proficiency in to media industry and for translating literary as well as non-literary writings.

**PSO6:** Empathize with the lives of the Fourth world and the marginalized.



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Sl.No	Course Code	Course Name	Course Outcomes
1	21PENC11	<b>British Literary Tradition: Chaucer To Swift</b>	<p><b>CO1:</b>To introduce the students to British poetry tradition from Chaucer to Swift.</p> <p><b>CO2:</b> To enable the students to explore British Literary movements in its socio-cultural and political context.</p> <p><b>CO3:</b> To enable the students to understand the forms and meanings of British prose.</p> <p><b>CO4:</b> To inculcate in students a deeper sense of appreciation of philosophical drama as of this period. To enable the students to understand the theme, structure and style of British novels</p>
2	21PENC12	<b>American Literary Tradition: Native Oral Tradition to Rise of Realism</b>	<p><b>CO1:</b> Introduce the students to British poetry tradition from Chaucer to Swift.</p> <p><b>CO2:</b> To enable the students to explore British Literary movements in its socio-cultural and political context.</p> <p><b>CO3:</b> To enable the students to understand the forms and meanings of British prose.</p> <p><b>CO4:</b> To inculcate in students a deeper sense of appreciation of philosophical drama as of this period.</p> <p><b>CO5:</b> To enable the students to understand the theme, structure and style of British novels</p>



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3	21PENC13	<b>Indian Literature In English: Michael Madhusudan Dutt to Girish Karnad</b>	<p><b>CO1:</b> To explore the various significant features of Indian English literature and its uniqueness.</p> <p><b>CO2:</b> To inculcate the spiritual values and importance for self-realization through English prose.</p> <p><b>CO3:</b> To enable the students to appreciate Indian drama and to realize its values in practical life.</p> <p><b>CO4:</b> To trace the evolution of Indian English short stories and thereby understand the social and cultural significances.</p> <p><b>CO5:</b> To get an insight into the social and political background of the Indian tradition in novels.</p>
4	21PENC14	<b>Shakespeare Studies</b>	<p><b>CO1:</b> To acquaint the students with the authorial approach by describing the influence of Shakespearian age on his plays.</p> <p><b>CO2:</b> To enable the students to perceive the tragic vision in Shakespearian plays by analyzing his most complex tragedy, <i>Hamlet</i></p> <p><b>CO3:</b> To equip the students to apply their tools of criticism to address the class and gender issues dramatized in Shakespearian comedy.</p> <p><b>CO4:</b> To train the students to critique Shakespeare's views on history, leadership and socio-political power-structure.</p>



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			<p><b>CO5:</b> To encourage the students to critically evaluate the various adaptations of Shakespearian drama and evolve a dialogue on various issues from different points-of-view</p>
5	21PENC15	<p><b>Literary Theory – I</b></p>	<p><b>CO1:</b> To identify, describe and define a variety of literary theories from the New Criticism to the presentday.  <b>CO2:</b> Distinguish the various context of literary theories based on their application.  <b>CO3:</b> Respond to works of literature using different critical and theoretical response techniques.  <b>CO4:</b> Evaluate the quality of any literary work through standard literary texts.  <b>CO5:</b> Promote the practice of approaching literary works in different perspectives.</p>
6	21PENC21	<p><b>British Literary Tradition: William Blake to W.H. Auden</b></p>	<p><b>CO1:</b> To enable the students to appreciate the Romantic poets' works.  <b>CO2:</b> To make the students to study Victorian poetry as a literary art form  <b>CO3:</b> To acquaint the students with the masters of prose in the Romantic and the Victorian period  <b>CO4:</b> To introduce the students to the various trends in drama in the Romantic and the Victorian period  <b>CO5:</b> To give exposure to</p>



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			the students about the social life through novels
7	21PENC22	<b>American Literary Tradition: Realism to Experimentalism</b>	<p><b>CO1:</b> To enable the students to trace through this course sequential to American Literary Tradition: Native Oral Tradition to Rise of Realism, the evolution of contemporary tenets of poetry</p> <p><b>CO2:</b> To educate the students to appreciate literature as a document of socio-political History of a nation through Twentieth Century American prose.</p> <p><b>CO3:</b> To train the students to critique the various experiments took place in American Drama</p> <p><b>CO4:</b> To inculcate in students through twentieth century American short fiction the exquisite narrative techniques to address the man's conflict with himself and the world</p> <p><b>CO5:</b> To sharpen the perspective of the students to get a holistic view of American history and identity through the major novels</p>
8	21PENC23	<b>Indian Literature In English: R. Parthasarathy to Arundhati Roy</b>	<p><b>CO1:</b> To enable the students to trace the tradition of Indian Literature in English poetry</p> <p><b>CO2:</b> To introduce the role of different elements in the construction of a nation , to the students</p> <p><b>CO3:</b> To enlighten the students about the</p>



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			<p>significance of Indian writers in English in the literary world</p> <p><b>CO 4.</b> To introduce the "Indianness" in the Indian literary works to the students</p> <p><b>CO5:</b> To appreciate the cross cultural discourses in the multi-lingual and multi-cultural Indian environment</p>
9	21PENC24	<b>Literary Theory – II</b>	<p><b>CO1:</b> To understand the structuralist approach in accordance with literary canon of the major theorists</p> <p><b>CO2:</b> To assimilate the doctrine of epistemology and discourse on Deconstruction</p> <p><b>CO3:</b> To review the ideologies of colonialism and postcolonial treatise in literary arena</p> <p><b>CO4:</b> To integrate linguistic and stylistic constraints applied in literary texts</p> <p><b>CO5:</b> To interpret literary texts by reflecting on the recent literary theories in the mainstream</p>
10	21PENN21	<b>English for Career Development</b>	<p><b>CO1:</b> To introduce students to the language skills required for appearing in career oriented competitive examinations</p> <p><b>CO2:</b> To provide sufficient practice in honing their necessary linguistic requirements so as to face the audience confidently and enable them to better their demonstrative skills for bright career prospects</p> <p><b>CO3:</b> To inculcate in them the significance of soft</p>



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			<p>skills for stress-free mindset to efficiently carry out professional duties.</p> <p><b>CO4:</b> To help them achieve the intended and widely expected competency level to meet global career standards</p> <p><b>CO5:</b> To encourage the students to establish a strong inter-personal relationship in work-place environment for personal and professional growth.</p>
11	21PENC31	<b>Research Methodology</b>	<p><b>CO1:</b> To understand the purpose of research in higher studies.</p> <p><b>CO2:</b> To help the student identify the authentic sources in research writing.</p> <p><b>CO3:</b> To enhance the knowledge of mechanics of research writing</p> <p><b>CO4:</b> To enable the students to understand the proper format used in thesis writing</p> <p><b>CO5:</b> To train the students in the methodology of applying theories for their further research projects.</p>
12	21PENC32	<b>African-American Writing</b>	<p><b>CO1:</b> To explore the issues of freedom and equality of African-American culture, racism and religion</p> <p><b>CO2:</b> To recognize the range and variety of the African-American writing as literary responses to historical and social events</p> <p><b>CO3:</b> To analyze African - American literature in shaping the image of race and ethnicity in American</p>





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			<p>society</p> <p><b>CO4:</b> To explain narratives like slave narratives, Reconstruction literature, the Harlem Renaissance</p> <p><b>CO5:</b> To discuss the experiences of the Black people from different historical, cultural, sociological, political and psychological perspectives</p>
13	21PENC33	<b>Canadian Literature</b>	<p><b>CO1:</b> To introduce the students to significant works of Canadian writers of various ethnicities</p> <p><b>CO2:</b> To expose the cultural and social-political settings in Canada with respect to the ethnic minority and the immigrants</p> <p><b>CO3:</b> To address the issues of indigenous community and ambivalent identities</p> <p><b>CO4:</b> To sensitize the students to the importance of cross-culture and modern writings</p> <p><b>CO5:</b> To integrate the linguistic, ethical and human values of Canadian literature</p>
14	21PENE31	<b>Translation Studies: Theory and Practice (Tamil-English)</b>	<p><b>CO1:</b> To understand the essentials of translation from various perspectives.</p> <p><b>CO2:</b> To analyze and decode the embedded cultural signs and codes across nations through ages.</p> <p><b>CO3:</b> To decode the challenges of a translator in the field of translation.</p> <p><b>CO4:</b> To critically evaluate various landmark translations and to learn the</p>



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			<p>nuances of translation from the challenges faced by various translators.</p> <p><b>CO5:</b> To become a professional translator from Tamil to English in literature, media, judiciary and academics.</p>
15	21PENE32	English Language Teaching	<p><b>CO1:</b> To familiarize the students with traditional methods and approaches in ELT.</p> <p><b>CO2:</b> To enable the students to understand the current methods and approaches in ELT.</p> <p><b>CO3:</b> To enlighten the students with the psychological principles in ELT.</p> <p><b>CO4:</b> To equip the students with the knowledge of technology in ELT.</p> <p><b>CO5:</b> To empower the students to facilitate the learning of the four language skills in their teaching profession.</p>
	21PENE33	Disability Literature	<p><b>CO1:</b> To expose students to the understanding that disability is a serious issue to be addressed in the mainstream society.</p> <p><b>CO2:</b> To enable students to apply their exposure to disability from reading its literature to reviewing their perspective on disabled community</p> <p><b>CO3:</b> To train the students to analyze the psychological trauma of a disabled person as recorded in the prescribed literary works</p>



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			<p><b>CO4:</b> To hone the critical ability of the students to evaluate the solutions suggested for the betterment of a disabled person's life</p> <p><b>CO5:</b> To sensitize the students to create a narrative space for disability in academic and non-academic Spaces</p>
16	21PENE34	<b>English for Media</b>	<p><b>CO1:</b> To expose the students to the various theories, impacts and ethics of Mass media</p> <p><b>CO2:</b> To acquaint students with the codifications of media-language</p> <p><b>CO3:</b> To enable the students to analyze the various techniques used in writing for media and attain proficiency in English to be used in various media-skills</p> <p><b>CO4:</b> To sensitize the students to critique popular media</p> <p><b>CO5:</b> To equip the students to apply their knowledge in media and language for careers in media</p>
17	21PENE35	<b>Film and Literature</b>	<p><b>CO1:</b> To help the students identify the fundamentals of film making and to study film as a genre in the literary tradition.</p> <p><b>CO2:</b> To introduce the students to various literary and cinematic terms to discuss, interpret, and analyze representative texts.</p> <p><b>CO3:</b> To help the students synthesize connections between individual texts and a variety of literary and</p>



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			<p>cinematic interpretations.</p> <p><b>CO4:</b> To train the students differentiate between literary language and film language</p> <p><b>CO5:</b> To give the students a sense of the history and cultural significance of movies</p>
	<b>21PENE36</b>	<b>THEATRE ARTS</b>	<p><b>CO1:</b> To make the students understand the aspects of theatre and how it is different from other literary genres.</p> <p><b>CO2:</b> To enable the students to apply various aesthetic and scientific aspects to theatre as a vantagepoint by introducing various schools of drama and various types of theaters</p> <p><b>CO3:</b> To train students to examine play-scripts graphically and write play-scripts.</p> <p><b>CO4:</b> To empower students in effective communication through the mechanics of acting.</p> <p><b>CO5:</b> To prepare the students in the fields of community theatre and theatre for education.</p>
<b>18</b>	<b>21PENC41</b>	<b>Cultural Studies</b>	<p><b>CO1:</b> To enable the students to comprehend the global trends in Cultural Studies.</p> <p><b>CO2:</b> To enable the students to master the theory and practice of Cultural Studies.</p> <p><b>CO3:</b> To promote and develop the teaching and scholarship of Cultural Studies.</p> <p><b>CO4:</b> To help students understand culture as a way</p>



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			<p>of life and as a contested site for human discourse and action</p> <p><b>CO5:</b> To equip students to understand and articulate themselves as cultural beings</p>
19	21PENC42	<p><b>European Literature in Translation</b></p>	<p><b>CO1:</b> To expose students to a panoramic view of literature in Europe, tracing the transformation of literary styles across time.</p> <p><b>CO2:</b> To enable students to analyze the socio-cultural, historical and political background for each literary work and period concerned</p> <p><b>CO3:</b> To help students understand how the writings of each period reflect different aspects of European culture and human nature.</p> <p><b>CO4:</b> To train students to reread classics in the light of contemporary life.</p> <p><b>CO5:</b> To inculcate the holistic view of various philosophies which shaped the gamut of European Literature</p>
20	21PENE41	<p><b>Fourth World Literature</b></p>	<p><b>CO1:</b> To train the students to interpret various works about subaltern through various ages.</p> <p><b>CO2:</b> To enable the students to demonstrate the problems of subalterns and aborigines in the contemporary society.</p> <p><b>CO3:</b> To inculcate problem-solving abilities for people of the Fourth World.</p> <p><b>CO4:</b> To encourage students to understand the nature</p>



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			and socio-economic conditions of the indigenous people <b>CO5:</b> To help students empathize with the victims of the hegemonic structures in the institutionalized Democracy
21	21PENE42	Green Literature	<b>CO1:</b> To make the students understand the significance of nature in the evolution and sustainability of humanity. <b>CO2:</b> To create awareness among students about the climate change. <b>CO3:</b> To train students to examine the present conditions and question the policies and practices of human society. <b>CO4:</b> To enable the students to evaluate the grey areas of human environmental ethics. <b>CO5:</b> To inculcate and develop ecological sensibilities and farsightedness in the young minds.
21	21PENE43	Nobel Laureates	<b>CO1:</b> To expose students to World Literature through the works of Nobel Laureates. <b>CO2:</b> To help the students gain insights into the universality of concepts conveyed by the works of Nobel Laureates. <b>CO3:</b> To introduce the students to popular genres used by Nobel laureates for literary composition <b>CO4:</b> To help students



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			<p>attain knowledge on cross-cultural values and morals</p> <p><b>CO5:</b> To train students to explore the humanistic values embedded in the literary works of Nobel laureates</p>
22	21PENE44	<p><b>Regional Literature in Translation</b></p>	<p><b>CO1:</b> To understand the panoramic perspectives of culture and ethos from the literary point of view.</p> <p><b>CO2:</b> To analyze Tamil aesthetics combined with universalism and mysticism.</p> <p><b>CO3:</b> To reread and deconstruct the Indian myths and folklores.</p> <p><b>CO4:</b> To critique the social issues such as cast discrimination as recorded in regional literatures.</p> <p><b>CO5:</b> To appreciate the cultural and linguistic diversity of their environment</p>
	21PENE45	<p><b>Diasporic Literature</b></p>	<p><b>CO1:</b> To enable the students to understand the causes and impacts of displacement</p> <p><b>CO2:</b> To help students explore the possibilities of survival in diasporic communities.</p> <p><b>CO3:</b> To train students to tackle the problems faced in new locations.</p> <p><b>CO4:</b> To exercise the students to review the ideas of home land and host land.</p> <p><b>CO5:</b> To inculcate in the students' minds a positive attitude of geographical displacement and help them formulate new identity.</p>





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	21PENE46	<b>Pandemic Literature</b>	<p><b>CO1:</b> To expose the students to different canonical attitudes towards human sufferings</p> <p><b>CO2:</b> To help students to analyze primary human emotions and responses scientifically</p> <p><b>CO3:</b> To train students to critique the impacts of human actions</p> <p><b>CO4:</b> To facilitate students to overcome anxiety and fear by comparing the scenarios given in literary texts to the present contexts</p> <p><b>CO5:</b> To inculcate a sense of nobility of the self to sustain faith in humanity</p>
24	21PENPR1	<b>Project</b>	<p><b>CO1:</b> To help the students understand the importance of research process.</p> <p><b>CO2:</b> To train the students to complete an independent research project, resulting in at least a thesis publication, and research outputs in terms of publications in national and international journals.</p> <p><b>CO3:</b> To help the students attain the knowledge of contemporary issues in their chosen field of research.</p> <p><b>CO4:</b> To enhance their ability to present and defend their research work to a panel of experts.</p> <p><b>CO5:</b> To inculcate the logical thinking ability in students.</p>