

**MANNAR THIRUMALAI NAICKER COLLEGE**  
**PASUMALAI, MADURAI- 625 004**

(An Autonomous Institution Affiliated to Madurai Kamaraj University)

(Re-accredited with 'A' Grade by NAAC)



**B.A., ENGLISH**  
**SYLLABUS AND REGULATIONS**

UNDER  
CHOICE BASED CREDIT SYSTEM (CBCS)  
**(For those who joined during 2018-2019 and after)**

### **Eligibility for Admission**

Candidates who have passed +2 Examination conducted by the Board of Higher Secondary Education, Government of Tamil Nadu, with English as a subject components OR any other examination accepted by the syndicate of the Madurai Kamaraj University as equivalent are eligible to join this course.

### **Duration of the course**

The duration of the course shall be three academic years comprising six semesters with two semesters in each academic year.

### **Subjects of Study**

The main subjects of study offered for B.A (English Literature) Degree Course shall consist of following:

Part I : Tamil

Part II : English

Part III :

1. Core Subjects
2. Allied Subjects
3. Electives

Part IV :

1. Non Major Electives
2. Skill Based Subjects
3. Environmental Studies
4. Value Education

Part V :

Extension activities

### **The scheme of Examination**

The components for continuous internal assessment are:

Two tests and their average	--15 marks
Seminar /Group discussion	--5 marks
Assignment	--5 marks
Total	--25 marks

**Pattern of the questions paper for the continuous Internal Assessment**

**(For Part I, Part II, Part III , NME & Skilled Paper in Part IV )**

The components for continuous internal assessment are:

**Part –A**

Six multiple choice questions (answer all) 6 x 01= 06 Marks

**Part –B**

Two questions (‘either .... or ‘type) 2 x 07=14 Marks

**Part –C**

One question out of two 1 x 10 =10 Marks

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Total		30 Marks
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Pattern of the question paper for the Summative Examinations:

**Note: Duration- 3 hours**

**Part –A**

Ten multiple choice questions 10 x 01 = 10 Marks

No Unit shall be omitted: not more than two questions from each unit.)

**Part –B**

Five Paragraph questions (‘either .... or ‘type) 5 x 07 = 35 Marks

(One question from each Unit)

**Part –C**

Three Essay questions out of five 3 x 10 =30 Marks

(One question from each Unit)

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Total		75 Marks
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**The Scheme of Examination (Environmental Studies and Value Education)**

Two tests and their average --15 marks

Project Report --10 marks\*

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Total		--25 marks
		-----

\*\* The students as Individual or Group must visit a local area to document environmental assets – river / forest / grassland / hill / mountain – visit a local polluted site – urban / rural / industrial / agricultural – study of common plants, insects, birds – study of simple ecosystem – pond, river, hill slopes, etc.

**Question Paper Pattern**

**Pattern of the Question Paper for Environmental Studies & Value Education only) (Internal)**

**Part –A**

(Answer is not less than 150 words)

Four questions (‘either .... or ‘type) 4 x 05=20 Marks

**Part –B**

(Answer is not less than 400 words)

One question (‘either .... or ‘type) 1 x 10=10 Marks

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Total 30 Marks  
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**Pattern of the Question Paper for Environmental Studies & Value Education only) (External)**

**Part –A**

(Answer is not less than 150 words)

Five questions (either or type) 5 x 06 =30 Marks

(One question from each Unit)

**Part –B**

(Answer is not less than 400 words)

Three questions out of Five 3 x 15 = 45 Marks  
each unit (One question from each Unit) -----

**Total** 75 Marks  
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**Minimum Marks for a Pass**

40% of the aggregate (Internal +Summative Examinations).

No separate pass minimum for the Internal Examinations.

27 marks out of 75 is the pass minimum for the Summative Examinations.

**PROGRAMME SPECIFIC OUTCOMES**

**PSO1:** To identify the salient features of literary texts from a broad range of English Literary periods

**PSO2:** To understand the historical and cultural range of literature written in English

**PSO3:** To develop working knowledge of the principal works, authors, genres and periods of English literature

**PSO4:** To employ knowledge of literary traditions to produce imaginative writing and imbibe the skills of interpretation, critical thinking and integrate the use of language skills.

**DEPARTMENT OF ENGLISH**  
(For those who joined in 2018 and after)  
**COURSE PATTERN**

Study Component	I Sem	II Sem	III Sem	IV Sem	V Sem	VI Sem	Total Hours	Total Credits	No.of Courses	Total Marks
Part – I Tamil	6(3)	6(3)	6(3)	6(3)	-	-	24	12	4	400
Part –II English	6(3)	6(3)	6(3)	6(3)	-	-	24	12	4	400
Part –III										
Core Subjects	6(4) 5(4)	6(4)	5(4) 5(5)	5(4) 5(4)	6(5) 5(5) 5(5)	5(4) 5(5)	63	53	12	1200
Project						5(4)	5	4	1	100
Elective					5(5) 5(4)	6(4) 5(5)	21	18	4	400
Allied Subjects	5(4)	5(4) 5(4)	4(4)	4(4)			23	20	5	500
Part – IV										
Skill Based Subjects	-	-	2(2)	2(2)	2(2) 2(2)	2(2) 2(2)	12	12	6	600
Environmental Studies/ Value Education	2(2)	2(2)	-	-	-	-	4	4	2	200
Non Major Elective	-	-	2(2)	2(2)	-	-	4	4	2	200
Part-V										
Extension Activities	-	-	-	0(1)	-	-	-	1	1	100
<b>Total</b>	<b>30 (20)</b>	<b>30 (20)</b>	<b>30 (23)</b>	<b>30 (23)</b>	<b>30 (28)</b>	<b>30 (26)</b>	<b>180</b>	<b>140</b>	<b>41</b>	<b>4100</b>

<b>SEMESTER-III</b>						
<b>Subject Code</b>	<b>Course/Subject</b>	<b>Hrs/Week</b>	<b>Credits</b>	<b>Max. Marks CA</b>	<b>Max. Marks SE</b>	<b>Total</b>
18UTAG31	<b>பகுதி-I: தமிழ்</b> காப்பிய இலக்கியமும் சிறுகதையும்	6	3	25	75	100
18UENG31	<b>Part –II: English</b> Exploring Language Through Literature-III	6	3	25	75	100
18UENC31	The Augustan Age	5	4	25	75	100
18UENC32	The Romantic Age	5	5	25	75	100
18UENA31	Advanced English Grammar & Usage	4	4	25	75	100
18UENS31	Soft Skills	2	2	25	75	100
18UENN31	English for Competence Development -I	2	2	25	75	100
	<b>Total</b>	<b>30</b>	<b>23</b>	<b>175</b>	<b>525</b>	<b>700</b>

<b>SEMESTER-IV</b>						
18UTAG41	<b>பகுதி-I: தமிழ்</b> பழந்தமிழ் இலக்கியமும் புதினமும்	6	3	25	75	100
18UENG41	<b>Part –II: English</b> Exploring Language Through Literature-IV	6	3	25	75	100
18UENC41	The Victorian Age	5	4	25	75	100
18UENC42	Modern British Literature	5	4	25	75	100
18UENA41	Phonetics	4	4	25	75	100
18UENS41	Part IV Advanced Writing Skills	2	2	25	75	100
18UENN41	NME II English for Competence Development -II	2	2	25	75	100
18UEAG40- 18UEAG49	Part V Extension Activities	-	1	100	-	100
	<b>Total</b>	<b>30</b>	<b>23</b>	<b>275</b>	<b>525</b>	<b>800</b>



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<b>Programme</b>	<b>: UG</b>	<b>Part III</b>	<b>: Core</b>
<b>Semester</b>	<b>: III</b>	<b>Hours</b>	<b>: 5</b>
<b>Sub Code</b>	<b>: 18UENC31</b>	<b>Credits</b>	<b>: 4</b>

**THE AUGUSTAN AGE**

**Course Outcomes**

**CO1:** This paper enables the students to give overall knowledge about the Eighteenth Century English Literature

**CO2:** To enable the students to appreciate different styles of poetry, prose, drama and fiction

**CO3:** To trace the influence of culture and ideals on the world of writers

**CO4:** To inculcate a sense of appreciation of the Augustan Age

**Unit – 1: Poetry**

William Collins	-	Ode to Evening
Alexander Pope	-	An Epistle to Dr. Arbuthnot
William Cowper	-	On the Receipt of my Mother's Picture

**Unit – 2: Poetry**

John Dryden	-	Mac Flecknoe
Thomas Gray	-	Elegy Written in a Country Churchyard

**Unit – 3: Prose**

Richard Steele	-	The Trumpet Club
Joseph Addison	-	Sir Roger at the Theatre On Ghosts and Apparitions
Oliver Goldsmith	-	City Night Peace

**Unit – 4: Drama**

Richard Brinsley Sheridan	-	The School for Scandal
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**Unit – 5: Fiction**

Daniel Defoe	-	Robinson Crusoe
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**Text Books:**

1. Boulton, Marjorie. **The Anatomy of Poetry**. Kalani Publishers and Distributors, Print, 1995, New Delhi.
2. Boulton, Marjorie. **The Anatomy of the Novel**. London: Routledge and Kegan Paul, Print, 1984.
3. Green, David. **The Winged Word**. Macmillan, Print, New Delhi, 1974.
4. Minto, William. **A Manual of English Prose Literature**. Atlantic Publishers and Distributors, Print, New Delhi, 1995.

**Web:**[netenglishcoaching.in/augustan-age-18th-century-literature/](http://netenglishcoaching.in/augustan-age-18th-century-literature/)

<https://www.britannica.com/topic/The-School-for-Scandal-play-by-Sheridan>



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<b>Semester</b> : III	<b>Hours</b> : 05
<b>Sub Code</b> : 18UENC32	<b>Credits</b> : 05

**THE ROMANTIC AGE**

**Course Outcome:**

- CO1:** To impart an over-all knowledge to the students about the different genres and writers of Romantic Age.
- CO2:** To enable the students to appreciate different styles of poetry, prose and fiction of this literary age.
- CO3:** To enlighten the students on the important movements in English literature
- CO4 :** To encourage the students to analyse poetic expressions on nature.

**Unit I – Poetry**

- |                    |   |                      |
|--------------------|---|----------------------|
| William Wordsworth | – | Tintern Abbey        |
| John Keats         | – | Ode to a Nightingale |
| P. B. Shelley      | – | Ode to the West Wind |

**Unit II – Poetry**

- |                |   |                     |
|----------------|---|---------------------|
| S.T. Coleridge | – | Christabel          |
| Byron          | – | She Walks in Beauty |
| William Blake  | – | The Lamb            |

**Unit III – Prose**

- |              |   |                                       |
|--------------|---|---------------------------------------|
| Charles Lamb | – | My Relations                          |
|              |   | In Praise of Chimney Sweepers         |
| De Quincey   | – | Confessions of an English Opium Eater |

**Unit IV –Fiction**

- |                  |   |            |
|------------------|---|------------|
| Sir Walter Scott | – | Kenilworth |
|------------------|---|------------|

**Unit V – Fiction**

- |             |   |      |
|-------------|---|------|
| Jane Austen | – | Emma |
|-------------|---|------|

**Text Books:**

- Green, David. **The Winged Word**. Macmillan, Print, New Delhi, 1974.
- Sir Walter Scott, Kenilworth Edinburgh Edition, 1993, London.
- Jane Austen, Emma, Rupa Publications, 2000, New Delhi

Web: [https://books.google.co.in/books/about/Essays\\_of\\_Elia](https://books.google.co.in/books/about/Essays_of_Elia).

<https://www.gutenberg.org/files/2040/2040-h/2040-h.htm>



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<b>Semester</b>	<b>: III</b>	<b>Hours</b>	<b>: 04</b>
<b>Sub Code</b>	<b>: 18UENA31</b>	<b>Credits</b>	<b>: 04</b>

**ADVANCED ENGLISH GRAMMAR AND USAGE**

**Course Outcomes:**

**CO1:** To enable the students to get acquainted with the fundamental knowledge of the purpose of modern grammar.

**CO2:** To help the students to get acquainted with figures of speech.

**CO3:** To develop the skills of structures in written and spoken English and help the students gain confidence.

**CO4:** To develop correct usage of grammar

**Unit -I:** Parts of Speech  
Sentence Structure  
Kinds of Sentences

**Unit -II:** Nouns and Classifications  
Pronouns / Adjectives / Determiners

**Unit-III:** Verbs and its kinds  
Tenses and their usages  
Modals / Conjunctions  
Question Tags  
Concord

**Unit-IV:** Transformation of Sentences-  
Voice / Direct and Indirect  
Degrees of Comparison / Simple, Compound, Complex

**Unit -V :** Writing Essays, Comprehension Skills, Dialogue Writing

**Text Books:**

1. G. Radhakrishna Pillai. **English Grammar and Composition**. Emerald Publishers, 2002, Chennai.
2. Nesfield, J.C. **English Grammar, Composition and Usage**. (Revised and adopted by N.K. Aggarwala and F.T. Wood) Macmillan, New Edition, 2004, Chennai.
3. David Green, **Contemporary English Grammar: Structures & Composition**, Macmillan Publishers India, 2000, New Delhi.

Web: <https://www.grammarly.com/blog/verb-tenses/>

<https://www.englishclub.com/grammar/verb-tenses.htm>



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<b>Semester</b>	<b>: III</b>	<b>Hours</b>	<b>: 02</b>
<b>Sub Code</b>	<b>: 18UENS31</b>	<b>Credits</b>	<b>: 02</b>

**SOFT SKILLS**

**Course Outcomes:**

**CO1:** To enhance holistic development of students and improve their employability skills.

**CO2:** To facilitate an all-round development of personality.

**CO3:** To cause an enhanced awareness about the significance of soft skills in professional and inter-personal communications

**CO4:** To develop professionals with idealistic, practical and moral values.

**Unit- I Self Analysis, Attitude and Mindset**

Who am I, Importance of Self Confidence, Self Esteem- Factors Influencing Attitude, Challenges and Lessons from Attitude- Definitions & Types of Mindset, Learning Mindsets, Secrets of Developing Growth Mindsets

**Unit-II Time Management**

Importance of Time and Understanding Perceptions of Time, Using Time Efficiently, Diagnosing Time management, Weekly Planner, Understanding Procrastination, Overcoming Procrastination

**Unit-III Stress Management and Motivation**

Causes of Stress and Its Impact, How to manage distress, Circle of Control, Stress Busters- Factors of Motivation, Self Talk, Intrinsic & Extrinsic Motivators

**Unit –IV Etiquette and Interpersonal Skills**

Ethics and Etiquette, Business Etiquette- Understanding the Relationship between Leadership Networking & Team work.

**Unit- V Creativity and Goal Setting**

Out of box thinking, Lateral thinking - Wish List, SMART Goals, Blue print for Success, Short Term, Long Term, Life Time Goals.

**Text Book:**

1. SOFT SKILLS, Career Development Centre, Green Pearl Publications. Print, 2015.

**Reference Books:**

1. [https://onlinecourses.nptel.ac.in/noc17\\_hs11/](https://onlinecourses.nptel.ac.in/noc17_hs11/)
2. Covey Sean, *Seven Habits of Highly Effective Teens*, New York, Fireside Publishers, 1998.
3. Carnegie Dale, *How to win Friends and Influence People*, Simon & Schuster, 1998, New York,
4. Thomas A Harris, *I am ok, You are ok* , 1972, New York-Harper and Row.
5. Daniel Coleman, *Emotional Intelligence*, Bantam Book, 2006
6. Dorch, Patricia. *What Are Soft Skills?* Execu Dress Publisher, 2013, New York.
7. Kamin, Maxine. *Soft Skills Revolution: A Guide for Connecting with Compassion for Trainers, Teams, and Leaders*. DC: Pfeiffer & Company, Washington, 2013.
8. Klaus, Peggy, Jane Rohman& Molly Hamaker. *The Hard Truth about Soft Skills*. HarperCollins E-books, London, 2007.



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<b>Semester</b>	<b>: III</b>	<b>Hours</b>	<b>: 02</b>
<b>Sub Code</b>	<b>: 18UENN31</b>	<b>Credits</b>	<b>: 02</b>

**ENGLISH FOR COMPETENCE DEVELOPMENT – I**

**Course Outcomes:**

- CO1:** To develop and integrate the use of language skills
- CO2:** To produce academic vocabulary appropriately
- CO3:** To infer meanings of unfamiliar words
- CO4:** To produce correct word forms

**Unit –I**

Professions and Professionals  
Human Character  
Phobias  
Homophones, Homonyms, and Homographs

**Unit-II**

Word Substitutions  
Pairs of Words Confused

**Unit-III**

Idioms and Phrases  
Foreign Expressions

**Unit-IV**

Comprehension Passages

**Unit-V**

Cloze Tests

**Text Books:**

1. Gopalan, R.etal. **General English for Competitive Examinations**. Vijay Nicole Imprints Private Ltd., 2010, Chennai.
2. RadhakrishnaPillai. **English for Success**. Emerald Publishers, 2003, Chennai.

Web:<https://en.oxforddictionaries.com/explore/phobias-list/>  
<https://www.phrases.org.uk/meanings/phrases-and-sayings-list.html>



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<b>Programme : UG</b>	<b>Part III</b>	<b>: Core</b>
<b>Semester : IV</b>	<b>Hours</b>	<b>: 05</b>
<b>Sub Code : 18UENC41</b>	<b>Credits</b>	<b>: 04</b>

**THE VICTORIAN AGE**

**Course Outcomes:**

- CO1 :** To enable the students to understand, analyse and appreciate literary texts in various genres during the age of Tennyson.
- CO2 :** To enable the students to understand, analyse and appreciate literary texts in various genres during the age of Tennyson.
- CO3 :** To assist the students to appreciate the social, cultural, historical, political and artistic milieu which have produced the texts.
- CO4 :** To help the students to develop an aesthetic taste for literary texts.

**Unit-I POETRY**

Elizabeth Barret Browning	-	How do I Love Thee?
Alfred Lord Tennyson	-	The Lady of Shallot
Robert Browning	-	The Last Ride Together
Mathew Arnold	-	The Forsaken Merman

**Unit-II PROSE**

John Ruskin	-	Unto this Last
R.L Stevenson	-	Markheim

**Unit III DRAMA**

Oscar Wilde	-	Lady Windermere's Fan
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**Unit IV FICTION**

Emily Bronte	-	Wuthering Heights
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**Unit V FICTION**

Charles Dickens	-	Hard Times
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**Text Books:**

1. Green, David, **The Winged Word**, Macmillan, 1974, New Delhi.
2. C.T Thomas, **Twentieth Century Verse – An Anglo American Anthology**, Macmillan Publishers India Ltd., 1979, Chennai.
3. Board of Editors, **Fifteen Poets – Chaucer to Matthew Arnold**, Oxford University Press, 1941, Chennai.

Web: [https://archive.org/stream/ageoftennyson00walkiala/ageoftennyson00walkiala\\_djvu.txt](https://archive.org/stream/ageoftennyson00walkiala/ageoftennyson00walkiala_djvu.txt)  
[www.victorian-era.org/](http://www.victorian-era.org/)



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<b>Programme</b>	<b>: UG</b>	<b>Part III</b>	<b>: Core</b>
<b>Semester</b>	<b>: IV</b>	<b>Hours</b>	<b>: 05</b>
<b>Sub Code</b>	<b>: 18UENC42</b>	<b>Credits</b>	<b>: 04</b>

**MODERN BRITISH LITERATURE**

**Course Outcomes:**

**CO1:** To inculcate a sense of appreciation of Twentieth Century English Literature.

**CO2:** To familiarize the students with the modern trends in literature

**CO3:** To enable the students to understand the diverse issues in 20<sup>th</sup> Century Literature.

**CO4:** To enable the students to understand the issues related to World Wars

**Unit I – Poetry**

W. B. Yeats	–	Sailing to Byzantium
Wilfred Owen	–	Strange Meeting
Philip Larkin	–	Church Going
Ted Hughes	–	The Hawk in the Rain

**Unit II – Poetry**

T. S. Eliot	–	The Waste Land
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**Unit III – Prose**

E.M. Forster	–	My Wood
Bertrand Russell	–	In Praise of Idleness

**Unit IV - Drama**

George Bernard Shaw	–	Pygmalion
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**Unit V – Fiction**

Virginia Woolf	–	Orlando: A Biography
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**Text Books:**

1. Green, David. **The Winged Word**. Macmillan, 1974. Print, New Delhi.
2. **Bernard Shaw, George, Pygmalion**, Penguin Random House 2003, UK.
3. Woolf, Virginia, **Orlando: A Biography**, Penguin Random House, 2000, UK.

<https://libcom.org/files/Bertrand%20Russell%20-%20In%20Praise%20Idleness.pdf>

<http://english.fju.edu.tw/lctd/asp/works/158/text.htm>





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**Programme : UG**

**Semester : IV**

**Sub Code : 18UENA41**

**Part III : Allied**

**Hours : 04**

**Credits : 04**

**PHONETICS**

**Course Outcomes**

**CO1:** The paper enables theoretical and practical knowledge of English phonetics and phonology

**CO2:** To enable the students to get acquainted with correct English Pronunciation.

**CO3:** To introduce the phonetic symbols of the English language to the students.

**CO4:** It enables the development of skills in sound identification and discrimination and the control of speech production abilities.

**Unit-I**

Airstream Mechanism and Organs of Speech.

**Unit-II**

Classification and Description of Consonant Sounds in English.

**Unit III**

Classification and Description of Vowel sounds in English

**Unit-IV**

Word Accent, Intonation, Syllabization, Stress

**Unit-V**

Transcription of words and Transcription of Dialogues

**Text Book:**

1. T. Balasubramanian, **A Textbook of English Phonetics for Indian Students**, Macmillan.

**Reference Books:**

1. Roache, Peter, **English Phonetics and Phonology**, Cambridge.
2. Jones, Daniel, **English Pronouncing Dictionary**. Cambridge, 2006.

Web: <https://www.londonschool.com/blog/phonetic-alphabet/>

<https://www.phon.ucl.ac.uk/home/wells/transcription-ELL.pdf>



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<b>Programme</b>	<b>: UG</b>	<b>Part IV</b>	<b>: Skill</b>
<b>Semester</b>	<b>: IV</b>	<b>Hours</b>	<b>: 02</b>
<b>Sub Code</b>	<b>: 18UENS41</b>	<b>Credits</b>	<b>: 02</b>

**ADVANCED WRITING SKILLS**

**Course Outcomes**

- CO1:** This paper increases confidence in the students' ability to write well
- CO2:** To write with impact and capture the reader's attention
- CO3:** To produce clear, concise and easy to read documents
- CO4:** To win more business by writing more persuasive and successive proposals

**Unit – 1:** Mechanics of Writing

**Unit – 2:** Compositional Skills – Methods of Developing Paragraph, Essay

**Unit – 3:** Reporting Surveys and Interpretation of Data

**Unit – 4:** Content Writing and Blogs

**Unit – 5:** Note Making, Precis Writing and Review Writing

**Text Book:**

1. Bailey, Stephen. **Academic Writing: A Practical Guide to Students**. London: Routledge, 2003. Print.

**Reference Books:**

1. Langan, John. **Sentence Skills**. McGraw College, 1999. Print, Boston.
2. Swan, Michael. **Basic English Usage**. OUP, 1986. Print, London.

Web:<https://www.wordstream.com/blog/ws/2014/08/07/improve-writing-skills>  
<https://www.grammarly.com/blog/how-to-improve-writing-skills/>



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<b>Programme</b>	<b>: UG</b>	<b>Part IV</b>	<b>: NME</b>
<b>Semester</b>	<b>: IV</b>	<b>Hours</b>	<b>: 02</b>
<b>Sub Code</b>	<b>: 18UENN41</b>	<b>Credits</b>	<b>: 02</b>

**ENGLISH FOR COMPETENCE DEVELOPMENT– II**

**Course Outcomes**

- CO1:** To draft professional resume
- CO2:** To demonstrate ability in a working environment
- CO3:** To enable them to speak in English efficiently
- CO4:** To prepare, organize and deliver oral presentations

**Unit –I**

Sentence Skills  
Sentence Improvement  
Sentence Arrangement  
Sentence Completion  
Sentence Fillers

**Unit-II**

Spotting the Errors

**Unit-III**

Emotional Intelligence  
Emotional Leadership  
Emotional Quotient

**Unit –IV**

Resume (Soft and Hard)

**Unit-V**

Group Discussion  
Interview Etiquettes

**Text Books:**

1. Gopalan, R etal. **General English for Competitive Examinations**. Vijay Nicole Imprints Private Ltd., 2010, Chennai.
2. Pillai, G. Radhakrishna. **English for Success**. Emerald Publishers, 2003, Chennai.

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